

CONTENTS OF ENTIRE REPORT:  
COMMUNITY ACTION IN APPALACHIA

COMMUNITY ACTION IN APPALACHIA

An Appraisal of the "War on Poverty"  
in a Rural Setting of Southeastern Kentucky

(Report of a study by an interdisciplinary team of the University of Kentucky, performed under Contract #693 between the University of Kentucky Research Foundation and the Office of Economic Opportunity, 1965-68)

UNIT 6

THE YOUTH DEVELOPMENT PROGRAM

by

Morris K. Caudill



Contents of Entire Report:

COMMUNITY ACTION IN APPALACHIA

This is one unit of a report which includes the following units, each separately bound as is this one:

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Quality of Life in Rural Poverty Areas

Unit 2--Lowndes F. Stephens, Economic Progress in an Appalachian County: The Relationship Between Economic and Social Change

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## ABSTRACT

### THE YOUTH DEVELOPMENT PROGRAM

This study could not have been completed without the cooperation and assistance of numerous persons. The writer is especially indebted to the following: Dr. Paul Street, director of the evaluation project, who provided direction for the study, read the rough draft, and offered many helpful suggestions; Dr. Otis Murby, who served very capably as liaison officer for the project and helped secure the needed data; Dr. Thomas Collins, who completed the first phase of the Youth Activities Program evaluation; the Knox County Public Schools which granted the needed time for the students to participate; and finally to the youths who participated in the study. Without whose cooperation this study would not have been possible.

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## CHAPTER I

### INTRODUCTION

There are two Americas. One is the middle-class euphoria. The other America is a land of dirt and despair, missed meals and sudden violence, crowded rooms and empty days. The inhabitants of this second land are our 35 million poor.<sup>1</sup> There is a high statistical probability that this number will increase since poverty tends to breed poverty. Late in 1964, the Council of Economic Advisors issued a statement attesting to this fact:

A poor individual has a high probability of staying poor. Low incomes carry with them high risks of illness; limitations on mobility; and limited access to education and training. . . . Lack of motivation, hope, and incentive is a more subtle but no less powerful barrier than lack of financial means. Thus the cruel legacy of poverty is passed from parents to children.<sup>2</sup>

One "subdivision" in the land of poverty is Appalachia, an area about which so much has been written recently that no geographical data are included here.

Appalachia is a land of contrast for its people. The beauty of its richly wooded slopes shelter valleys of want. The families which inhabit the area do so, not because they necessarily love the area, but because they cannot compete successfully in the urban world of work. The very close-knit, clannish family structure that symbolizes Appalachia is

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<sup>1</sup>Morton R. Engelberg, "The Other America," Michigan Education Journal, Vol. XLII, No. 14 (March 1, 1965), p. 9.

<sup>2</sup>Ibid., pp. 9-10.



rent asunder when the youth of Appalachia must migrate to urban areas to find employment.

As a result of the migration of the group of people of "work-force" age from Appalachia, a graph of the numbers of people by age remaining in Appalachia would take a U-shaped form. The first high prong would represent the youth; the "valley" of the graph would represent the "work-force" age; and the second high prong would represent the aged.

This study is concerned with a selected group of the representatives of the first prong of the graph, youth, in a selected section of Appalachia. How significant is the impact of government-sponsored attempts to change certain facets of youths' lives in order to break the cycle of poverty? This is the big question around which the study is designed.

#### Statement of Problem

What has been the impact of the Knox County Community Action Program on the youth of Knox County through the "Youth Activities Program" conducted in the community centers?

To measure this impact, answers to the following questions were sought:

- 1) To what extent, and in what direction, has there been change in the empathy, alienation, and vocational levels of the respondents from "Time 1" to "Time 2"?
- 2) Do the youth of Knox County participate more in various areas as a result of the Youth Activities Program?
- 3) Has there been a positive change in the youths' attitudes toward school and education as a result of the program?
- 4) Has a greater awareness of economic practices resulted from participation in the program?



- 5) What has happened to the attitudes of youth concerning leaving home for employment?
- 6) Has a greater understanding of health and sanitary practices resulted from participation in the program?
- 7) How do the youth involved in the tutoring program compare with a similar group of youth, who were not tutored, on the following variables:
  - a) End-of-year grades?
  - b) School attendance?
  - c) Out-migration?
- 8) How does Knox County compare with the four counties which surround it on the following variables:
  - a) School dropout rate?
  - b) Delinquency rate?
  - c) In/out migration?

#### Delimitations

- 1) This study is primarily concerned with the "Youth Activities" section of the O E O -sponsored Community Action Program in Knox County.
- 2) This study is limited to those youth aged 10 through 17 who attend the public schools in Knox County.
- 3) No information, other than possible delinquency records, will be treated concerning those youth who have dropped out of school.
- 4) The method of administering the questionnaire, in a group situation in the school buildings, may have caused a respondent's answer to have been influenced by a "neighbor."
- 5) Pronounced feelings by the classroom teachers regarding the community action programs, pro or con, possibly influenced the responses of the students a great deal.

#### Selection of Samples

The major youth-group tested is comprised of those youths who were enrolled in the sixth and seventh grades of the Knox County public



schools when the "Time 1" questionnaire was administered in October, 1966. The group was enlarged to include a new group of respondents, sixth graders, when a "Time 2," follow-up questionnaire was administered in February, March, and April of 1968. This means that the "Time 2" questionnaire was administered to the total population of the sixth, seventh, and eighth grades of the Knox County public schools.

Two additional samples were selected for study. One of these was a group of students who participated in a tutoring program sponsored by the Community Action Program.

The method used for selecting the sample for this particular study consisted of securing the names of those youngsters who had participated in the tutoring program at the various centers and collecting certain control data concerning each participant. Once this was done, each tutoring program participant was matched with a non-participant according to the following control criteria:

- 1) Age
- 2) Sex
- 3) Grade in school during school year 1964-65
- 4) Teacher during school year 1964-65
- 5) End-of-year grades for school year 1964-65

The other sample selected for study was a group of counties surrounding Knox County, having federal programs, but not having community action programs. Because of these facts, they acted as a filter to screen out the effect of federal aid from the impact of the Community Action Program in Knox County.

The counties selected to act as the control group include the following:

- 1) Bell
- 2) Clay
- 3) Laurel
- 4) Whitley



The first reason for selecting the above-mentioned counties was the fact that they all met the criterion of lacking a community action program; therefore, the filtering process could operate.

The second reason for the selection of these counties was the fact that they surround and are contiguous to the boundaries of Knox County. (See Figure 1.) Because of this fact, one can surmise that conditions within each county are roughly the same as those which exist within Knox County. The people are basically the same; the economy is similar; and social patterns do not vary a great deal.

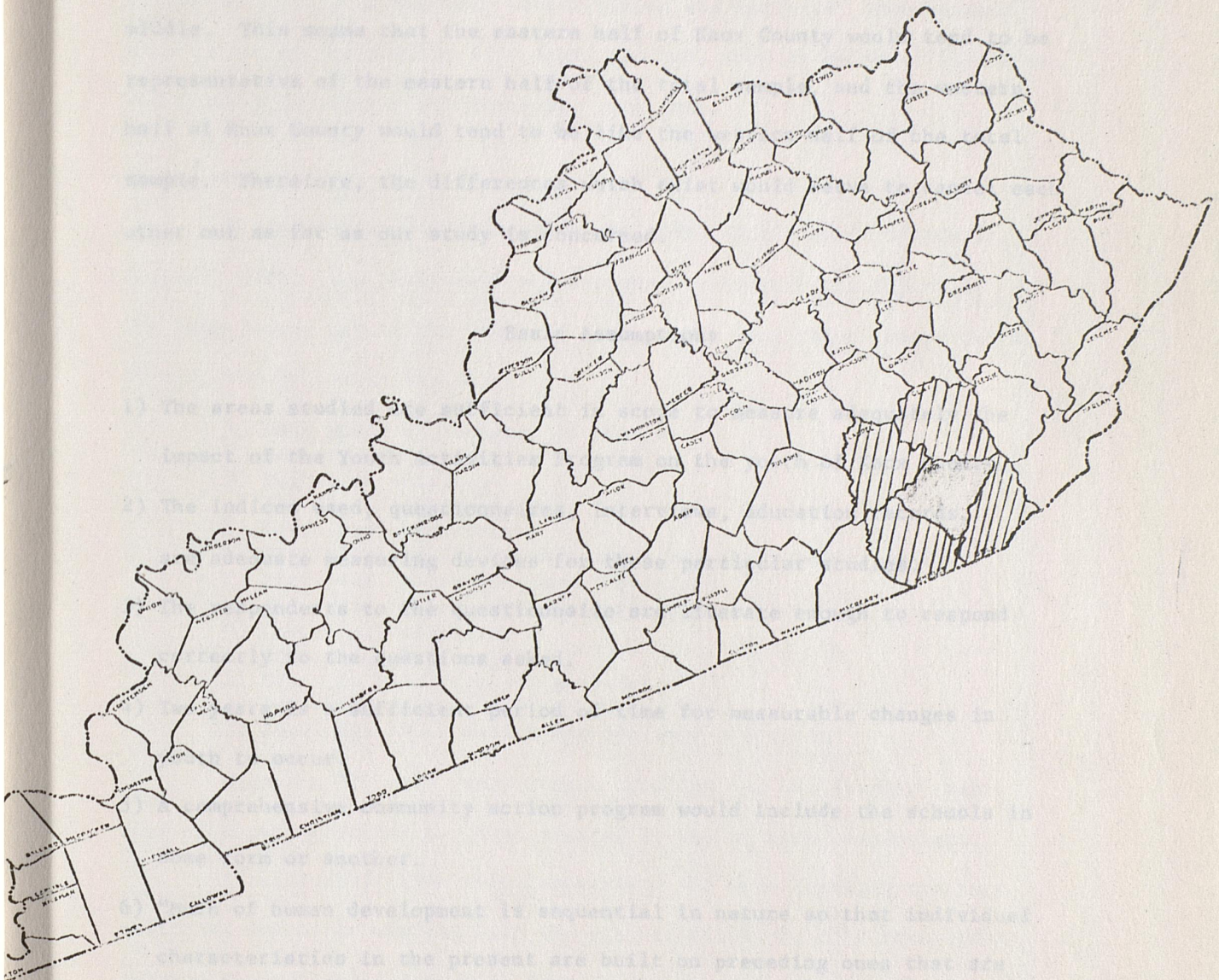
The differences which do exist within the totality of the sample, do so in a definite pattern, which acts to delete any objections to the selection of a particular county. Examples can be given which should clarify what is meant by the "pattern" of differences and why these should have no effect on the sample.

By looking at the map, (Figure 1), one can note the sample counties' geographical location. The western half of the sample tends to depend to a greater degree upon service industries and tourism to bolster its economy than does the eastern half. The mainstay of the economy in the eastern half of the sample is the mining of coal.

The social pattern of the eastern half of the sample would tend to center around more closely knit groups than would be found in the western half, because of the topography of the area. The eastern half of the sample is more mountainous, and cultures are formed along the "hollows" or drainage basins. As these are generally narrow in this area, the social groups are smaller and more closely knit. Because of this, group ideas become especially important; hence, an effect upon variables to be tested by this study.



FIGURE 1--PLACEMENT OF KNOX COUNTY WITHIN CONTROL COUNTIES GROUP





The point to be made is the fact that these and other differences which exist in the different halves (East and West) cancel each other out where this study is concerned. By referring to the map once again, we can see that any imaginary line drawn to divide the sample into eastern and western halves would necessarily bisect Knox County in the middle. This means that the eastern half of Knox County would tend to be representative of the eastern half of the total sample, and the western half of Knox County would tend to be like the western half of the total sample. Therefore, the differences which exist would serve to cancel each other out as far as our study is concerned.

#### Basic Assumptions

- 1) The areas studied are sufficient in scope to measure adequately the impact of the Youth Activities Program on the youth of Knox County.
- 2) The indices used, questionnaires, interviews, education records, are adequate measuring devices for these particular studies.
- 3) The respondents to the questionnaire are literate enough to respond correctly to the questions asked.
- 4) Two years is a sufficient period of time for measurable changes in youth to occur.
- 5) A comprehensive community action program would include the schools in some form or another.
- 6) "Much of human development is sequential in nature so that individual characteristics in the present are built on preceding ones that are similar or associated."<sup>3</sup> This means that the impact of the Youth Activities Program would tend to have a long-range effect.

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<sup>3</sup>Catherine S. Chilman, Growing Up Poor (Washington, D.C.: U.S. Government Printing Office, 1966), pp. 52-53.



## Research Procedures

### Literature

Books, pamphlets, and periodicals, which related to the variables to be studied, in the College of Education and Margaret I. King Libraries at the University of Kentucky were reviewed and analyzed. Furthermore, studies and/or information from other sources, such as personal libraries and federal government publications, were used.

### Questionnaire

A sixteen page questionnaire was prepared and administered in October, 1966. The instrument was designed to measure the impact of the Knox County CAP on the youth of that county concerning, among other things, the following variables:

- 1) Mass media as an agent of change
- 2) Empathy
- 3) Political efficacy
- 4) Sources of information
- 5) Vocational aspirations
- 6) Participation in "Youth Activities" in community centers
- 7) Attitudes toward government programs
- 8) Attitudes toward school and education
- 9) Church participation
- 10) Standards of living
- 11) Economic knowledge and practices
- 12) Attitudes toward leaving home
- 13) Knowledge about health and sanitary practices

When the "Time 1" reports were compiled, it was learned that some of these variables had been treated by two or more researchers.

After consultation with researchers who were treating the same variables and after meeting with the project director, this researcher deleted the following variables from the youth questionnaire, because they were found to be an integral part of another section of the evaluation:



- 1) Mass media as an agent of change
- 2) Political efficacy
- 3) Sources of information
- 4) Attitudes toward government programs
- 5) Church participation (with the exception of one question)
- 6) Standards of living

The eight major variables contained in the "Time 2" questionnaire are as follows:

- 1) Empathy
- 2) Vocational aspiration
- 3) Participation in "Youth Activities" in community centers
- 4) Attitudes toward school and education
- 5) Economic knowledge and practices
- 6) Attitudes toward leaving home
- 7) Knowledge about health and sanitary practices
- 8) Alienation

The questionnaire contained rather simply constructed questions concerning all but two variables, empathy and alienation. These two variables were tested by use of scales which were borrowed from the literature.

The empathy scale was a modification of the nine-item scale developed by Lerner.<sup>4</sup> Substantiated by the results of his scale, Lerner presented evidence to illustrate that literacy, mass media exposure, opinionatedness, and urbanization, were related to empathy. He found that the more literate respondents, the more urbanized and opinionated, exposed themselves more to media and ranked higher on his empathy scale.

The empathy scale used in the youth questionnaire consisted of eight items. Their purpose was to determine the extent to which the respondent possessed or lacked empathy. The questions presented in the scale are as follows:

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<sup>4</sup>Daniel Lerner, The Passing of Society (Glencoe: The Free Press, 1958).



- 1) What are the biggest problems that people like yourself face in life?
- 2) What do you think people like you can do to help solve such problems?
- 3) If you were the director of a government center (CAP Director) for this neighborhood, what would you do in order to make things better around here?
- 4) What would you try to get done if you were the county judge of Knox County?
- 5) If you were governor of Kentucky, what are the most important things you would do first?
- 6) Suppose you were elected President of the United States, what are the most important things you would do first?
- 7) If for some reason you could not live in the United States, what other country would you choose to live in?
- 8) Whether or not the respondent names a country, ask: Suppose that I could tell you anything that you wanted to know about this other country--what two questions would you be most interested in asking?

The first two questions were designed to see if the respondent could identify with roles assumed by others of his own level and peer group. The subsequent questions were designed to see if the respondent could identify with the roles assumed by persons at the county, state, national, and international levels. The scale, as it were, was designed to measure the extent and range of roles with which an individual could identify--the scope of his empathic inclinations.

The question of whether or not the responses to these questions were indicative of the presence or lack of empathy was left up to the individual researcher coding the questionnaire. These researchers had been instrumental in making out the empathy questions and were familiar with the various studies in which an empathy scale was used. The researchers also weighed the responses on the basis of the degree of empathy that the question reflected. If the person was very adamant



and direct about the procedures he would follow if he were president or a county judge then the response was weighted in favor of high empathy. If the person responded with little enthusiasm or imagination then his response was not weighted as heavily. The person who failed to answer the questions at all was given a zero. There were no negative weights assigned to any response. The decision about the degree of empathy that each question reflected was left up to the individual researchers who, as a team, had a standard set of criteria for ascertaining the extent of empathy. Included in this set of criteria were the following: (except for the last two questions)

- 1) Person visualizes himself in this role: (What I would do rather than what "others" might do).
- 2) Mentions specific behavior.
- 3) The behavior should apply to more people than just the respondent.
- 4) Indicates knowledge of an ideology which could be associated with the role.
- 5) Indicates knowledge of the role: What behaviors are required.

For the penultimate question, the following were used:

- 1) If lists country--code 2.
- 2) If lists anywhere other than a country-code 1.
- 3) No response or don't know-code 0.

The criteria for the last question were:

Are there rational reasons for wanting to live there? Response on this question should indicate a desire to improve one's lot.

The weights picked by the researchers for each question were totaled and then divided by eight to yield a mean score. Once again the individual researchers determined whether or not the respondent was empathetic.



The statements used in the alienation scale were developed by Dean<sup>5</sup> to measure the level of powerlessness and social isolation felt by people. As used in the youth questionnaire, the statements attempted to measure the level of receptiveness of the youth in Knox County.

The questions included in Dean's powerlessness and social isolation scale are as follows:

Introduction: Different people see life differently. I am going to make some statements which show some of the ways of looking at life. From the way you feel about things, would you please say Yes or No to these statements. (Interviewer: Do not encourage "Don't Know" responses, although they should be noted whenever necessary. Check in appropriate space.) There are no right or wrong answers. What we want to know is how you feel.

	Agree	No Opinion	Disagree
1) Sometimes I feel all alone in the world.	<u>2</u>	<u>0</u>	<u>1</u>
2) Today's children face a wonderful future.	<u>0</u>	<u>2</u>	<u>1</u>
3) Sometimes I have the feeling that other people are taking advantage of me.	<u>2</u>	<u>0</u>	<u>1</u>
4) Real friends are as easy as ever to find.	<u>0</u>	<u>2</u>	<u>1</u>
5) It is frightening to be responsible for the raising of a little child.	<u>2</u>	<u>0</u>	<u>1</u>
6) Everybody can do at least a little something that will help prevent another world war.	<u>0</u>	<u>2</u>	<u>1</u>
7) Most people today seldom feel lonely.	<u>0</u>	<u>2</u>	<u>1</u>
8) The world in which we live is, in general, a friendly place.	<u>0</u>	<u>2</u>	<u>1</u>
9) There are so many things that have to be decided these days that sometimes I feel that I just can't take it any longer.	<u>2</u>	<u>0</u>	<u>1</u>

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<sup>5</sup>Dwight G. Dean, "Alienation and Political Empathy" (Unpublished doctoral dissertation, Ohio State University, 1956).



	Agree	No Opinion	Disagree
10) You can depend on most people these days.	<u>0</u>	<u>2</u>	<u>1</u>
11) There is little chance for a man to get a better job unless he gets lucky.	<u>2</u>	<u>0</u>	<u>1</u>
12) It is hard to find friends these days even if a person tries to be a friend.	<u>2</u>	<u>0</u>	<u>1</u>
13) We're told so much what to do these days that there's not much room for choice even in personal matters.	<u>2</u>	<u>0</u>	<u>1</u>
14) People really aren't very friendly.	<u>2</u>	<u>0</u>	<u>1</u>
15) The future looks dark and gloomy.	<u>2</u>	<u>0</u>	<u>1</u>
16) I don't get to visit friends as often as I'd really like.	<u>2</u>	<u>0</u>	<u>1</u>

The powerlessness and social isolation scale was scored by adding the total for the sixteen items in the scale and dividing that by sixteen. The highest rating for any single item was 2 with the lowest as 0. Thus, a respondent with a high feeling of powerlessness and social isolation would have a score nearer 2 (after the division by 16); while one with relatively low feelings of powerlessness would have a total approaching 0. The coding sequence then ran as follows:

- 0 = Don't Know
- 1 = Low Alienation
- 2 = High Alienation (Powerlessness)

This scale was also recorded into quartiles, so the respondents' score would fall into one of four approximately equal categories. These were the categories:

- 1 = 0.01 - 0.50
- 2 = 0.51 - 1.00
- 3 = 1.01 - 1.50
- 4 = 1.51 - 2.00



The "Time 2" questionnaire was administered to sixth-, seventh-, and eighth-grade students in Knox County during February, March and April of 1968.

#### Interview Guide

An interview guide was constructed to aid an interviewer in discerning the attitudes of tutors toward the tutoring program sponsored by the Knox County Community Action Program.

The guide was constructed so as to elicit their attitudes toward the following aspects of the program:

- 1) Purposes of the program
- 2) Relationship of program to child's needs
- 3) Process used in hiring tutors
- 4) Qualifications needed to work as a tutor
- 5) Training of tutors
- 6) Selection of tutees
- 7) Organization of tutoring process
- 8) Means of evaluating program

#### Treatment of Data

Three statistical treatments were used to analyze the data obtained by the various instruments. These treatments are as follows:

- 1) T-test
- 2) Chi square
- 3) Factor analysis

The t-test was used to show differences in means of group responses by grades and mean individual responses from "Time 1" to "Time 2." A "two-tailed" test of significance was used in order to ascertain whether the change in means was positive or negative from "Time 1," and to what level of probability the change occurred.

The chi-square test of independence was used to determine the



levels of confidence within which there existed a real difference between observed and expected happenings. Outside these confidence levels, these results could have happened by chance. For this study, the point of statistical significance was set at the .05 level. This means that any differences which are observed to be significant at the .05 level are considered "real"; that is, occurring according to a pattern rather than by chance.

To decide which variables or clusters of variables caused changes in response patterns, the factor analysis program was used. "Factor analysis is a method for determining the number and nature of the underlying variables among large numbers of measures. . . . It may also be called a method for extracting common factor variances from sets of measures."<sup>6</sup>

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<sup>6</sup>Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, Inc., 1967), p. 650.



## CHAPTER II

### REVIEW OF THE LITERATURE

The child was diseased at birth, stricken with a hereditary ill that only the most vital men are able to shake off. I mean poverty--the most deadly and prevalent of all diseases.<sup>1</sup>

--Eugene O'Neil, "Fog"

The typical teenager today is asked to hibernate until adulthood in a state of limbo we term adolescence. He is no longer a child but not yet an adult, uncommitted to any specific occupation or task. He is not made responsible for anything, contributes little to anyone or anything, and, as a result, in some instances, stumbles into misadventurous directions seeking a meaning of himself.<sup>2</sup>

The above statement refers to the typical teenager. This would probably mean that typical has been defined according to criteria established by American middle-class standards. By these standards, the teenager in Knox County, Kentucky is not typical. The majority of the teenagers in Knox County come from a lower-class culture, accompanied by those concerns, values, and characteristic patterns of behavior of a well-formed cultural system, which we will discuss further a bit later.

Our major concern at this point is the poverty of Knox County, and the area generally, which engulfs the youth of this study and diminishes

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<sup>1</sup>Eugene O'Neil, "Fog," quoted in William C. Kvaraceus, John S. Gibson, and Thomas J. Curtin, Poverty, Education and Race Relations: Studies and Proposals (Boston: Allyn and Bacon, 1967), p. xi.

<sup>2</sup>Robert D. Strom, The Tragic Migration: School Dropouts (Washington, D.C.: National Education Association, 1964), p. 20.



significantly their chances for success in the world of work. In 1965, approximately 65% of the families in Knox County and the surrounding area had incomes of less than \$3,000, which has been established as the poverty line.<sup>3</sup>

This poverty builds walls around youth. Such walls not only keep them from discovering themselves due to shy detachment, ignorance, and fear, but keeps them from relating to the world. Since it is generally recognized that environment shapes intelligence, one would expect to find Knox County youth having lower achievement scores than average when measured against national norms.

Added to the general poverty of Knox County is the isolation of the people of the area caused by the topography of the land. Families have settled along the watersheds of the area, making for a linear rather than a "clustered" community. Each linear community consists of "pockets" of families, as children are given a small plot of land in close proximity to the parents' home. Since the watersheds meander, the enveloping slopes are rugged and wooded, and the length of one of these communities must be thought of in terms of miles, isolation results.

