A Comparison of Self-Concept Scores before and after Three Months Job Corps Experience

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A COMPARISON OF SELF-CONCEPT SCORES
BEFORE AND AFTER THREE MONTHS
JOB CORPS EXPERIENCE

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
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APPROVED FOR THE GRADUATE FACULTY

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Acknowledgements

It is with sincere respect and admiration that I tender my sincere thanks to my committee chairman, Dr. Hyrum Henderson. His understanding and encouragement throughout this year is beyond description. Special thanks are also extended to Dr. Dohn Miller and Mr. Darwin Goodey for their sincere interest and help.

Deep appreciation is extended to my wife, Janice, and my children, Brian and Boyd, for their encouragement and understanding during the past year; without their help I would not have attained this academic goal.
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Introduction

One of a person's most important psychological experiences is his own sense of self. Important as a person's self-concept is, it seems to be a by-product of other experiences rather than something that is deliberately taught him by his parents, teachers, or others concerned about his instruction. Emphasis seems to be in developing desirable habits in eating, toilet behavior, and so on, but seldom do they bother themselves with the question of how their training may affect the conception that the child is developing of himself. Adults frequently respond to a child according to their own needs rather than those of the child and in so doing they rarely realize what their reactions may be doing to the child's self-concept. Even when adults do consider the child, too often they are more concerned with the child becoming the type of person that they desire rather than fostering a feeling of self-acceptance.

Conceptions of what children should be and what they should develop into are shaped by many forces including socio-economic status, sex, race, and religion. All parents have such conceptions and no matter how poorly or how well defined, these conceptions leave their effect on the child
whether they are compatible with his self-concept or not.

From his experiences with the family, friends, teachers, and society, "each child develops an image or concept of himself as a unique person or self, different from every other self" (Hamachek, 1965, p. 2). However, the self-concept of the individual usually provides for flexibility in his behavior according to the role he is playing. He learns to behave differently at home than he does when attending school, dating, or attending church. However, he does not usually feel that he has several self-concepts but has a continuing feeling of identity that allows him to remain the same person even though he shifts from one role to another.

It is important to note that behavior and self-concept are learned and that learned behavior can be modified. Unless some significant person or persons in an individual's life help him to see himself as capable and worthwhile, the individual who has learned to see himself as worthless and stupid may always reflect his disappointments in his self-concept.

Purpose of Study

Most Job Corps candidates have been confronted with a
series of failure experiences throughout life. According to a recent (uncoded) pamphlet the following statistics reveal the type of candidates that have made up the Job Corps during its first three years of existence.

Young men and women between the ages of 16 and 22, who are out of school, unable to find an adequate job, and in need of a change of environment to become useful and productive citizens - these are the young people who come to the Job Corps.

Six of every 10 come from broken homes; 63 percent from homes where the head of the household was unemployed; 60 percent live in substandard housing; 64 percent have been asked to leave school; 80 percent have not seen a doctor or dentist in 10 years. Only about 60 percent ever held a job full or part time, and their average annual salary was $639. More than half of the male recruits of draft age are unfit for military service for educational or health reasons.

A youngster entering Job Corps has a reading and math ability of about fifth grade, on the average, even though he or she has completed nine years of school. More than 30 percent of new enrollees cannot read or write.

Most enrollees have never slept between sheets, never shared a bedroom with only one other. Some have never had electric lights. Almost all have developed an acute resistance to conventional schooling (Appendix A).

The lack of success, the frustration, and the disappointments encountered are factors which reduce the willingness to attempt challenging experiences. This lack of success has a detrimental effect on the child's self-concept and may be reflected in the total personality.
Proponents of the Job Corps program maintain that they offer a setting in which they can operate at a level commensurate with the child's special needs in academic, vocational, and living situations, all of which tend to enhance the self-concept.

The purpose of this study is to determine if a significantly more positive self-concept is developed after approximately three months of Job Corps experiences.

Hypothesis of the Study

For testing purposes the null hypothesis of no significant difference in the self-concept before and after approximately three months' Job Corps experience, as measured by The Tennessee Self Concept Scale, is postulated.

