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ABSTRACT

This publication is designed to serve teachers and counselors interested in reviewing the key concepts relative to working with disadvantaged youth in urban areas. The compact nature of the review and its organization into guideline format should provide a ready reference for the practitioner seeking to improve his instruction. Major sections of the document include: (1) Characteristics of Urban Disadvantaged Youth and Their Environment, (2) Guidance and Counseling, (3) Curriculum Design and Content, (4) Teaching Techniques, (5) Teacher Characteristics, and (6) Placement of Students. (Author/BH)

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preface

This publication is designed to serve teachers and counselors interested in reviewing the key concepts relative to working with disadvantaged youth in urban areas. The compact nature of the review and its organization into guideline format should provide a ready reference for the practitioner seeking to improve his instruction. Much has been written concerning this topic. However, the author has been selective by citing references believed to be especially useful to teachers.

A basic reference on this topic is the *Review and Synthesis of Research on Vocational Education for the Urban Disadvantaged,* by Rutherford Lockette. This reference and a related publication on the same topic for school administrators are available from The Center.

The profession is indebted to Vincent Feck for his scholarship in the preparation of this report. Recognition is also due Martin Hamburger, New York University, New York, and Ray Cox, Copley, Ohio, for their critical review of the manuscript prior to its final revision and publication. J. David McCracken, information specialist at The Center, coordinated the publication's development.

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WHAT VOCATIONAL EDUCATION TEACHERS AND COUNSELORS SHOULD KNOW ABOUT URBAN DISADVANTAGED YOUTH

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introduction

Various authors and reports (Reissman, 1962 and Brum, 1969) suggest that 10 to 15 percent of the youth in the United States between the ages of 14 and 17 years are educationally disadvantaged. This figure approaches 30 to 50 percent in some of our large cities. The disadvantaged referred to are those who do not fit into the mainstream of our society because of academic, social, and/or economic backgrounds.

In a society that recognizes the dignity of man, no person should be denied the opportunities to overcome his or her deprivation(s) with the aid of our educational system. Vocational educators are committed to the maximum occupational development of all individuals, including the disadvantaged. Successful vocational programs can help disadvantaged youth surmount their deficiencies.

Since 1917 vocational education programs have attempted to serve the needs of all types of students, including the disadvantaged. However, in general, there were no separate classes for the disadvantaged. Recent federal vocational legislation (since 1963) has emphasized serving the needs of disadvantaged youth as a separate entity.

the problem

There have been few teacher education programs or courses designed specifically for the preparation of vocational teachers for disadvantaged youth. Accordingly, teachers or coordinators with all types of backgrounds and experiences taught the disadvantaged.

In recognition of the fact that disadvantaged youth are in reality the hardest to teach, the best informed and prepared teachers and/or teacher coordinators should be conducting the educational programs designed to serve these youths. Through experience, national seminars, and research and evaluation programs, much information pertaining to teaching disadvantaged youth has been made available. The intent of the paper is to identify and synthesize information which teachers should know in order to direct effective vocational programs for urban disadvantaged youth. The report is organized as follows: 1) general and specific characteristics of urban disadvantaged youth and their environment, 2) guidance and counseling, 3) curriculum design and content, 4) special techniques for teaching and developing occupational competence, 5) selected desirable characteristics of teachers, and 6) placement and follow-up procedures.

Those who teach disadvantaged youth have various titles, including teacher, instructor, coordinator, and teacher coordinator. Throughout the remainder of the paper, reference to teachers of disadvantaged youth will connote all persons responsible for teaching disadvantaged youth regardless of their title.

student characteristics

Effective teaching of disadvantaged youth requires a high degree of teacher insight into the backgrounds and characteristics of his or her students. The learning attitudes and reactions of the student are affected by his or her home or community environment. For example: student X may be unable to stay awake in class because he was out with the gang the previous night or because he worked the night shift at one of the local factories. Student Y may be unable to concentrate on her studies due to a serious family problem at home.

Knowledge of the characteristics and environmental background of the students enables the teacher to cope with similar situations better and to plan appropriate courses of action which may involve other agencies. It is also assumed that courses designed for the disadvantaged should be based on the needs of the students. These needs cannot be identified without an analysis of the characteristics and background of the students.

Many authors, including Riessman (1963), Calitri (1965), Havighurst (1964, 1966), Newton (1962), Black (1965), Brum (1969), and Amos (1968), have written books and articles describing the characteristics and environment of the urban disadvantaged youth. A selected summary of the most common conditions and characteristics will be presented in the following categories: 1) family and general population characteristics—social, housing, socioeconomic, health, education, and urban industry and employment; 2) unique characteristics of ethnic groups; 3) selected youth characteristics—attitudes, education, social, and vocational aspirations.

In reality there is no substitute for each teacher identifying the characteristics and backgrounds of his or her students. Conditions and characteristics will vary from city to city and even within cities. The list to follow may serve as a guideline for an inventory of the characteristics and environmental background of disadvantaged students. Local guidance counselors, city and county governmental offices, health departments, welfare agencies, and census data are sources of specific information for each city and school.

Family and General Population Characteristics

A. Social

1. Most of the urban disadvantaged youth and families live within the inner-city frequently referred to as ghetto or slum areas.
2. The population is predominantly composed of minority groups such as blacks, Puerto Ricans, Spanish and Mexican Americans, Appalachian whites, American Indians and foreign immigrants. The blacks migrated heavily from the South during the 1960's (Northwood, 1964 and Goldberg, 1967).
3. Family disorganization is common in the inner-city. Desertion, divorce, and illegitimate children are contributing elements (Northwood, 1964). In some communities, from 30 to 50 percent of the families have no husband (Clark, 1968).
4. The churches within the inner-city are losing strength and tending to become service centers (Northwood, 1964).
5. School buildings and equipment are often old and dilapidated (Northwood, 1964).
6. Families of the disadvantaged are large and there is frequent doubling-up of households.
7. Opportunities for participation in cultural enrichment activities such as plays and museums are very limited or nonexistent (Havighurst, 1966).
8. There are relatively high rates of adult crime and juvenile delinquency, such as peddling of narcotics, thefts, homicide,

drunkenness, sex perversions involving children, and prostitution (Northwood, 1964). Many parents have police records (30 percent of the parents of school children in one city) (Conant, 1961).

Implications. The social climate of the disadvantaged as described is likely to be different from the middle class surroundings in which most teachers currently live and/or were brought up in. It is assumed that unless teachers have done their student teaching in an inner-city community, and/or studied the situation intently, they will be unfamiliar, surprised, and possibly even shocked at the social conditions which the disadvantaged students endure. Some characteristics will differ significantly among the ethnic groups. These will be presented later in this report.

The described conditions are the "grass roots" which feed and support the development of youth who are aggressive, insecure delinquents who have a value system apart from the cultural mainstream. The teacher must keep these conditions in mind when planning curricula, courses, and teaching strategies. At a minimum, teachers should offer the students a stable, secure atmosphere and an understanding, unbiased mind while the students are at school.

B. Housing

1. Residential rates of mobility into, out of, and within the inner-city are high. When and if residents become more affluent, they move out of the inner-city (Havighurst, 1966). However, there is a lot of moving within the neighborhood as residents engage in a perennial search for better housing (Northwood, 1964).
2. The housing available is old and substandard with the exception of a few public housing projects. Many homes lack the proper sanitary, heating, and ventilation facilities (Northwood, 1964).
3. There are high proportions of multi-family dwellings and lodging for quasi-transient single persons, especially near the business districts of the inner-city (Northwood, 1964).
4. Even though many urban populations are declining, there is still a high density of population in the inner-city, resulting in crowded living conditions (Northwood, 1964).
5. Many homes and apartments are owned by absentee landlords (Northwood, 1964).
6. Public parks and playgrounds are usually in a relatively low ratio to the population (Northwood, 1964).
7. Participation in organized community improvement projects is low (Northwood, 1964).

Implications. There is an obvious need for home improvement projects in the inner-city. Vocational programs for the disadvantaged can offer instruction in the areas of carpentry, cabinet making, plumbing, heating, and landscaping. Teachers should consider the possibilities of scheduling

shop or laboratory practice sessions at student homes. This suggestion is made realizing that securing the funds for supplies for such projects may pose a problem. However, some improvements such as yard clean-up and painting can be made with little or no outside investment. Horticulture classes should consider the possibility of cleaning up and renovating vacant lots for ball diamonds, etc. With their children involved, parents may become interested and street clubs may be formed to continue similar community improvement projects. As the youths become involved with such projects they will feel proud of their work and make a special effort to keep others from destroying their accomplishments.

C. Socioeconomic

1. Unemployment rates of inner-city poverty areas are higher than the national average and other non-poverty urban areas (Department of Commerce, 1970).
2. The unemployment rates of out of school youth between the ages of 16 and 21 years is extremely high. Rates of 59-70 percent have been reported. The unemployment rate of high school graduates in the age category is also high (48 percent) (Conant, 1961).
3. Most ghetto residents that are employed have menial, low-skilled, low-paying jobs (Northwood, 1964).
4. There are many families relying on some type of public assistance or welfare program (nearly 1 in 4 under 18 years of age come from homes supported by Aid to Dependent Children funds) (Clark, 1968).
5. Local taxable property has devaluated (Department of Health, Education and Welfare, 1969).
6. Many families do not have the ability (educational background) or willingness to manage their financial resources effectively. Impulse buying is common. For example, some families have washing machines but no running water (Miller, 1968).

Implications. The high rates of unemployed, underemployed, and low-skilled employed found in the inner-city where disadvantaged students reside result in the development of youth with feelings of despair, defeat and inadequacy. The high percentage of idle youth, as Conant (1961) warned, are social dynamite.