The relative isolation, poverty, and a long history of exploitation from outside forces (political officials, absentee ownership of minerals, etc.) have served to create an aura of suspicion which these people look through to view life. This suspicion has the effect of drawing the modified extended family into a more compact unit.

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<sup>3</sup>"A Preliminary Report of the Youth in the Wilderness Trail Area: Situation, Problems, and Objectives," Unpublished report prepared by the Cooperative Extension Agents in the Wilderness Trail Area, December, 1965. (Mimeographed.)



The problems for youth caused by the poverty, isolation, and suspicion are many. Anthony Celebreeze seems to have packaged these problems with his statement: "In Appalachia, young people are being deprived of their inheritance."<sup>4</sup>

#### Concomitants of Poverty, Isolation, and Suspicion

In Knox County, as elsewhere, there are certain concomitants to poverty, isolation, and suspicion. A selected group of these concomitants make up the variables to be treated by this study.

#### Participation

The first concomitant to be discussed is one of great importance for any organized program such as the Youth Activities Program: participation. Two of the factors mentioned, isolation and suspicion, are great deterrents to participation. The youth, or adults, do not join any organized groups or activities very readily. Schwarzweller states this explicitly:

Formal organizations occupy a very small part of the social life in eastern Kentucky communities, and any change-promoting program . . . has a difficult, almost impossible, task of implementing that program. . . .<sup>5</sup>

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<sup>4</sup>"The Road Ahead for Bypassed Appalachia," Health, Education, and Welfare Indicators, (June, 1964), p. viii, From the statement by Anthony J. Celebreeze, Secretary of Health, Education, and Welfare, before the special subcommittee on public works, U.S. House of Representatives, May 20, 1964.

<sup>5</sup>Harry K. Schwarzweller and James S. Brown, "Education as a Cultural Bridge between Eastern Kentucky and the Great Society," Rural Sociology, Vol. XXVII, No. 4 (December, 1962), p. 361.



## Alienation

The second concomitant of poverty and isolation to be discussed is alienation. Alienation as experienced by the poor has unique feeling tones that differ somewhat from alienation in general. Alienation, for the poor, might be termed as feelings of powerlessness and social isolation. Powerlessness has been defined by Seeman as the expectancy or probability held by the individual that his own behavior cannot determine the occurrence of the outcomes, or reinforcements, he seeks.<sup>6</sup>

Lane uses the following four words to describe alienation:

- 1) Hopelessness
- 2) Helplessness
- 3) Worthlessness
- 4) Isolation<sup>7</sup>

A person without hope does not plan for the future. It binds the individual within himself so that ordinary gestures of reaching out are not customarily made. This failure to reach out usually results in suspicion and/or distrust which tends to cause further withdrawal.

The alienated poor do not think or feel that "tomorrow will be better."<sup>8</sup> So many of them have been "done to" all their lives that they come to see themselves as society has treated them, i.e., as individuals who are not competent to manage their own affairs.

Helplessness, coupled with other qualities of alienation, results in a lack of commitment. The present problems seem so difficult that all energy is spent in existing day by day. The commitment is generally

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<sup>6</sup>Melvin Seeman, "On the Meaning of Alienation," American Sociological Review, Vol. XXIV, (December, 1959), pp. 783-791.

<sup>7</sup>Mary B. Lane, "The Alienated Speak," Educational Leadership, Vol. XXIV, No. 7 (April, 1967), p. 589.

<sup>8</sup>Ibid., p. 590.



not strong enough nor cogent enough to warrant the price required. It seems that it can always wait until tomorrow.

A direct result of feelings of hopelessness and helplessness is the feeling of worthlessness. This is a logical result, as the noncommitted are more inclined to stay in the background and let others "run the show." This is the case whether he is on or off the job. On the job, the poor usually perform menial or part-time tasks which require tiring muscular activity with lean financial results. This type of work is one factor which tends to cause the poor person to look no further than today.

The severity of the working conditions, the immediacy of events, the dispensibility of the poor's contributions to society, on or off the job, permeate the home and help to perpetuate their feeling of worthlessness. Severe discipline of children is the rule, and language downgrading the recipient accompanies the discipline.

The fourth term which Lane uses to describe alienation, isolation, is more than a physical phenomenon. People can and do live in close proximity to great numbers of people, yet remain isolated. Certainly if an individual or group of people have strong feelings of hopelessness, helplessness and worthlessness, the feeling of isolation is a real part of their existence. This type of isolation is defined by Lane as "self-estrangement and a 'hemming in.'"<sup>9</sup>

Often great efforts are made to protect this isolation, for it becomes a precious quality of life that makes tolerable the alienation from the mainstream. Many times this isolation acts as a strong tie

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<sup>9</sup>Ibid., p. 593.



for binding together groups of people. A good example of an effort to protect the isolation of the poor is their ridiculing the "proper" language used by institutions which make up our social structure, e.g., the school.

The alienated poor are alienated from themselves, from each other, and from productive activity. If the youth of Knox County are highly alienated, and change is needed to direct them toward the mainstream, then stimuli would need to be introduced which would change one or more of the following:

- 1) The individual
- 2) Home environment
- 3) School
- 4) Community
- 5) Culture<sup>10</sup>

#### Empathy

One would surmise that a person who participates very little in organized groups and is highly alienated from society would have little empathy. A low level of empathy is another concomitant of poverty.

Speaking generally, empathy is a person's capacity to participate in another's feelings or ideas. More specifically, Carter Goode defines empathy as a state "in which the individual identifies himself with another individual or group."<sup>11</sup> Rogers is more specific in his definition of an empathic person: "One who is empathic perceives

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<sup>10</sup>Maxwell H. Goldberg, "The Humanities and the Alienated Society," School and Society, Vol. XCV, No. 2292 (April 15, 1967), p. 257.

<sup>11</sup>Carter Goode, quoted in Vincent R. Rogers, "Developing Sensitivity and Concern in Children," Social Education, Vol. XXXI, No. 4 (April, 1967), p. 299.



another's situation and intellectually understands it. He does not necessarily share another's emotion; neither does he necessarily follow his perception with overt action."<sup>12</sup>

The underlying motif in each of these definitions is the individual's ability to identify with novel things in a modern and changing world. Since we have identified the poor people as alienated and isolated, we must assume that they are not very empathic

It would seem that if empathy could be instilled in individuals, a good mechanism for doing so would be a youth activities program, because youth, supposedly, are not "set in their ways."

According to Strom, teenagers need to be exposed to the prevailing view among employers that it is generally true that those completing high school will be more able to adjust to the changing demands that are characteristic of a progressing economy.<sup>13</sup> With the rapid change in industry caused by advancing technology and the resulting alteration of job skills required, it would seem logical that adaptability would be a prime requisite for success, or even survival, in the world of work.

Empathy means more than adaptability if one thinks of adaptability as a simple stimulus-response set, where an outside force acts and the person reacts with no control or understanding of the outside force. True empathy would seek to know, and, to some extent, control the outside forces. A good analogy of the idea of empathy might be the following:

Before the year 1500, Spanish coins were inscribed with the words Ne Plus Ultra--Nothing More Beyond. After the discoveries by Columbus and others, coinage inscriptions were changed to read Plus Ultra--More Beyond.<sup>14</sup>

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<sup>12</sup>Ibid., p. 300.

<sup>13</sup>Strom, op. cit., p. 38.

<sup>14</sup>Ibid.



It is of vital importance that the youth of Knox County be aware that there is "more beyond."

#### Vocational Aspirations

The need to provide children of poor families with skills and motivations to compete in the labor market is ever increasing. Cohen and Sullivan state: "It is increasingly recognized that effective education for the children of poor families must be tailored to their social needs and must compensate for intellectual and social deficiencies in the home environment."<sup>15</sup> Too many times school competition becomes a daily punishment for those of lesser mental ability or for those who cannot afford the type of clothes they feel are necessary. Under these kinds of circumstances it is not surprising that many students protect themselves by setting a low level of aspiration.

Jerome Frank, a Lewinian psychologist, defined the concept, level of aspiration, as "the level of future performance in a familiar task which an individual, knowing his past performance in that task, explicitly undertakes to reach."<sup>16</sup>

Based on this definition, the ideal situation for normal children would be for their level of aspiration to be just high enough so they

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<sup>15</sup>Wilbur J. Cohen and Eugenia Sullivan, "Poverty in the United States," Health, Education, and Welfare Indicators, Vol. VI (February, 1964), p. xxii, quoted in Cyrus M. Johnson, Lee A. Coleman, and William B. Clifford, Mountain Families in Poverty (Lexington: University of Kentucky, Department of Sociology and Agricultural Experiment Station, 1967), p. 16.

<sup>16</sup>Jerome D. Frank, "Individual Differences in Certain Aspects of Level of Aspiration," American Journal of Psychology, Vol. XLVII (February, 1935), p. 119, quoted in George Henderson, "From Rags to Rags: Probable Effects of Poverty upon Aspirations," The Teachers College Journal, Vol. XXXVIII, No. 3 (December, 1966), p. 105.



have to put forth effort to reach it, and yet, low enough for them to achieve success.

There are many forces which affect the aspirational level of children. One of the major forces is that of family expectations. Children of poverty, whose parents have known poverty as children, learn early in life to look upon themselves as the "have-nots."

Education is looked upon by many people as a bridge from poverty to a better life. But life problems of poverty children seriously affect their progress in school. Lacking experiences with people, with language, with a world outside the narrow confines of the family resources, the children enter school without the equipment considered vital for academic success. The lag widens and deepens as the child moves through school.

According to a study done by Regina Goff:

Lower income children show a marked feeling of inadequacy in relation to school subjects. It is possible that additional patterns stem most directly from early home and cultural influences. In other words, these children have learned a particular response pattern. They have no social heritage akin to scholarly production, nor perhaps do they even have family exposures which reflect a tradition of schooling. . . .<sup>17</sup>

Stevic and Uhlig's<sup>18</sup> study is somewhat more relevant to the area and particular group being studied. In their study they examined the concepts that Appalachian youth have concerning their probable life

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<sup>17</sup>Regina M. Goff, "Some Educational Implications of the Influence of Rejection on Aspiration Levels of Minority Groups of Children," Journal of Experimental Education, (December, 1954), pp. 181-82, quoted in George Henderson, "From Rags to Rags: Probable Effects of Poverty upon Aspirations," The Teachers College Journal, Vol. XXXVIII, No. 3 (December, 1966), p. 109.

<sup>18</sup>Richard Stevic and George Uhlig, "Occupational Aspirations of Selected Appalachian Youth," Personnel and Guidance Journal, Vol. XLV, No. 5 (January, 1967), pp. 435-39.



work. After comparing and contrasting these students with a group of native and Appalachian migrant students in an Ohio city, the following results were noted:

- 1) Appalachian youth who stay in the geographic area have a significantly lower aspirational level than do those students who are a native of an urban area.
- 2) The Appalachian youth have different personal role models and characteristics for success than those students who have migrated from the Appalachian area.
- 3) One of the major problems in raising the occupational aspirations of Appalachian students appears to be lack of information and opportunity rather than lack of ability.

#### Dropout Rate

Two roads diverged in a wood, and I--  
I took the one less traveled by,  
And that has made all the difference.<sup>19</sup>

--Robert Frost, "The Road Not Taken"

The individuality of decision-making plus fortitude espoused in the lines from Frost do not always equal success, but he is correct when he points out that less-traveled roads make all the difference.

Dropping out of school is a less traveled road than graduating from high school. According to Tyler, approximately 40% of American youth drop out before completing high school.<sup>20</sup> Failing to graduate can make all the difference, but this failure is most often not the result of one individual's decision. Many forces within the culture must share the blame, with poverty permeating most of these forces.

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<sup>19</sup>Complete Poems of Robert Frost (Holt, Rinehart and Winston, 1961), p. 131.

<sup>20</sup>Ralph W. Tyler, "Background," The School Dropout, ed. Daniel Schreiber (Washington, D.C.: National Education Association, 1964), p.5.



Some forces which impinge upon the youth causing him to drop out of school are home, school, community, and culture.

For most dropouts, there are troubles at home. Discouragement, apathy, and emotional storms at home are important to him. Too often, parents with little education themselves lack both the capacity and the understanding to hold him in line. In their resentments against life and their sense of failure, they are just as hostile toward school as he is.

Studies designed to assess the impact of social class on adolescents have consistently shown the highest incidence of school failure to occur among children from low-income families. For instance, in 1941, Hollingshead found that eight out of nine dropouts were raised in the poorest of socioeconomic circumstances. These findings were duplicated in the 1950's by McCreary, Kitch, and Young. In the 1960's Bowman and Matthews have found that perhaps 88% of today's dropouts are members of lower class homes.<sup>21</sup> Where the so-called "culture of poverty" exists, a vital force impinging upon the potential dropout is the familial tendency to induce conditions which foster dropout.

The lower class child leaves the home where conformity and physical behavior are dominant and enters a school where he is unoriented toward learning but attuned to a need of getting along with the institution. The school's emphasis on mental behavior is completely foreign to him. However, the conformity is still a dominant force; that is, an expectancy by many educators of how children should think, speak, and feel according to the standards of a given age or grade.

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<sup>21</sup>Strom, op. cit., p. 5.



Elliott sums up the transition from the lower class home to the middle-class dominated school: "The socialization of lower-class [children] does not adequately prepare them to compete effectively for status rewards in middle-class dominated institutions."<sup>22</sup>

As was mentioned previously, the gap which exists between the lower-class child and middle-class youth upon entrance into school widens and deepens as they progress through school. School becomes the arena where, day by day, the lower-class child has his sense of worth destroyed. His inability to compete satisfactorily causes him to develop feelings of insecurity, become frustrated, and lose confidence in his ability to learn even those things which he is capable of learning. Added to these general frustrations is the great sense of failure which comes as a result of failing a grade or grades in school. Peyton<sup>23</sup> found evidence that a strong association existed between non-promotion and dropout and also that promotion practices discriminated against the culturally and economically deprived.

The community, especially one's peers and role models, exerts great influence on the youth's decision to drop out of school. Association with boys who have dropped out of school provides the individual with some perception of the relative advantages of being out of school, and dropping out may then become a real alternative. Elliott states that "the probability of dropout is maximized if there is significant contact with dropouts and a lack of educational support from the family."<sup>24</sup>

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<sup>22</sup>Delbert S. Elliott, Harwin L. Voss, and Aubrey Wendling, "Capable Dropouts and the Social Milieu of the High School," Delinquency, Dropout, and the Social Milieu of the School, San Diego: Department of Sociology, Social Research Center, San Diego State College, (August, 1964), Appendix B, p. 1.

<sup>23</sup>Jim Peyton, "Non-Promotion in Kentucky," Bulletin of the Bureau of School Services, College of Education, University of Kentucky, Vol. XL, No. 3 (March, 1968), p. 17.

<sup>24</sup>Elliott, Voss, and Wendling, op. cit., p. 15.



Since the community is a subdivision and representative of a culture, the forces from both which are exerted upon an individual are inter-related. Because education is not highly valued in a lower class culture, school may be defined as a waste of time by one's friends who have dropped out of school and by the role models after whom one has chosen to pattern himself. Leaving school helps eliminate the frustrations of youths from a lower-class culture, because they can retreat into the community where they may seek employment in the unskilled or semi-skilled occupations and be readily accepted by their parents and community in these occupations.

In the particular area and culture of this study the educational attainment of adults over 25 years of age is slightly less than the 8th-grade level.<sup>25</sup> This educational background has an adverse influence on youth staying in school and gives free rein to the previously mentioned forces so they can operate with abandon.

In a study done in Knox County concerning attitudes of selected dropouts, non-dropouts, and their mothers, Folk<sup>26</sup> found that the non-dropouts and their mothers had higher levels of aspirations. Also evident was the fact that parental pressure for the child to remain in school and reach a high level of achievement was much more evident in the case of the non-dropout. The study also points up the interesting fact that, to many people, dropping out of school is normal and not

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<sup>25</sup>"A Preliminary Report of the Youth in the Wilderness Trail Area: Situation, Problems and Objectives," op. cit., p. 1.

<sup>26</sup>Earl L. Folk, "A Comparison of Dropout Students and Their Parents and Non-Dropout Students and Their Parents," Paper Submitted in Partial Fulfillment of Requirements for Classwork, Union College, Barbourville, Kentucky, (May, 1967).



thought of as a problem.

Thus the pattern is complete: economic disadvantage accompanied by cultural deprivation; poor achievement, as judged by state and national norms; not meeting school and teacher expectations resulting in retention; finally, and not unexpectedly, dropout.

### Delinquency

Another concomitant of poverty is delinquency. As in the case of the other variables, delinquency is not isolated to the lower class, but an unequal percentage of cases originate from the lower class.

Generally, delinquency refers to norm-violating behavior which brings the youngster to the attention of the official agencies and authorities.<sup>27</sup> "Clinically, the delinquent has been defined as the youngster who habitually resolves his personal-social problems through overt aggressive behavior that society finds bothersome and contrary to its value identifications."<sup>28</sup> One other definition is needed to place the term in the context with which most of us are more familiar: "As defined in most statutes, delinquent behavior constitutes a violation of the law or municipal ordinance by a young person. . . . Also included in this category are neglected, wayward, habitually disobedient, habitually truant, and those who deport themselves so as to impair the health and morals of self or others."<sup>29</sup>

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<sup>27</sup>William C. Kvaraceus and Walter B. Miller, Delinquent Behavior: Culture and the Individual, Part I (Washington, D.C.: National Education Association, 1959), p. 16.

<sup>28</sup>Chester W. Harris (ed.), Encyclopedia of Educational Research, Third edition (New York: The MacMillan Company, 1960), p. 366.

<sup>29</sup>Ibid., p. 365.



In recent years there has been a tremendous upsurge in the number of cases of delinquency. Statements have been made about the boundless energy of youth; the lack of requirements demanded of the group by society; the resulting frustrations felt by the youth because of the vacuum into which they are thrown; and the emotional problems which companion delinquency. Most of the arguments registered here are concerned with a maturation stage, adolescence. However, adolescence is only one of many forces which accentuate delinquency. Plant lists seven factors which he considers to be operative in causing delinquency:

- 1) Poverty
- 2) The broken home
- 3) Lack of church-tie or membership in some organized group
- 4) Membership in a "marginal group"
- 5) Adolescence
- 6) Masculinity--boys outnumber girls
- 7) The flow of money--more money, more delinquency<sup>30</sup>

Delinquency does not take place in a vacuum. It thrives in a culture which it reflects and reinforces. The above list is a succinct way of pointing out the many inequities discussed in this paper, and it portrays the corrupt environment, shortage of economic, educational, recreational, social and cultural forces, as well as the lack of leadership in this culture.

Most delinquents brought to court are 14 years of age or older. The median age for boys is 16.1; for girls, 15.6 (based on 1950-52 data). Boys are referred most for stealing or malicious mischief; girls for ungovernable behavior, running away, and sex offenses.<sup>31</sup>

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<sup>30</sup>James M. Plant, "Who is the Delinquent?" Juvenile Delinquency and the Schools, National Society for the Study of Education (Chicago: University of Chicago Press, 1948), p. 26.

<sup>31</sup>Harris, op. cit., p. 366.



Most youngsters, if not all, violate some norms during their growth to maturity and adulthood. However, very few norm-violating youngsters are brought to the official attention of the courts. This is even more true in rural than in urban areas. In rural areas the youth have more room, more things to do ready at hand. Trifles, which cause great consternation in an urban area, cause little disturbance in a rural area, e.g., a raid on a watermelon patch as compared with a raid on a fruit stand.

There is actually very little delinquency in the mountains. The boys will get into various kinds of devilment just for amusement, but few premeditated, vicious acts are done. Weller gives two reasons for this low delinquency rate. One reason he gives substantiates what was mentioned above: the nature of the area provides plenty of room to work off pent-up emotions; the other reason is the person-centeredness of the area. There is less delinquency when there are close kinship relations.<sup>32</sup>

Low participation, high alienation, low empathy, low levels of aspiration, high dropout rate, and high delinquency rates are the major concomitants of poverty with which this study is concerned. The second section of this chapter is concerned with how Knox County has dealt with these variables in a setting of poverty. What mechanisms have been used to break the cycle of poverty for certain youth?

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<sup>32</sup>Jack E. Weller, Yesterday's People: Life in Contemporary Appalachia (Lexington: University of Kentucky Press, 1966), p. 71.



Major Mechanisms Used in Knox County  
to Break the Cycle of Poverty

Family

A major mechanism for breaking the cycle of poverty is the family in which parents strive for better things for their children than they have had. This striving parent will try to give his child every opportunity he can provide, and, even more important, will instill an attitude within the child which will aid him to work toward and be receptive to opportunities which may present themselves. However, this striving attitude by parents is not the norm for Knox County or Appalachia.

Eastern Kentucky, hence Knox County, is a familistic society. This orientation, supported by other orientations in the mountain ethos such as traditionalism and puritanism, is perpetuated in many ways by the institutions of this society.<sup>33</sup> The most important way relevant to this study is the monopolistic role in the early socialization of the child. For the one family who tries to break the cycle of poverty, there are countless others who develop attitude "sets" toward personal growth or limitations. In many families there is a tendency to delimit advantages of learning. Reading and writing skills are seen as demands which the student must fill in order to meet the requirements of society. In some homes there is constant repetition of the theme that no matter how much he tries, he will never be allowed to practice his skills.<sup>34</sup>

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<sup>33</sup>Schwarzweiler and Brown, op. cit., p. 360.

<sup>34</sup>Strom, op. cit., p. 18.



After the very close attention paid to the young child, the Appalachian youth is pushed into the background by younger children. As a result, adult reference groups have very little relationship to either child or youth reference groups. Adolescent society is very much unguided by experienced adults. Boys teach boys and girls teach girls. The operation of the youth reference groups, which operate largely outside the home, is described by Weller as follows:

Boys gather in groups at country stores, bridge railings, etc., for social outlet. Here they plan and carry out contests of strength and physical prowess and exert a powerful influence over one another. For example, any boy in the group who does well in school, studies hard, or who sets goals in life which he tells the group about, becomes the object of ridicule; he either succumbs to the group pressure or is dropped from the group.<sup>35</sup>

With this type of reference group playing the dominant role that should be played by the family, it is no wonder that the culture perpetuates itself in traditional ways.

In summary, the very familistic orientation in Knox County is a handicap to breaking the cycle of poverty for the youth of the area. The task of preparing the youngster for success in the early stages of life and laying the foundation for continued growth and success for the individual is left to chance and outside forces.

#### School

As is true in other areas, the school in Knox County is the institution which has the task of filling the void of youth preparation

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<sup>35</sup>Weller, op. cit., pp. 68-9.



left by the family.

Education emerges most constantly as the panacea for the poor. The reasoning is pristinely simple - the poor remain poor because they lack the skills necessary to function in a society driven by advanced technology, and education would provide the poor with the skills they so desperately need. . . . There is no contesting that were the poor better educated some of the opportunities currently denied them would no longer be closed.<sup>36</sup>

A study in Michigan recently showed that of families identified as poor, 64% were headed by a person who had less than an eighth-grade education. Among the children of these poor, 34% had not gone beyond the eighth grade. Fewer than half had graduated from high school.<sup>37</sup>

School does not hold all the answers for breaking away from the traditionalism associated with poverty, but it has been found to be an effective change agent. According to Schwarzweller:

The challenge to traditionalism . . . leads to the evaluation of traditional patterns of behavior and makes the individual more receptive to change, a receptivity which may be exploited by other change agents. Thus, we have what might be called a "three-step flow of influence": (1) The Great Society's influence upon the local school system, (2) the local school system's influence upon the general orientation of the students, and (3) the influence of general orientations of the evaluative thought processes and specific orientations of the students. This, then, in time, brings about sociocultural change in all institutions of the community if these change agents . . . become functional participants in the community systems of the region.<sup>38</sup>

There are many forces which operate against the school's efforts in Knox County to break the cycle of traditionalism and poverty for the youth to which it ministers. These forces originate from within the family institution, as noted, and from within the educational institution.

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<sup>36</sup>Arthur Pearl and Frank Riessman, "New Careers for the Poor," Current, (December, 1965), p. 3.