Terms Used in the Study

The following terms need defining within the scope of this study.

Self Concept, used in relationship to the subjects of the study, refers to the scores attained on the measurement instrument, The Tennessee Self Concept Scale.
Variables

Self Concept

Job Corps experiences

Related Research

Studies by Rogers (1947), Combs (1949), Benjamins (1950), and Raimy (1948) are in agreement that self-concept is a focal point of organization for at least some relatively massive behavior patterns. They emphasize that the self-concept is both an influence of and is influenced by the individual's behavior. He tends to behave in a manner subjectively consistent with his concept of himself or the role that he plays in a given situation. He is constantly striving to establish and maintain a meaning for himself, just as he is constantly striving to identify other aspects of the world in which he lives. The picture that the individual gains of himself is greatly affected by the way that he perceives the reactions of others toward him. Whatever identity an individual has established for himself, he is led to behave in a manner which he sees as being consistent with the concept he has of himself if it is to remain understandable to him. Without this identity he has no frame of reference to understand anything related to him.
If the self-concept is threatened it must either be defended or changed.

In order to test the reaction to threat Benjamins (1950) conducted a study of 48 high school students, first having them rank themselves in popularity, grades, intelligence, health, and attractiveness. After ranking themselves they were given an intelligence test. On the following day each subject was individually given false reports systematically ranking them one rank higher or one rank lower than the self ranking. Subjects were then told that tests did not always give a clear picture of intelligence and were asked to re-rank themselves. Immediately after re-ranking themselves an alternate form of the original intelligence test was administered. Following the intelligence test a questionnaire was administered to get reactions to the reported ranks.

The results indicate that subjects who had been identified as well integrated from previous tests strived to maintain their identity and scored at least as high on the second test as they did on the first test. Subjects who appeared to lack sufficient integration tended to score lower on the second test than they did on the first test.
Results were significant at the .01 level of confidence.

Jersild (1952), in his book *In Search of Self*, commented:

When a person resists learning that may be beneficial to him, he is, in effect, trying to protect or to shield an unhealthy condition. But, more broadly speaking, he is not actually protecting something unhealthy as such; he is trying to safeguard his picture of himself, his concept. . . . (p. 114).

In a study of induced success and failure with 60 college students, Diller (1954) found that there was a definite need for individuals to maintain and enhance the self-concept.

After a perceived failing experience, the individual did not show any overt change in attitude or behavior, but the individual's covert attitudes revealed a lowering of the self-concept. On the other hand, he found that perceived success did enhance both overt and covert attitudes and behavior but with less significance on the covert level.

In a very intensive study of children from age 9 to 12 with school records of success or failure, Sears (1940) concluded that students who had been successful in school displayed more positive self-concepts, were better adjusted, and set goals that were more realistic. Individuals that
had experienced failure had a lower self-concept, were not as well adjusted, and set unrealistically high or unrealistically low goals in an attempt to protect the self. The study revealed that individuals with positive self-concepts tend to be more stable than individuals displaying a negative self-concept.

In a similar study Brownfain (1952) defines stability of self-concept as the difference between positive and negative self ratings without regard to signs, the difference score being referred to as the "stability index." The larger the discrepancy between these scores the more unstable the self-concept is believed to be. Large discrepancies are referred to as unstable self-concepts and low discrepancies are referred to as stable self-concepts.

Brownfain (1952) agrees with Sears (1940) that individuals with stable (or positive) self-concepts are better adjusted, have less feeling of inferiority, show less compensatory behavior, and so forth. However, he goes on to say that individuals with a low self-concept seem to constantly ride the crests and troughs of the waves in search for a better understanding of themselves in relation to the world in which they live. He maintains that the
self-concept remains fluid. When situations are favorable the self-concept is heightened but when situations are unfavorable the self-concept is lowered.

Brownfain concluded that stability of the self-concept reflects an integrative function rather than rigidity of personality.