The situation described points out the real need for vocational courses for disadvantaged youth and their families. One of the major objectives of vocational education is to develop saleable skills within students which will enable the students to enter and advance in a chosen vocation. Vocational courses should be provided for both the youth and adults in which there are opportunities for placement and advancement upon graduation or completion of the course.

Just offering vocational courses will not solve the employment problem alone. Generally remedial courses in basic communication skills will need to accompany the vocational courses.

Due to the failure of so many of their peers and relatives to find decent employment, disadvantaged urban youth will probably present their vocational teachers with recruitment and educational motivation problems. Models of successful graduates "who have made it" need to be brought back into the inner-city and involved in the recruitment process. Work-study programs need to be initiated to enable the students to bring in some "quick cash." Short-term vocational courses, such as shoe repair, which enable the student to experience some success and receive recognition in the form of cash for their success can serve as a motivation force for completing other needed courses, including the remedial education.

Because of the atmosphere in which the disadvantaged live, the process of preparing for employment must start early, perhaps in elementary school or kindergarten, before the student becomes a potential drop out. Elementary school youth need to learn that productive work is worthwhile and rewarding. In the junior high school years, the students need to participate in career orientation programs which take them to places of employment where their peers are successfully employed. Under such a plan, disadvantaged students would be better prepared to enter skill training in the senior high school and perhaps never become school drop outs.

D. Health

1. There are high rates of physical and mental illness in the inner-city (Northwood, 1964). Multiple use of toilet facilities, inadequate heating and ventilation, and crowded sleeping quarters result in a high rate of acute respiratory diseases in children (Clark, 1968). Statistics from public health sources indicate that the poor are plagued with a greater number of health problems, including hearing, visual and dental disorders (Roberts, 1967).
2. The infant mortality rate in the inner-city is almost double the average rate in cities (Clark, 1968).
3. Poor facilities for storage of food result in a high rate of digestive illnesses (Clark, 1968).
4. Poor and inadequate diets result in malnutrition (Clark, 1968).
5. Death rates are higher and at an earlier age in the inner-city (Clark, 1968).
6. Many suffer from the effects of drug addiction (Clark, 1968).

Implications. Poor nutrition and housing conditions lead to higher incidence of disease. Resulting physical and mental illness contributes to educational impairment of the disadvantaged. It is assumed that most schools have some type of medical examination program as well as a school nurse to handle daily health problems.

Vocational teachers should learn the symptoms of some of the common ailments of disadvantaged youth such as respiratory infections. Sometimes early detection and referral to the proper health personnel

can prevent prolonged illness of the student as well as contamination of the rest of the students in the class.

In vocational programs which involve the operation of dangerous machines such as lathes, drill presses, and power saws, the teachers must be sure that the student's daily condition is stable enough to permit safe operation of the machines. Inadequate sleep, hangovers, and lack of breakfast or lunch may cause fainting or incoherency which could lead to serious accidents.

Studies in nutrition indicate that nutritional deficiencies lead to loss of energy, lack of ability to concentrate, loss of self-control, and increased irritability (Roberts, 1967).

Although vocational teachers cannot solve all of the health problems of their students, they should be aware of the local, state and federal sources of help.

E. Education

1. Most residents of the inner-city are poorly educated. For example, in New York, according to Miller (1968), the average Puerto Rican in the city had 7½ years of schooling, blacks 9½ years, and Whites 10½ years. Conant (1961) reported that in a New York elementary slum school (predominantly black) only 10 percent of the parents graduated from high school and 33 percent had completed elementary school.
2. The disadvantaged are usually members of families in which there are less than two generations of literacy (Newton, 1962).

Implications. The low educational attainment of the parents, relatives, and friends suggests that disadvantaged youth have few models who by their example and attitude would encourage completion of school. In addition, students will receive very little help at home with school lessons. Under these conditions, supervised study time at school during the vocational classes would be more helpful to the students. Large, noisy study halls are of little benefit. This suggests that inspiring these students to complete their education will be one of the primary challenges of vocational teachers.

F. Urban Industry and Employment

1. Industrial manufacturing is declining. Factories are relocating (Department of Health, Education and Welfare, 1969).
2. Urban employment is decentralizing. New jobs are opening up outside the central city (Department of Health, Education and Welfare, 1969).
3. Cities which serve as transportation hubs generate employment in the areas of communications, retailing, wholesaling, public utilities, service industries, and clerical and office staff (Department of Health, Education and Welfare, 1969).
4. Job areas expanding in urban areas include: accountants, budget analysts, community organization specialists, draftsmen, engineering aides and technicians, management ana-

lysts, neighborhood service workers, planning aides, computer programmers, public health specialists, public housing managers and maintenance personnel, recreation specialists, statisticians, urban demographers, planners and renewal specialists, inspectors, and zoning and code investigators (Smith, 1969). The most rapidly expanding field is health services. Environmental control positions such as air and water pollution control are also expanding. Most of the preceeding jobs are at the professional, administrative, and technical level. However, equal or even larger supportive staffs consisting of semi-skilled and skilled jobs are needed (Department of Health, Education and Welfare, 1969).

5. There is a decrease in menial low-skill job opportunities due to mechanization and automation (Ferman, Kornbluh and Miller, 1968).

Implications. Vocational teachers must be aware of the current local job opportunities available to disadvantaged youth. It is hypocritical to prepare students for nonexistent jobs when too many of their relatives and friends, including some who graduated from high school, have failed in their search for jobs.

Job opportunities can be identified with the aid of an industry advisory committee, written surveys, and U.S. Department of Labor employment outlook reports. Consideration must also be given to the identification of equal opportunity employers.

The characteristics and environments presented represent in general all ethnic and minority groups living in the urban inner-city areas. However, there are some cultural characteristics of blacks, Spanish surname, and Appalachia whites that are unique to their background and significantly different to warrant separate consideration. These are presented in the next section.

Characteristics of Ethnic Groups (Unique)

A. Blacks

1. Blacks suffer from discrimination in housing, jobs, education, and political and social activities (Ferman, Kornbluh and Miller, 1968).
2. There is a high percentage of working mothers. Black wives in just over two-fifths of all black families work. Approximately one-half of these with no children under six work, and nearly one in four of those with children under six are in the labor force (Lewis, 1967).
3. Blacks have larger households; significantly larger than white, containing more children and more adults. However, large portions of black youth in their teens live apart from immediate families, with relatives or friends (Lewis, 1967).

4. There is a tendency for blacks to stay within their immediate environment and remain unfamiliar with areas beyond their neighborhood boundaries (Kemp, 1966). This is due in part to discrimination and segregation. Deutsch (1960) found that 65 percent of the black children had never been more than 25 blocks away from home.
5. There is a high concentration of permanently unemployed —old and young—who have years of productive life left but see no possibility for jobs (Ferman, Kornbluh and Miller, 1968).
6. The opportunity structure facing black youth is perceived as restrictive and controlled by a white power structure unresponsive to change (Ferman, Kornbluh and Miller, 1968).
7. There is an alienation—both felt and real—from the mechanisms that might produce needed changes (e.g., the political and economic systems) (Ferman, Kornbluh and Miller, 1968). The lack of social and economic mobility results in a sense of powerlessness among the people (Clark, 1970).
8. There are few "success models" and sources of job information from those whose experiences could provide guidelines for social mobility in the larger society, while, frequently, models exist who have used sub rosa or illegitimate means to gain status and prestige (Ferman, Kornbluh and Miller, 1968).
9. The black ghetto usually lacks social and psychological links with the white middle class society. They frequently view their situation as exploitation by segments of the white community, such as absentee landlords, the store owner and employer (Ferman, Kornbluh and Miller, 1968).
10. Discrimination and segregation often result in feelings of hostility, humiliation, inferiority, self-doubt, self-hatred—all of which impair self-development (Kemp, 1966).

The characteristics of black youth are:

1. Many of the children have to fix their own meals and a large number go to school without any breakfast (Goldberg, 1967).
2. Teen-age boys often work to help support their families (Clark, 1968).
3. Black female youth generally have a model for work because of the high percentage of working mothers. However, with a large number of youth without fathers and/or unemployed or low-skilled employed fathers, the black male has few models to pattern his life after.
4. As a result of mothers working, disadvantaged youth have the responsibility of taking care of their younger brothers

and sisters at an early age. In addition, much of their play and recreational activities lack adult supervision.

Implications. Due to discrimination and segregation, many black youths have developed a negative self-concept. Black culture courses are needed to develop pride in their race and improve their ego (Social, Educational Research and Development, Inc., 1968). Vocational teachers can assist by identifying successful black adult models in the business and industrial world. This is especially needed for the male youth, since females generally have a working mother to pattern their life after.

Many black youths will come from broken homes in which the mothers are the authoritarian figure. Vocational teachers will have to confer with mothers on matters requiring parental approval or consultation. Contacts with mothers may be difficult because of the large percentage working to support their families. Yet, these contacts are important to gain parental support for the program and/or to discuss problems the students are having in school. Telephone calls, school open houses, and home visits may provide some means of contacting the mother.

Teachers can expect blacks to have a work adjustment problem in companies and businesses where the employees are predominantly white. He or she may feel insecure unless there are other blacks with whom they can relate. A buddy system whereby peers assist the new employee in the initial adjustment period may be helpful.