<sup>37</sup>Morton R. Engelberg, "The Other America," Michigan Education Journal, Vol. XLII, No. 14 (March 1, 1965), p. 10.

<sup>38</sup>Schwarzweller and Brown, op. cit., p. 371.



Ben Bagdikian, in an address before a church conference in Washington, D.C., described the slum school in such a way that one familiar with the situation can readily see the striking similarities to the rural school:

The slum school is the most heart-rending failure of our society to break into this world of confusion, hopelessness, and isolation. The slum school usually has no useful PTA, no influence at City Hall, and is usually staffed by teachers sent there as much for punishment as anything. It is filled with confusion and apathetic children or those already in revolt.<sup>39</sup>

The school facilities are generally inadequate. The buildings are usually quite aged; the plan of the buildings are of the "egg-crate" design, where only the most traditional curriculum can be housed; for the most part, no special equipment is available for instruction for special talents and skills; and the general atmosphere of the school environment is drab.

The curriculum offered by the schools is as rigid and drab as the design and appearance of the facilities. There is heavy emphasis on norms and constraints rather than on variance and freedom for educational growth. The typical school curriculum in the more rural Appalachian schools makes no sense whatever to the deprived students who attend these schools.

There is a sense of fatalism about a large percentage of youths of high school age in this area. They seem to expect failure. Thomas Gladwin suggests that this expectation of failure is one of their most limiting qualities. He feels that much of their implied disinterest in the classroom is a mechanism to disguise a deep feeling of inadequacy in doing the expected work.<sup>40</sup>

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<sup>39</sup>Jeanette Struchen, This is the Puzzle of Poverty (New York: Friendship Press, 1966), p. 16.

<sup>40</sup>Eugene McCreary, quoting Thomas Gladwin in "Pawns or Players?" Phi Delta Kappan, Vol. XLIX, No. 3 (November, 1967), p. 140.



This same sense of failure is present in many of the teachers in eastern Kentucky. This makes for both the students and the teacher being alienated from the mainstream of the school. Very few of the students participate in the extracurricular activities of the school for one reason or another, and they usually do not interact in the social climate of the school.

Lacking experience with people, with language, with a world outside the narrow confines of their family resources, the children of poverty enter school at a disadvantage. The lag widens and deepens as they move through school. School becomes a waiting period for the 16th birthday instead of a foundation period for growth into a better life. Crosby says, "We are selling short the human resources of our nation when we fail to provide for all children the kind of education which will help them become productive contributors to society."<sup>41</sup>

#### Community Action Program

Into this setting the Federal Government allotted funds through an OEO-sponsored Community Action Program. Programs for youth which can be provided by community action programs can be special remedial programs and/or noncurricular educational assistance for the benefit of low income individuals and families. McLernon lists these, specifically, as follows:

- 1) Providing after-school study centers
- 2) After-school tutoring
- 3) Summer comprehensive programs<sup>42</sup>

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<sup>41</sup>Muriel Crosby, "Poverty and the Schools," Educational Leadership, Vol. XXII, No. 8 (May, 1965), p. 537.

<sup>42</sup>Thomas J. McLernon, "Economic Opportunity Act of 1964," Audio-visual Instruction, Vol. X, No. 1 (January, 1965), p. 46.



Through a Youth Activities Program the Knox County Community Action Program has attempted to work with both the family and the school to help alleviate the youth's personal problems, raise his level of empathy and aspirations, lower his level of alienation, and lower the general dropout and delinquency rates for the immediate area. However, these were by-products of more generally stated purposes for the Youth Activities Program:

The Youth Activities promises fun and development through many types of recreation! There is also homework help and tutoring services provided by qualified teachers. There is a Youth Center in Barbourville where young people may obtain general counseling.<sup>43</sup>

A major part of the Youth Activities Program in Knox County consisted of recreation, but the three specific programs listed by McLernon were included in a tutoring program for Knox County youth.

A tutoring program can be an invaluable aid in helping to cure some of the ills that have been discussed in this paper. For the child who has no library at home, whose parents have dropped out of school, whose peers are not college bound nor scholastically or economically mobile, a good tutoring program can serve as a lever with which to pry the student from his lethargy and can sometimes make the difference between success and failure for the student.

Chesler lists some of the advantages of tutoring:

- 1) Tutors are not part of the educational bureaucracy.
- 2) Tutors are not involved in mass education, therefore, the tutor may experiment with educational content, human contact, and their own commitment to personal and social growth.
- 3) Tutors do not have all the administrative responsibilities of teachers.
- 4) There is a one-to-one ratio between student and tutor.
- 5) The schedule is very flexible.

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<sup>43</sup> Knox County Economic Opportunity Council, Inc., Project Advance: An Action Project for an Appalachian County, A Proposal for an Office of Economic Opportunity Grant, (Barbourville, Kentucky: Knox County Economic Opportunity Council, Inc., 1965), p. 15. (Mimeographed.)



- 6) Tutors are not concerned with discipline.
- 7) Tutoring, if done outside the classroom, avoids the stigma attached to teachers and anti-school learnings.
- 8) Tutors can go beyond the curriculum, e.g., personal problems, sports events, etc.<sup>44</sup>

Tutoring programs can collaborate with schools but they should not be an arm or agency of such systems. The above-mentioned advantages would most likely be forsaken if the independence of the program were lost.

Some of the ways in which the schools can help the tutoring program are as follows:

- 1) Tutors can make use of the school's materials.
- 2) The schools can aid the program substantially by training tutors.
- 3) Collaboration on records and consultations with teachers is very helpful in determining course of action for tutoring program for individuals.<sup>45</sup>

#### Summary

The youth in poverty is at a much greater disadvantage than the "typical" adolescent. The typical adolescent, though he experiences real problems, sometimes of a serious nature, has many forces behind him which can be called into play if the situation demands it. His family, though they may not approve of his actions, stand ready to pay the bill, lecture, and forgive. A relatively fruitful education, and more if he so desires, prepare him for the world of work. His community and culture urge him to achieve and praise him when he does.

The poverty-stricken youth has these liabilities which have been discussed in this chapter. Whether they become assets is a battle which he must wage, for the most part, alone.

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<sup>44</sup>Mark A. Chesler, "Tutors for Disadvantaged Youth," Educational Leadership, Vol. XXII, No. 8 (May, 1965). pp. 562.

<sup>45</sup>Ibid., p. 605.



The variables included in this chapter are one means of identifying poverty in such a way as to measure its impact upon youth. This is not to say that it is the only or the best way. It is the chosen way for this study.

In the next chapter, we will begin to test the impact the Community Action Program has had on the youth of Knox County. The results will have been drawn from the age group to have been directly affected by the Youth Activities Program, but it is possible that other aspects of the Community Action Program could have carried over to the child through the program's impact on the home, school, community, or any combination of these.

The purpose of this study is to determine whether the Community Action Program has aided the above-mentioned institutions in instilling in the minds of youth any of the known "devices" for breaking the cycle of poverty. Emphasis is placed on evaluating the impact these activities of the Youth Activities Program have had.

The major device used to test the impact of the Youth Activities Program was a questionnaire. The questionnaire was administered as a "Time 1" baseline data-gathering instrument in October, 1965. The follow-up "Time 2" questionnaire, administered in the Spring of 1966, provided a device for measuring any change which might have occurred. Hence measuring the impact of the program.



## CHAPTER 3

### ANALYSIS OF QUESTIONNAIRE DATA

#### Introduction

The major portion of the youth of Knox County are afflicted with the disease of poverty which manifests itself through, among others, the variables tested in this paper. If adolescence can be such a trying stage of growth even for the "typical" youth, think at what greater disadvantage the youths of this study are possibly placed.

The known treatments for poverty do not seem to be operative to any great extent for the majority of the youth in our study. The family, that catalyst, that abettor in time of need, seems, for the most part, to have abdicated its role. The school, because of its inadequate facilities, outdated curriculum, and its lack of rapport with the home, has lost much of its potential impact on the students. The community's apathy toward the needs of youth is a product of generations of cultural norms.

The purpose of this study is to determine whether the Community Action Program has aided the above-mentioned institutions in imbedding in the minds of youth any of the known "devices" for breaking the cycle of poverty. Emphasis is placed on evaluating the impact those activities of the Youth Activities Program have had.

The major device used to test the impact of the Youth Activities Program was a questionnaire. The questionnaire was administered as a "Time 1," baseline data-gathering instrument in October, 1966. The follow-up "Time 2" questionnaire, administered in the Spring of 1968, provided a device for measuring any change which might have occurred, hence measuring the impact of the program.



On the basis of data obtained from the end-of-first-month enrollment records for Knox County schools, 1270 questionnaires were prepared to be administered to the total population of the 6th, 7th, and 8th grades of the public schools of Knox County. Due to dropout, outmigration, outright refusal by one class, absence on day questionnaire was administered, and illegible returns, the number of usable returns numbered 968. The schools, and the number of respondents in each, are as follows:

Name of School	Number in 6th, 7th, and 8th Grade as of end-of-1st Month, 1967	Number of Respondents
Artemus	104	97
Bethel	37	35
Boone	152	120
Clate	1	1
Dewitt	162	148
Flat Lick	127	113
Fount	58	51
Girdler	114	94
Goodin	2	2
Grays	161	120
Kay Jay	45	35
Ketchen	9	8
Knox Central	247	99
Lake	7	6
Reese	43	38
Swan Pond	1	1
	1270	968

#### Comparison of $T_1$ and $T_2$ Variables by Use of the T-test

The first statistical treatment to be used was the t-test to show whatever differences in mean responses by groups had occurred. The groups compared by the t-test treatment include the following:



1) Grade 6(T<sub>1</sub>) to 6(T<sub>2</sub>)

2) Grade 7(T<sub>1</sub>) to 7(T<sub>2</sub>)

3) Grade 6(T<sub>1</sub>) to 7(T<sub>2</sub>)

4) Grade 7(T<sub>1</sub>) to 8(T<sub>2</sub>)

This means that whatever mean changes occurred between "Time 1" and "Time 2," whether by grade groups or as individuals, were discernable as a result of this statistical treatment.

The first major variable tested was that of participation, since the hypothesis was that through activity in the community centers the youth would begin to depart from the isolation and suspicion which helped to hold them in poverty.

The following table presents the mean participation of the groups by grade. Included are means for those questions which elicited a significantly different response from either individuals or grade groups between "Time 1" and "Time 2" questionnaires. As one may note, the difference may be either positive or negative.

TABLE 1 --PARTICIPATION BY INDIVIDUALS AND GRADES

Variable	Grade Mean						T-Probability
	6(T <sub>1</sub> )	6(T <sub>2</sub> )	7(T <sub>1</sub> )	7(T <sub>2</sub> )	8(T <sub>1</sub> )	8(T <sub>2</sub> )	
Length of Participation in Community Centers	1.95			2.36			.02
Participation in Community Visitation	3.14	3.57					.001
Frequency of Participation			3.08	3.58			.002
	1.38	3.13					<.001
Organizational or Club Participation			1.46	3.06			<.001
			1.17	1.29			.01



Some explanation of the table might be appropriate. The four comparisons, specified earlier, have been made for each variable. Those which show a significant change are included in the table. By placing the mean score in the appropriate column, the grade groups can be compared, or the individuals can be compared over the time span between "Time 1" and "Time 2." For instance, the mean scores for length of participation show the difference for the same group after a period of time.

Though there was no significant change in the number of activities in which the youths participated; there was a small change, naturally, in the length of time they had participated in the activities. However, this increase in length of participation was confined to one group and was not nearly as significant as it should have been when the time factor between the administration of the initial and follow-up questionnaires is considered.

The respondents, both as individuals and grade groups, visited more people, more often, and, to a significant degree, took part in more club or organization activities. The question which arises from these facts is whether participation in the Youth Activities Program caused the increase in participation away from the centers. The initial response of this researcher is that center activity is not significant enough for a large enough group to cause the degree of participation away from the centers.

TABLE 2 --KNOWLEDGE CONCERNING ECONOMIC PRACTICES BY INDIVIDUALS AND GRADES

Variable	Grade Mean						T-Probability
	6(T <sub>1</sub> )	6(T <sub>2</sub> )	7(T <sub>1</sub> )	7(T <sub>2</sub> )	8(T <sub>1</sub> )	8(T <sub>2</sub> )	
Rate of Interest	4.32	3.81	3.97			2.87	<.001 .02



Evidently, progress is being made by the centers in exposing youths to the various aspects of economic practices.

Where the "Time 1" questionnaire had elicited a mean response of approximately 7% as the rate of interest sixth graders would expect to pay, the follow-up questionnaire produced a more reasonable mean response of approximately 5 3/4%. This mean response by the sixth-grade group represents a more accurate knowledge of the actual than the mean response by the seventh-grade group over a period of time. However, both groups showed a significant decrease, indicating the centers may be having some impact in this area.

One group of Knox County youth has changed significantly in its ability to empathize, as attested by the following table.

TABLE 3 --EMPATHY INDEX FOR INDIVIDUALS AND GRADES

Variable	Grade Mean						T-Probability
	6(T <sub>1</sub> )	6(T <sub>2</sub> )	7(T <sub>1</sub> )	7(T <sub>2</sub> )	8(T <sub>1</sub> )	8(T <sub>2</sub> )	
Empathy	67.38			79.35			.004

However, only one group, the sixth grade, shows a significant change. Neither the seventh grade as individuals or as groups nor the sixth grade as groups showed any change. From these results, it seems that much in the area of empathy was left untouched by the Youth Activities Program.

An amazing revelation to this researcher concerning the aspirational level of Knox County youth was the fact that they were lower in every case.



TABLE 4 --ASPIRATIONAL LEVEL BY INDIVIDUALS AND GRADES

Variable	Grade Mean						T-Probability
	6(T <sub>1</sub> )	6(T <sub>2</sub> )	7(T <sub>1</sub> )	7(T <sub>2</sub> )	8(T <sub>1</sub> )	8(T <sub>2</sub> )	
Aspired Schooling	4.46	4.23	4.64	4.28			.03
			4.64			4.35	.003
							.01
Expected Schooling			3.94	3.70			.03
Expected Pay Per Hour	2.40			2.01			.03
Expected Income at 30 Years of Age (per hour)	3.56			3.16			.01
	3.56	3.11	3.55			3.22	.06
			3.55	3.16			.001
							.01
Age for Leaving School	17.92			16.75			.003
	17.92	17.18					.01
			18.36	16.75			.0003

Though most of the youths tested aspire to finish high school, the mean responses indicate "some college" only.

This trend in lowered aspirations is substantiated by the next category of responses, expected schooling. The mean response for this category decreased toward the more realistic level for most of these youth, a high school diploma.

The initial response of the sixth-grade group concerning expected hourly wages should they go to work at their age level (c \$1.40, which was the equivalent of 2.40 on scale) was not really out of keeping with the minimum wage requirements, but the follow-up responses for the group dropped to \$1.00 per hour. The seventh-grade group, as individuals, showed no significant change in their wage expectations: \$1.40 to \$1.30



per hour. However, the same regressive tendency is evident in the groups' wage expectations at 30 years of age, where the mean hourly wage for the responses to the first questionnaire was approximately \$2.50 per hour (3.55 on scale). This figure regressed toward the \$2.00 mark for both groups in the second questionnaire.

In keeping with other aspects of the lowered aspirational levels, the major means for raising one's aspirations, education, lost some of its lustre for many of the respondents.

Environmental pressures seem to have taken their toll with the youth group tested. The fanciful world of "should be"--middle-class euphoria--is ever so gradually giving way to the above-mentioned pressures which will shape to a great extent, the "will be" for the Knox County youth. Though we have no way of knowing whether the Youth Activities Program or the Community Action Program slowed the drop in aspirational

TABLE 5--KNOWLEDGE ABOUT HEALTH AND SANITARY PRACTICES BY INDIVIDUALS AND GRADES

Variable	Grade Mean						T-Probability
	6(T <sub>1</sub> )	6(T <sub>2</sub> )	7(T <sub>1</sub> )	7(T <sub>2</sub> )	8(T <sub>1</sub> )	8(T <sub>2</sub> )	
Last Dental Checkup			7.17	4.61			.004
Last Medical Checkup			7.82	5.24			.03
Last Treated by a Nurse			5.94			3.85	.03
Health Knowledge	0.32			0.49			.005
	0.32	0.53					.001
			0.45			0.62	.01



levels, we can say, to the degrees of probability shown in Table 4 , that the trend has not been stopped by these programs.

From the above table, one can surmise that the Community Action Program has had considerable impact in the area of health knowledge and practices. It seems evident that the youth tested have had much more recent medical and dental checkups and/or treatments. There has also been a significant increase in health knowledge. This two-pronged approach, knowledge and action, should stand these youth in good stead if the apparent impact has a lasting effect.

According to the alienation index used, the level of alienation increased significantly for three of the four group classifications.

TABLE 6 --ALIENATION INDEX FOR INDIVIDUALS AND GRADES

Variable	Grade Mean						T-Probability
	6(T <sub>1</sub> )	6(T <sub>2</sub> )	7(T <sub>1</sub> )	7(T <sub>2</sub> )	8(T <sub>1</sub> )	8(T <sub>2</sub> )	
Alienation	102.63			110.46			.009
	102.63	109.15					.01
			105.53	110.46			.06

No doubt the same environmental pressures discussed earlier have exerted their particular amount of force. There is also the possibility that the Youth Activities Program and Community Action Program have aided in the increased alienation. If the programs informed them of a much better existence, but failed to provide an avenue for reaching this "Eldorado," the resulting frustration would most likely cause a higher score to appear on the alienation index.

A basic purpose of the Community Action Program was to change the attitudes of youths, which would, in turn, result in changed actions. The following table presents the mean responses by individuals and groups



concerning their attitudes toward school and education. Since education is a major force by which youth may break out of the cycle of poverty, the results of this table are of great importance.

TABLE 7 --FORCES WHICH SHAPE ATTITUDES TOWARD SCHOOL AND EDUCATION FOR INDIVIDUALS AND GRADES

Variable	Grade Mean						T-Probability
	6(T <sub>1</sub> )	6(T <sub>2</sub> )	7(T <sub>1</sub> )	7(T <sub>2</sub> )	8(T <sub>1</sub> )	8(T <sub>2</sub> )	
Number of Siblings in High School	1.26	1.03					.02
			1.55	1.20			.001
			1.55			1.25	.004
Number of Siblings in College	0.42	0.53					.04
			0.60	0.45			.02
High School Graduates			1.44	1.17			.04
College Graduates	0.40	0.55					.01
	0.40			0.56			.01

Theoretically, one manifestation of the impact of the Community Action Program would be a greater holding power by the Knox County secondary schools and a greater number of persons continuing their education after high school. Perhaps the above data present an unfair picture because the time factor is too short for the total impact of the program in this area to have been felt. However, according to the data presented, the number, low to begin with, dropped for all but one group.

According to the coding pattern, the mean for most categories was just under one sibling attending either high school or college for both "Time 1" and "Time 2" questionnaire respondents. Once again, the



only departure from the pattern of responses was the sixth grade as a group and as individuals over the allotted time period.

#### Summary of T-Test Analysis of Data

According to the results of the data analyzed by the t-test statistical treatment, the Youth Activities Program has produced limited success in the area of those variables tested. There has been increased participation by youths, but outside the community centers; there has been a significant change in the amount of interest the respondents would pay on money borrowed, but no significant change in mean responses to six other questions concerning economic practices; there has been a significant increase in one group's ability to empathize; a change in the health knowledge by all groups; and one group has had a positive significant change in its attitude toward school and education.

Of importance is the fact that one group has done most of the changing. The 6(T<sub>1</sub>)-7(T<sub>2</sub>) group (one group over a period of time) has been much more amenable to change and has moved farther in its change than either the 7(T<sub>1</sub>)-8(T<sub>2</sub>), 6(T<sub>1</sub>)-6(T<sub>2</sub>), or 7(T<sub>1</sub>)-7(T<sub>2</sub>) groups. Evidently, whatever impact the Youth Activities Program has had, has had more effect upon this particular age group.

It would seem that, of the variables tested, the program has not realized its potential impact. However, this statement must be made with those reservations which accompany analysis of data collected over such a short time period.

The key variable measured seemed to be participation, and not enough people participated in the program, either at the "Time 1" or



"Time 2" administration of the questionnaire, to cause the desired changes. According to the S-R Bond theory, programmed learning can occur as a result of programmed stimuli. By applying this theory to the analysis of the Youth Activities Program data (letting S equal participation in center activities and R equal change) there could be no great amount of change in the mean responses of the groups tested, because so few of them participated.

#### Comparison of $T_1$ and $T_2$ Variables by

#### Use of Chi Square Test of Significance

The second major statistical treatment used was the chi square test of significance. This technique was used to show significant differences between "Time 1" and "Time 2" responses by individuals and by center and non-center areas for "Time 2."

#### Chi Square Treatment of "Time 1" vs. "Time 2" Data

The first section of the chi square analysis will be devoted to interpreting any significant changes which have occurred to a particular group's responses over a period of time ( $6T_1-7T_2$ ;  $7T_1-8T_2$ ). To avoid needless repetition, those changes highlighted by the t-test analysis will not be discussed, even though they were also proved significantly different by the chi square treatment.

The first major category not treated by the t-test analysis is the one pertaining to economic practices. Though the sample may be a bit young to be greatly concerned about this information, it is a fact that dropout for this age group is a reality, and jobs become a necessary component of their awareness. The following table depicts the different groups' knowledge, both for "Time 1 and 2," of where to look for employment.



TABLE 8 --KNOX COUNTY YOUTH'S KNOWLEDGE ABOUT PLACE TO FIND JOB

Place to Go	6(T <sub>1</sub> )	7(T <sub>2</sub> )	Place to Go	7(T <sub>1</sub> )	8(T <sub>2</sub> )
Don't Know	43.1%	21.8%	Don't Know	51.6%	29.5%
Go to CAP	8.0%	17.3%	Go to CAP	10.7%	14.7%
Bureau of Employment	5.8%	14.2%	Bureau of Employment	5.1%	13.4%
Other	43.1%	46.7%	Other	32.6%	42.4%

Chi square = 31.86 DF = 3 P = <.01      Chi square = 25.17 DF = 3 P = <.01

The chi square result for each group shows a significant change over the period of time from "Time 1" to "Time 2." In each case there is a major change in the per cent of respondents who don't know where to look for a job. Many youths would now go to CAP to inquire about employment, but as important, if not moreso, many more respondents are now aware of the formal channels through which one may seek employment. It seems that the predominantly economic approach to the ills of the poor in Knox County, espoused by the current CAP director, has had a marked effect on the groups tested.

Historically, there has been an exodus from eastern Kentucky and from Appalachia in general by youth as they became old enough to secure employment in the northern urban areas. The following table shows that the youth groups tested either have not reached the age to begin thinking of migrating or else the trend of out-migration has leveled off for Knox County. Indeed, another section of this paper substantiates the conclusions reached in the following table: there has been a decline in the out-migration from Knox County, especially during the CAP-period.



TABLE 9 --KNOX COUNTY YOUTH'S WILLINGNESS TO MOVE FROM COUNTY

Would Move	6(T <sub>1</sub> )	7(T <sub>2</sub> )	Would Move	7(T <sub>1</sub> )	8(T <sub>2</sub> )
Don't Know	3.1%	2.2%	Don't Know	0.0%	2.3%
No	96.9%	97.3%	No	100.0%	97.7%
Yes	0.0%	0.4%	Yes	0.0%	0.0%

Chi square=1.34 DF=2 P=.50

Chi square=5.01 DF=2 P=.06

Though no significant differences appear in the above table, it is interesting to note that only .4 of 1% would be willing to move from Knox County at this time. In reality, the percentage of these two groups who will be forced to migrate because of economic circumstances will be many times greater than this .4 of 1%.

No matter where the members of the groups tested settle, they will need to know some basic facts concerning financial management. Toward this goal, the community centers launched a program concerning basic financial facts such as general knowledge about credit, rates of interest, use of credit, use of installment buying, things to buy, etc. When the groups were tested concerning these variables, the following results accrued.