Looking at it in a little different way, Cowen, Heilizer, Axelrod, and Alexander (1957) maintain that the discrepancy between the ideal self and the self summed without respect to signs gives us an index of maladjustment. The greater the discrepancy between the two concepts, presumably the less stable is the self-concept and the more maladjusted the individual is.

An interesting study by Chodorkoff (1954) using 30 college male undergraduates reveals that:

1. The greater the agreement between the individuals self-description and an objective description of him the less perceptual defenses he will show.

2. The greater the agreement between the individuals self-description and an objective description of him, the more adequate will be his personal adjustment.

3. The more adequate the personal adjustment of the individual the less perceptual defenses he will show.
In a study with 24 college men, Smith (1958) revealed the following information about six aspects of the self-concept:

1. A high discrepancy between "Self" and "Ideal Self" indicates that the subject feels inadequate relative to his ideal; that is, he evaluates himself unfavorably.

2. A high discrepancy between "Social Self" and "Ideal Self" indicates that the subject feels that other people perceive him in a way which is very different from his standards of perfection; that is, he feels that their perceptions of him are relative to his own ideal, unfavorable.

3. A high discrepancy between "self" and "Social Self" indicates that the subject thinks that other people do not accurately perceive and understand him.

4. High "instability of Self" indicates that the subject's attitudes toward himself undergo marked changes from time to time.

5. High "instability of Social Self" indicates that the individual changes markedly from time to time concerning what he believes other people think of him.

6. High "instability of Ideal Self" indicates that the individual's goals, values, and ideals fluctuate markedly over time.

In observations from theory of personality and practical experience in therapy, Rogers (1947) and Combs (1949) arrived at the following conclusions:

It is essential for the individual to maintain or enhance the self-concept. Perceptions which threaten the self-concept cannot be integrated into the personality until the perception of the self or the perceptions of the external world are changed. Until such perceptions are changed
the individual will continue to feel inadequate to cope with threatening situations (Combs, 1949).

Rogers says that it seems to indicate that absence of threat to the self-concept would seem to be a desirable situation. However, he points out that without threat of attack or the likelihood of attack it would be impossible for the individual to make new differentiations and to reintegrate the self to include previous false perceptions.

In conclusion, Rogers makes the following comment:

The way in which the individual's perceptual reorganization takes place seems to alter the individual's behavior. In other words, the critical element in the determining of behavior is the perceptual field of the individual.

Perkins (1958) relates that self-concept appears to be a valuable tool concerning psychological factors which influence learning and development.

The growing importance of the self-concept as a construct is particularly evident in those theories which postulate that the individual's perception of himself is the control factor influencing his behavior. This formulation suggests that a more adequate interpretation of behavior can be achieved when the observer increases his knowledge of the behaver's perceptual field including his self-concept (p. 204).

Research findings, as a whole, emphasize that the maladjusted or unstable individual is characterized by a low, or negative self-concept which may have an adverse
effect upon his behavior. However, Wylie (1961) in a review of the literature makes the following comment:

On the whole, we have found that there are enough positive trends to be tantalizing. On the other hand, there is a good deal of ambiguity in the results, considerable apparent contradiction among the findings of various studies, and a tendency for different methods to produce different results. In short, the total accumulation of substantive findings is disappointing, especially in proportion to the great amount of effort which obviously has been expended (p. 317).

Method

Subjects

The subjects for this study consisted of 31 individuals who had voluntarily joined the Job Corps and were stationed at Fort Simco Job Corps and Conservation Center near White Swan, Washington. They were young men between the age of 16 and 22, who had been at Fort Simco for 30 days or less. According to Job Corps specifications all subjects had been out of school for 90 days or more, were out of work, lacked the education and skills necessary to obtain a job, and had come from a low-income family. For more detailed information see Appendix B.
Instrument

The instrument employed in this study to measure self-concept was The Tennessee Self Concept Scale by Fitts (1965).

Finding a reliable instrument for the measurement of self-concept of Job Corpsmen was a task which took a great deal of consideration. Many of the instruments used in research are designed primarily for each specific study. They have not been used extensively and published information concerning reliability and validity is somewhat limited.