B. Spanish Surname Groups

1. Mexicans and Spanish-Americans are among the least "Americanized" of all ethnic groups in the United States (Heller, 1963). Change in traditionally held values is resisted in subsequent first, second, and third generations.
2. Values of masculinity, honor, politeness, and respect for the family, home, church, and school are stressed in child development (Heller, 1963).
3. Family authority is traditionally vested in the father or in case of his absence, the oldest wage earner in the family. The mother is considered the affectionate figure in the family and is expected to run the household, which includes the children (Heller, 1963). Division of responsibilities between the sexes is sharply defined and based on a dichotomous set of cultural expectations.
4. The principal language, especially in interpersonal relationships, appears to be a form of American Spanish. English is a secondary language and often they cannot communicate well in English. The younger generation in many cases cannot speak either language well and this becomes a source of embarrassment for them (Heller, 1963).
5. The families have strong ties spreading through a number of generations. Often these ties impose obligations of mutual aid, loyalty, respect, and affection (Heller, 1963).
6. Families tend to live for the present and not to concern themselves with future materialistic goals (Farias, 1971).

7. Parental educational attainment is low (an average of 8 years) and there is parental indifference toward formal education (Farias, 1971).

Implications. Economic and social mobility of Spanish speaking groups may be hindered due to strong family ties and lack of emphasis on the individual. Traditionally, this group has worked as migrant farm laborers.

Vocational educators should plan courses which will prepare students for jobs close to home. Courses in vocational agriculture and home economics can upgrade their skills for anticipated future occupations. Unfortunately, the pay for migrant labor and homemaking is low and many manual jobs are being replaced with machines. Programs should be offered which will prepare the boys to operate and maintain equipment. However, the youth should be exposed to a variety of possible local industrial careers and encouraged to take the necessary preparatory courses.

Vocational teachers should study the culture and traditions of the Spanish and respect their beliefs and philosophies. Contacts with parents at home or at school should not violate established traditional customs. Where there are a large number of Spanish speaking students, it would be helpful if the teacher understood and spoke some Spanish. In like manner, it should not be assumed that all the Spanish surname group understand English thoroughly enough to read English texts or understand verbal communications from the instructor or other students. In some cases the student will be embarrassed to admit their misunderstandings.

C. Appalachia whites

1. Most of the Appalachia whites are migrants from rural areas in the States of Pennsylvania, Kentucky, West Virginia, Virginia and Tennessee.
2. Generally they come from schools with antiquated equipment, irrelevant textbooks, obsolete material, and scarce laboratory equipment. They have few school libraries, films, tapes, and records. Content of the Appalachia school curriculum provides little incentive for academic effort (Schrag, 1966).
3. Families are highly mobile, often traveling or moving back to their Appalachia homes (Schrag, 1966).
4. Marriage occurs at an early age.
5. Many find it difficult to adjust to the pace and customs of city life.
6. There is little family emphasis on the importance of education. Males drop out of school to fix up cars and girls to get married.

Implications. Appalachia male youth seem to have a natural interest in and mechanical aptitude for auto mechanics and agricultural occupations. These students should be provided opportunities to enroll in auto mechanics and horticulture courses. These courses would offer the students the greatest opportunity for success. In addition, these skills could be utilized in their Appalachia home town should they decide to return.

Since girls get married at an early age, they should be encouraged to take courses in vocational home economics early, perhaps at the 8th grade level.

Due to generally limited educational background provided by Appalachia schools, most of these students will need remedial courses in basic communication skills and mathematics.

Selected Youth Characteristics

Many of the environmental and family characteristics described have adverse effects on disadvantaged youth and contribute to their educational impairment. It affects their attitudes, physical and mental health, and their educational and occupational aspirations and achievement. Some of these characteristics are presented in this section of the paper.

A. Attitudes

1. Disadvantaged youth have a view of society limited by their immediate family and neighborhood. There they see struggle for survival as the major objective. Their world or society often sanctions behavior viewed as immoral in the white middle class society at large (Goldberg, 1967). Dependence upon welfare, crime, gang warfare are frequently considered essential for survival and recognition.
2. The unstable family situation results in the development of disadvantaged youth who are insecure, aggressive, and delinquent (Clark, 1970).
3. Disadvantaged youth tend to live in the present and are unable to project expectations into the future and defer immediate gratification for later well-being (Goldberg, 1967).
4. Disadvantaged youth develop a negative self-image. Discrimination, failure of parents and friends to succeed economically and socially, and failure to achieve in school are all contributing elements (Goldberg, 1967).
5. The activities of disadvantaged youth are not supervised closely by parents or adults. However, they are used to harsh forms of corporal punishment, since their parents are more authoritarian than middle class families (Ausubel and Ausubel, 1968).
6. Parents and associates place no great value on education and do not generally encourage high aspirations for academic and vocational success, financial independence or social recognition (Ausubel and Ausubel, 1968). As a consequence disadvantaged youth develop similar attitudes.
7. Lower class children tend to develop ambivalent attitudes toward authority (Ausubel and Ausubel, 1968).
8. Disadvantaged students have very little preparation either for recognizing the importance of schooling in their lives or being able to cope with the kinds of verbal and abstract behavior which schools frequently demand (Goldberg, 1967).

B. Education

1. Disadvantaged youth have a better than 50-50 chance of becoming "drop-outs" by the end of the 10th grade (Newton, 1964).
2. Disadvantaged students frequently perform several years below grade expectancy on verbal tests, but often demonstrate normal learning potential on non-verbal tests (Newton, 1964). In Harlem, it is estimated that 85 percent of the 8th grade students are "functional illiterates"—reading level of 5th grade or below (Larner, 1968).
3. Disadvantaged youth are weak in cognitive, abstract style of learning. They favor concrete, stimulus-bound learning situations. Classes which involve psychomotor learning activities in contrast to those book-centered are more advantageous for and acceptable to disadvantaged students (Newton, 1964).
4. Disadvantaged students tend to be creative and motivated and develop proficiency in areas where their interests lie. They are capable of working well and hard on a specific task or assignment which has a purpose for them; for example, taking courses which will result in a job or scholarship leading to a career (Kemp, 1966).
5. Disadvantaged students often exhibit above average physical skill and manipulative abilities (Eisenberg, 1967).
6. Disadvantaged youth are generally poorly adjusted to school, excessively truant, and cut classes frequently.

C. Social

1. The disadvantaged from the inner-city develops a "know-how" for survival (Eisenberg, 1967). They are resourceful in coping with the difficult conditions of life (Kemp, 1966).
2. Since social mobility generally requires education and disadvantaged youth are unable to succeed in school, they look for and engage in activities that are illegal in search for easy money (Goldberg, 1967).
3. The disadvantaged youth is open and frank in expressing his feelings.
4. The disadvantaged youth has a capacity for close and loyal relationships with his peers and adults who have won their confidence and respect (Kemp, 1966).
5. Delinquency aids the slum child in becoming a member of the "in" group and protects him against isolation and a sense of unacceptability (Goldberg, 1967). They seek status and protection in street gangs.
6. Minority group youths are not readily amenable to the values and teachings of the dominant culture. Since schools in general are planned, operated, and administered by middle class

values and staff, the schools have less value to the disadvantaged (Goldberg, 1967).

7. Children of lower class families exhibit more signs of personality maladjustment than children of middle class families (Ausubel and Ausubel, 1968). This is due in many cases to the insecurities of daily living, failure in the educational and vocational field, and/or to inner tensions caused by family conflicts.

D. Vocational Aspirations

The mainstream of our society considers productive work as the normal means for economic and social advancement. However, the disadvantaged do not all share this philosophy. They frequently view the existing occupational structure as irrelevant and middle class goals as impossible of attainment (Department of Labor, 1966). The community and family environment of disadvantaged youth are not conducive to developing a positive concept of work. Observation of the experiences of his relatives and friends has shown him hard work is not necessarily associated with high paying jobs and that completion of an education does not necessarily result in getting a job. Conversely, stealing brings him immediate cash and/or gratification.

Lower class workers tend to act out negative responses to their jobs. By their reactions and family discussions, it is implied to the children that work is neither good nor the promise of better things. They believe work is simply work and an unpleasant though necessary condition of staying alive (Himes, 1968). Thus, disadvantaged youth develop a negative attitude toward work and steady work in particular (Department of Labor, 1966).

According to Miller and Swanson (Goldberg, 1967) the working class individual (the disadvantaged) recognizes his limitations in economic advancement and creates values and behavior which limit mobility. Because success and security are uncertain, he is oriented more toward the present than the future. Thus, they often choose jobs because of the money they can earn rather than vocational interest. However, if employment is secured, they are often unwilling to leave this work to continue their education which could result in advancement. Thus, they become locked in a low-skilled entry level position.

Without successfully employed work models at home or in the immediate neighborhood, disadvantaged youth have few opportunities to develop an understanding of available careers. Since industry is moving out of the inner-city and the disadvantaged are not mobile, they do not see a variety of types of work firsthand. In a study of 450 unemployed youths in Philadelphia, the number of occupations which youths had a knowledge of was small. Nearly one-half of the youths were unable to express any kind of job preference. Youths who could state a job preference were seeking low-level jobs. Generally these were jobs in which their friends and relatives were employed (Department of Labor, 1966). Thus, there is a great need for career orientation programs in schools to acquaint the students with the world of work in the elementary and junior high schools.

Studies have shown that culturally disadvantaged students have low

occupational and educational aspirations (Ratchick, 1965). The described environment readily explains why their aspirations are low. Potential methods of changing their vocational aspirations through work and career orientation programs starting with kindergarten were presented earlier in this paper (page 5). Curriculum models for implementing these will be presented later.