TABLE 10--KNOX COUNTY YOUTH'S ATTITUDE CONCERNING USE OF INSTALLMENT BUYING

Would Use	6(T <sub>1</sub> )	7(T <sub>2</sub> )	Would Use	7(T <sub>1</sub> )	8(T <sub>2</sub> )
Don't Know	0.4%	4.4%	Don't Know	2.3%	7.9%
No	99.6%	95.6%	No	97.7%	92.1%
Yes	0.0%	0.0%	Yes	0.0%	0.0%

Chi square=7.55 DF=2 P=.03

Chi square =6.84 DF=2 P=.04



TABLE 11--MAJOR MEANS KNOX COUNTY YOUTH WOULD USE TO SPEND \$2,000

Means	6(T <sub>1</sub> )	7(T <sub>2</sub> )	Means	7(T <sub>1</sub> )	8(T <sub>2</sub> )
Buy Transportation Vehicle	17.3%*	9.8%	Buy Transportation Vehicle	14.9%	11.6%
Buy Clothes	7.1%	5.8%	Spend it	4.7%	9.8%
Pay Debts	1.8%	4.0%	Buy Clothes	6.0%	1.4%
Housing Improvements	5.3%	15.6%	Housing Improvement	8.4%	11.2%
Save or Invest	33.3%	28.1%	Consumer Durable	4.7%	0.9%
Save for Education	4.9%	8.0%	Save or Invest	37.7%	38.6%

Chi square=24.39 DF=12 P=.02

Chi square=20.87 DF=12 P=.06

\*Per cents do not equal 100% because only those percentages which changed considerably were included.

Though no respondents thought they would use installment buying, there is a significant shift of answers into the "Don't Know" category. If one may hazard a guess, this researcher would guess that as these youths become more acquainted with the buying habits of their parents, the abstract lectures heard at the community centers give way to the reality of home. One can note the trend away from the "No" category by tracing the growth of percentages of responses in the "Don't Know" category: 6T<sub>1</sub>, 0.4%; 7T<sub>1</sub>, 2.3%; 7T<sub>2</sub>, 4.4%; and 8T<sub>2</sub>, 7.9%.

Some force, possibly the Youth Activities Program, has changed significantly the perceived buying habits of Knox County youth. Of special significance is the change away from the purchasing of an automobile by both groups. It would take a sizeable force to create this change in an age group with a mean age approaching 16.

The seventh grade group (T<sub>2</sub>) shows a move away from buying clothes and saving for saving's sake toward the more purposeful responses of



either saving for a purpose (education) or other purposeful endeavors such as paying accumulated debts and making housing improvements. It would seem that the center teachings have had a significant impact on moving the seventh grade group away from the frivolous spending usually characteristic of youth.

If the eight grade group can serve as a true indicator of the center's impact concerning financial spending on an older age group, it would seem that that impact has dwindled considerably. The urge to spend the money purposelessly has flared up again, though saving is reported to be the predominant means of disposing of the money by 38% of the group. Also, the vehicle is becoming more important for the older group, though not significantly so. The important point of the comparison of the two groups is the trend rather than the specific variable responses. The trend presented by the tables within the economic practices section present somewhat of a paradox. The youth know where to ask about jobs, but they are not willing to migrate to where the jobs are located; the centers have taught youth not to buy on installment, but the groups are becoming unsteady in their faith as they become more knowledgeable of the means for purchasing used at home; the purposeful use of money seems less important to the individual as peer group pressure to spend for fads, etc., becomes more important. In the area of economic practices, one would have to conclude that the impact of the Youth Activities Program tends to fade as youths become "teenagers."

Since education is accepted as one of the major ways by which the individual raises his vocational aspirations, the Youth Activities Program would need to instill within as many youth as possible the idea of remaining in school as long as possible. The two groups were asked by



each questionnaire ( $T_1$  and  $T_2$ ) whether they would accept a full-time job at the present time. Both groups refused each time with percentages of "No" responses approaching 100.

When asked what vocations they expected to follow, the groups responded according to the breakdown of categories presented in the following table.

TABLE 12--EXPECTED VOCATIONS OF KNOX COUNTY YOUTH

Vocation	6( $T_1$ )	7( $T_2$ )	Vocation	7( $T_1$ )	8( $T_2$ )
Don't Know	17.3%*	49.6%	Don't Know	15.3%	55.6%
Teacher	24.9%	8.0%	Teacher	15.3%	7.9%
Nurse	14.7%	11.2%	Nurse	14.4%	5.1%
Secretary	4.4%	1.8%	Secretary	3.3%	5.6%
Doctor	3.1%	0.4%	Mechanic	4.7%	1.4%
Factory Worker	0.0%	3.1%	Attorney	3.3%	0.0%
Airline Stewardess	0.4%	2.2%	Truck or Bus Driver	3.7%	1.4%
Attorney	2.7%	0.4%	Housewife	2.3%	0.5%

\*Per cents do not total 100% because only those percentages which changed considerably were included.

These findings are especially important, because they show a marked change away from the traditional choices of rural inhabitants of teacher and nurse. As one can readily see, the traditional choices were made for the initial interview but not for the follow-up questionnaire. Evidently, either the Youth Activities Program or the community center program is questioning the "old order." This is sometimes good, especially when conditions will not allow all persons to fit into the narrow confines of traditional vocations. It is also possible that whatever forces,



Youth Activities Program, community centers programs, or other forces, are causing the marked shift away from the traditional vocation or professional choices may be creating more problems than they are alleviating. Refer to the above table once again and note the tremendous increase in the "Don't Know" category. To be effective, these change forces should offer alternatives to the status quo when they have the youths question that status quo.

The opinions concerning going to school (a necessary requisite for vocational efficiency) have changed significantly for one group: eighth, time 2. It seems that those environmental pressures discussed elsewhere in this paper have caused erosion in the longevity of educational intentions by the eighth-grade group. In rural Kentucky, as well as in rural Appalachia, the dropout rate at the end of the eighth grade increases tremendously. So, one of the major forces causing this erosion might be called precedent, since many persons stop their formal education at this point. Another erosive force for this group is presented in the following table.

TABLE 13--WHAT BEST FRIENDS OF KNOX COUNTY YOUTHS ARE DOING

Vocation	6(T <sub>1</sub> )	7(T <sub>2</sub> )	Vocation	7(T <sub>1</sub> )	8(T <sub>2</sub> )
Don't Know	1.8%	1.8%	Don't Know	0.5%	5.5%
Doing Nothing	3.1%	5.8%	Doing Nothing	1.9%	6.0%
Working	8.0%	9.4%	Working	6.5%	5.1%
Going to School	87.1%	83.0%	Going to School	91.2%	83.4%

Chi square=2.29 DF=3 P=.50

Chi square=15.02 DF=3 P=.01

The dropout factor has begun to register for both groups as the number of youths tested whose friends are going to school dropped to



approximately 83% for the follow-up questionnaire.

In another section of this paper it was noted that if an individual's friends were not in school and if support from the home were not strong, the possibility of dropout would be maximized. Since the possibility of dropout is greatly increased as these youths approach the end of the eighth grade because of the forces discussed earlier, it has been the task of the Youth Activities Program to counteract the environmental pressures and keep the youths in school. It would seem that the program has met with limited success. For the sample to have been drawn from this particular age group, it would seem that a larger percentage of "best friends" should have been in school.

There has been a change approaching the accepted level of significance for the eighth-grade group and reaching the accepted level of significance for the seventh-grade group in the area of opinion concerning advice on taking person to doctor.

TABLE 14--KNOX COUNTY YOUTH'S OPINION CONCERNING ADVICE ON TAKING PERSON TO DOCTOR

Person to Ask	6(T <sub>1</sub> )	7(T <sub>2</sub> )	Person to Ask	7(T <sub>1</sub> )	8(T <sub>2</sub> )
Don't Know	16.4%	15.6%	Don't Know	14.0%	18.4%
Relatives	33.3%	32.0%	Relatives	47.9%	37.8%
Friend	7.1%	4.9%	Friend	2.3%	3.2%
Neighbor	27.6%	32.0%	Neighbor	18.6%	19.4%
Use Own Judgment	3.1%	1.3%	Use Own Judgment	3.7%	2.3%
Take Them On	1.3%	7.1%	Take Them On	3.3%	8.8%
Ask Nobody	0.4%	0.9%	Ask Nobody	0.9%	3.2%
Other	10.7%	6.2%	Other	9.3%	6.9%
Chi square=15.24 DF=7 P=.04			Chi square=13.91 DF=7 P=.08		



The 6(T<sub>1</sub>)-7(T<sub>2</sub>) group shows a shift away from asking friends toward asking a relative or taking them on. However, though the shift is significant, it is just barely so. The shift for the 7(T<sub>1</sub>)-8(T<sub>2</sub>) group is in much the same direction though relatives lose some of their status in being allowed to make the decision.

When asked whether families should carry health and hospitalization insurance, both groups responded overwhelmingly that they felt this should be the case. However, enough respondents in the eighth grade (T<sub>2</sub>) group answered "no" to create a change significant at the .01 level. There was no real change in the seventh grade (T<sub>2</sub>) response pattern.

When the data in the area of health knowledge treated by the chi square statistical treatment are grouped with those data in the same area treated by the t-test, the results show that considerable change has occurred in the groups' responses over the period of time covered.

The following table depicts the groups' opinions concerning migrated people.

TABLE 15--KNOX COUNTY YOUTH'S OPINION ABOUT MIGRATED PEOPLE

Opinion	6(T <sub>1</sub> )	7(T <sub>2</sub> )	Opinion	7(T <sub>1</sub> )	8(T <sub>2</sub> )
Don't Know	2.2%	8.0%	Don't Know	2.8%	6.5%
Worse Off	19.6%	14.2%	Worse Off	19.5%	15.3%
No Worse, No Better	40.0%	31.6%	No Worse, No Better	35.8%	33.8%
Better Off	38.2%	46.2%	Better Off	41.9%	44.4%

Chi square=13.19 DF=3 P=.01

Chi square=4.58 DF=3 P=.20

In both cases, the groups feel that the people are better off after moving. The responses in two other categories are shifting toward



the attitude that people don't fare so well in Knox County as they do after migrating. Of interest, however, is the shift toward the "Don't Know" category by respondents from both groups. Evidently some force, possibly the Youth Activities Program and/or the Community Action Program has caused some people to question the traditional out-migration from Knox County.

The above table serves as a good example of the decisions concerning aspirational and vocational choices which the youth of Knox County must make. If you will recall, a former table (Table 9 ) presented the fact that the youth do not want to leave the area, yet they realize that opportunity lies outside the area. Since aspirational levels usually are in keeping with the vocational and professional positions with which the youth finds close at home, the lack of middle-class or any vocational or professional positions in Knox County leads to lowered aspirational levels and the attitude, presented in the above table, that people are better off after moving from the county. The simple explanation for this is the fact that if one is to be gainfully employed, one must leave the area.

Stevic and Uhlig's conclusion that the youth of eastern Kentucky lack the opportunity rather than the intelligence needed to strive toward higher aspirations is somewhat substantiated by the following table's results.

TABLE 16--KNOX COUNTY YOUTH'S VIEWS ABOUT WHAT PLEASES GOD CONCERNING PERSONS' AMBITIONS

View	6(T <sub>1</sub> )	7(T <sub>2</sub> )	View	7(T <sub>1</sub> )	8(T <sub>2</sub> )
Unsure; Don't Know	2.9%	8.7%	Unsure; Don't Know	3.8%	10.4%
God Not Concerned	31.0%	21.6%	God Not Concerned	26.0%	19.3%
Satisfied With Status Quo	3.8%	5.0%	Satisfied With Status Quo	6.7%	4.2%
Ambitious	62.4%	64.7%	Ambitious	63.5%	66.1%
Chi square=10.35 DF=3 P=.02			Chi square=9.43 DF 3 P=.03		



The lethargy so often attributed to the people of Appalachia; the feeling that fate has preordained their lives; and that God is pleased when people are satisfied with what they have are brought into question by the responses in the above table.

In each instance the percentage of respondents who felt that God was pleased when people were ambitious reached above the 60% mark. Though the change for each group over time proved to be significant, no real change occurred in the area of ambition. Most change centered around whether God was concerned about man's ambitions or lack thereof. The "Time 2" evidence shows they feel God is concerned, though there was also an increase in the number of respondents who were unsure whether God was concerned with man's ambitions.

Though the evidence is not conclusive, it is possible that the small growth toward being ambitious registered in their responses to what pleases God may have been a carry-over from the Youth Activities Program.

Those forces which were thought to be influential in forming attitudes toward school and education were tested in order to ascertain whether any change had occurred over the allotted time period. The number of brothers and sisters in high school, in college, or graduates from these institutions, as well as the number of siblings too young for school was ascertained. The major reason for securing this information was to gather family attitudes toward education and precedent set by older family members.

No significant change occurred in any of the variables. Approximately 40% of both groups have one sibling too young to attend school and another 40% (approximately) have no siblings too young. The other variables, number of brothers and sisters in high school, in college, or graduates of these institutions were treated by the t-test analysis.



The final four questions in the area of attitude toward school were direct questions asking them to identify their first three subject preferences and asking them how they liked school.

No great importance can be attached to the responses to those questions regarding first- and third-subject preferences, because the respondents limited their preferences to the first three subjects in the list provided for both the initial and follow-up questionnaires.

The second-subject preference showed somewhat more diversification of choice, both for the 6(T<sub>1</sub>)-7(T<sub>2</sub>) and 7(T<sub>1</sub>)-8(T<sub>2</sub>) groups. By order of percentage of choice, the subjects chosen by the two groups are presented in the following table.

TABLE 17--SECOND-SUBJECT PREFERENCE BY KNOX COUNTY YOUTH

Subject	6(T <sub>1</sub> )	7(T <sub>2</sub> )	Subject	7(T <sub>1</sub> )	8(T <sub>2</sub> )
Don't Know	39.1%*	38.2%	Don't Know	40.0%	28.1%
English	36.0%	26.7%	English	24.2%	23.5%
Arithmetic	17.8%	18.2%	Arithmetic	20.9%	16.6%
General Sciences	3.6%	3.1%	Drama	1.4%	11.1%
Drama	0.4%	9.3%	Agriculture	7.0%	10.6%
Art	0.4%	2.2%	General Sciences	4.7%	3.7%

Chi square=42.05 DF=25 P=.02

Chi square=33.49 DF 25 P=.12

\*Per cents do not total 100% because only those percentages which changed considerably were included.

For the seventh-grade group, the greatest amount of change occurred for responses to preference for English and drama. It is strange, however, that one decreased while the other increased. It would seem that the two, interrelated as they are, would change in the same direction when change occurred. This same phenomenon occurred for the eighth-grade group.



Little emphasis should be placed on any changes which occurred in this area, however, because of the response patterns for the first- and third-subject preferences.

No real change occurred for either group concerning its attitude toward school. For the most part, both groups do not know whether they like it or not. For those respondents who had a definite reaction, the responses were mixed. The only really discernable trend was in the responses by the eighth-grade group: they did not like school very well. However, only 24.1% of that group stated they either did not like school very well or despised it.

The general conclusion to be reached regarding the area of liking of school would seem to be that no force has had sufficient impact to change the long-held attitudes of these youth toward school.

#### Summary of Chi Square Analysis of

6(T<sub>1</sub>) vs. 7(T<sub>2</sub>) and 7(T<sub>1</sub>) vs. 8(T<sub>2</sub>) Data

According to the results of the chi square statistical treatment, quite a few significant changes were uncovered. The first of these was the fact that the youths tested seem to be more aware of the formal channels open to them in seeking employment. This finding is significant even though the same table divulged the fact that there was also a greater number of respondents who did not know of any person or agency that could help them in seeking employment.

The chi square analysis also demonstrated the fact that those youths tested do not want to migrate from the area, even though they feel that those who have migrated are better off having done so.

The area of economic practices showed that the 6(T<sub>1</sub>)-7(T<sub>2</sub>) group



especially is oriented toward purposeful money management. This is a significant change from the group's  $T_1$  responses which indicated a more frivolous attitude in this area. There is a return toward frivolity by the eighth grade  $T_2$  group as, evidently, peer group pressures exert a greater influence on the respondent. In the total area of economic practices, some force, possibly the Youth Activities Program, exerts great pressure upon the seventh grade child, but its impact begins to diminish by the end of the eighth grade. It would seem that the force is not equal to environmental and peer group pressures.

The same story of fading impact was repeated in the area of vocational aspirations. The younger respondents want to stay in school. Both groups moved away from traditional vocational or professional choices for people in the Knox County area, though the movement was in the direction of the "Don't Know" category. The older group, however, simply wanted to get away from education. For the most part they did not know to what vocational or professional area they were headed; they simply had had as much education as they desired. So the impact faded in the area of vocational aspirations.

Of the variables in the area of health knowledge tested by the chi square treatment, one in particular showed a significant change. Both groups felt more capable of making the decision as to whether a person should be taken to a doctor. Whereas in the initial questionnaire a friend or relative would be consulted in an overwhelming percentage of cases, these responses changed considerably in the follow-up questionnaire, especially toward asking a friend.

Some indication of erosion of impact was discernable for "Time 2" responses, especially in regard to carrying insurance. Again it was the



eighth grade, T<sub>2</sub>, which demonstrated the erosive action.

Though no significant changes occurred regarding the two groups' attitude toward school, mention should be made of the fact that, for the two groups as a whole, this is an ambitious group. This hypothesis was substantiated to some extent by asking them what type of person pleased God more: lethargic or ambitious (these were the two main categories). The sixty-odd percent of responses in the "ambitious" category showed some of their inner feelings toward personal growth and gain.

As evidenced by the chi square analysis, there has been change within both groups tested. However, these findings do not identify either the Youth Activities Program or the Community Action Program as the force which fostered the changes. The changes could have come about as a result of maturation or home, community, or school forces. As one means of testing to see whether the changes actually were brought about by the Youth Activities Program or Community Action Program, response comparisons can be made between those youths who live in a community center area and those youths who live in an area where no center has been established. This is not a "pure" comparison, because all those youths from the center area did not participate in the Youth Activities Program. It is also probable that many of those youths from non-center areas participated, but not likely. Anyway, comparing the center and non-center groups should be a refinement in the test to discover whether the Youth Activities Program actually caused, contributed to, or slowed the changes which the preceding analyses have identified.



# Chi Square Treatment of "Time 2" Center vs. Non-Center Data

The chi square statistical treatment was administered to "Time 2" data to determine what differences might exist between the respondents from non-center areas and center areas. If the Youth Activities Program had the impact it should have had, statistically significant differences should appear for most of the major variables tested.

The first major variable tested, participation, shows the direction of difference but not the extent of difference between the two groups that one would expect from a  $T_2$  measure.

TABLE 18--PARTICIPATION IN CENTER ACTIVITIES BY CENTER AREA AND NON-CENTER AREA YOUTH

Number of Activities	Center Area	Non-Center Area
None	53.7%	67.1%
One, Two or Three	12.9%	9.2%
Four, Five or Six	9.6%	13.2%
Seven, Eight, Nine or More	23.9%	10.5%

Chi square=8.71 DF=3 P=.05

First, the level of significance is barely .05, which is readily acceptable in most instances, but is not to the level one would expect to result from two years of stimuli to one group while the other group had no stimuli.

Second, note that the percentages of no participation for the two groups do not vary a great deal. It is astonishing to note that less than 50% of the center area youth bother to participate in the activities at all. Approximately 33.5% of the center area youth could be termed active participants; 23.7% of the non-center area group could be given the same label.



For those who participated, there was no real difference in the length of time they had participated, which substantiates the hypothesis that the centers have had a minimal impact. If large numbers had participated, even for a short period of time, the variance between the two groups might have caused a much larger chi square.

No differences exist in the participation of the groups in activities away from the centers such as meetings of various kinds and clubs for youths. Since one of the major purposes of the program was to break the barrier of isolation and distrust through participatory interaction, the program seems to have failed miserably in this area.

One of the basic purposes of the CAP approach in Knox County was to aid the youth of the area in ascertaining how economic positions might be obtained and how to use wisely whatever pecuniary benefits may be forthcoming. The following table presents the knowledge by center and non-center area youth in this particular category.

TABLE 19--KNOWLEDGE ABOUT PLACE TO FIND JOB BY CENTER AREA AND NON-CENTER AREA YOUTH

Place to Go	Center Area	Non-Center Area
Don't Know	23.3%	27.6%
CAP	16.9%	13.2%
Bureau of Employment	16.9%	1.3%
Other	43.0%	57.9%

Chi square: 14.78 DF=3 P=.01



The economic approach to the problems of the area seems to be having a significant impact. A greater percentage of the youth in the center areas know of a place to go to learn of job openings, and these same youth are more aware of the formal channels where the central purpose is to be aware of job openings.

The knowledge of and use of credit did not differ significantly between the two groups. This is not really different from what one would expect for the age group tested. Little interest in this type of economic practices would usually be shown by sixth through eighth graders. However, they are becoming interested in the more general realm of jobs as an entity.

One of the major purposes of the Community Action Program was to enlarge the horizons of the youth in Knox County. This ability to see beyond one's provincial world is termed empathy and has been treated earlier in this paper in a longitudinal manner.

TABLE 20--THE ABILITY OF KNOX COUNTY YOUTH TO EMPATHIZE

Empathy Score	Center Area	Non-Center Area
First Quartile (0-50)	32.0%	40.8%
Second Quartile (51-100)	38.2%	31.6%
Third Quartile (101-150)	24.4%	25.0%
Fourth Quartile (151-200)	5.3%	2.6%

Chi square=7.80 DF=3 P=.09

Though no statistically significant difference exists between the two groups, the table was inserted to show that, over a longer period of time, a very significant change might occur in this area. From the data included in the above table, it would seem that a start has been made in



improving the level of empathy for the center area group. It would be interesting to note whether, and to what degree, the pattern of responses to this variable would change over a longer period of time.

Again, the economic approach taken by the most recent Community Action Program director may be having an impact on the Knox County youth, either through their parents who participate or directly through the Youth Activities Program. The major reason for the hypothesis concerning the new approach taken by the CAP director is the fact that no other variables show a significant difference between center and non-center area responses.

The following two tables present a clear analysis of the growth in salary expectations by the youth in the center areas, both for the present and for the future as depicted by the age 30 expectations. The centers could possibly be creating problems in these variable areas, because there seems to be no accompanying growth or rise in the other vocational aspirations which must keep pace if the salary increases are to be realized. No changes occurred in aspired or expected schooling (approximate mean, high school graduate); the expected vocations were very similar (approximately 50% for both groups had no ideas for future vocations); and though both groups agreed that school was important, they also agreed that one should continue school only until about the age of 16-17 (the legal minimum). Once again, it seems that the centers need to be placing more emphasis on the means for reaching the ends in order that the youth might avoid the frustration which seems certain to be his fate if he does not raise his qualifications in accordance with his raised salary expectations.

Another avowed purpose of the Community Action Program was to



TABLE 21--EXPECTED PAY PER HOUR BY CENTER AREA AND NON-CENTER AREA YOUTH

Rate Per Hour	Center Area	Non-Center Area
Don't Know	45.2%	43.4%
Less than \$1.00 per hour	1.4%	6.6%
\$1.00 per hour	6.7%	1.3%
\$1.01-\$2.00 per hour	18.3%	15.8%
\$2.01-\$3.00 per hour	16.9%	23.7%
Over \$3.00 per hour	11.5%	9.2%
Chi square=12.61 DF=5 P=.03		

TABLE 22--EXPECTED INCOME AT 30 YEARS OF AGE BY CENTER AREA AND NON-CENTER AREA YOUTH

Rate Per Hour	Center Area	Non-Center Area
Don't Know	21.1%	32.9%
Less than \$1.00 per hour	3.7%	3.9%
\$1.00 per hour	2.2%	3.9%
\$1.01-\$2.00 per hour	11.8%	11.8%
\$2.01-\$3.00 per hour	15.2%	28.9%
Over \$3.00 per hour	46.1%	18.4%
Chi square=22.89 DF=5 P=< .01		



improve the health knowledge of the youth of the area and emphasize the need for more frequent medical and dental care. The following table presents the responses to questions concerning common diseases and preventive measures regarding these; namely, how a person catches typhoid; what causes tuberculosis, and how to prevent parasitic worms from attacking the body.