The reasons for selecting The Tennessee Self Concept Scale were: (1) The scale was standardized on a sample including people from various parts of the country, with age ranges from 12 to 68. (2) It can be administered individually or in small groups. (3) It appeared suited for the age range outlined in the study. (4) It appeared that it could be administered orally without affecting the reliability. (5) Test re-test reliability is reportedly very high. The mean, standard deviation and reliability coefficient may be found on page 14 of the manual for The Tennessee Self Concept Scale. (6) The directions are simple
and little effort is required of the subject in making responses.

As reported by Fitts (1965), The Tennessee Self Concept Scale has been standardized from a broad sample of 626 people. The sample included people from various parts of the country, and age ranges from 12 to 68. There were approximately equal numbers of both sexes, both Negro and white subjects, representative of all social, economic and intellectual levels and educational levels from 6th grade through the Ph.D. degree.

The scale consists of 100 self descriptive statements which the subject uses to portray his own picture of himself. Seven clinical psychologists were employed as judges to classify the items according to a 3 x 5 scheme. The final items utilized consist of 45 positive statements, 45 negative statements and 10 self-criticizing statements.

The scale is appropriate for individuals age 12 or higher and having at least a sixth grade reading level. It is also applicable to the whole range of psychological adjustment from healthy, well adjusted people to psychotic patients.
Procedure

The self-concept scale was administered periodically to groups of nine to eleven subjects, until 58 subjects were obtained. During the six testing sessions the same room was used and all tests were administered in the afternoon. Subjects were told that the examiner was from Central Washington State College and was conducting a study to see how young men felt about themselves. They were then assured that the examiner was in no way connected with the Job Corps program and that the information gathered would not affect any phase of their training at Fort Simco.

After attempting to establish rapport with the subjects, answer sheets and pencils only were handed out to each individual. The writer (and examiner) read orally each item number and each statement, after a very short pause the number and the statement was repeated. After another very brief pause the examiner proceeded to the next number and statement. The same procedure was followed throughout the testing period unless the subjects wanted a statement repeated. To aid the subjects in selecting their responses an overhead projector was used to reproduce the statements and the following response selections:
Approximately three months later an attempt was made to re-test the same subjects using the same procedure. However, only 31 subjects were available for re-testing. Three subjects found employment. Nineteen subjects were absent without leave and four subjects were working at a satellite camp and were not available for testing.

Results

The null hypothesis of no significant difference in the self-concept before and approximately three months after Job Corps experience was rejected. The pre-test mean score for the pairs of scores was 311.52 with a standard deviation of 38.92. The post-test mean score for the pairs of scores was 319.68 with a standard deviation of 34.52. A comparison of the means of the paired scores revealed a significant difference at the .05 level of confidence (t=2.16).

The Tennessee Self Concept Scale was initially administered to 58 subjects. After approximately three months, only 31 subjects were available for re-testing. Nineteen of
the subjects were absent without leave, (A.W.O.L.), three of the subjects had found employment, four were working at a satellite camp and were not available for re-testing and one subject did not include his name on the original test and could not be identified for re-testing. Due to the rather high mortality rate parametric and non-parametric tests were computed comparing the pre-test scores for all categories except whose who were on work detail. Analysis of the data revealed no significant difference between those who stayed and those who were A.W.O.L., no significant difference between those who stayed and those who found employment and no significant difference between those who were A.W.O.L. and those who found employment.

A comparison of the post-test scores of the subjects of this study with the scores of the standardization sample showed that the subjects of this study obtained significantly lower self-concept scores. The mean score obtained by the subjects of this study on the post-test was 319.68 with a standard deviation of 34.52. The mean score obtained by the standardization sample was 345.57 with a standard deviation of 30.70. This difference was significant in excess of the .0005 level of confidence (t=4.08).
Discussion

A comparison of the self-concept scores before and approximately after three months of Job Corps experience revealed a significantly higher score following Job Corps experience.