Implications. The negative attitudes toward self and others and the low educational and occupational aspirations of many disadvantaged youth indicate that the first concern of the teacher will be to change their attitude toward themselves, education, and work. In fact, it has been said that "education for employability is meaningless in the absence of attitudes receptive to and capacity for continued learning and retraining" (Gordon, 1969). One of the most powerful motivation forces for education is success. Vocational teachers should provide opportunities for those students to succeed in education. Success will help to improve the student's self concept. Since many such youths are physically well-coordinated, elementary skills in metal or woodworking or mechanics projects should provide opportunities for initial success.

It is apparent from educational records of many disadvantaged that these students need remedial training in basic communication skills. Although separate courses in English and/or math may be taught, the vocational teacher may find occasions to teach reading, math and writing in the process of the development of occupational skills. Vocational courses can thus be used to motivate students to complete other academic courses. However, these courses need to be related to the vocational skills being taught.

It may be noted that disadvantaged youth have some positive traits. Vocational teachers should identify these traits and capitalize on the students' assets to improve the educational climate and the learning process. These assets of disadvantaged youth need to be directed toward positive and constructive rather than destructive uses. For example, the student may learn the skills for auto body repair. His acquired skills may be used to paint stolen cars.

Thus, vocational education for the disadvantaged must be more than skill training. Attitude changes acceptable to the mainstream of our society must be effected. Economic and social mobility will be dependent upon the student's acceptance of the mores and standards of the mainstream of our society or they must utilize democratic principles to change them. Vocational youth organizations can be used to demonstrate this principle as well as to develop other favorable qualities such as leadership for community improvement projects rather than destructive endeavors.

Vocational teachers may work diligently on the changing of attitudes only to find that the disadvantaged student returns after school to an atmosphere of depression and poverty. This is indeed frustrating to both the student and teacher. Unfortunately, the influence of teachers beyond the classroom is limited. Some suggestions as to possible means of improving this situation include: 1) have visits and conferences with parents, 2) organize recreational and money making projects through the student organizations, 3) place students in work study programs, 4) offer adult vocational classes for parents, 5) extend school day, and 6) offer summer school combination of work study and recreation programs.

A knowledge and understanding of the characteristics and attitudes of disadvantaged youth and their environment should assist the vocational teacher in planning teaching strategies and curriculum needs. Some suggestions will be discussed in the next section of this paper.

The task of converting the potential drop outs into inspired productive citizens is indeed a difficult and challenging task which cannot be done alone. Vocational teachers must enlist the support of industry, and community, civic, federal and state agencies, as well as other school staff members. A planned cooperative approach should be implemented in meeting the health, education, and welfare needs of the disadvantaged. Meetings of representatives from the respective agencies should be held to develop goals and plan ways and means of accomplishing them. This will improve the effectiveness of the efforts of each agency involved and eliminate duplication of efforts.

guidance, counseling

The problems of the disadvantaged youth are so numerous and diverse that he or she may need guidance and counseling assistance frequently and perhaps daily. Therefore, everyone, including vocational teachers and coordinators, on the school staff should assist with such tasks. Functions which need to be performed include appraising the student's characteristics, potential abilities, basic communication abilities, cognitive and psychomotor potential, effective development, presenting occupational information, determining vocational aspirations, curriculum and course guidance, and motivation for educational achievement. It is assumed that the guidance counselor would take the leadership in identifying the functions to be performed and the best techniques to be used. However, a team effort approach should be employed to accomplish these functions.

Testing

Taking tests is often an alien and traumatic experience for disadvantaged youth. Haggard (1954) found that the I.Q.s of deprived children were raised considerably with only three hours of special training. This included a detailed explanation of the various components of the test in words which were familiar to the student. He also found there is a great need for rapport between the examiner and the student. In a sense the teacher or counselor has to convey to the student that he understands why the child has not done well in the past and that he is confident that he or she will do better now.

The use of standardized tests with disadvantaged youth has the following limitations: 1) They may not provide reliable differentiation in the range of minority group scores, and 2) Their predictive validity for minority groups may be quite different from that of the standardization and validation groups (Fishman, *et al.,* 1964)

Cody (1968) arrived at the following conclusions as a result of the

experience gained with psychometric devices in the process of analyzing performances of disadvantaged youth:

1. The usual methods of testing and test interpretation are not likely to be of value with the culturally deprived.
2. Tests might be used as standardized instruments to observe and to record behavior related to processes involved in responding to items.
3. Conservation of time does not appear to stand out as an advantage of testing the culturally deprived. In fact, the use of tests in analyzing individual behavior is one of the most time-consuming tasks.
4. Paper and pencil tests that require interpretation of writing in order to respond seem unsuited for working with the socially disadvantaged.
5. The nature and the norms of personality inventories seem to render them of little value with youngsters who are predominantly from lower classes.
6. Perhaps fewer tests, selected for specific purposes and used analytically in individual sessions with students, can be helpful.
7. Mass testing with currently available standardized instruments seems to provide little new information.
8. Ingenuity and creativeness on the part of the counselors and others who work with the socially different seem to be the immediate requirements.

Test performance of disadvantaged youth can be improved through one or more of the following methods:

1. Establish or improve rapport between the student and teacher or counselor.
2. Motivate students to take tests and to do well by offering rewards.
3. Utilize role playing and games as testing techniques.
4. Use performance tests wherever possible, since these appear to be less affected by the vocabulary of the deprived student.
5. Construct tests that are easily understood and with numerous problems familiar to the disadvantaged culture.
6. Establish local, school, and community norms for tests.
7. Make sure that the physical or psychological conditions of the student are not bad at the time of taking the test. Hunger, fatigue, and parental or family conflict can be overwhelming and detrimental to test results.
8. Remove time limits on tests.
9. Read and explain each question or component of the test. Have students give answers to test questions verbally.

10. Use every day behavior as evidence of their coping abilities and competence.

Counseling

If the teachers and coordinators are empathetic to the problems of disadvantaged youth there will be numerous opportunities and need for individual counseling sessions. According to Gordon (1968), counseling should be when the client needs it and without delay. Serious problems should be referred to the counselor who in turn may need to direct the student to a psychologist or social worker or medical doctor. General problems which may frequently be handled by the teacher or coordinator include racial prejudice, family problems, money problems, school problems, and/or work problems. Hatton (1970) states that rapport in the classroom is much easier if contact is made outside of class in some kind of meeting other than for discipline or required make up.

Counseling Techniques

Counseling occurs when the counselor can communicate with the youth in terms which are meaningful because they relate to the youth's background and experience. Thus, it is of utmost importance that the counselor have an empathetic awareness of the underlying characteristics of minority groups and their expected behaviors. Disadvantaged youth will have a psychological blindness to middle class values.

Growth and positive affective development stem from a positive relationship between the counselor and counselee, composed of natural respect and trust. However, the disadvantaged student may withdraw or oppose the teacher's or counselor's reliability, sincerity, and willingness to help. The counselor must win the respect and trust of the student.

The following summary of principles and practices should be useful in counseling disadvantaged youth (Bureau of Employment Security, 1966 and Gordon, 1968).

1. Take specific preparatory actions. Get acquainted with the students in the school. This will help the counselor or teacher to establish the needed rapport.
2. Disadvantaged youth are unaccustomed to dealing with the abstract, including the analysis of their inner feelings. Initial discussions center on matters and problems that are of immediate concern to the student. Have the student put into words what he is doing now. As feeling of identity and self-worth are put into words, the youth's personality is organized, and he is better able to deal with abstractness and futures.
3. Counseling should proceed with a program of frequent and closely spaced rewards and reinforcement in which the intervals are gradually lengthened. Initial sessions should be brief and the student should be complimented for any positive attitudes or traits evidenced such as taking the time for an interview and sharing his or her feelings with the counselor. Special

privilege awards such as early dismissal from school may be offered.

4. Planning should emphasize immediate and short-term plans which the client can act upon at once, with longer plans introduced gradually. It is of utmost importance that the youth recognize the close relation between his present activities and his long-term goals.
5. Do not be overly friendly. Disadvantaged students are seldom fooled by pseudo-acceptance. Use a warm, honest, and open approach.
6. Expose students to a variety of success models of young adults from their community or school. This will help to inspire and develop positive self concepts.
7. Accept the pupils as they are with respect, regardless of their appearance, past records, and/or deviate attitudes or conduct.
8. Show interest in the student by exhibiting patience, being available when needed, and not giving up when understanding does not develop in a short period of time.
9. Develop skill in "hearing" non-verbal communications. This comes with working with the student, knowledge of his home environment, and awareness of the influences which affect his outlook.
10. Determine the positive qualities in the student which should be developed.
11. Develop a curriculum based on the needs, interests, and ability levels of the student and focused on his or her positive values.
12. Maintain an atmosphere free of judgment and criticism, that encourages and sustains free student expression as well as positive feelings.

It was not the intent of this section of the paper to develop professional counselors, nor to usurp their roles. Guidance counselors seldom have daily contact with each disadvantaged student, and yet he or she frequently needs daily counseling. Effective, concerned teachers will and can provide counseling assistance for these youths. Thus teachers should benefit from an understanding of the principles presented. In addition many of the testing principles may be applied to classroom testing and evaluation procedures.

curriculum design, content

The curriculum as perceived by Neagley and Evans (1967) is "all of the planned experiences provided by the school to assist pupils attaining the designated learning outcomes to the best of their abilities." The planned experiences in most secondary schools consist of a series of

courses including required and elective courses designated to prepare students for a productive life in our society.