TABLE 23--EXTENT OF HEALTH KNOWLEDGE BY CENTER AREA AND NON-CENTER AREA YOUTH

Number of Correct Responses	Center Area	Non-Center Area
None Correct	57.3%	65.8%
One Correct	30.3%	15.8%
Two Correct	10.7%	18.4%
Three Correct	1.7%	0.0%

Chi square=9.94 DF=3 P=.02

From the results of this table, it would seem that the centers are having some impact in this area. However, health knowledge is of little importance if it is not put into practice. One means of checking for application of health knowledge is recency of checkup or treatment by either a nurse, dentist or physician. The following table depicts this for center and non-center areas.

The youths from the center areas have had more recent checkups or treatments by a physician than have those youths from the non-center areas, but no real difference manifests itself for either treatment by a nurse or attention or treatment by a dentist.



TABLE 24--LENGTH OF TIME SINCE TREATED OR CHECKED BY A DOCTOR BY CENTER AREA AND NON-CENTER AREA YOUTH

Time by Months	Center Area	Non-Center Area
Don't Know	32.1%	30.7%
One to Six Months	48.4%	33.3%
Seven to Twelve Months	14.0%	28.0%
Thirteen to Twenty-Four Months	5.5%	8.0%

Chi square=11.03 DF=3 P=.01

The next table acts to substantiate a conclusion which can be drawn regarding the above table: health knowledge, as an entity, seems to bear little relationship to action concerning advice on taking person to a doctor.

TABLE 25--OPINIONS ABOUT SEEKING ADVICE ON TAKING PERSON TO DOCTOR BY CENTER AREA AND NON-CENTER AREA YOUTH

Type of Action	Center Area	Non-Center Area
Don't Know	15.4%	15.8%
Ask Relatives	36.5%	36.1%
Ask Friend	4.5%	1.3%
Ask Neighbor	27.5%	19.7%
Use Own Judgment	1.1%	5.3%
Just Take Them On	6.5%	15.8%
Ask Nobody	2.2%	1.3%
Other	6.2%	9.2%

Chi square=17.14 DF=7 P=.01



The non-center areas' respondents show much more independence in their responses than do those youths from the center areas. This phenomenon creates havoc with the previous table which showed the center areas youth to have a greater general health knowledge. One would surmise that the person with the greater amount of health knowledge would be quicker to make a correct and independent decision regarding the necessity of medical attention. This hypothesis does not hold true for the youth groups tested.

No significant difference between the center and non-center groups manifested itself on the alienation index. Neither were there any significant differences between the two groups on opinions about migrated people, views about God, or attitudes toward school and education. If there is a question about how the groups reacted to each of these variables, one can look back to the first part of this section where each of these variables is treated for the center area group of respondents.

#### Summary of Chi Square Analysis of T<sub>2</sub> Center vs. Non-Center Data

The summary for the analysis of the center vs. non-center data could be very brief indeed: statistically significant differences did not appear for most of the major variables tested, because there was not a sufficient amount of participation by the center areas youth. However, this blanket statement would neglect the progress which has been made by the centers and the Youth Activities Program.

There has been some difference in the amount of participation in center activities for the two groups, but the greater amount by the center area youths is much smaller than it should be. Evidently, there has been no carry-over from center participation to related participation such as



club or organizational participation, as no significant difference manifested itself.

The alienation and empathy scales, devices to measure change in receptiveness to people and greater understanding of the larger environment, showed no differences appearing in the relative positions of the two groups.

There seemed to be a growing desire on the part of the center area youth for higher salaries. This occurred, evidently, as a result of center participation and, at first glance, would seem to be a desired outcome of the youths' participation. The drawback to this difference is the fact that no differences exist for those variables concerned with preparing oneself to qualify for the higher salary desired. To the extent of difference between desire and preparation, there is the possibility that the centers have fostered a situation which may cause anxiety and frustration for the youth when he finds his lack of qualifications keep him from reaching his salary expectations.

It is evident that the centers have had some impact in the area of health knowledge and practices. Though the practical aspect of these variables, regular medical and dental care, have not manifested themselves to a great degree at this time, there is a possibility that a continued program by the centers would lead to these practices. It is a fact that a difference does exist at present. There is no reason to believe that this difference could not increase.

There is too much "sameness" manifested by the variables for the two groups. After two years of stimuli for one group, much more change should have occurred for the center areas group of youth. The major hypothesis forwarded by this researcher - as forwarded in other sections of this paper - is that not enough youths participated for statistical change



for the entire group to occur.

#### Summary of Chi Square Analysis of Data

Generally speaking, the results of the chi square analysis show that very little real change occurred in the groups tested over and beyond the corresponding changes for the non-center area group.

The major factor tested, participation in the Youth Activities or Community Action Programs, was so small that whatever changes occurred would have to be the result of some outside force.

The greatest amount of change, according to the chi square results, occurred in the area of economic practices and health knowledge, though the practical application of this knowledge has not manifested itself at this time.

There has been practically no change in the level of empathy of the Knox County youth, and the level of alienation, according to the index used, has increased. These two variables are very important aspects in the battle against the cycle of poverty for the youths tested. The results found are not encouraging. In order for the Youth Activities Program to have made rapid progress toward its goal, the youths should have had a higher score on the empathy index and a lower score on the alienation index. This would have meant that the youths had begun to break out of their small, provincial world and also, that they had begun to depart from the distrust of people that isolation had produced. It would seem that these changes are necessary prerequisites for breaking out of the cycle of poverty.

In all fairness it should be stated that the time factor is an important aspect in this evaluation. It is possible that more time is



needed for any great changes to occur in these areas. However, if we are to interpret the results shown by the chi square statistical treatment, as we must, the basic conclusion is that the Youth Activities Program has had a minimal impact on the youth of Knox County. As was concluded in another section of this paper, there must be participation in a program before that program can have an impact.

#### Factor Analysis Treatment of Data

The third major device used to analyze the questionnaire data was the factor analysis statistical program. The factor analysis program used here is a statistical technique which examines relationships among variables across a population of individuals. The process identifies variables which go together across a population by correlating and factoring tests for a sample of persons.

The factor analysis program was used to treat these data because an exploratory type of study was needed as somewhat of a statistical summary. The variables tested, working together, characterize the individual in his environment. They are components in an interactive behavioral system, indicating no single direct cause-and-effect relationships, but rather interdependency among the components. Some of the individuals rank high on some variables while others rank low, but in the main they still may be very much like one another when all variables are considered. In this analysis, we are considering all the variables together as part of a multivariate system, rather than as separate parts.

The analyses began with the original data matrices (consisting of individuals' scores on responses to questions) for the sixth, seventh and eighth grades. This means that matrices were available for five



subsamples: sixth grade,  $T_1$ ; sixth grade,  $T_2$ ; seventh grade,  $T_1$ ; seventh grade,  $T_2$ ; and eighth grade,  $T_2$ .

Each of these matrices was normalized down the column of persons and the normalized scores were correlated, producing a matrix of product-moment correlations for each subsample. These data were factor analyzed, using a principal axis procedure with varimax rotation.

The resulting factors represented the number of clusters of variables found in the subsample, with the type to which the group most strongly agreed indicated by the factor on which it had the largest loading.

The factors for each subsample will be compared to show the change and direction of change for the factors compared. For example, the sixth grade,  $T_1$ , will be compared with the seventh grade,  $T_2$ , to see how individuals have changed over a period of time and to note which clusters of variables have contributed most to the variance by the group. If the variables with the highest factor loadings for the  $T_2$  data are those which form an integral part of the Youth Activities Program and/or the Knox County Community Action Program, one could surmise with some probability that these programs are having a significant impact on the particular groups tested.

One justification for the use of this procedure is that when people make decisions, or otherwise behave in certain ways, they do so on the basis of some kind of comparative judgment of the alternatives open to them, and probably not very much on the basis of how their estimation of the alternatives compares with the average person's estimates.

The first groups to be compared were the 6( $T_1$ ) and 7( $T_2$ ) groups. The following two tables (Tables 26 and 27) show how each variable in the column of variables relates to each variable in the row of variables. As is indicated in the footnote to each table, those numbers with asterisks



TABLE 26--CORRELATION MATRIX FOR VARIABLES TESTED, GRADE 6(T<sub>1</sub>)

VARIABLES	Sex	Number of Activities	Length of Participation	Number of Persons Visited	Frequency of Visits	Club Affiliation	Knowledge of Credit	Rate of Interest	Things to Buy	Empathy	Aspired Schooling	Expected Schooling	Expected Pay Per Hour	Expected Income at 30	Best Friend	Advice on Taking Person to Doctor	Dental Checkup	Medical Checkup	Treatment by Nurse	Health Knowledge	Alienation	Opinion about Migrated People	Views about God	Liking of School
Age	-17*																							
Sex		-11	03	02	-05	-02	-06	07	24*	08	18*	21*	-12	-06	11	07	02	01	01	08	-01	-03	-02	32*
Number of Activities			44*	19*	19*	14*	14*	15*	11	19*	-03	01	07	12	06	02	-02	11	18*	08	02	16*	-03	-06
Length of Participation				14*	08	22*	05	08	01	06	11	03	-02	03	03	07	05	13	16*	-03	02	11	-02	06
Number of Persons Visited					40*	14*	17*	04	-02	10	-02	-04	02	12*	11	02	07	14*	15*	-03	00	-02	-08	07
Frequency of Visits						14*	14*	-00	-03	05	17*	11	06	00	10	-00	-01	01	01	-00	03	12	00	03
Club Affiliation							-02	-01	04	09	02	12	-02	02	06	-06	-04	-04	02	-10	-05	06	-02	01
Knowledge of Credit								23*	10	08	-02	-08	02	17*	03	-01	-02	-13	-09	-14	-00	-02	-02	04
Rate of Interest									-06	15*	10	15*	09	28*	13	10	06	07	01	-03	-02	-04	01	09
Things to Buy										32*	16*	13	-06	-12	12	06	01	-08	-00	-00	-00	-09	03	01
Empathy											14*	05	-03	08	24*	15*	11	04	04	08	-00	02	12	09
Aspired Schooling												52*	-21	-14	29*	03	06	07	06	18*	00	05	04	29*
Expected Schooling													-19	-04	27*	05	03	05	01	06	02	-06	03	22*
Expected Pay Per Hour														28*	16	02	-21	-05	-03	-01	03	-07	05	-22
Expected Income at 30															05	-08	00	06	-04	04	10	02	07	-00
Best Friend																19*	10	07	-00	06	-03	15*	14*	19*
Advice on Taking Person to Doctor																	09	10	16*	16*	01	-11	07	03
Dental Checkup																		22*	16*	-06	01	15*	-04	-02
Medical Checkup																			50*	-01	-00	04	-05	04
Treatment by Nurse																				03	02	01	-09	-03
Health Knowledge																					15*	-05	01	10
Alienation																						-06	-05	-08
Opinion about Migrated People																							00	09
Views about God																								12

\*These numbers represent a positive level of significance at or beyond the .05 level.

\*\*A decimal point(.) should prefix each correlation loading in the table.



TABLE 27--CORRELATION MATRIX FOR VARIABLES TESTED, GRADE 7(T<sub>2</sub>)

VARIABLES	Sex	Number of Activities	Length of Participation	Number of Persons Visited	Frequency of Visits	Club Affiliation	Knowledge of Credit	Rate of Interest	Things to Buy	Empathy	Aspired Schooling	Expected Schooling	Expected Pay Per Hour	Expected Income at 30	Best Friend	Advice on Taking Person to Doctor	Dental Checkup	Medical Checkup	Treatment by Nurse	Health Knowledge	Alienation	Opinion about Migrated People	Views about God	Liking of School	
Age	-0.7*	-11	-11	01	-00	-19	-03	-16	-16	-23	-24	-36	05	-18	-25	-12	-12	-08	-04	-12	03	05	-14	00	
Sex		-10	-06	-01	-04	13*	05	09	14*	14*	26*	07	-20	-14	11	-02	11	04	11	07	-01	05	01	-17	
Number of Activities			72*	19	10	35*	-09	04	-10	-05	03	03	02	-07	18*	02	-08	-03	-08	02	-07	12	06	06	
Length of Participation				16*	06	37*	-04	-02	-06	-02	-01	07	-02	-08	18*	07	-02	03	04	-06	-12	04	-05	03	
Number of Persons Visited					31*	07	00	06	02	21*	02	-09	19*	15*	00	10	09	01	06	15*	-01	29*	18*	03	
Frequency of Visits						02	05	00	03	03	-05	-01	13	04	01	07	07	02	-05	-08	03	-06	-11	-03	
Club Affiliation							02	15*	04	21*	19*	28*	-14*	02	17*	05	00	02	06	22*	-07	01	05	-09	
Knowledge of Credit								03	30*	21	04	-01	-01	06	00	19*	13*	01	06	06	04	-00	07	09	
Rate of Interest									18*	14*	11	00	06	16*	14*	19*	-01	-02	-09	10	-06	16*	12	-09	
Things to Buy										23*	21*	10	-14	12	22*	14*	20*	01	07	11	-02	-07	08	-02	
Empathy											30*	27*	-01	33*	19*	12	25*	14*	21*	41*	05	28*	14*	-01	
Aspired Schooling												41*	-02	13	37*	18*	13	-02	10	22*	01	10	16*	-03	
Expected Schooling													-11	07	13	10	20*	05	09	20*	-09	-01	08	-02	
Expected Pay Per Hour														29*	09	11	-12	-13	-20	-02	15	21	09	18	
Expected Income at 30															-01	19	12	04	04	19*	25*	23*	14*	08	
Best Friend																	14*	15*	04	-01	06	01	06	-09	
Advice on Taking Person to Doctor																		06	00	05	04	07	10	23*	08
Dental Checkup																		37*	40*	07	07	10	-04	11	
Medical Checkup																			37*	00	04	03	00	04	
Treatment by Nurse																				08	06	07	-11	02	
Health Knowledge																					03	18*	18*	-05	
Alienation																						06	09	14*	
Opinion about Migrated People																							21*	08	
Views about God																								06	

\*These numbers represent a positive level of significance at or beyond the .05 level.

\*\*A decimal point(.) should prefix each correlation loading in the table.



represent a positive level of significance at or beyond the .05 level.

These tables are helpful in explaining the factor analysis tables, because they present in detail those variables which played a major role in determining the rotation factor results.

The factor analysis treatment of the correlated variables for sixth grade ( $T_1$ ) (See Table 28) yielded three fairly clear factors. These are as follows:

- 1) Aspiration - This factor, within the sixth grade ( $T_1$ ) group, is characterized by a group containing more females than males who have little credit or health knowledge. They do have high aspirations of educational attainment, and they expect to reach these aspirations. This factor is also characterized by a liking of school, probably because of the fact that most respondents' friends were in school. The factor also reveals a high degree of satisfaction.
- 2) Participation - As can be noted in Table 28, this factor is represented by a group who has participated in a number of activities for some time. The group visits in the community quite often, joins various clubs, has a fair knowledge of economic practices, has a high level of empathy and a low level of alienation, and shows little concern for financial matters.
- 3) Isolation - The third factor is represented by a group which is older, seems to be dissatisfied with conditions as they exist in Knox County, and does not put into practice good health habits such as dental and medical treatments. In other words, this group does not participate in any activities anywhere.

These three factors, when compared to seventh grade  $T_2$ , are reduced to two significant factors (note the factor loadings for grade seven ( $T_2$ ), Table 28). The factors might be described as follows:

- 1) Participation - This factor is characterized by an older group who have



TABLE 28-FACTOR STRUCTURES ACCORDING TO GRADE 6(T<sub>1</sub>)vs. 7(T<sub>2</sub>)

Variables	Factor Loadings*								Direction of Scales Used
	I		II		III		h <sup>2</sup>		
	6T <sub>1</sub>	7T <sub>2</sub>	6T <sub>1</sub>	7T <sub>2</sub>	6T <sub>1</sub>	7T <sub>2</sub>	6T <sub>1</sub>	7T <sub>2</sub>	
Age	-459	-353	-118	<u>386</u>	<u>024</u>	-087	.225	.281	younger-older
Sex	<u>510</u>	<u>103</u>	-111	-399	-021	-244	.273	.230	male-female
Number of Activities	-066	<u>777</u>	<u>634</u>	307	247	136	.467	.716	less-more
Length of Participation	044	<u>770</u>	<u>445</u>	235	338	022	.314	.649	less-more
Number of Persons Visited	-029	193	<u>518</u>	064	221	<u>527</u>	.318	.319	less-more
Frequency of Visits	090	096	<u>459</u>	128	069	<u>190</u>	.224	.062	less-more
Club Affiliation	084	<u>658</u>	<u>307</u>	-181	050	-004	.104	.466	less-more
Knowledge of Credit	-041	-123	<u>470</u>	-309	-283	<u>097</u>	.303	.120	borrow-earn
Rate of Interest	160	157	<u>433</u>	-211	-104	<u>236</u>	.224	.125	low-high
Things to Buy	<u>356</u>	002	074	-506	-097	<u>024</u>	.142	.257	frivolous-purposeful
Empathy	338	110	<u>358</u>	-597	008	<u>395</u>	.243	.525	low-high
Aspired Schooling	<u>689</u>	<u>285</u>	-003	-534	133	133	.493	.383	low-high
Expected Schooling	<u>659</u>	<u>330</u>	006	-467	054	-026	.437	.328	low-high
Expected Pay Per Hour	-387	-134	<u>291</u>	339	-276	<u>605</u>	.311	.499	low-high
Expected Income at 30	-134	-137	<u>492</u>	-210	-208	<u>628</u>	.303	.457	low-high
Best Friend	<u>542</u>	<u>425</u>	198	-328	086	035	.341	.289	nothing-school
Advice on Taking Person to Doctor	<u>220</u>	102	055	-188	191	<u>359</u>	.088	.175	dependent-self-relian
Dental Checkup	096	-076	-023	-549	<u>453</u>	<u>046</u>	.215	.309	less-more
Medical Checkup	-007	- <u>062</u>	059	-342	<u>723</u>	-085	.527	.128	less-more
Treatment by Nurse	-078	- <u>058</u>	069	-468	<u>751</u>	-071	.575	.227	less-more
Health Knowledge	<u>236</u>	129	-044	-375	024	<u>295</u>	.058	.245	less-more
Alienation	-036	-272	<u>047</u>	-029	007	<u>342</u>	.004	.192	low-high
Opinion about Migrated People	016	061	131	-058	<u>205</u>	<u>568</u>	.059	.330	worse off-better off
Views about God	<u>170</u>	093	053	-128	-219	<u>434</u>	.080	.214	don't know-ambitious
Liking of School	<u>573</u>	-129	007	092	-020	<u>291</u>	.033	.110	good-bad

\*A decimal point(.) should prefix each factor loading in the table.



participated in a number of activities for a long period of time. These people participate in club activities. It is significant that the aspirations of this group are considerably less than for the previous testing. Their best friends are in school, and the group has had dental and medical checkups recently.

2) Economics - This second factor is represented by a more ambitious group who do not participate as much as the other group. They are dissatisfied, alienated, and much more self-reliant concerning decisions to be made. They seem to be much more aware of economic practices and of health knowledge. They do not see themselves as attaining a great amount of education; they do not like school; but they feel that if they migrate, as others have done, their incomes will increase significantly.

For these factors to have meaning and add to the clarification of the purposes of this paper, a comparison of the factors from ( $T_1$ ) with those from ( $T_2$ ) needs to be made. By referring back to the  $h^2$  column of Table 28, one can follow the logic of the comparison.

First, the obvious difference occurred in that the group became older; more males were included, and more activities were participated in for a longer period of time.

Second, the number of persons visited changed very little, though the frequency of visits decreased. Club affiliation increased.

Third, the area of economic practices shows an increase in awareness, and the level of empathy has increased.

Fourth, aspired and expected schooling have decreased, while expected incomes have increased. This movement away from school is shown, also, in the fact that some of their best friends are no longer in school.



Fifth, health knowledge has increased, and, perhaps as a concomitant, the group is now taking advantage of the professional services of dentists, nurses, and doctors.

Sixth, the group is more dissatisfied, as is shown by the greater alienation of the group. The liking of school has deteriorated greatly, as there seems to be a feeling that the sooner school is finished and one can migrate to an urban job, the better off he will be.

Tables 29 and 30 show the correlation matrices for grades 7( $T_1$ ) and 8( $T_2$ ). The next table depicts the factor loadings for each grade group.

Since all except one of the factors found in this comparison have been described, the following information will be limited to the one new factor. If confusion arises during the reading of the comparison, one can turn back to the description of each factor included in the comparison.

The one new factor might be described as follows:

1) Social - This factor is constituted of more females than males, who visit in the neighborhood quite often. There is a frivolous attitude toward economic practices. Their aspired and expected schooling are quite high, though some of their best friends are not in school. As a group, they are aware of the requirements for proper health habits. They exhibit some of the characteristics of the dissatisfied, as they tend to view the comparative existences of those people who have migrated from Knox County as being better off and feel that folks should try to get ahead.

Look at Table 31 occasionally and note the numerical trends as the "Time 1" and "Time 2" comparison is made. Again, if there is a question concerning the constitution of any factor, refer to the list mentioned previously.

Again, one would expect the follow-up data to show an older group who



TABLE 29--CORRELATION MATRIX FOR VARIABLES TESTED, GRADE 7(T<sub>1</sub>)

VARIABLES	Sex	Number of Activities	Length of Participation	Number of Persons Visited	Frequency of Visits	Club Affiliation	Knowledge of Credit	Rate of Interest	Things to Buy	Empathy	Aspired Schooling	Expected Schooling	Expected Pay Per Hour	Expected Income at 30	Best Friend	Advice on Taking Person to Doctor	Dental Checkup	Medical Checkup	Treatment by Nurse	Health Knowledge	Alienation	Opinion about Migrated People	Views about God	Liking of School
Age	-08*	-08	03	-08	-17	-05	-12	02	-13	-05	-09	-17	10	-02	-20	04	-06	-06	-05	-06	06	-08	-10	-04
Sex		-04	-09	02	-09	-01	04	-10	-09	16*	03	-01	-10	-02	11	-10	-00	01	-07	05	-01	-05	-04	07
Number of Activities			56*	16*	11	38*	03	11	04	21*	02	-00	02	10	-01	09	08	-06	-00	11	-07	11	03	04
Length of Participation				06	14*	46*	-00	03	-02	15	05	09	01	03	01	04	08	-11	05	04	-02	09	05	-12
Number of Persons Visited					38*	14*	10	10	14*	25*	17*	11	-08	11	13*	10	13	13	06	19*	-02	17*	07	12
Frequency of Visits						23*	07	07	11	12	14*	21	-06	-02	-01	10	-07	-06	04	05	-10	10	12	04
Club Affiliation							06	25*	07	15*	08	07	08	06	03	11	01	-05	04	06	-09	11	05	-10
Knowledge of Credit								08	-00	15*	-09	-05	12	11	-00	08	02	-03	-02	02	-01	06	-04	-05
Rate of Interest									06	12	-01	02	05	04	05	02	-03	-02	-01	14*	-11	04	-02	-09
Things to Buy										25*	07	21*	-11	02	-14*	04	05	07	11	17*	-12	-05	13	12
Empathy											25*	33*	-10	18*	18*	16*	-03	03	08	21*	01	10	09	08
Aspired Schooling												47*	26*	07	13	15	01	05	-07	22*	06	05	-03	11
Expected Schooling													15	09	24*	08	10	11	09	28*	-07	08	12	08
Expected Pay Per Hour														11	-10	-03	-06	-05	09	-14	-04	08	08	-08
Expected Income at 30															-06	-00	-02	-03	03	16*	11	16*	13*	09
Best Friend																09	02	08	05	07	-02	00	-07	04
Advice on Taking Person to Doctor																	02	03	09	11	12	15*	-04	05
Dental Checkup																		49*	39*	01	13	09	-09	-07
Medical Checkup																			35*	03	18*	12	-03	04
Treatment by Nurse																				-03	06	07	05	01
Health Knowledge																					-01	07	03	08
Alienation																						02	-12	-18*
Opinion about Migrated People																							11	-02
Views about God																								00

\*These numbers represent a positive level of significance at or beyond the .05 level.  
 \*\*A decimal point(.) should prefix each correlation loading in the table.