Findings favoring Job Corps experiences could be due to a variety of reasons. It was previously pointed out that individuals perceive experiences differently and that these perceptions determine the concept that the individual develops of himself. "Each child develops an image of himself as a unique person or self, different from every other self" (Hamachek, 1965, p.2).

It is important to note that behavior and self-concept are learned and that learned behavior can be modified. Unless some significant person or persons in an individual's life help him to see himself as capable and worthwhile, the individual who has learned to see himself as worthless and stupid may always reflect his disappointments in his self-concept. Job Corps experience may have provided these significant persons to help the individual perceive situations differently than before and thus develop a more positive self-concept. Prior to Job Corps training,
corpsmen may have had a low self-concept due to perceived differences between skills, traits, or qualities demanded by society and those they possess. Following Job Corps training the discrepancy between perceived skills, traits or qualities demanded by society and those they possess may have been smaller.

Prior to Job Corps training, corpsmen may have experienced academic failure in school. The Job Corps provides an academic setting that is commensurate with the individual's level of performance and an effort is made to assure some measure of success. These new school experiences may help the individual to realize the importance of success and the benefits that can be obtained through education.

Living with a group of other young men who share the same kinds of problems, do the same kinds of work, wear the same kind of clothes, eat the same kind of food and abide by the same rules may give them the opportunity to share feelings and problems and thus develop some insight which may have enhanced the self-concept.

Prior to Job Corps training, corpsmen may have come from a family that suffered many financial burdens where the
family could not provide adequate food, shelter, clothing, medical care or the other basic necessities of life, let alone provide spending money to enjoy movies, swimming, equipment for recreation and so forth. Job Corps provides all the necessities of life, equipment for recreation and spending money for individual wants, all which may enhance the individual's feeling of worth.

This study revealed a significant increase in the self-concept scores after approximately three months of Job Corps experience. This significant increase is of course rewarding. However, the mean score of the post-test of the subjects in this sample is still considerably below the mean score of the standardization sample. This indicates that subjects in this study possess a rather low self-concept in comparison with the standardization sample and that a greater effort is needed to provide experiences that enhance the development of positive self-concepts.

The small sample size of this study limits to an extent what generalizations can be made about the large population of Job Corpsmen. In regard to the Job Corpsmen population used in this study, Job Corps experiences appear to be offering a satisfactory climate conducive to the development of positive self-concepts.
Educational Implications

The present study revealed that Job Corpsmen do express negative self-concepts. Therefore, it is important to develop or expand educational programs to enhance the development of positive self-concepts.

It must also be realized that observed behavior or apparent self-concept may not be in accord with the way that the individual actually feels about himself. Psychological constructs, such as self-concept scales may enable the teacher or counselor to develop a deeper understanding and insight into the feelings and behavior of the individual. With the insight and understanding of the self-concept a creative teacher or counselor can capitalize on existing behavior patterns and modify these behavior patterns. This does not mean that background information concerning the development of the self-concept is not important, but in some cases it is not available and modification must be pursued without previous background knowledge.

If an individual feels he lacks certain qualities which are expected of him, a negative self-concept is usually developed. An individual must be liked in order to like; he must be respected in order to respect. With
information obtained from self-concept measures, significant persons can begin to adjust the program to suit the individual's needs and enhance the self-concept. With the insight which can be obtained through self-concept measures, failure, dishonor, and degrading experiences can be reduced. It is the task of all those involved in the training and education of Job Corpsmen to do what is in their power to help corpsmen to develop a positive self-concept.

Research Implications

There is an abundance of research concerning the importance of the self-concept and many of the studies include a rather wide cross section of the population, but there seems to be a lack of studies concerning Job Corps or other organizations that are concerned with the same goals. It was apparent that more research needs to be done in this area. A study of this nature including a larger sample seems to be needed. A more longitudinal study may provide more reliable data. Experimentation of different methods using control groups may be beneficial in developing a program that would be more conducive to the enhancement of the self-concept.
**Recommendations**

The Job Corps and our society find it desirous to educate the individual to become socially acceptable, adaptive, and productive. Therefore it is recommended that Job Corps instructors, counselors, and other significant persons make use of self-concept measures to assist them in a better understanding of individual feelings and behavior so that they can more accurately meet the needs of the individual and the demands of society.