In the development of curriculums for the disadvantaged, consideration should be given to the educational objectives desired. Broadly based general objectives include:

1. To increase the intellectual skills and competencies of the students (Social, Educational Research and Development, Inc., 1968).
2. To provide broadly based general and social education as well as vocational training at the same time (Social, Educational and Development, Inc., 1968).
3. To create a wholesome attitude towards school, community and work. This includes the development of attitudes and habits of effective citizenship and desirable human relationships and related social skills.
4. To provide information on career opportunities and employee qualifications and responsibilities.
5. To develop a saleable skill for entry into and advancement in an industry or industries.
6. To improve basic learning skills and foster an interest in and desire for staying in school. This includes providing opportunities for each student to succeed at his or her own level.
7. To develop intelligent consumers.
8. To encourage desirable habits of health and worthy of leisure time.

In designing curriculums to meet the described objectives consideration should be given to the following principles:

1. The needs, ability levels—cognitive and psychomotor, interests, attitudes and knowledge of work should be identified. The curriculum should reflect the environmental background of the students.
2. Available jobs within or near the school community in which the disadvantaged youth can and will be employed should be identified. Performance qualifications of these jobs should be determined with the aid of an industry advisory committee.
3. Performance goals that are easily understood and achievable should be established.
4. Communications, social sciences, and math instruction should be integrated with actual problems and situations in skill training.

A school district on the West Coast has tried a unique approach based on this principle. Courses are not separated in terms of science, math, English and shop, but are integrated to make them relevant to the practical aspects of the world. According to the staff, this approach has

been instrumental in increasing student motivation (Social, Educational Research and Development, Inc., 1968).

In another city school system in the Midwest separate academic departments exist. Regardless of the level of instruction or the subject matter, the material is related to the world of work or to the life situations of the students. A correlating committee of staff members exists to coordinate the academic areas as closely as possible with the vocational and occupational training activities.

The English instruction is geared toward correcting reading and listening deficiencies, filling out job applications, etc. Mathematics focuses on problems related to the students' experiences in the shop or work-study stations. Science instruction emphasizes knowledge of the human body and the physical world of the student. Social science treats the geography and government of the local community as it affects the student (Social, Educational Research and Development, Inc., 1968).

5. The curriculum should be developed so that, initially, students spend a majority of class time in laboratory or shop, which involves practical, physical skills versus theoretical study.
6. The curriculum should be based on increasing standards of student performance in both quality and quantity.
7. Preparation for job placement must be a part of the curriculum including job opportunities and qualifications, procedures for applying for jobs, and personal qualifications such as dress, punctuality, etc.
8. Parents, students, industry, and community and social agencies should be involved in planning the curriculum.
9. The curriculum should center around preparing students for clusters of related jobs. For example, students in the automotive field should be prepared to work at different levels and types of work as follows: service station attendant, auto mechanic, automotive machinist, automatic transmission technology, carburetor-ignition technology, and diesel technology.
10. There should be easy access into the vocational program and no limit on vertical mobility in skill training or continuing education.
11. Curriculum planning for the disadvantaged youth should be a continuous process of planning, modifying, and evaluating educational goals.
12. The curriculum should be structured but flexible to varying needs and ability levels of the students. The curriculum should be structured for increasing levels of competency and complexity. However, entry-level training should be simple and flexible. That is, there should be minimal or no prerequisites. Horizontal movement into different types of skill training should be permitted at the lower levels of training to allow career and skill exploration.
13. The secondary skill training curriculum should be preceded by a prevocational career and work orientation program and followed by a continuing adult and technical education program.

14. The curriculum should include instructional units in personal finance management, and health and physical welfare. In some work study programs, students are required to save a portion of their paycheck (Social, Educational Research and Development, Inc., 1968). The Cleveland Public Schools use the same approach in their horticulture work-study program at Thomas A. Edison School.

The process of planning a curriculum should start with an inventory of each student's attitudes, interests, cognitive and psychomotor abilities, cultural and personal characteristics, and educational and vocational aspirations. As was noted earlier, several staffs and agencies will be needed to secure a bank of information which the vocational teacher may review. It is essential in this review that the teacher does not become blinded to student potential by records of academic failure and/or discipline problems that may have been caused by these failures. This inventory should provide a reference for developing occupational education goals for the disadvantaged based on the needs and ability levels of the students.

A review of the characteristics of disadvantaged youth and their environment presented in this paper reveals the following common basic needs of disadvantaged youth: 1) security and stability in their environment, 2) successful educational experiences, 3) recognition for achievement, 4) love and respect, 5) legal sources of finance, 6) financial management, 7) proper housing, 8) good health, 9) development of basic communication skills, 10) saleable work skills, 11) an appreciation of the meaning and importance of work, 12) successfully employed adult or peer work models, 13) positive self-concepts, 14) job opportunities and qualifications, and 15) socially acceptable attitudes and behavior.

The occupational education needs do not exist in isolation of other needs. Social, economic, health, cultural, and educational deficiencies are integrated and have cause and effect relationships. For example, because of low income, unemployment, or discrimination, the disadvantaged lives in poor housing slum areas of the inner-city. Slums and crowded living conditions are conducive to the spread of respiratory diseases. Poor health is an impairment to education. Thus, the vocational curriculum must fit into a total plan of meeting needs of the disadvantaged across the board.

Classes should be grouped on the basis of the ability levels rather than on the economic or social standards. In like manner, the disadvantaged class should not be composed primarily of discipline problem students. Because of the stigma often attached to disadvantaged youth classes, an attempt should be made to integrate students into classes with average students when they have the capability of success at that level.

Many in-school high school vocational programs begin at the 11th grade. However, Neagley (1967) pointed out that the curriculum is "all experiences provided by the school." Thus, vocational education is or should be an integral part of a total school curriculum starting with kindergarten and continuing through post-high school programs.

It was reported earlier that the disadvantaged have little or no concept of the meaning and importance of work and of potential career

opportunities. To delay the development of these concepts until the 11th grade may prove ineffectual with potential dropouts, who in fact may be out of school before they complete the 10th grade. Thus, orientation to the world of work should begin in kindergarten and continue in the school curriculum until skill training starts in the 11th grade. Opportunities should also be available for advanced skill development at the technician level through adult and technician education programs.

Presented to follow is a curriculum model designed to orient disadvantaged students to the world of work. It was developed from components of curriculum used in two large city school systems.

The program for orienting disadvantaged students to the world of work is an integral part of the related disciplines of art, language arts, kindergarten, mathematics, science, and social studies. The goals of the program are:

1. To provide an in-depth recognition of the variety of careers in the city of Cleveland.
2. To provide the child with opportunities to observe the complexities of work operations.
3. To provide a background of information from which the child may derive a feeling for planning and direction to achieve production.
4. To acquaint the child with the many tools and types of machines with which the worker must have knowledge.
5. To reinforce the concept of job responsibility and work values.
6. To involve the child in a career project of his choice providing experience in planning, decision making, construction and problem solving.
7. To foster the success factor through those feelings which come through completion of tasks.

This program is a pilot project initiated in two schools in 1970. It will take several years to determine the impact value of the program. However, it appears to be a very promising adventure in meeting some of the basic needs of disadvantaged youth and in making the curriculum more relevant to the preparation of the future lives of the students.

This curriculum model is a modified version of one used in a mid-Atlantic city (case no. 7, p. 35, Social, Educational Research and Development, Inc., 1968). The life science addition was provided by the writer.

In this curriculum, career exploratory information is presented to the students in grades 6, 7 and 8. Tours to industrial plants and other major civic and business prospective employers should be arranged during this period. Ninth and tenth grade programs should permit the students to make an in-depth analysis of careers in each of the major occupational categories. This should include a "hands on" tryout period whereby each student can determine his aptitudes, interests, and skill potential in each area. Through elementary skill projects in plant culture, metals, mechanics, woodworking, etc., followed by tests, and guidance and counseling