TABLE 30--CORRELATION MATRIX FOR VARIABLES TESTED, GRADE 8(T<sub>2</sub>)

VARIABLES	Sex	Number of Activities	Length of Participation	Number of Persons Visited	Frequency of Visits	Club Affiliation	Knowledge of Credit	Rate of Interest	Things to Buy	Empathy	Aspired Schooling	Expected Schooling	Expected Pay Per Hour	Expected Income at 30	Best Friend	Advice on Taking Person to Doctor	Dental Checkup	Medical Checkup	Treatment by Nurse	Health Knowledge	Alienation	Opinion about Migrated People	Views about God	Liking of School
Age	-05*	.08	.04	.05	-.03	-.01	-.08	.10	-.20	-.04	-.14	-.27	.21*	.04	-.22	.00	-.06	-.13	-.07	-.10	.01	-.03	-.05	-.01
Sex		-.15	-.08	-.07	-.02	.12	.08	.17*	.16*	.06	.15*	.13*	-.10	-.11	.15	-.09	-.12	-.08	-.00	.13	.08	.07	.06	-.21
Number of Activities			.80*	.08	-.06	.37	-.06	.02	-.12	.00	.11	-.05	.10	-.00	.01	.05	.05	-.10	-.02	-.06	.05	.06	-.01	-.02
Length of Participation				.06	-.06	.39*	-.10	.03	-.10	-.01	.15*	.03	.07	.00	.04	-.05	+.01	-.03	.03	-.07	-.05	.13	.04	-.05
Number of Persons Visited					.43*	.02	-.04	.12	.09	.19*	.18*	.06	-.01	.08	+.00	.04	+.02	.03	-.03	.05	-.13	.16*	.08	-.02
Frequency of Visits						-.04	.02	.24*	.10	.15*	.16*	.07	-.14	.04	.13	.14*	.01	.00	-.03	.08	-.03	.19*	.10	-.07
Club Affiliation							.05	.02	.00	.15*	.05	.09	.06	+.01	+.01	.03	+.08	.09	-.03	.02	.00	.08	.11	-.03
Knowledge of Credit								.25*	.04	.11	.07	-.00	-.03	.06	.06	.14*	.04	-.04	-.01	.06	-.05	.10	-.10	.06
Rate of Interest									.09	.21*	.07	.08	.04	.07	+.08	.04	+.05	.04	.08	.13	.09	.20*	.08	.02
Things to Buy										.19*	.23*	.20*	.16*	.09	.14*	.08	.02	.13	-.02	.20*	-.04	.02	.16*	-.09
Empathy											.18*	.19*	.14	.18*	.10	.11	.15*	.22*	.10	.38*	.05	.16	.14*	-.01
Aspired Schooling												.45*	.01	.06	.21	.01	.14*	.07	.01	.12	-.06	.20*	.06	-.24
Expected Schooling													-.05	+.01	.10	.02	.05	.11	.09	.25*	-.20	.06	.12	-.09
Expected Pay Per Hour														.41*	+.10	.04	.09	.05	.08	-.12	-.02	-.08	-.05	.10
Expected Income at 30															.00	.05	.16*	.17*	.13	.11	.05	.13	-.04	.02
Best Friend																+.06	.12	.13	.08	.06	-.01	.03	.08	-.10
Advice on Taking Person to Doctor																	.01	-.04	.05	-.04	.11	.01	.03	-.13
Dental Checkup																		.27*	.08	.16*	.01	-.02	.05	-.05
Medical Checkup																			.25*	.17*	-.01	.05	.01	.07
Treatment by Nurse																				.04	-.01	-.06	.02	.19*
Health Knowledge																					-.10	.12	.23*	.03
Alienation																						-.06	-.03	-.09
Opinion about Migrated People																							.09	-.01
Views about God																								.06

\*These numbers represent a positive level of significance at or beyond the .05 level.  
 \*\*A decimal point(.) should prefix each correlation loading in the table.



TABLE 31--FACTOR STRUCTURES ACCORDING TO GRADE 7(T<sub>1</sub>) vs. 8(T<sub>2</sub>)

Variables	Factor Loadings*								Direction of Scales Used
	I		II		III		h <sup>2</sup>		
	7T <sub>1</sub>	8T <sub>2</sub>	7T <sub>1</sub>	8T <sub>2</sub>	7T <sub>1</sub>	8T <sub>2</sub>	7T <sub>1</sub>	8T <sub>2</sub>	
Age	-328	-425	<u>052</u>	<u>125</u>	-053	<u>040</u>	.113	.198	younger-older
Sex	<u>231</u>	<u>425</u>	187	-087	-087	-133	.096	.206	male-female
Number of Activities	-014	-124	-710	<u>879</u>	-001	-059	.504	.792	less-more
Length of Participation	-091	-039	-713	<u>891</u>	<u>011</u>	-066	.517	.800	less-more
Number of Persons Visited	<u>410</u>	220	-324	202	139	<u>244</u>	.293	.149	less-more
Frequency of Visits	<u>302</u>	<u>359</u>	-383	030	-103	188	.249	.165	less-more
Club Affiliation	<u>001</u>	103	-717	<u>591</u>	-029	004	.515	.360	less-more
Knowledge of Credit	-030	116	-181	-079	<u>004</u>	<u>178</u>	.034	.051	borrow-earn
Rate of Interest	<u>019</u>	180	-335	087	-076	<u>326</u>	.118	.146	low-high
Things to Buy	<u>396</u>	<u>558</u>	-084	-131	012	034	.164	.330	frivolous-purposeful
Empathy	<u>531</u>	394	-325	072	043	<u>508</u>	.390	.419	low-high
Aspired Schooling	<u>638</u>	<u>563</u>	-019	262	-030	140	.408	.405	low-high
Expected Schooling	<u>682</u>	<u>557</u>	-095	069	077	134	.480	.333	low-high
Expected Pay Per Hour	-452	-478	-207	158	<u>038</u>	<u>393</u>	.298	.409	low-high
Expected Income at 30	<u>125</u>	-228	-228	062	030	<u>663</u>	.068	.495	low-high
Best Friend	<u>355</u>	<u>386</u>	039	006	084	031	.135	.150	nothing-school
Advice on Taking Person to Doctor	<u>202</u>	022	-176	034	143	<u>131</u>	.092	.019	dependent-self-reliance
Dental Checkup	041	022	-039	-022	<u>784</u>	<u>427</u>	.618	.183	less-more
Medical Checkup	145	132	125	-087	<u>761</u>	<u>510</u>	.615	.285	less-more
Treatment by Nurse	013	-070	-088	-056	<u>672</u>	<u>415</u>	.460	.180	less-more
Health Knowledge	<u>488</u>	<u>414</u>	-147	-081	-040	387	.261	.328	less-more
Alienation	-076	<u>110</u>	124	-022	<u>381</u>	-033	.166	.014	low-high
Opinion about Migrated People	071	<u>265</u>	-315	231	<u>236</u>	279	.160	.171	worse off-better off
Views about God	<u>098</u>	<u>297</u>	-194	075	-088	119	.055	.108	don't know-ambitious
Liking of School	<u>339</u>	-310	131	-124	-127	<u>242</u>	.148	.170	good-bad

\*A decimal point(.) should prefix each factor loading in the table.



had participated for a longer period of time. This is substantiated. Participation in other areas, however, has decreased. Knowledge of economic practices has increased along with the empathy level. Aspired and expected schooling have decreased, but, as in the case of the seventh grade ( $T_2$ ), there is an increase in the expected pay per hour, both for now and for the future.

This group has changed very little in the area of seeking advice on taking a person to a doctor. They would still ask a relative, or someone else, to make the decision. The group does have more health knowledge, and they have had dental and medical treatment more recently than was the case for "Time 1."

There is a growing dissatisfaction with existing conditions, both in and out of school, and they tend to look more favorably upon migration than they did at the time of the initial questionnaire.

As a means of providing a somewhat different view of the situation under scrutiny, two different groups ( $6T_1$ - $6T_2$ ) were subjected to the factor analysis treatment. This analysis served to provide both a longitudinal and cross-sectional approach to any changes which might have occurred, and it also served to erase the maturation variable from being a change-causing force.

The following correlation matrix provides correlated data for six ( $T_2$ ) only. In order to compare correlations for variables with six ( $T_1$ ) one needs to refer back to Table 26 on page 77.

By looking at Table 33, one can see that the same trends that were evident for the longitudinal groups have manifested themselves in the cross-sectional study. With the exception of one group, more males seem to be participating in more activities. Most of these activities are those grouped under clubs or organizations. This is attested to by the fact that there are fewer community visits.



TABLE 32--CORRELATION MATRIX FOR VARIABLES TESTED, GRADE 6(T<sub>2</sub>)

VARIABLES	Sex	Number of Activities	Length of Participation	Number of Persons Visited	Frequency of Visits	Club Affiliation	Knowledge of Credit	Rate of Interest	Things to Buy	Empathy	Aspired Schooling	Expected Schooling	Expected Pay Per Hour	Expected Income at 30	Best Friend	Advice on Taking Person to Doctor	Dental Checkup	Medical Checkup	Treatment by Nurse	Health Knowledge	Alienation	Opinion about Migrated People	Views about God	Liking of School
Age	-05*	.04	.01	.05	-.07	.00	.04	-.04	.09	-.07	-.19	-.22	.12	.05	-.12	-.14	-.08	-.03	-.03	-.12	.02	-.03	.04	.11
Sex		.15*	.10	-.03	-.06	.22*	-.01	.04	.17*	.10	.17*	.12	-.11	-.08	.05	.02	.13	.10	.11	.11	.17*	.09	.06	-.11
Number of Activities			.61*	.05	.11	.31*	.00	.01	.02	-.09	.01	-.03	-.00	.06	-.04	-.03	-.05	-.04	.01	-.06	-.03	.11	.09	-.01
Length of Participation				.09	.10	.38*	-.05	.09	.02	.04	.06	.10	-.08	.02	.02	-.05	-.03	-.01	.02	.02	-.09	.09	.06	-.05
Number of Persons Visited					.30*	.10	.04	.01	.10	.08	.17*	.18*	-.01	.09	.03	-.09	-.08	.00	-.03	-.07	-.08	-.03	.04	-.21
Frequency of Visits						.05	.02	.02	-.04	.03	.05	.06	.05	-.02	.03	.06	.02	-.01	-.04	-.01	-.08	-.07	.10	.03
Club Affiliation							.02	.15*	.08	.15*	.15*	.15*	-.09	.06	.05	-.01	.08	.12	.06	.07	-.04	.04	.07	-.03
Knowledge of Credit								.15*	.08	.05	.08	.15*	-.04	.10	.10	.14*	.01	.09	.02	.00	-.06	.09	.09	-.11
Rate of Interest									-.01	.19*	.04	.07	-.03	.11	.09	.03	.03	.01	.01	.09	-.03	.00	.10	-.06
Things to Buy										.17*	.29*	.21*	-.10	.05	.10	.09	.04	.01	.03	.10	-.06	.13	.08	-.12
Empathy											.21*	.20*	-.17*	.11	.13	.15*	.09	.18*	.14*	.27*	-.03	.15*	.14*	.01
Aspired Schooling												.57*	.13	.11	.17*	.20*	.04	-.03	-.04	.02	-.00	.09	.11	-.20
Expected Schooling													-.17	.04	.04	.09	.06	-.04	-.04	.03	-.08	.07	.02	-.20
Expected Pay Per Hour														.34*	-.06	-.03	.05	-.03	.05	-.07	.06	-.01	-.06	.09
Expected Income at 30															.05	.07	-.03	.08	-.01	.01	-.03	.11	.08	-.04
Best Friend																.18*	.00	.01	-.03	.10	-.02	.08	.04	-.13
Advice on Taking Person to Doctor																	.06	.03	-.05	.06	.06	.06	.10	-.01
Dental Checkup																		.41*	.50*	.17*	.05	.06	-.03	.09
Medical Checkup																			.40*	.15*	-.01	.04	.04	.04
Treatment by Nurse																				.18*	.09	.03	.02	.00
Health Knowledge																					.05	.14*	.02	.09
Alienation																						.05	.09	.14*
Opinion about Migrated People																							.28*	.09
Views about God																								.02

\*These numbers represent a positive level of significance at or beyond the .05 level.  
 \*\*A decimal point(.) should prefix each correlation loading in the table.



TABLE 33--FACTOR STRUCTURES ACCORDING TO GRADE 6(T<sub>1</sub>)vs. 6(T<sub>2</sub>)

Variables	Factor Loadings*								Direction of Scales Used
	I		II		III		h <sup>2</sup>		
	6T <sub>1</sub>	6T <sub>2</sub>	6T <sub>1</sub>	6T <sub>2</sub>	6T <sub>1</sub>	6T <sub>2</sub>	6T <sub>1</sub>	6T <sub>2</sub>	
Age	-459	-391	-118	-061	<u>024</u>	<u>065</u>	.225	.161	younger-older
Sex	<u>510</u>	214	-111	258	-021	<u>294</u>	.273	.199	male-female
Number of Activities	-066	-234	<u>634</u>	-085	247	<u>778</u>	.467	.667	less-more
Length of Participation	044	-110	<u>445</u>	-066	338	<u>808</u>	.314	.670	less-more
Number of Persons Visited	-029	193	<u>518</u>	-263	221	<u>265</u>	.318	.177	less-more
Frequency of Visits	090	019	<u>459</u>	-160	069	<u>237</u>	.224	.082	less-more
Club Affiliation	084	090	<u>307</u>	121	050	<u>657</u>	.104	.454	less-more
Knowledge of Credit	-041	<u>289</u>	<u>470</u>	006	-283	017	.303	.084	borrow-earn
Rate of Interest	160	<u>191</u>	<u>433</u>	053	-104	176	.224	.070	low-high
Things to Buy	<u>356</u>	<u>474</u>	074	042	-097	117	.142	.240	frivolous-purposeful
Empathy	338	<u>482</u>	<u>358</u>	315	008	119	.243	.346	low-high
Aspired Schooling	<u>689</u>	<u>712</u>	-003	-138	133	173	.493	.556	low-high
Expected Schooling	<u>659</u>	<u>662</u>	106	-180	054	171	.437	.499	low-high
Expected Pay Per Hour	-387	-310	<u>291</u>	<u>021</u>	-276	-082	.311	.104	low-high
Expected Income at 30	-134	101	<u>492</u>	007	-208	<u>122</u>	.303	.025	low-high
Best Friend	<u>542</u>	<u>383</u>	198	029	086	-007	.341	.148	nothing-school
Advice on Taking Person to Doctor	<u>220</u>	<u>385</u>	055	086	191	-100	.088	.165	dependent-self-reliant
Dental Checkup	096	-015	-023	<u>733</u>	<u>453</u>	009	.215	.538	less-more
Medical Checkup	-007	044	059	<u>653</u>	<u>723</u>	083	.527	.435	less-more
Treatment by Nurse	-078	-025	069	<u>707</u>	<u>751</u>	087	.575	.508	less-more
Health Knowledge	<u>236</u>	215	-044	<u>459</u>	024	023	.058	.257	less-more
Alienation	-036	-069	<u>047</u>	<u>226</u>	007	-099	.004	.065	low-high
Opinion about Migrated People	016	186	131	<u>204</u>	<u>205</u>	195	.059	.114	worse off-better off
Views about God	<u>170</u>	176	053	088	-219	<u>225</u>	.080	.089	don't know-ambitious
Liking of School	573	-352	007	<u>249</u>	-020	094	.033	.195	good-bad

\*A decimal point(.) should prefix each factor loading in the table.



Knowledge of economic practices has increased; empathy has increased; but unlike the longitudinal groups, the expected income has decreased.

Their knowledge of health practices has increased, but there has been little change in their dental and medical practices. It has been some time since they have seen either a dentist, a doctor, or a nurse.

This group also has a higher level of alienation, though not nearly as high as the seventh and eighth grades.

The group still likes school, but if one looks closely he can note the beginnings of dissatisfaction which will eventually lead many of them away from eastern Kentucky.

#### Summary of Factor Analysis Results

The initial questionnaire, administered to the sixth-grade, uncovered three distinct factors which accounted for the group's responses to the questions asked. The first factor was a naive factor which included those students who were aware mainly of those things which related to school. Their only two habitats, for all practical purposes, were home and school.

The second factor was participation, and it contained those individuals who were more aware of people and activities around them.

The third factor, isolation, contained an older group of males who were aware of circumstances around them but simply did not take part.

The follow-up questionnaire, administered to the seventh-grade, saw these three factors diminish to two: participation and economics.

It would seem logical that forces such as maturation and others, possibly the Youth Activities Program, drew the unaware students toward the mainstream where they began to participate. The other factor, economics,



grew to include the isolated factor and many of the group included in the participation factor for the first questionnaire results. As the group matured, employment and economics came to be of more importance.

The seventh grade ( $T_1$ ) data results closely resemble the data results for the preceding grade. There are two factors: participation and isolation. It would seem that at this stage ( $7T_1$ ) the unaware group has been absorbed into the participating group, but the isolated group has not.

During the eighth grade ( $T_2$ ), participation is a major factor once again, but the isolated group still exists, still self-reliant, still caring little for school.

The cross-sectional analysis ( $6T_1$ - $6T_2$ ) showed little change in factors except for an economic factor having become a basic part of the total number of factors.

There are obviously many forces which affected the groups' responses to the two questionnaires. Maturation is certainly a force to be considered for the longitudinal analyses. However, other forces have been controlled for by using specific variables which are known to have been implemented recently for the first time. Should change occur on these variables, the possible reasons for this change are narrowed somewhat. For example, most groups tested were participating in clubs more, had a greater awareness of economic practices, had a higher level of empathy, and had a greater understanding of health knowledge. These were programs instigated by either the Youth Activities Program or the Community Action Program, and these programs should share some of the credit for the apparent growth in these areas by the groups tested.

Another means for identifying the forces which cause specific changes is to compare the factor analysis results to results from the same



data obtained through the use of other statistical techniques.

By comparing the results of the factor analysis statistical technique to the chi square and t-test analyses, rather conclusive evidence can be drawn to show what the impact of the Youth Activities Program has been. A summation of the results of all statistical treatments used in evaluating the various aspects of this study will be provided in the final chapter of this paper.

The content of this program included the following:

1. Approximately one subject-related film was shown each month.
2. Library reference materials were made available in the participating centers.
3. Summer enrichment programs were provided:
  - a. Resource people were made available.
  - b. Excursions were taken to places of historic interest and to natural environments, e.g., Cumberland Gap and a water program held at Union College.
  - c. Rhythm band instruments were made and used.
  - d. Arts and crafts programs were provided.
  - e. Nature programs were initiated.
4. A tutor was provided for each participating center to work with the participants by providing whatever assistance they needed.

When funds were made available, tutors were hired and given training for one week before actually working in the center. The in-service program was continued by having the tutors meet as a group at least every six weeks to discuss problems that had arisen and to disseminate any particularly effective ideas for achieving the purposes of the program.

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\*This information was derived from an interview with Mr. James Speer, Tutoring Supervisor for the GHO-sponsored tutoring program, Zachowville, Kentucky, April 4, 1968.



## CHAPTER 4

### DESCRIPTION AND ANALYSIS OF TUTORING PROGRAM DATA

The tutoring program in Knox County,\* which was organized in the summer of 1965 and ended in October 1967, was sponsored by the Community Action Program and was implemented to serve a two-fold purpose:

(1) to give aid to borderline students by providing tutors for individualized instruction, and (2) to provide a quiet place for study with reference materials available.

The content of the program included the following:

1. Approximately one subjects-related film was shown each month.
2. Library reference materials were made available in the participating centers.
3. Summer enrichment programs were provided:
  - a. Resource people were made available.
  - b. Excursions were taken to places of historic interest and to academic environments; e.g., Cumberland Gap and a space program held at Union College.
  - c. Rhythm band instruments were made and used.
  - d. Arts and crafts programs were provided.
  - e. Nature programs were initiated.
4. A tutor was provided for each participating center to work with the participants by providing whatever assistance they needed.

When funds were made available, tutors were hired and given training for one week before actually working in the center. The in-service program was continued by having the tutors meet as a group at least every six weeks to discuss problems that had arisen and to disseminate any particularly effective ideas for achieving the purposes of the program.

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\*This information was derived from an interview with Mr. James Sprowl, Tutoring Supervisor for the OEO-sponsored tutoring program, Barbourville, Kentucky, April 4, 1968.



Participation in the tutoring program was effected by sending forms to students in the area of the center informing them of the program and of their eligibility to participate if they so desired. The possibilities created by the program were also communicated to students through the parents who worked at and participated in the activities of the various centers.

Tutoring programs were instituted in all centers sponsored by the Community Action Program, but because of poor participation caused by lack of interest, the number of centers participating in the program at a given time would vary from eight to fourteen. Eight was the smallest number of programs operating at any time during the tenure of the tutoring program; fourteen was the total number of community centers in Knox County.

The program was organized in such a manner to allow eight hours per week for tutoring purposes. Originally, these eight hours were spread over a four-day-per-week period, but this was reduced later to a three-day-per-week period with contact with the homes of children involved for a two-hour-per-week period. This reduction to a three-day week was implemented for two reasons: to get better participation by students and closer cooperation between the home and program.

The actual two-hour period in which the program would be held was agreed upon by the tutor and the director of each community center. Once the block of time was decided, it tended to remain stationary throughout the existence of the program. The summer enrichment program, however, was held in the afternoons or for full days when the larger block of time was needed, because of the freedom from school time enjoyed by the participants.



Tutors selected for the program were chosen from the ranks of the teachers of Knox County. The only criterion for employment was a teaching certificate. This criterion was altered during the last summer of the program's tenure to allow college students enrolled in a work study program to serve as aides to the tutors and to work extensively in the summer enrichment program.

Formal evaluation within the tutoring program consisted of two practices: keeping participation records and evaluation sheets for each participant.

Participation records were kept by each center and submitted each month to the central office of the Community Action Program. These records provided a simple means of comparing the number of actual participants with the number of eligible participants, as well as providing a categorized summary of participation according to individual offerings.

The evaluation sheet was a standard form administered from time to time to parents, teachers, and tutor of each participant in the program. The primary purpose of the sheet was to note any signs of progress of the participant in school, at home, and/or in the tutoring program. These evaluation sheets were also submitted to the central office.

From the data just discussed and observations of the program in operation, the central office staff of the Community Action Program evaluated the tutoring program as an entity. According to the information obtained in the interview, some of the findings of their evaluation follow:

- 1) There was not enough participation, quantitatively, in the program when measured against the students eligible for participation.
- 2) Some friction existed between the schools and OEO, which contributed to a lack-luster attitude toward program by school personnel.



- 3) A stigma was attached to teachers who worked as tutors by their peers.
- 4) The Knox County teachers who were employed as tutors were not really qualified as tutors.
- 5) Teachers who served as tutors were not involved enough in center activities.
- 6) Wages were too low to attract and hold the more competent personnel.

The results of these findings led to the redirection of funds to other departments when the next proposal was submitted for approval. Under the new arrangement, the tasks of the tutors, as originally conceived, are actually nonexistent, though some provision for related services are "housed" in the Adult Education Program. Emphasis has now shifted to specialized services being made available on "call" from the community centers. In this way, fewer personnel are employed, personnel's qualifications are of a more specialized nature, and they work out of the central office.

As a means of evaluating the impact of the tutoring program on the participating youth of Knox County, this researcher used three major devices. The participation records were analyzed with a view toward noting any trends in participation--gradual, sudden, or spotty growth or large initial enrollment but rapid decline--over the two year period. The second device used was a matched group study devised and implemented by this researcher. The third device used was a structured interview with the tutor supervisor and each tutor.

#### Participation

Though formal procedure called for submitting a monthly participation record to the Community Action Program's central offices in Barbourville,



these records were not all available when they were checked for by this researcher. The following table presents a breakdown of the participation data available for the tutoring program. (See Table 34).

Since complete participation records were not available, those records which were available were grouped consecutively in order to be as consistent as possible.

One recognizes very quickly the spotty participation by some centers. It is evident that some of the centers had difficulty getting a program started and keeping it going.

Four of the fourteen centers had organized tutoring from the outset and continued steadily throughout the duration of the program. According to the data available, the other ten centers range down the scale of participation to a one-month program at Bethel center.

Figure 2 is presented to gain some idea of how the overall participation occurred. Again, because of the incomplete data, the graph cannot be considered totally accurate. Still, the trend of participation is discernable.

The gradual rise in participation to the peak in the summer of 1966 would be expected because of road and weather conditions and removed responsibilities such as school which keep the youth engaged for much of his time. Summer releases him, so participation can increase. One expects the decline for the winter months, the rise for April, but not the decline for May. Of importance too is the low participation for October and the declining slant which may have meant great difficulty for the program had it continued. Another explanation for this, however, is that a "lame duck" attitude may have prevailed because of the knowledge that the program would be ending at the end of the month.