**Summary**

It was concluded that Job Corpsmen who had approximately three months of Job Corps experience scored higher (or more positively) in their self-concept than they had previously scored before Job Corps experience.

The instrument used in this study to measure self-concept was The Tennessee Self Concept Scale. The scale was administered periodically to small groups, following the same procedure to insure consistency.

The 31 subjects of this study were compared against themselves and the means of the paired scores were analyzed by use of the t-test for significance. The results disclosed
a difference significant at the .05 level of confidence. Other interesting findings were: (1) Job Corpsmen in this study revealed a negative self-concept. (2) There was no significant difference between the beginning scores of those who stayed and those who were A.W.O.L. (3) There was no significant difference between the beginning scores of those who stayed and those who found employment. (4) There was no significant difference between the beginning scores of those who were A.W.O.L., and those who found employment.
References


vocational skills

Job Corps vocational instruction is planned in steps so a Corps member can enter employment after each level of training. However, each member is urged to train in as many skill levels as possible to increase his employment potential. Here are vocational skills taught by Job Corps:

- **AUTOMOTIVE**
- **BUILDING SERVICES**
- **CLOTHING SERVICES**
- **COMPUTER SERVICES**
- **COSMETOLOGY**
- **CONSTRUCTION**
- **EDUCATION & SOCIAL SERVICES**
- **ELECTRICAL, ELECTRONICS**
- **FOOD SERVICES**
- **GRAPHIC ARTS**
- **HEALTH SERVICES**
- **HOTEL & TRAVEL**
- **LANDSCAPE/NURSERY**
- **MACHINE TRADES**
- **OFFICE & CLERICAL**
- **OFFICE MACHINE REPAIR**
- **RETAIL SALES**

Job Corps is a unique partnership of Federal, state, and local governments, of private enterprise, trade unions, universities, social agencies, and community groups. The 53 Job Corps conservation centers are operated on public lands by the U.S. Departments of Agriculture and Interior, and by four states. The 26 urban and 3 special centers, housing generally at unused military bases or leased private facilities, are operated under contract by 18 large companies, seven universities, Aggie Kappa Alpha Sorority, The Texas Educational Foundation, Inc., and the Young Women’s Christian Association. Job Corps trainees are helped to find jobs by the U.S. Department of Labor, and the state employment services. Two voluntary agencies, Women In Community Service (WICS) and Joint Action for Community Service (JACS), help trainees adjust to community life and stick with their jobs. WICS also recruits for Job Corps, as does the AFL-CIO.

who comes to Job Corps?

Young men and women between the ages of 16 and 22 who are out of school, unable to find an adequate job, and in need of a change of environment to become useful and productive citizens—these are the young people who come to Job Corps.

Six of every 10 come from broken homes; 63 percent from homes where the head of the household was unemployed; 60 percent live in substandard housing; 64 percent have been asked to leave school; 80 percent have not seen a dentist or doctor in 10 years. Only about 60 percent ever held a job, full or part-time, and their average annual salary was $673. More than half of the male recruits of draft age are unfit for military service for educational or health reasons.

A youngster entering Job Corps has a reading and math ability of about fifth grade, on the average, even though he or she has completed nine years of school. More than 30 percent of new enrollees cannot read or write.

Most enrollees have never slept between sheets, never shared a bedroom with only one other. Some have never had electric light. Almost all have developed an acute resistance to conventional schooling.

what happens in Job Corps?

Youngsters enter a residential, educational, and work-skill training program that is without parallel in American education. At the 124 Job Corps centers, the program includes: individual tutoring and counseling; both formal and informal; trained staff to supervise and help enrollees; 24 hours a day and on weekends; special new self-instructional materials to help enrollees move along at their own speed; modern equipment, donated by business firms, to teach modern vocational skills.