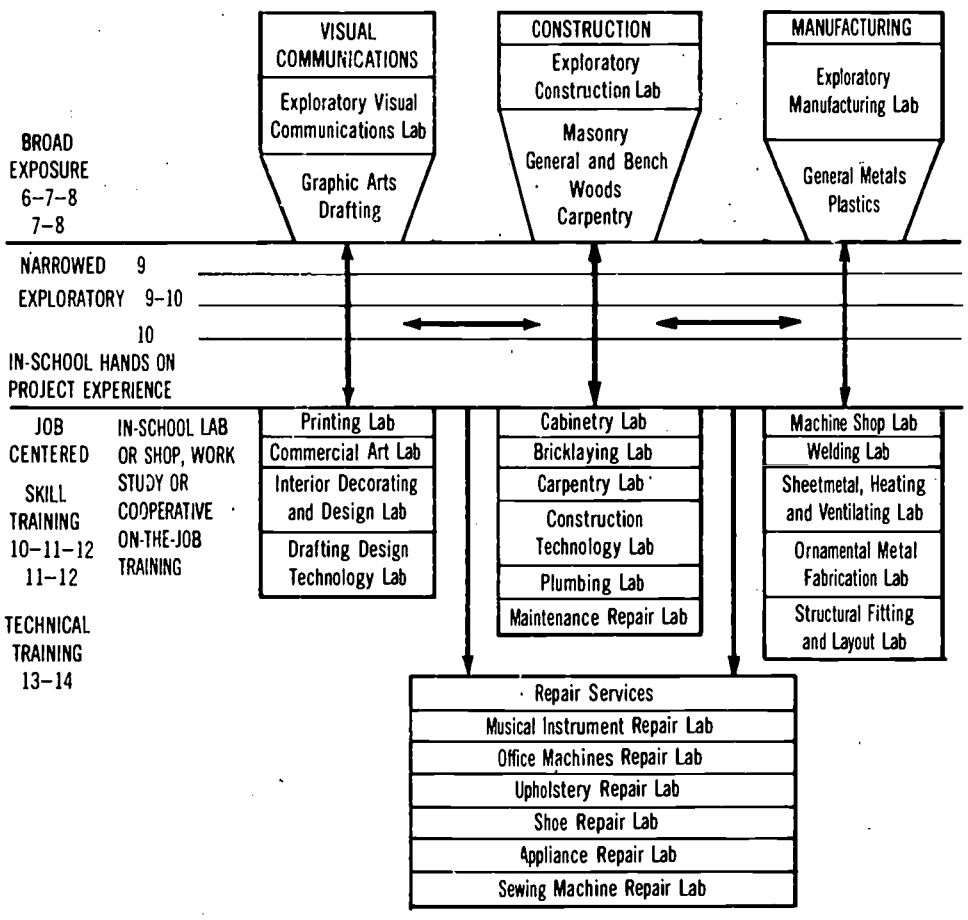
ORIENTATION TO WORLD OF WORK

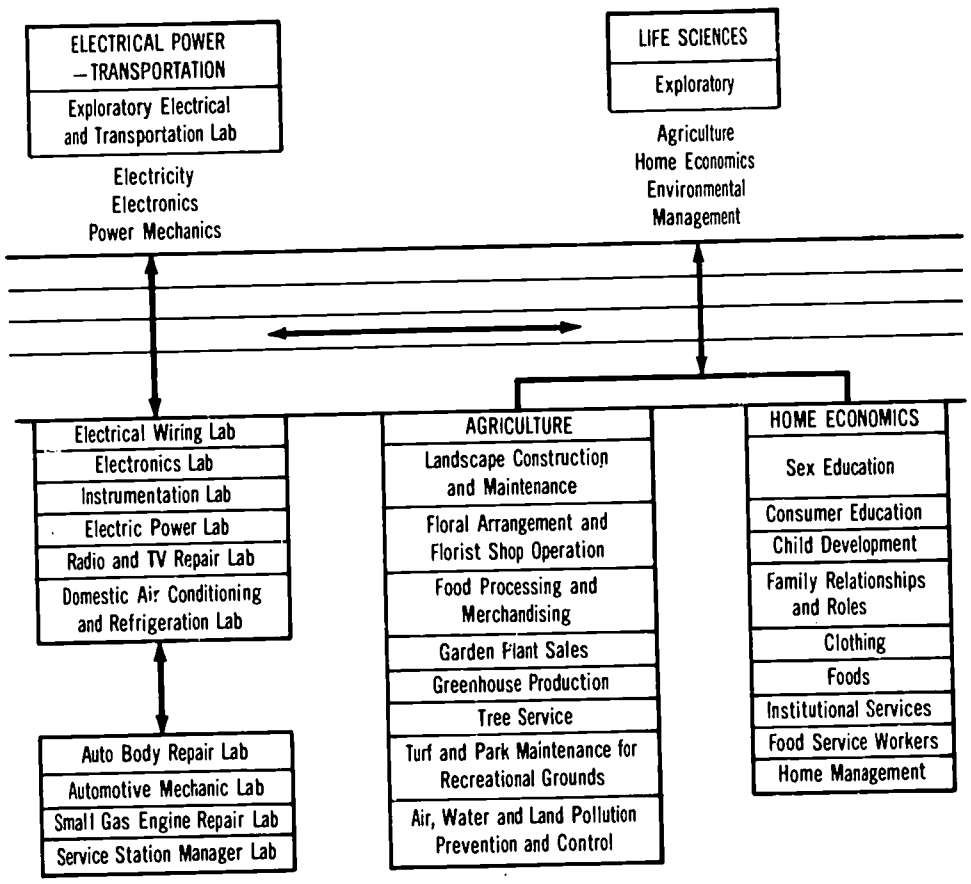
K-6	K	1	2	3
Orientation to World of Work	Community Living and Related Work Roles	Careers Around Us School Home City Service Workers Neighborhood	Discoveries in World of Work Family work roles School work roles Community helpers Transportation Recreation	Work Roles Past—Present Tools and Machinery used Relationship of tools, knowledge and use

4	5	6
World of Work around city Construction Conservation Industry Professions Financing Services	World of Work in city, state and the United States Career Development Procedures Tools of the trades Employment trends	Employers and their influences on the World of Work How knowledge, skills & techniques are combined in world production for the good of all Student selected study project of the production of one product

Reference obtained from "World of Work Units," Cleveland Public Schools, September, 1970.

CURRICULUM FLOW CHART




ELECTRICAL POWER – TRANSPORTATION
Exploratory Electrical and Transportation Lab
Electricity
Electronics
Power Mechanics
LIFE SCIENCES
Exploratory
Agriculture
Home Economics
Environmental
Management
Electrical Wiring Lab
Electronics Lab
Instrumentation Lab
Electric Power Lab
Radio and TV Repair Lab
Domestic Air Conditioning and Refrigeration Lab
Auto Body Repair Lab
Automotive Mechanic Lab
Small Gas Engine Repair Lab
Service Station Manager Lab
AGRICULTURE
Landscape Construction and Maintenance
Floral Arrangement and Florist Shop Operation
Food Processing and Merchandising
Garden Plant Sales
Greenhouse Production
Tree Service
Turf and Park Maintenance for Recreational Grounds
Air, Water and Land Pollution Prevention and Control
HOME ECONOMICS
Sex Education
Consumer Education
Child Development
Family Relationships and Roles
Clothing
Foods
Institutional Services
Food Service Workers
Home Management

sessions the students will be better prepared to make a career choice and to select the subsequent skill training programs for the eleventh and twelfth grades.

teaching techniques

The major role of the vocational teachers of disadvantaged youth is to direct the learning process so that desirable educational and occupational objectives are attained. The ultimate goal is to have each student enter and advance in an occupation of his or her choice.

There are a variety of techniques which may be used in reaching this goal and certainly no "tricks of the trade" will assure success for all teachers. The methods used effectively by one teacher may not work for another. Variables such as teacher's personality, equipment and facilities available, type students being served, and nature of the subject being taught can affect the selection of the most effective methods of instruction for each teacher and situation. However, a review of the literature evidences some basic concepts and principles which if considered and implemented by the teacher in his or her own ingenious way should help improve their effectiveness in teaching disadvantaged youth. Selected principles and concepts will be presented in the portion of the paper to follow.

Planning and Preparation

Although it is essential to prepare for teaching any class, it is most important that special preparation be made for teaching disadvantaged youth classes. The deviate attitudes, needs, family backgrounds, and characteristics suggest that only those who have carefully thought out and planned their daily lesson activities will be successful. Included among the various preparation and planning techniques are the following:

1. Become familiar and sensitive to the cultural characteristics of the community in which your students live. This may be learned from experienced teachers, the principal, guidance counselors, and/or social agencies within the community. It is the contention of Brottman (1965) and others that it is not necessary for a teacher to have lived in a deprived community to be aware of and sensitive to the needs of disadvantaged students.
2. Identify the positive characteristics of the disadvantaged students. This can be accomplished through informal discussions with the students on current items of interest and recreational activities.
3. Develop rapport with the students along with respect for them regardless of their past history. Seek out the natural leaders of the class and win their support.
4. Plan to develop and improve the student's self-concept. Discussions of the positive traits of each student and successful peers can be the initiating force in changing their own image.

5. Reduce or eliminate as far as possible the overwhelming physical or mental problems which the student currently has. Involvement of special staff members such as school psychologist, school nurse, and other social agencies may be necessary.
6. Select initial learning material geared to the students' readiness. Start with the learner's current level of understanding and from a base that he or she knows.
7. Plan instruction on a sequential and related basis. Each new unit should be linked to the preceding lesson.
8. Setup short-term education goals which are achievable. Remember that the disadvantaged learner can concentrate on very few items at one time.
9. Group students according to ability levels and in small classes. Programs are more effective when the class is homogeneous and small. (Student to instructor ratios of eight or ten to one are desirable.)
10. Select teacher aides from the disadvantaged community. Aides serve as models for the students, give wide experience in verbalization, and reinforce what has been previously learned. They can also be used to improve the relationship and understanding between the school and parents (Social, Educational Research and Development, Inc., 1968).

Classroom and Laboratory or Shop Strategies

Motivation is the key factor in the learning process and is especially significant for disadvantaged youth because of their low educational and occupational aspirations. Webster (1966) suggests that the attention and interest of the students can be obtained through selected aspects of their prior experience. In support of this concept, Goldberg (1967b) adds that the use of materials which derive from and deal with the real life of the learners can result in increased motivation to learn. This is why it is so important for teachers to know the family, community, and youth characteristics of the disadvantaged students. Topics which are of current interest to these students include sports, pool, sex, and gambling. Math, science and/or horticulture teachers may find that students will become interested in studying probability if they are permitted to flip coins in class. Auto teachers may discover that their students develop interest in learning the principles of ignition and carburetion when they can see the relationship of this information to improved performance of their cars.

Vocational teachers must first communicate their honest and sincere expectation that the students will succeed (Webster, 1966). This is part of the essential process of establishing rapport with the students. There should be continuous, positive feedback to the student for socially approved behavior and academic and skill achievement. As the student succeeds and is recognized, a more positive self-concept will develop.

The disadvantaged have a tendency to grasp theory very slowly. Instruction should be as far as possible practical and basic in nature and geared to a slow pace. A major portion of the class scheduled time should be spent in laboratory assignments which are physical in nature. The teacher should move from simple skill development initially to the more complex and abstract involving reasoning and problem solving in the latter portion of the course. Planned repetition will be necessary for reinforcement, but should be carefully planned and controlled through the use of a variety of strategic methods and settings (Webster, 1966). To illustrate these concepts one may consider a course in auto mechanics or small engines. It would be unwise to begin the lesson with the study of the theory of ignition, carburetion, or combustion. Students should start with elementary lab activities such as changing spark plugs, oil change and lubrication. As the student performs these tasks, the process of identification of the parts of the engine should be initiated. The instructor may gradually interject the functions of the parts identified. The last part of the instruction would be the theory behind the function. Factual information must be introduced carefully and only after the students recognize a need to know the particular facts (Webster, 1966).