TABLE 34--NUMBER OF PERSONS WHO PARTICIPATED IN TUTORING PROGRAM BY MONTH

CENTER	1965	1966						1967						
	Dec.	Jan.	Feb.	March	April	Summer		Jan.	Feb.	March	April	May	Summer	Oct.
Barbourville				20	11	35		15	15	13	15	12		19
Bethel									6					
Cannon	15	9	16	11	13			8	13	9	6	8		13
Flat Lick	24	25	7	17	12	35		28	32	22	17	20	NO RECORDS AVAILABLE	18
Fount				22	45	30		45	25	24	25	35		33
Grays			12		29	38					25	27		18
Grove	30	20	14	22	12			14	10	15	11	11		13
Jackson	25	20	32	24	20	22		15	20	27	32	31		16
Kay Jay	25	23	24	21	20	45		35	16	30	30	30		20
Ketchen		26	23	29	30	27		55	48	29	34	39		41
Messer	25	12	6		17					7				
Middle Fork				25		16		16	20	20	14	20		25
Rosenwald	9	20	50	24	47	23		48	24	27	68	15		17
Wilton						25				9	9			
TOTAL	153	155	184	215	256	296		279	259	232	284	238		233

Average Attendance Per Month: 232 students

High Month: April, 1967      Low Month: December, 1965



FIGURE 2 --PARTICIPATION IN TUTORING PROGRAM BY MONTH

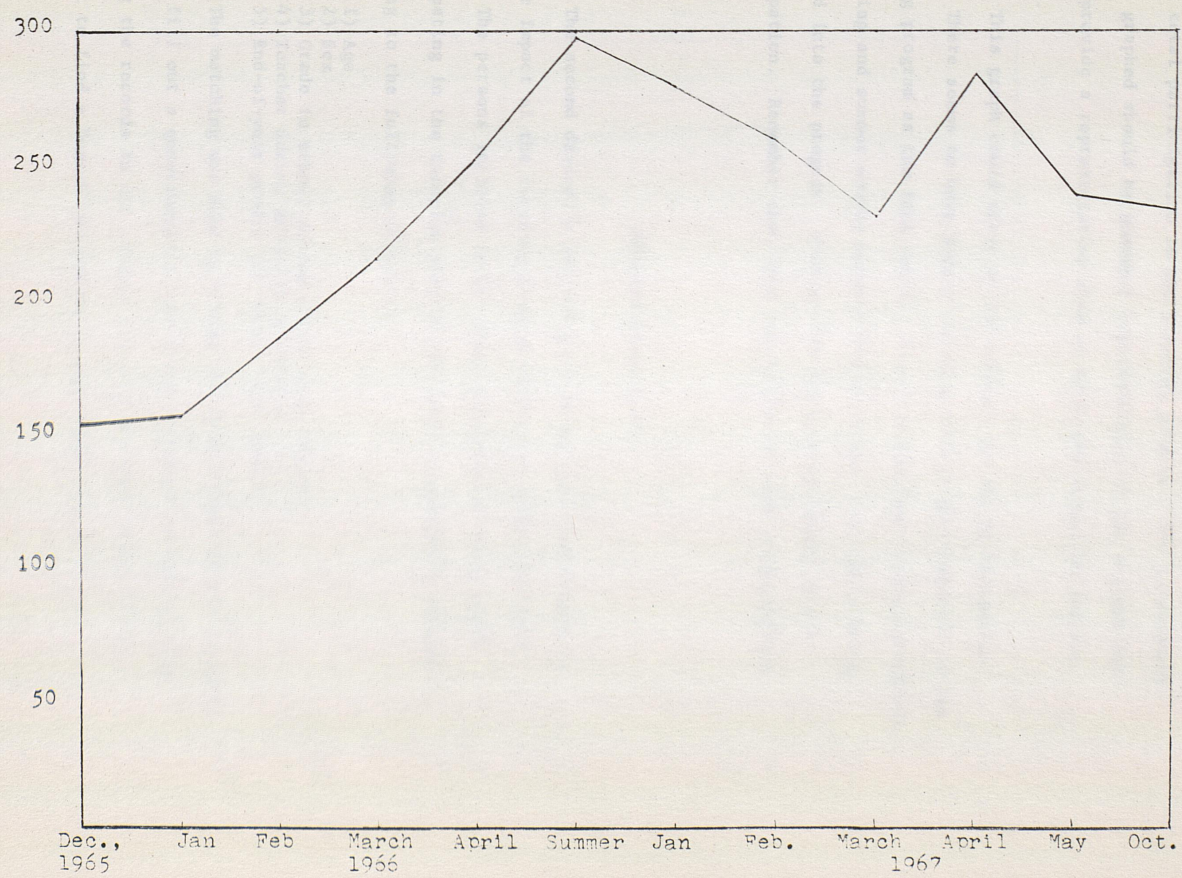




Figure 3 is presented to show a quick, yet comprehensive, view of total participation in the tutoring program. The three-month periods graphed should be somewhat representative of the seasons and should provide a representative view of total participation for the program.

This graph could serve as the summary for the participation study. There seems to have been a strong growth in participation in the tutoring program as the idea spread. Interest remained strong throughout the spring and summer months because new ideas were constantly being inserted into the program. However, as the novelty faded, so did participation. Remember that this conclusion is based on incomplete data.

#### Matched Group Study

The second device, a matched group study, was implemented to test the impact of the tutoring program on the participating youth.

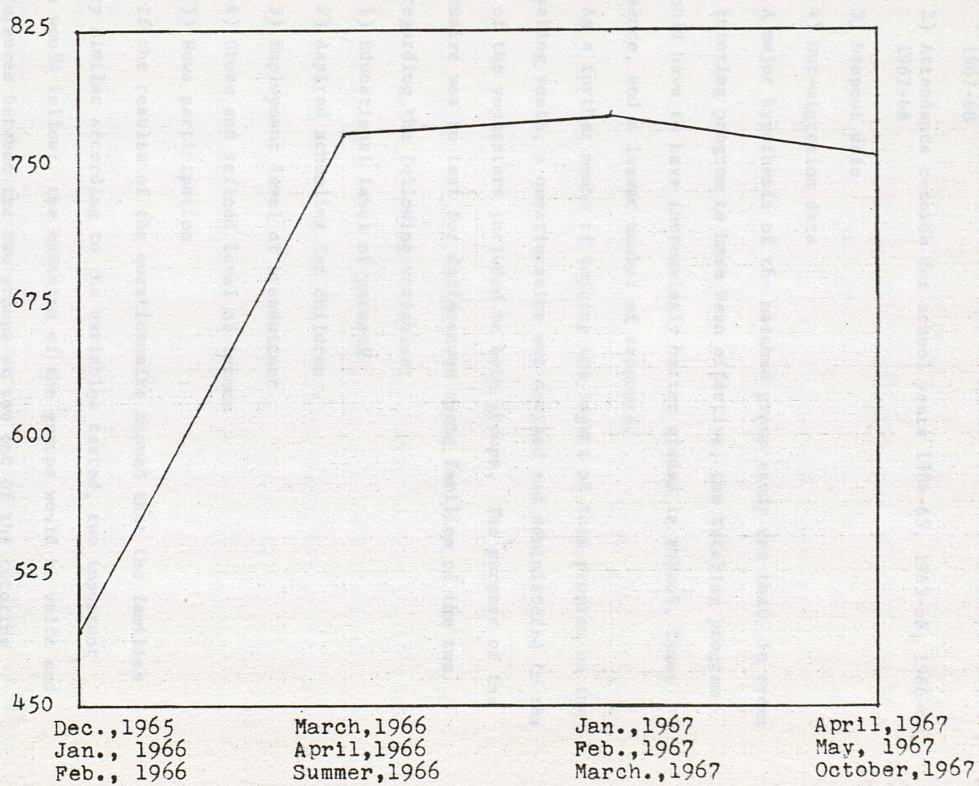
The persons included in the study consisted of those youth participating in the tutoring program and their counterparts matched according to the following criteria:

- 1) Age
- 2) Sex
- 3) Grade in school during school year 1964-65
- 4) Teacher during school year 1964-65
- 5) End-of-year grades for school year 1964-65

The matching was done by having the participants in the tutoring program fill out a questionnaire concerning the above variables, then checking the records in the central files of the Knox County School District to find a "match" according to the designated criteria.



FIGURE 3 --PARTICIPATION IN TUTORING PROGRAM BY THREE-MONTH PERIODS





Once the match was made, the following data were collected for the individuals in each group:

- 1) End-of-year grades for school years 1964-65, 1965-66, 1966-67, 1967-68
- 2) Attendance records for school years 1964-65, 1965-66, 1966-67, 1967-68
- 3) Dropout data
- 4) Out-migration data

A major hypothesis of the matched group study was that, in order for the tutoring program to have been effective, the tutoring program group would have to have increasingly better grades in school, fewer days absence, and a lesser number of dropouts.

As a further means of testing the impact of this program on the participating youth, a questionnaire was devised and administered to the mothers of the youngsters included in both groups. The purpose of the questionnaire was to test for differences among families of the two groups regarding the following variables:

- 1) Educational level of parents
- 2) Aspired schooling for children
- 3) Employment level of breadwinner
- 4) Gross and refined level of income
- 5) News participation

If the results of the questionnaire showed that the families were very similar according to the variables tested, two important findings would follow: the matching of the groups would be valid and any differences between the two groups at the end of the tutoring program probably would be the result of the tutoring program.

Subjected to the chi square test of significance, the data



obtained for both the tutored and control families showed no significant differences on any variables. Part of the reason for no differences occurring was the fact that the matched group sample was small. The total N was 36; 18 persons in the tutored group and 18 in the control group. For this size sample, the differences would have to be gross in order to register as significant.

This family similarly, according to chi square, indicates that whatever differences occurred on the variables tested probably were the result of the tutoring program.

According to the chi square treatment, the variables tested for the two youth groups showed no significant differences. Their educational level, aspired schooling for their children, family income, employment level of the breadwinner, and news participation showed no significant differences.

To further test for differences between the groups, a second statistical test was computed. This computation was the t-test which measured the independence between the group means on particular variables.

The null hypothesis was used, which assumes that no differences exist between the two groups that constitute the sample.

Of the variables tested, only once was the null hypothesis rejected.

TABLE 35 --DAYS ABSENT FROM SCHOOL BY TUTORED AND CONTROL GROUPS

Variable	Tutored Group Mean	Control Group Mean	T Probability
Days Absent From School, 1967-68	8.1	3.6	.05



The null hypothesis was rejected for the days absent for school year 1967-68. The control group averaged significantly fewer days absent (3.8 vs. 8.1) than did the tutored group.

The stated purposes of the tutoring program indicated an effort toward helping the marginal student back toward the mainstream of school. Based on the results obtained by the matched group questionnaire, it would seem that the program's impact was not sufficient to overcome the group's handicaps.

It is possible that the tutoring program decreased the number of days absent from school by the tutored group. One thing seems clear: the school year in which the program ended saw a significant difference occur in the number of days absent from school by the tutored group. This could possibly mean that the boost afforded by the program diminished, and the drift away from school became a real alternative once again.

For the most part, however, no significant differences occurred between the groups as a result of the program. The end-of-year grades, relatively equal when matched as of end-of-school year, 1964-65, remained relatively equal. Mainly because of the age variable, there were no dropouts for either group; and the tutoring program lost two children because of out-migration while the control group lost three.

#### Tutor Interview

The third device used to assess the impact of the tutoring program was a structured interview with the tutor supervisor and each tutor.

The interview schedule contained open-ended questions which concerned the following variables:



- 1) Purposes of the tutoring program
- 2) Decision-making processes for the program
- 3) Organization of the program
- 4) Personnel practices of the program
- 5) Selection of students to be tutored
- 6) Tutoring process
- 7) Method of evaluating program
- 8) Personal reactions toward program

The answers for each question were compiled so as to present a complete picture concerning each variable.

The tutors interviewed had a mean tenure in the program of 17.5 months, which would tend to lend validity to their statements. Of the total number of tutors interviewed, 12, four had served for the full two-year period, while two had served for less than one year, eight and five months.

There was practically a consensus of opinion among the tutors regarding the purposes of the program. Ninety-two percent stated that one of the major purposes of the program was to give individual help to students. Other purposes listed were to help with homework, four responses, and to provide a quiet place to study.

According to the interview responses, the decision-making processes concerning the purposes of the program and their implementation were shared by the youth activities director, the tutor supervisor, and the individual tutor. These responses could mean either that there was harmony and understanding concerning the implementation of the program, or that there was a lack-luster approach to program implementation



causing uncertainty regarding the chain of command.

There was a lack of consensus regarding the organization of the program. Still, the largest number of responses, six, indicated they helped the child with whatever problem he had, and this was borne out by the responses to the next question, where there were again five responses indicating the child was helped with whatever problem he had.

The personnel practices of the program were clear cut, evidently, as there was a consensus of opinion that personnel were hired through the process of filing an application with OEO, being interviewed by the CAP director, and being hired by the board of directors. Evidently, the only qualification needed in order to serve as a tutor was a valid teaching certificate.

Ninety-two percent of the tutors interviewed stated that no special training was given on how the tutoring was to be conducted. Evidently, the one-week training period mentioned by the tutor supervisor either missed its mark or had little impact on the four tutors who were a part of the original group. There were meetings each six weeks to discuss problems that had arisen and how to alleviate these.

There was a consensus of opinion that children in the tutoring program attended on a voluntary basis for a period of up to eight hours per week. While there he was helped individually.

According to the tutors, the program was evaluated by keeping attendance reports and the number of books the children read. These records were submitted monthly to the tutor supervisor, who, in turn, passed them on to the youth activities director. No mention was made of the evaluation sheets.



Progress concerning individual children was checked by asking the child's teacher, according to 50% of the respondents, while 33% checked the child's progress by personal observation.

Ninety-two percent of the respondents indicated they felt the tutoring program made progress "under the circumstances." Many qualifications were listed as suggestions which were mentioned by more than one tutor:

- 1) More equipment should be purchased.
- 2) More time should be allowed.
- 3) Smaller number of children per tutor.
- 4) Special training for tutors.
- 5) Better rapport with homes of children involved.
- 6) Better system of transportation for children.

In summary, it would seem that the tutor became cognizant of the fact that a position as tutor was open, applied for and was hired for the position, was given general instructions about the purposes of the program, and was, for the most part, left alone. This statement is borne out by the fact that there was a clear consensus regarding the purposes of the program, hiring practices, and the general idea of what their role as tutor was. However, the responses were much more unclear and more varied when variables concerning program implementation and evaluation were involved. Most tutors answered that they helped the child with whatever problem he had, but that seemed to be the extent of their answers. Those who gave specific answers for this variable stated they helped the child with homework.

There is no appropriate way to interpret the answer, personal observation, given for means of evaluating the progress of each child. Certainly no formal means were used other than participation records, and this is not really pertinent to the problem of progress as treated



here. Though formal evaluation procedures are not necessarily appropriate for tutoring programs, one wishes there would have been more contact between the tutor and the home or between the tutor and the school in order to have been able to have heard from some source, "This much progress has been made with this child or these particular children."

#### Summary of the Impact of the Tutoring Program on the Participating Youth

Based on data collected, the general conclusion regarding the tutoring program would have to be that its effects were negligible. Participation records, incomplete as they are, show a rapid growth as the program began and a decline, almost as rapid, when the novelty wore off. No positive results manifested themselves in the matched group study, and the general analysis of the program by the tutors showed a guarded optimism.

The program showed many of the symptoms of a program hastily enacted, looking for a purpose. One could not say that the approach used was a haphazard one, but the lack of organization which results from absence of clearly prescribed purposes and process was clearly evident. It seems that the program was implemented because money was available for this type of project, rather than because of a real desire to implement this type of program.

This researcher would tend to agree with some of the conclusions reached by the central office staff of the CAP when they evaluated the tutoring program. The conclusions with which this researcher most closely agrees follow:



- 1) There was not enough participation, quantitatively, in the program when measured against the number of students eligible for participation.
- 2) There was a lackluster attitude toward the program by school personnel, which hurt the program because of lack of referrals and a poor attitude toward both tutors and participating youth.
- 3) The Knox County teachers who were employed as tutors were not really qualified as tutors.

Added to these conclusions are the following:

- 4) A much stronger in-service program should have been implemented and continued.
- 5) More complete records should have been kept in order to aid the evaluation of individuals and the total program, so future growth might rise over the corrected mistakes of the present.

Included for study:

- 1) Failure rate for each county
- 2) Dropout rate for each county
- 3) Delinquency records for each county
- 4) In/out migration records for each county

The collected data were compared with the corresponding data from Knox County for a base period, 1967-68. Since the beginning year for the Community Action Program in Knox County was 1965-66, the data were compared as a second grouping, 1966-68. The major hypothesis in these comparisons was that if significant changes had occurred in the Knox County CAP-period data when compared with base-period data in Knox County and the control counties, and no similar changes had occurred in the control counties for the CAP-period data, then one could surmise with some probability that the change came about as a result of the Community Action Program.

#### Failure Rate

One of the best indicators of a curriculum suited to the needs



## CHAPTER 5

### DESCRIPTION AND ANALYSIS OF CONTROL COUNTIES DATA

In order to gain a clearer perspective concerning the impact of the Community Action Program in Knox County, a group of surrounding counties were chosen to act as a control group. Since the control counties had federal programs, but did not have community action programs, they acted as a filter to screen out the effects of federal aid from the impact of the Community Action Program in Knox County.

Since this study deals with the Youth Development section of the Knox County Community Action Program, the following variables were included for study:

- 1) Failure rate for each county
- 2) Dropout rate for each county
- 3) Delinquency records for each county
- 4) In/out migration records for each county

The collected data were compared with the corresponding data from Knox County for a base period, 1962-65. Since the beginning year for the Community Action Program in Knox County was 1965-66, the data were compared as a second grouping, 1966-68. The major hypothesis in these comparisons was that if significant changes had occurred in the Knox County CAP-period data when compared with base-period data in Knox County and the control counties, and no similar changes had occurred in the control counties for the CAP-period data, then one could surmise with some probability that the change came about as a result of the Community Action Program.

#### Failure Rate

One of the best indicators of a curriculum suited to the needs



of students is the retention rate of the school district. As was noted earlier, the economically, socially, and culturally deprived students enter school behind the other students, are retained, and tend to drop out. One of the reasons for this trend is the improper curriculum which leads to retention.

Peyton<sup>1</sup> found that as economic deprivation and non-promotion increased, dropout increased and vice versa. This could mean that the vicious cycle--poverty-lack of education-poverty--was being enhanced by the schools as they thwarted any chances the socially, economically, and culturally deprived student might gain from greater amounts of education.

By working with youngsters through the tutoring program and with the parents by various means, the Community Action Program had the opportunity to reduce the retention rate for Knox County. This variable was tested as a part of this control group study. Again, base period data were computed to use as a yardstick against which to measure any change which might have occurred during the CAP-period.

Failure rates by grade for the Knox County Schools were computed and averaged to present one percentage retention rate for the base period. The same process was used for the CAP-period. The results were graphed in order to provide a quick visual comparison. (See Figure 4).

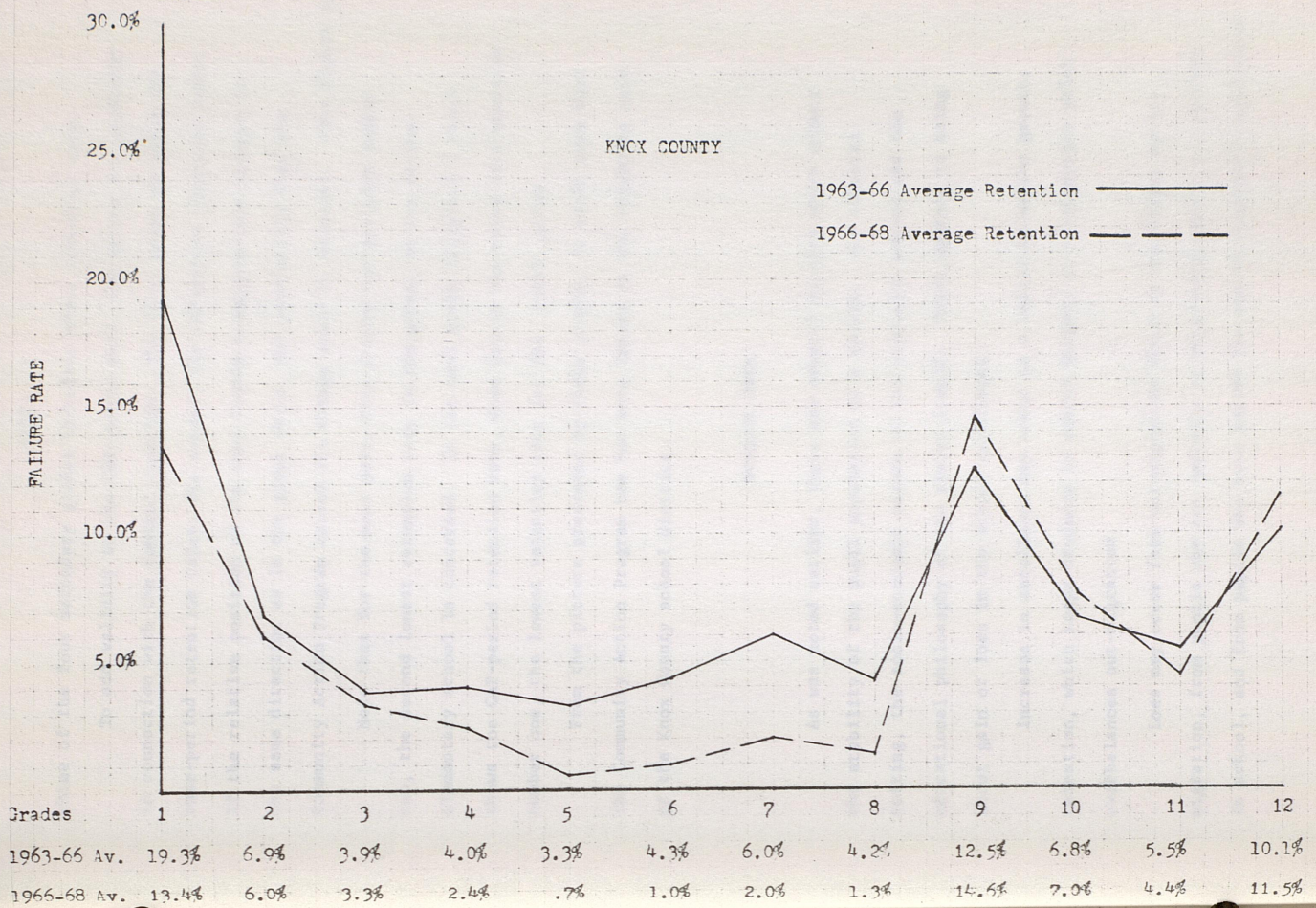
At first glance, one might say that the retention rate has decreased significantly, especially in the elementary schools where the effects of the tutoring program would have been felt. Note that

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<sup>1</sup>Jim Peyton, "Non-Promotion in Kentucky," Bulletin of the Bureau of School Service, College of Education, University of Kentucky, Vol. XL, No. 3 (March, 1968), pp. 12-13.



FIGURE 4 --FAILURE RATES FOR KNOX COUNTY SCHOOLS, BASE-PERIOD VS. CAP-PERIOD





three of the four secondary grades increased their retention rate.

To add validity to the CAP-period data, two graphs are presented in connection with the control counties. The first graph presents the base-period retention rates; the second, the CAP-period retention rates. If the relative position of the Knox County retention rate changes in the same direction as in the graph above, the possibility that the Community Action Program caused the change would be enhanced. (See Figure 5 ).

Note that for the most part, Knox County has position number two, the second lowest retention rate in the group, as far as the elementary school is concerned. In the next graph (Figure 6 ) which shows the CAP-period retention rate, Knox County has moved into position number one, the lowest retention rate for the total group.

From the picture presented by these graphs, it would seem that the Community Action Program has had some impact on the retention rate of the Knox County school district.

#### Dropout Rate

As was noted earlier, there are several factors which affect the stability of the pupil population of a system: the cultural setting, the socio-economic nature of the community served and the educational philosophy of the system itself. These operate to bring about gain or loss in the school enrollment.