Here are sample comments received from employers:

**INLAND STEEL CO., East Chicago, Indiana:** Job Corps graduates currently on our rolls have demonstrated good work abilities and habits. They are most cooperative and industrious, and reflect only credit on their training in the Job Corps.

**TEXAS INSTRUMENTS, INC.,** Austin, Texas: We have but one regret in hiring Job Corps boys; we wish we hired ten more like him. John is extremely well regarded and mixes very well with his associates.

**STANDARD OIL COMPANY OF OHIO, Cleveland:** If Miss P. is in any way indicative of your training and the type of student Job Corps can produce, you are to be commended. You are doing a very necessary and excellent job.

**ST. MARGARET HOSPITAL, Kansas City, Kansas:** J. is doing quite well. Her job knowledge is good, her relationship with co-workers excellent. She is neat and anxious to cooperate.

**J., I want you to be commended. You are doing a very necessary and excellent job.**

For every 10 months spent in Job Corps, the average youngster gains one and one-half grade levels in reading, and almost two grade levels in mathematics. Similar gains are made in vocational training.

Job Corps members grow accustomed to early rising, to regular hours, to daily exercises and sports. They learn how to get along with all kinds of people—both in Job Corps, and outside. They develop good work habits and a new sense of responsibility. They find direction, a "way to go."

where do they go from Job Corps?

In its first three years, Job Corps has touched the lives of 165,000 young people. Of the 124,000 who have gone through the program, 70 percent are making constructive use of the education and training they received in Job Corps. Over 65,000 have taken jobs, earning an average of $1.70 an hour; 10,800 have gone back to school or on to college; and 8,000 are serving in the armed forces.

Among the present employers of Job Corps trainees are Campbell Soup, Western Electric, Chrysler, Ford, Avco, Lockheed, Sears, Honeywell, General Electric, Liberty Mutual, United Air Lines, DePONT, Cessna Aircraft, Continental Baking, Safety, Burroughs, IBM, ITT, Consolidated Edison, AMFLEX, General Motors, Uni-Royal.

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contributions to the nation

Even while training, Job Corpsmen are contributing to national betterment.

In improving the Nation's forests, parks, and grasslands, they have performed conservation work worth $38,000,000 to the Nation. Corpsmen have built and maintained 4900 miles of roads, thousands of picnic tables, fireplaces and parking spaces. They have developed and improved 76 miles of fishing streams and 16,500 acres of fish and wildlife habitat. They have planted 15,900 acres of trees and shrubs, and improved and reforested 12,800 acres of timber.

Forty-four young men at a Job Corps center near Oakland, Calif., all found jobs in the same company last week—as U.S. Army paratroopers. The 44, nearly all from poor families, volunteered as a unit, and have been assigned to a special platoon at Fort Lewis, Wash., for basic training. Probably because of their stint at the Job Corps center, they averaged several points higher than the norm on the induction test. Without that added education, said Recruiting Sergeant Darryl Adkins—himself a veteran paratrooper—only one out of four might have qualified for the airborne elite.

—from TIME, November 3, 1967

service to local communities

Corpsmen and women also volunteer their leisure time and services in dozens of projects that benefit their host communities. They work with the handicapped, sponsor Little League baseball teams, donate evening time at homes for the aged. Some work with retarded youngsters, others shop for elderly people of the neighborhood. Several women’s centers operate nursery schools for local children.

In time of disaster and danger, Corpsmen have labored around the clock—fighting fires, restoring flood-damaged areas, assisting in tornado clean-up, and conducting search and rescue missions.

Corps members paint ambulances and community recreation centers, construct wheelchair tables for paraplegics at veterans hospitals, build furniture for youngsters enrolled in Head-Start, collect and repair toys for needy children.

All Job Corps centers contribute to such public causes as the March of Dimes, the American Red Cross, United Fund, the Muscular Dystrophy Association, United Cerebral Palsy, the Salvation Army.

contribution to public education

What Job Corps has learned about educating the school dropout is being applied in public school systems across the Nation, with the aim of helping to keep troubled youngsters in school as long as possible.

I have visited over 25 Job Corps Centers and know the tremendous value this program is to the under-privileged youth of our country. I would like to personally help make this, their “last chance,” a success.