All ongoing learning skills should be mastered before new learning goals are introduced so as to provide the necessary foundation for successful sequential learning and to prevent unreadiness for future learning. Progress should, thus, be measured systematically in the classroom, the shop or laboratory, on the job and in the community. Both subjective and objective evaluations should be made. Consideration should be given to the principles and practices of testing discussed earlier prior to the development of evaluation instruments. Each student should help determine his learning goals as well as assist in his own personal evaluation. Grades prove to be a deterrent to progress and success of students. Achievement may be recognized through non-graded records such as satisfactory, progress, and unsatisfactory.

Instruction should be individualized as much as possible. Small classes, programmed teaching materials and co-op work situations help to individualize instruction.

The learning situation requires a high degree of structure and consistency so that the student knows what is expected of him at all times (Goldberg, 1967b). Teachers should establish unvarying routines because students cannot cope with rapid change. It is important for the teacher to maintain discipline. Expectations should be made clear, punishment should be consistent and carried out (Ornstein and Vairo, 1969). The number of rules should be limited. The teacher should explain that a disciplined situation is important for their benefit and safety. Peer group pressure can sometimes be utilized to help maintain discipline. Class monitors or shop foremen may be assigned the responsibility of keeping order. If these students are held accountable, the teacher may find them harsher than themselves. It should be remembered that these students are used to harsh forms of punishment.

The teacher should avoid arguing with a student in front of the class. Suggest that the situation be discussed after class. However, point out to the class how his or her conduct is depriving their peers of the right and opportunity for an education (Ornstein and Vairo, 1969).

Teachers should capitalize on student ideas since the use of these ideas increases participation, interest, and learning. Attempts should be made to get everyone involved. Role playing and/or games followed by discussions are methods which increase individual participation (Riessman, 1967). Keep students active by walking around the room and through the aisles and by asking questions at random (Ornstein and Vairo, 1969).

Classroom instruction units should be based around the students' shop, laboratory, job, or home projects. These projects and experiences provide a practical means of applying classroom instruction. As the students become involved with these projects they will encounter problems and recognize the need for related instruction. Visits to industry and/or homes to evaluate projects or skill experiences also help the teacher develop rapport with the industry and parents.

Whenever possible, teachers should invite and encourage industry representatives to visit the classes to demonstrate various skills or to discuss job opportunities and qualifications. A local active advisory committee can assist greatly in this endeavor. A program in one of America's major cities (case no. 3, Social, Educational Research and Development, Inc., 1968) has developed a partnership between the public school and industry. Among other things a steering committee recruited volunteers from the ranks of supervisory and professional personnel who donated one hour per week to counsel students concerning the realities of the world of work and the values of good education and dependable work habits. The company also sent guest lecturers to speak on applications of new technology and to discuss qualifications for broad ranges of skilled trades.

Since the disadvantaged are generally weak in writing and reading skills, the amount of written materials given should be limited and/or written on a fourth to sixth grade reading level. Complicated language should be avoided. Assignments should be simple and well explained. However, there are and will be numerous opportunities for the vocational teacher to develop reading and writing skills as an integral part of their classroom instruction. Frequently, newspaper articles related to the subjects being taught can be read and understood by these students. But there are few references or texts written specifically for vocational training of the disadvantaged. Thus, teachers need to use their resourcefullness in developing new materials.

During the classroom presentations teachers should appeal to as many senses as possible. Movies, slides, and charts are helpful. Modern teaching devices such as video tape recorders, 8mm single concept film, teaching machines, and radio and television receiver resources are desirable but not absolutely necessary. Observations of the performance of skills in industry are generally beneficial and enjoyable for the students. However, ultimately, the best teaching device is the long accepted vocational philosophy of learning by doing.

If students are not placed in industry for skill training, school facilities—shops and labs—should be equipped as they are in the real world. Auto shops should be an actual functional garage. Food service labs should contain a complete kitchen and cafeteria including all the necessary equipment and utensils for food preparation and service.

teacher characteristics

It is generally accepted that the hardest to teach, the disadvantaged, should be taught by the best teachers. But the question of who the teacher is—what characteristics make up the best teacher—cannot be definitely answered. According to Goldberg (1967b), there is a lack of empirical data to describe the successful teacher of disadvantaged students. A review of studies by Goldberg on teaching characteristics, teaching process, and teachable groups suggests that variation in pupil achievement can be related to variations in teacher performance and that a particular teacher affects pupils differently. She believes that there are a variety of good teachers who are suited by temperament and training to teach different groups of students.

Several authors have recommended unique teacher characteristics and competencies for teaching disadvantaged youth based on research data from the behavioral sciences and observations of successful teachers of disadvantaged youth. Some of these are:

Personal

1. The teacher should be comfortable with students who come from backgrounds different from his and be able to perform in the face of hostility, apathy, and suspicion (Abbott, 1966). The best teachers are those who have learned to cope with mini-crises, who are relatively secure in the face of them, and ingenious in avoiding them without loss of integrity and honor of classroom behavioral control (Wiggins, 1970).
2. The teacher should be firm, kind, sincere, informal, patient, and ingenious and have a sense of humor (Abbott, 1966).
3. The teacher should have an interest in disadvantaged students and desire to work with them (Abbott, 1966). Teachers have to love children and not mind close contact with them nor the extra overtime that must be spent (Whitten, 1970). Students, regardless of background and training, seem to appreciate willing, concerned, ready-to-put-in-extra-time teachers (Vivian, Hirshfeld, and Osborn, 1969).
4. The teacher should have the ability to work with other school personnel (as well as local supportive agencies) to increase the effectiveness of their work (Kemp, 1966).
5. The teacher should understand himself and be able to objectively analyze his own behavior (and biases) (Vivian, Hirshfeld, and Osborn, 1969). The teacher must know his own biases and differences in value systems between himself and his students. He or she should not be prejudiced.
6. The teacher should have respect, compassion, understanding, and empathy for the disadvantaged (Whitten, 1970) but not be overly sympathetic.

7. The teacher must have faith in the ability of the learner to master the work and to succeed (Whitten, 1970).
8. The teacher should be firm but not inflexible, careful but not exacting.
9. Teachers should have warmth, cognitive organization, orderliness, and indirectness (Gage, 1966).
   a. Warmth—this relates to the desirable tendency of the teacher to approve, give emotional support, be sympathetic, and encourage. The warm teacher is effective in eliciting favorable attitudes from the pupils. "Pupils realize that the warm teacher likes them, and they tend to like him in return. And when they like him, they tend to identify with him, to adopt his values more readily, and even to learn subject matter from him more effectively."
   b. Cognitive organization—this relates to the desirable tendency of the teacher to help the students see education as a meaningful and relevant experience.
   c. Orderliness—this relates to the desirable tendency of the teacher to be systematic and methodical in self-management.
   d. Indirectness—this relates to a classroom atmosphere in which there is interchange, student participation, and experimentation with new and imaginative ideas.
10. Teachers should be mentally and physically healthy (Wiggins, 1970) and emotionally stable.
11. The teacher should have personal insight, tact, fairness, and consistency (Gage, 1966).

Teaching

1. The teacher should be adaptable and at ease operating in a classroom which departs from stereotyped procedures (Abbott, 1966).
2. The teacher should have competence in the subject matter and work skills in the field of specialization (Kemp, 1966).
3. The teacher must have ability to reinforce the slow learner and to refrain from responding only to those students who respond to him (Kemp, 1966).
4. The teacher should have the ability to seek and find additional techniques to enable him to communicate with all students (Kemp, 1966). Teachers should have the ability to understand and speak in the language which can be easily understood by the disadvantaged learner.
5. The teacher should have skill in presenting goals to the students and in helping them to meet challenges (Kemp, 1966).
6. Teachers should have the ability to measure students by their individual achievements without lowering standards for the class (Kemp, 1966).

7. Teachers should be willing and able to use instructional materials geared to the understanding and culture of their students (Kemp, 1966) and possess the ability to convert complex references to simple, easily understood texts (Vivian, Hirshfeld, and Osborn, 1969).
8. Teachers should have skill in working with students to build up their self-concept, in seeking hidden strengths, and in helping to channel these in productive directions (Kemp, 1966).
9. The teacher should be adept in guidance procedures (Vivian, Hirshfeld, and Osborn, 1969).
10. The teacher should know how to diagnose learning disabilities (Vivian, Hirshfeld, and Osborn, 1969).
11. The teacher should have the ability to individualize instruction (Vivian, Hirshfeld, and Osborn, 1969).
12. The teacher should have the ability to conduct survey research and to utilize research findings (Vivian, Hirshfeld, and Osborn, 1969).
13. The teacher should have the ability to work with students outside of class in club activities and to make out-of-class visits (Vivian, Hirshfeld, and Osborn, 1969), and to work with parents and secure their support of the program.
14. The teacher should know how to teach remedial grammar, reading, and arithmetic (Whitten, 1970) and integrate these subjects into skill training.

Vocational-Industry

1. The teacher should know about special employment problems such as sources and procedures for placement of the disadvantaged (Vivian, Hirshfeld, and Osborn, 1969).
2. The teacher should have the ability to work with industry in the business world in gaining acceptance of disadvantaged students (Vivian, Hirshfeld, and Osborn, 1969).
3. The teacher should have the ability to identify local, state, and federal service programs which can aid the disadvantaged.
4. The teacher should have the ability to secure placement of the disadvantaged in business and industries and to provide adequate follow-up services.
5. The teacher should have the ability to develop job training plans and agreements and to make job evaluations for work study and/or cooperative job training programs.

The characteristics and competencies needed by vocational teachers of disadvantaged youth have not been identified conclusively (Goldberg, 1967c). Part of the problem stems from the fact that these teachers often have many varied roles in addition to teaching, such as counselor, builder, social worker, referee, financial advisor, medical consultant, etc. How-

ever, in general, the following represents a summary of competencies needed as suggested by the review of literature:

1. The acquisition of an understanding of the major concepts from the behavioral and social sciences and their relevance to teaching disadvantaged children.
2. The development of a repertory of teaching strategies which hold promise for working with disadvantaged students.
3. Possession of many personal characteristics, such as faith in the student's ability to learn and succeed, and a strong desire to work with disadvantaged students.
4. Mastery of their subject matter, including vocational skills.

Several universities currently offer both preservice and in-service courses designed to develop competence in teaching disadvantaged youth. State departments of education also offer in-service programs in this area. Prospective teachers should be encouraged to do their student teaching or intern experience in an inner-city disadvantaged community.

student placement

The unemployment rate in the inner-city is generally much higher than the national average. Disadvantaged students who reside in the inner-city face many of the same obstacles that their parents or friends encountered in finding employment. Some of the obstacles include: (Department of Labor, 1968) 1) discrimination, 2) failure to develop work identity, 3) lack of or low aspirations for work, 4) poor work habits, 5) lack of knowledge of available jobs, 6) lack of transportation to and from available jobs, 7) lack of or insufficient education and/or skill training, 8) poor attendance records, 9) police records, 10) the technological explosion, reducing the need for unskilled and semi-skilled persons, 11) inability to pass qualifying exams, 12) lack of job experience, 13) cycling of local, state, and national economy, 14) fear that hiring minority groups will subvert the aspirations of those currently employed, and 15) poor health, emotional instability, and unsightly appearance.

Secondary schools can through their vocational programs reduce or eliminate some of the obstacles to employment of disadvantaged youth. Specific objectives which counteract the obstacles include to:

1. Develop within the students a positive self-concept and a positive attitude toward work.
2. Present job opportunity and job qualification information to the students. Take field trips to local industries and have personnel directors explain opportunities and expected qualifications.
3. Discuss and practice interviews for employment.
4. Discuss and practice completing job application forms.
5. Assist students in identifying job goals which are realistic in terms of their interests, capabilities, and opportunities.

6. Identify job opportunities available to disadvantaged youth.
7. Provide adequate placement and follow-up service. Develop a systematic follow-up study of each student's job retention and job advancement (Rudder, 1969).
8. Provide opportunities for the students to participate in cooperative work study programs whereby the students may gain first-hand job experience.

Vocational teachers and coordinators may find it difficult to locate job opportunities which are "open" to disadvantaged students. Even if the vocational program is reasonably successful in accomplishing its objectives, discrimination can still persist as an obstacle to placement. In addition, entrance and qualifying exams are frequently too difficult for the disadvantaged youth to achieve a satisfactory score.

Possible steps which may be taken to bring about the needed changes in employment policy include:

1. Organize a community committee composed of parents and successfully employed leaders.
2. Establish communications between the community committee and industry or business leaders.
3. Convince top management officials of the positive values of hiring the disadvantaged (i.e. reduction in need for welfare taxes, relieving manpower shortage).
4. Attempt to bring about a reduction in standards on policies for hiring the disadvantaged at least for entry level positions.
5. Secure an extended trial period for the disadvantaged to become acquainted with company policies, and to become a productive worker.
6. Provide sensitivity training for supervisory- and foremen-level personnel.
7. Provide follow-up counseling services for disadvantaged students that are employed. Follow up the employed student for a period of six months. Have weekly consultation meetings with the supervisor and employee.
8. Make sure that the company or business matches the person and his educational preparation with the right job. Help them isolate jobs which the disadvantaged can succeed in.
9. Encourage the company to select the right person to supervise and train the employee during the orientation period. This person should be one who is empathetic toward the disadvantaged and/or a former disadvantaged person who has successfully established himself in the company.
10. Organize continuing education programs to upgrade the employee and provide additional opportunities for advancement.

Several staff members in addition to the vocational teacher will be required for effective implimentation of the preceding program and serv-

ices. An ideal team would consist of the vocational teacher and the following (Ferman, 1969):

1. Job Market Analyst—prepares reports and summaries of labor market trends; analyzes utilization/under-utilization patterns in local companies and industries; identifies current and prospective job opportunities for the hard-to-employ.
2. Employment Specialist—identifies decision-making patterns in local companies; analyzes job structure and occupational network in local companies; develops plan for job restructuring and job creation; works with employer to develop more realistic employment standards.
3. Placement Specialist—matching of worker and job, management of agency community resources to improve client's job-readiness; special problem counseling; updating information on jobs, particularly skill analysis.
4. Job Development—coordinates information from team members to focus on strategy development for particular companies; selling of job development logic to employer; regular contacts with employer to develop new employment perspectives and high support agreement; arranges technical assistance for employer (for example, management education program); defines "corporate mood" for team members.
5. Job Coach—maintains contact with hard-to-employ client both on and off the job; advises supervisors on handling of problems; advocacy for hard-to-employ worker; counseling worker and supervisor; feedback of information on worker success or failure to job development team with analysis.
6. Coordinator—serves as a liaison agent between the community, school and industry; provides a continual flow of communications between the respective groups and aids in recruitment for training programs and employment (addition made by the writer).

Realistically, most vocational teachers will not have such an extensive staff available. They will need to rely on the school guidance and placement staff, private and public employment services, community and industrial advisory committees, trade unions, human rights organizations, youth opportunity centers (Kemp, 1966), job development services, and their own resources and contacts.

Vocational teachers who have rapport with the industries and businesses surrounding the school can be quite influential in securing placement of disadvantaged students. Follow-up surveys show that graduates of vocational programs obtain more jobs through referrals by their instructors than any other single source. (Social, Educational Research and Development, Inc., 1968). School talent shows, open houses, and cooperative work-study programs can also convince industrial leaders of the hidden talents of disadvantaged youth and result in employment. Satisfied clients will send their personnel directors to the school in search of more graduates from the vocational programs. Some graduates may eventually start their own business and create additional employment opportunities.

summary, recommendations

Summary

Federal legislation has required that each state direct a portion of its budget to serving the disadvantaged youth. The urban crisis, created in part by large numbers of unemployed youth, suggests that vocational educators give more attention to programs for the inner-city youth. Vocational programs for the disadvantaged have been expanding rapidly throughout the United States. Thus, more qualified teachers are needed to staff these programs.

The purpose of this report was to present information which teachers and coordinators should know in order to conduct effective vocational programs for disadvantaged youth. Specific areas covered in this report include: general and specific characteristics of urban disadvantaged youth, guidance and counseling, curriculum design and content, special techniques for teaching and developing occupational competence, selected desirable characteristics of teachers, and placement and follow-up procedures.

Conclusions and implications were presented in each section of the paper.

Recommendations

The recommendations to follow are based on the writer's review of literature and research and experiences with disadvantaged youth programs.

1. Educational achievement is often adversely affected by the disadvantaged student's home and community environment. Therefore, teachers of disadvantaged youth should know the general and specific characteristics of their students.
2. Structured programs developed within a flexible curriculum provide the most suitable atmosphere for learning.
3. Quality programs are generally composed of classes that are homogeneous and small.
4. Disadvantaged students should be provided with individualized and personalized study in which learning can proceed at their own rate. Programmed instructional aids are most helpful.
5. The problems of disadvantaged youth are so numerous and diverse that they need guidance and counseling assistance frequently and sometimes daily. Thus, everyone in the school staff should assist with these tasks. The staff should be familiar with special techniques of counseling the disadvantaged.
6. Systematic evaluation of the disadvantaged is essential, but the usual methods of testing and test interpretations are not likely to be of value. Performance testing and subjective evaluation procedures should be used.
7. The curriculum should focus on the needs, interests, and ability levels of the student and the development of performance qualifications for available jobs.

8. Motivation is the key to the learning process for the disadvantaged. Teachers should appeal to various methods and incentives for this step in the learning process.
9. Students with major psychological, physical, or social problems should be referred to the proper supportive staff for immediate help, for learning cannot take place in a deeply troubled mind or under conditions of pain and distress.
10. First priority in the learning objectives should be improving the student's self-concept and developing a favorable attitude toward education and work.
11. Awards for achievement-success must be provided. Every student must be provided with the opportunity to succeed.
12. The teacher of disadvantaged youth must have faith in the ability of the student to learn and succeed, a strong desire to teach the disadvantaged, and respect, understanding, and empathy for the disadvantaged.
13. A variety of multi-media and multi-sensory teaching strategies should be used in teaching the disadvantaged. The presentations should be short, slow, deliberate, and repetitive. Emphasis should be placed upon motor or physical activities in laboratory situations. Teachers need to be creative and innovative in their instructional approaches.
14. Parents, community agencies, and industry committees must be involved with vocational programs for the disadvantaged if they are to be successful. Teachers and coordinators must know how to utilize these resources.
15. Job placement preparation and follow-up should be a major part of the vocational program for disadvantaged youth. This preparation and training can reduce some of the obstacles to employment and provide a smoother transition from school to work. Cooperative work study programs have helped to make this adjustment process successful.
16. Vocational teachers of disadvantaged youth need a variety of personal, professional education, and occupational qualifications for teaching disadvantaged youth.

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