—Archie Moore, former boxing champion

The interchange of teaching methods and materials between Job Corps and the public schools began in the summer of 1966, when 21 teachers from Seattle, Simi Valley (a Los Angeles suburb), Detroit, and Washington, D.C., took up year-long posts as staff members in four Job Corps conservation centers. At year-end, the teachers returned to their school systems to introduce Job Corps methods and materials in local classrooms.

During the 1967-68 school year, 17 teachers from 11 urban school systems are teaching and learning in Job Corps centers.

how to help a Job Corps trainee get a job

If you are interested in employing a young man or woman trained by Job Corps, or if you want to help one of these young people find a job and hold on to it—write or call one of the seven Job Corps Regional Offices:

Office of Economic Opportunity
Great Lakes Region
623 South Wabash Avenue
Chicago, Illinois 60605
Telephone: (312) 353-4775

Office of Economic Opportunity
Southeast Region
730 Peachtree Street, N.E.
Atlanta, Georgia 30308
Telephone: (404) 526-3178
Appendix B
WHO IS ELIGIBLE FOR JOB CORPS?

To be admitted to the Job Corps each applicant must:

- Be at least 16 but not yet 22 years old at the time of enrollment in the Job Corps (21 years 9 months at the time of application);

- Be a permanent resident of the United States, as:
  
  (a) a citizen residing in the U.S. or any of its possessions,

  (b) non-citizen admitted for permanent residence, or

  (c) a native and citizen of Cuba admitted to the U.S. after January 1, 1959.

- Come from a low-income family. The following table may serve as a guide:

<table>
<thead>
<tr>
<th>Family Size</th>
<th>Annual Family Cash Income</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Nonfarm</td>
</tr>
<tr>
<td>Persons</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>$1,540</td>
</tr>
<tr>
<td>2</td>
<td>1,990</td>
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<td>6,635</td>
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<tr>
<td>12</td>
<td>7,135</td>
</tr>
<tr>
<td>13 or more</td>
<td>7,635</td>
</tr>
</tbody>
</table>

- Not have a history of serious criminal or anti-social behavior that would jeopardize his own safety or that of others or would limit his ability to adjust to the Job Corps. Questionable cases should be referred to the screening agency.

- Need educational and/or vocational training in order to increase his employability.

- Express a firm interest in joining the Job Corps and a desire to do his very best to complete the training. He must agree in writing to a minimum stay of 90 days or to forfeit his readjustment allowance.
To be able to profit from a change of environment in a residence training program, look for these background factors:

- Overcrowded and/or unsanitary living conditions
- Broken home
- Foster home or orphanage
- Friends or associates with criminal or anti-social tendencies
- Poor neighborhood
- No job opportunities
- Serious parental neglect

Normally be a school drop-out of at least 3 months. A high school graduate may be eligible if he meets the other eligibility requirements.

If she is a female with dependent child or children, present written certification from the local child welfare agency that the child or children will be under adequate care and protection during the period the youth is enrolled in the Job Corps.

Not now be in the National Guard or a Reserve component.

Not have a medical condition that would require constant professional care and/or result in interference in the normal performance of his duties in a Job Corps Center.

Our objective is to reach as many youths as possible who will benefit from the Job Corps Program. Even if you are in doubt about his or her complete eligibility, refer anyone who basically fits this picture to the screening agency for full eligibility determinations.
Appendix C

Raw Data for Subjects Who Found Employment

N 3
Pre-test Scores for Subjects Who Found Employment

<table>
<thead>
<tr>
<th>S's</th>
<th>Pre-test Scores</th>
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<td>S-57</td>
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Appendix D

Raw Data for Subjects Who Were Not Available for Re-testing

N 4
Pre-test Scores for Subjects Who Were at a Satellite Work Camp

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<td>303</td>
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<td>S-48</td>
<td>333</td>
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### Appendix E

**Raw Data—Pairs of Scores**

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Appendix F

Raw Data for Subjects A.W.O.L.

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