Increase in enrollment may occur as a result of native growth; retention, which keeps students in school longer; or in-migration which overbalances out-migration.

Loss may occur from out-migration which is not offset by in-migration, from pupils who are mentally or physically unable to continue in school, and from pupils who have passed the age of compulsory attendance



FIGURE 5 --FAILURE RATES FOR CONTROL COUNTIES SCHOOLS, 1963-66 AVERAGE

Legend

Bell -----  
 Clay .....  
 Knox -----  
 Laurel -----  
 Whitley -----

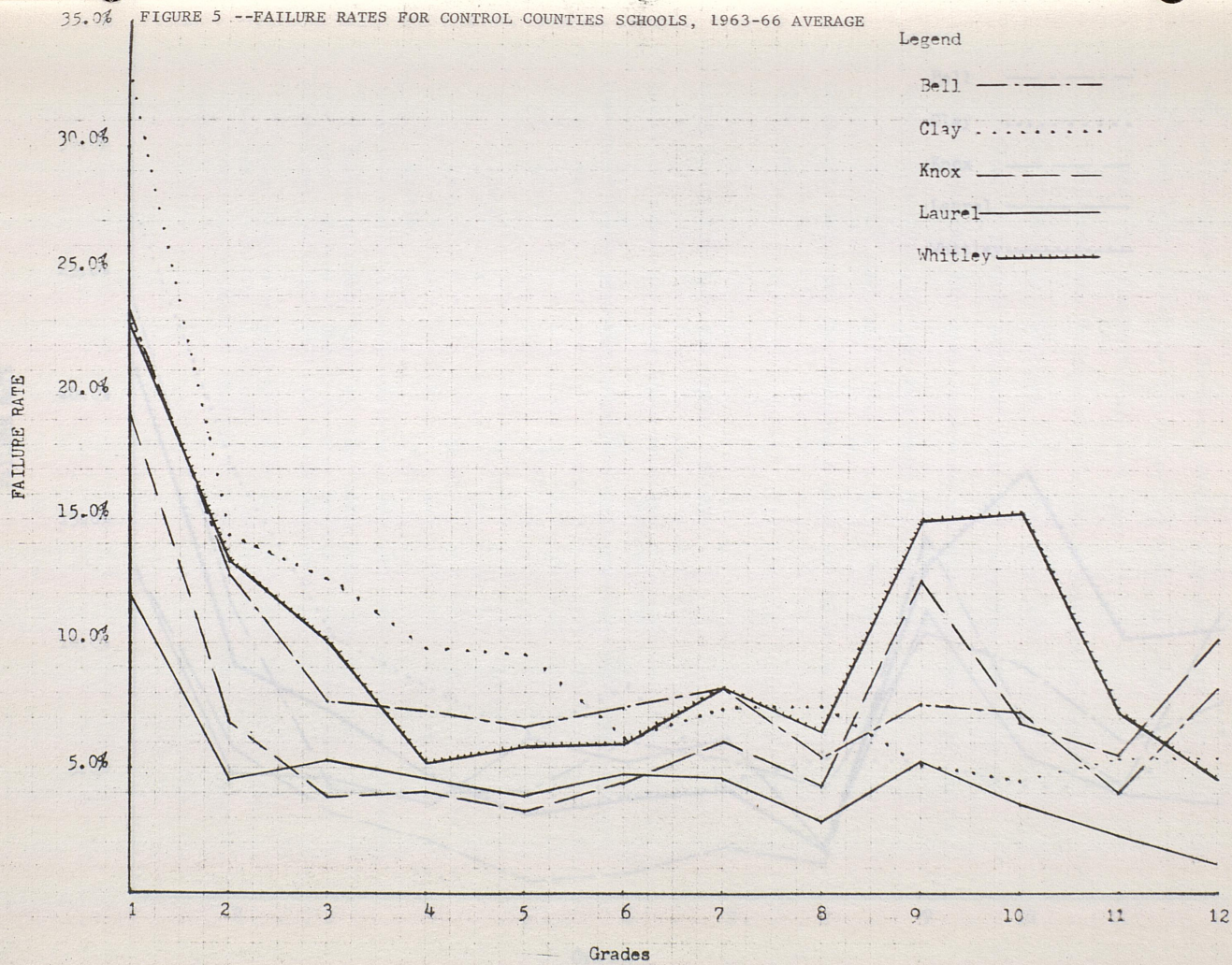
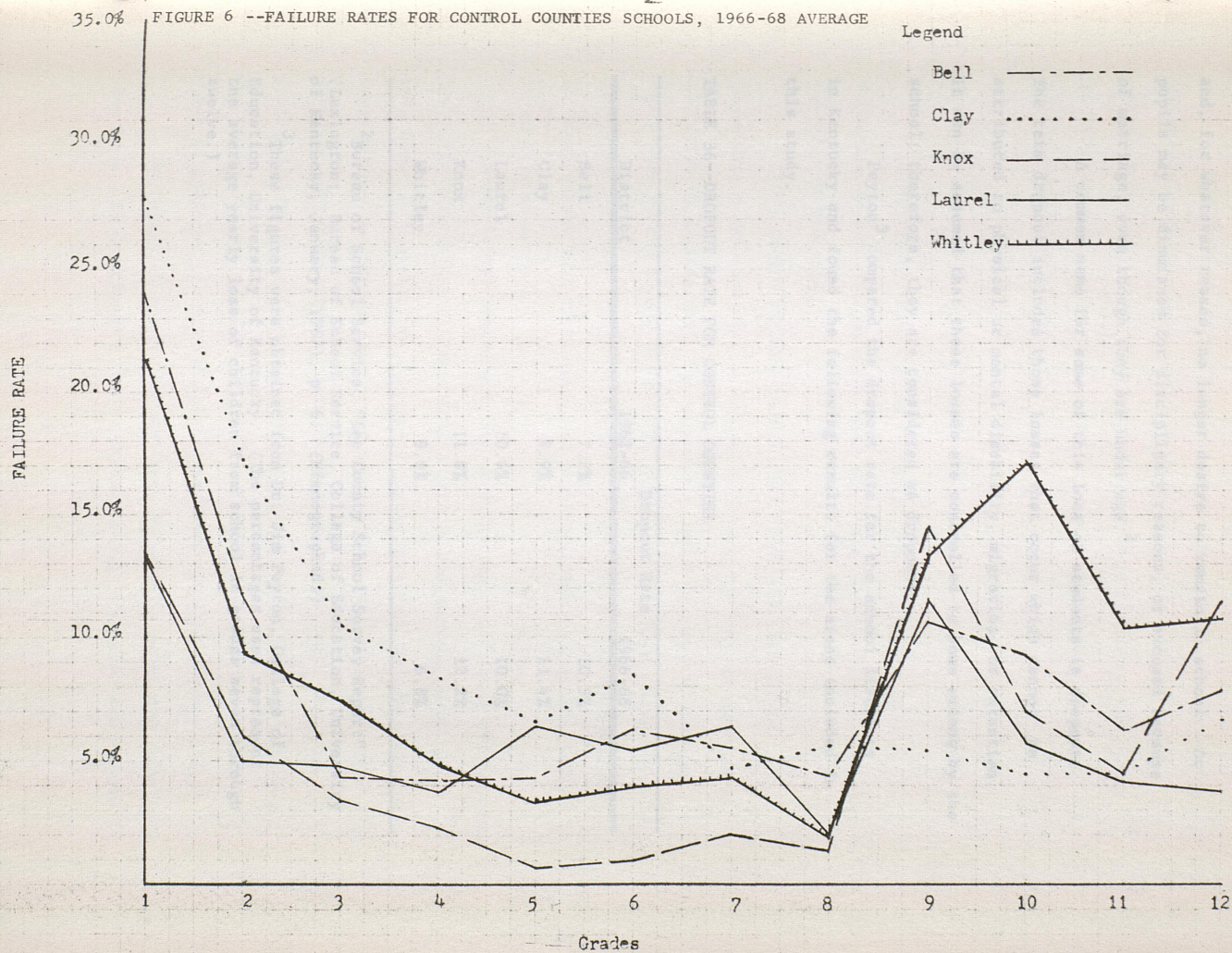




FIGURE 6 --FAILURE RATES FOR CONTROL COUNTIES SCHOOLS, 1966-68 AVERAGE





and, for whatever reason, no longer desire to remain in school. Or pupils may be dismissed for disciplinary reasons, or excused because of marriage, even though they are under age.<sup>2</sup>

A common name for some of this loss of students is dropout. The term dropout includes those losses that occur which cannot be attributed to physical or mental disability, migration, or retention. It can be assumed that these losses are controlled to some extent by the school; therefore, they are considered as dropouts.

Peyton<sup>3</sup> compared the dropout rate for the school districts in Kentucky and found the following results for the areas included in this study.

TABLE 36--DROPOUT RATE FOR CONTROL COUNTIES

District	Dropout Rate	
	1962-66	1966-68
Bell	7.2%	10.5%
Clay	9.9%	11.4%
Laurel	10.6%	10.0%
Knox	11.8%	12.2%
Whitley	9.9%	6.8%

<sup>2</sup>Bureau of School Service, "Lee County School Survey Report" (Lexington: Bureau of School Service, College of Education, University of Kentucky, January, 1967), p. 6. (Mimeographed.)

<sup>3</sup>These figures were obtained from Dr. Jim Peyton, College of Education, University of Kentucky. (The percentages used represent the average yearly loss of children from school in grades seven through twelve.)



According to these calculations, neither the Youth Activities Program nor the Community Action Program as a whole had any impact on the dropout rate for Knox County youth. Whitley County, which has no such program, is the only county to show a significant decrease in the percentage of dropout.

### Juvenile Delinquency

Juvenile delinquency, as a concomitant of poverty, thrives in a certain type of culture which sets the stage for the kind of behavior termed norm-violating.

Those people in Knox County which constitute the target group of the Community Action Program have many of the characteristics conducive to delinquency. The aggressive, overt actions in the home carry over to the school and society where these actions are not usually condoned. Accompanying these aggressive acts, in fact an integral part of them, is the lack of training and respect which are norm-violating in an ordered society.

These latter characteristics of delinquency are fused with another characteristic which is necessarily a part of the poverty group in Knox County: neglect. Usually due to large families, children soon are removed from the coddling stage and given little attention thereafter. As a result, the training and attention bestowed upon a child from the typical middle-class family is severely lacking. The learning process, undirected, is one of trial and error. Fraught with frustration, the youth is prompted to acts of bravado to cover his ineptitudes.

As the youth reaches adolescence, he tends to spend more time away from home. In Knox County, his first haunts away from home are country



stores, bridge railings, or road intersections. Here, feats of derring-do are carried out. As long as these incidents remain in rural areas they are usually of an innocent nature because no property damage usually results. As the youths begin to mature, they are drawn to the more urban areas where the same aggressive behavior is tried. A new complexion is given to the actions of these youths in the new surroundings, however. The fact that townspeople can call the police to confront the youths for their actions, rather than having to confront them personally, leads to a greater readiness to do just that. As a result the youths' actions come to be termed delinquent.

In a recent news article concerning juvenile delinquency in Kentucky, mention was made of the fact that:

The juvenile crime rate in Kentucky increased about 28 per cent last year over the year before. . . .

. . . . .  
That means there were 23 offenses per 1,000 juveniles in 1967, compared with 18 offenses per 1,000 juveniles in 1966. . . .<sup>4</sup>

All the counties included in the control group are losing population. If the juvenile crime rate for these counties were either remaining steady or declining even slightly, the number of juvenile commitments to the Department of Child Welfare should have decreased significantly over the past several years. Furthermore, if the Community Action Program in Knox County has had the desired impact on the youth of Knox County, that county's juvenile crime rate should have decreased at the fastest rate of all. The following table presents the number of juveniles committed to the Department of Child Welfare, by year, from the beginning of the base period to the latest figures available from the CAP-period.

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<sup>4</sup>The Courier Journal. July 10, 1968, p. A, 11.



TABLE 37--NUMBER OF COMMITMENTS TO CHILD WELFARE FROM CONTROL COUNTIES SAMPLE

COUNTY	YEARS						Total
	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	
Bell	5	5	17	15	8	13	63
Clay	7	1	3	1	0	4	16
Knox	12	6	6	14	5	12	55
Laurel	2	6	3	1	6	5	23
Whitley	11	6	5	8	7	11	48
Totals	37	24	34	39	26	45	

From first appearances, one notices no trends, either decreasing or increasing, readily apparent. As a further analysis for possible trends in commitments to the Department of Child Welfare, the following table categorizes the number of commitments by sex.

TABLE 38--NUMBER OF COMMITMENTS TO CHILD WELFARE FROM CONTROL COUNTIES SAMPLE BY SEX

COUNTY	1961-62		1962-63		1963-64		1964-65		1965-66		1966-67		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Bell	3	2	5	0	14	3	14	1	6	2	10	3	63
Clay	5	2	1	0	3	0	1	0	0	0	4	0	16
Knox	8	4	5	1	5	1	11	3	4	1	8	4	55
Laurel	1	1	6	0	2	1	1	0	5	1	5	0	23
Whitley	11	0	6	0	3	2	5	3	7	0	10	1	48
Totals	28	9	23	1	27	7	32	7	22	4	37	8	



Again, no trends for Knox County or the control counties are readily apparent, either for the base period or for the CAP period for either the males or females.

From the results of these data it was apparent that a more sensitive scale was needed to determine whether any changes had occurred between the two periods of time. A scale used by Sutton and Russell<sup>5</sup> in their work, The Social Dimensions of Kentucky Counties, was used for each of the years involved in this study. An average figure was then computed for the two periods of time and the counties were ranked for each period to show the differing relationships.

The indices were derived by dividing the number included in the youth population from each county into the total number of admissions and commitments by county to the Department of Child Welfare for each year; then multiplying by 1,000. The resulting indices represent the number of persons per 1,000 youths who were adjudicated as delinquent and committed to the Department of Child Welfare.

TABLE 39--JUVENILE DELINQUENCY RATES FOR CONTROL COUNTIES AND RANKS OF COUNTIES, 1962-65 AVERAGE

County	Rates per 1,000 Youth	Rank
Laurel	.56	1
Clay	.64	2
Whitley	1.46	3
Bell	1.47	4
Knox	1.77	5

<sup>5</sup>Willis Sutton, Jr. and Jerry Russell, The Social Dimensions of Kentucky Counties, Kentucky Community Series Number 29, (College of Arts and Sciences, University of Kentucky, September, 1964), p. 161.



Knox County has the highest rate of juvenile crime with 1.77 commitments per 1,000 youths. A wide gap exists between Knox County and Laurel County, which has .56 commitments per 1,000 youths, based on the 1962-65 averages.

TABLE 40--JUVENILE DELINQUENCY RATES FOR CONTROL COUNTIES AND RANKS OF COUNTIES, 1966-67 AVERAGE

County	Rates per 1,000 Youth	Rank
Clay	.48	1
Laurel	1.09	2
Knox	1.76	3
Bell	1.78	4
Whitley	2.02	5

At first glance one would assume that something, possibly the CAP, had a significant impact on the delinquency rate in Knox County for the CAP-period. However, upon closer observation, one notes that the actual rate of delinquency has decreased only from 1.77 to 1.76 commitments per 1,000 youths. Therefore, in comparing the average rates, no change at all has occurred from the base to the CAP-period.

When one checks the rates for relative position among control counties, Knox County has moved considerably. Though one cannot contend with any degree of certainty that the Community Action Program has caused this change, it must remain as a possible cause.

Actually, the data concerning the delinquency rates is of such a gossamer nature that any computation from it would be suspect, especially as it relates to comparing counties.



The indices do not include all children adjudicated as delinquent, for many cases are probated without ever being committed to the Department of Child Welfare. The number of such probated cases cannot be determined from available records. Also, an infraction worthy of causing a child to be committed in one county may cause little reaction in an adjoining county.

TABLE 41--REFERRALS TO COURT AS DELINQUENT FROM CONTROL COUNTIES SAMPLE, 1967

County	Male	Female	Total
Laurel	21	0	21
Knox	28	11	39
Bell	33	6	39
Whitley	44	6	50
Clay	70	12	82

A much more meaningful picture concerning delinquency could have been presented had this type of information been available from the beginning of the base period. As it is, 1967 marked the beginning of court referral records, but the above table can serve to make the point that great differences occur among counties in the number of referrals actually committed. Refer to the two previous tables and note that Clay County ranked second, by a very small percentage, from the lowest delinquency rate for the base period and ranked lowest in delinquency for the CAP period. Yet, in 1967, Clay County had the largest number of court referrals by far. In fact it has more than twice as many referrals as three of the four counties to which it is compared.



This large gap which separates court referral and commitment to the Department of Child Welfare is not unique to certain counties in Kentucky. Kvaraceus and Miller state that:

Legal norm violators may or may not be listed in official juvenile court statistics, and, consequently, 'official juvenile delinquency statistics' have highly limited utility for many research purposes.<sup>6</sup>

Based on the available data, one can surmise with some degree of probability that the delinquency rate in Knox County has decreased considerably when compared to the control counties. However, this conclusion is drawn with reservation because of the nature of the data.

#### In/Out Migration

The study done by Stevic and Uhlig, discussed earlier, substantiated the claim that the vocational aspirations of the youth who have migrated from eastern Kentucky are higher than those for the youth who remain. The conclusion, however, is that those youth who remain in eastern Kentucky lack the opportunity rather than the intellect and/or skills necessary.

Perhaps if the economic base in eastern Kentucky were sufficient, the aspirational level of its youth would rise in accordance with the positions available. If, as concluded by Stevic and Uhlig, the ability is there, it would seem logical to assume that a greater and more sophisticated economic base would awaken the dormant aspirations of these youth. As conditions have been for some time in Knox County, the youth has been forced to choose between high aspirational levels and

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<sup>6</sup> Kvaraceus and Midler, op. cit., p. 119.



home and family. If he chose to leave home, he severed himself from the security, counsel and guidance of the home and impaired his chances of reaching his expectations.

One of the strategic purposes of the Community Action Program in Knox County has been to try to effect an economic base which would support the people of the county. One expected result of the program's efforts would be a decrease in the out-migration of families from the area.

Since the control counties are also decreasing in population for approximately the same economic reasons, a comparison of data much akin to comparisons made earlier will be computed. Because of the in/out-migration data readily available in the central office files of the control county school districts, those data were used. It was hypothesized that when the school-aged child left the district, it was because the family had moved.

The in/out-migration data for Knox County were compared with each control county. Each column treated the per cent of total out-migration for that particular county for a given period of time.

TABLE 42--OUT-MIGRATION FOR KNOX AND CONTROL COUNTIES FOR BASE- AND CAP-PERIODS

Time	COUNTIES				
	Bell	Clay	Knox	Laurel	Whitley
1962-65	1932	1027	591	611	661
	55%	50%	66%	56%	53%
1965-68	1598	1013	299	488	596
	45%	50%	34%	44%	47%
Totals	3530	2040	890	1099	1257



Of the total loss for each county for the six-year period, Knox County lost 66% of its total during the base period--before CAP. The 34% lost during the CAP-period represents a significant decrease in the out-migration for the county.

Laurel County comes closest to Knox County in the percentage of persons lost during the two periods. However, there is a 10% difference, which represents a large number of people.

A second measure, which considers the in-migration, is the loss factor for each county. This is computed by subtracting the in-migration from the out-migration in this case, and computing the percentages for the two periods.

TABLE 43--LOSS FOR KNOX AND CONTROL COUNTIES FOR BASE- AND CAP-PERIODS

Time	COUNTIES				
	Bell	Clay	Knox	Laurel	Whitley
1962-65	734	502	232	154	105
	61%	59%	75%	89%	41%
1965-68	470	344	79	20	153
	39%	41%	25%	11%	59%
Totals	1204	846	311	174	258

Only one county, Laurel, has a greater drop than Knox County for the loss factor during the CAP period. This phenomenon is explainable. Laurel County has a growing urban area which is receiving a great deal of in-migration. Since in-migration is a basic part of the loss computation, Laurel County's data show a smaller loss factor.

Of the other control counties, none have a growing urban area.



Note that Knox County has by far the smaller percentage of loss during the CAP period. Based on this data it would seem possible to conclude that the Community Action Program in Knox County has had a significant impact on the loss of population from that county.

#### Summary of Analysis of Control Counties Data

Four major variables were chosen for comparison between Knox and surrounding counties. It was hypothesized that, since the surrounding counties had federal programs, but did not have a community action program, they would act as a filter to screen out the effects of the Knox County Community Action Program.

From the data analyzed and compared, it would seem that the Community Action Program has had a significant impact on the variables tested. The failure rate in the elementary schools, where the tutoring program would have its impact, has decreased significantly. This is encouraging despite the fact that the dropout rate has not decreased; in fact, it has increased slightly. The rate of delinquency has decreased in relation to the control counties, and the flood of out-migration from Knox County has receded considerably. Though one can not say with any degree of certainty that the Community Action Program was the force which caused the changes, one can surmise with some probability that it played an influential role.



## CHAPTER 6

### SUMMARY AND CONCLUSIONS

#### Summary

The basic purpose of this paper was to test the impact of the Knox County Community Action Program on the youth of Knox County through the Youth Activities Program conducted in the community centers.

To measure this impact, in relation to center participation, answers to the following questions were sought:

- 1) Do the youth of Knox County now participate more in various areas?
- 2) To what extent, and in what direction, has there been change in levels of empathy, alienation, and vocational aspirations of the respondents?
- 3) Has there been a positive change in the youths' attitudes toward school and education?
- 4) Has a greater awareness of economic practices resulted?
- 5) What has happened to the attitudes of youth concerning leaving home for employment?
- 6) Has a greater understanding of health and sanitary practices resulted?
- 7) How do the youth involved in the tutoring program compare with a similar group of youth, who were not tutored, on the following variables:



- a) End-of-year grades?
  - b) School attendance?
  - c) Out-migration?
- 8) How does Knox County compare with the four counties which surround it on the following variables:

- a) School dropout rate?
- b) Juvenile delinquency rate?
- c) In/out migration?

To answer the first six of these questions, a "Time 1" questionnaire was administered to the sixth- and seventh-grade students in the public schools of Knox County in October, 1966. As a means for measuring change, a "Time 2" follow-up questionnaire was administered in the early Spring of 1968. This follow-up questionnaire was administered to the sixth-, seventh-, and eighth-grade students of the public schools of Knox County. The addition of the eighth-grade group to the sample allowed for chronological as well as cross-sectional data analysis, because groups, as individuals, could be compared for the amount of change over the allotted period of time as well as studied as grade groups, not individuals, for cross-sectional analysis.

To answer the seventh question, three devices were used: participation records were analyzed, a matched group study was devised and implemented, and an interview schedule was constructed and used to secure pertinent information about the program from the tutors.

The final question was answered by comparing Knox County with the four surrounding counties on the following variables:

- 1) Failure rate for each county
- 2) Dropout rate for each county
- 3) Delinquency records for each county



Three statistical treatments were used to analyze the data obtained by the various instruments:

- 1) T-test
- 2) Chi-square
- 3) Factor analysis

The t-test was used to show differences in means of group responses by grades and mean individual responses from "Time 1" to "Time 2." A "two-tailed" test of significance was used in order to ascertain whether the change in means was positive or negative from "Time 1," and to what level of probability the change occurred.

The chi-square test of independence was used to determine whether the change which occurred was really significant (had occurred according to a definite pattern) or whether it had occurred only by chance.

To determine which factors, or clusters or variables, caused changes to occur in response patterns, the factor analysis program was used. However, this statistical technique was used only for the questionnaire data, since it is more appropriate for use with a large number of variables and a large sample.

#### The First Six Questions Answered

The compilation of information from the three statistical treatments produced the following results:

- 1) Do the youth of Knox County participate more in various areas as a result of the Youth Activities Program?

The answer to this question was found to be "no." The total youth group did participate more, but not as a result of participation in



center activities. In fact, center activities attracted a very small portion of the youth group. Their increased activity was accounted for by more club or other organizational activities, probably in the school.

Maturation seemed to be the dominant force that changed the participation patterns for the group. Whereas, at the time of the administration of the initial questionnaire, the group was younger and limited their participatory activity to visits in the immediate neighborhood, the follow-up questionnaire found a different situation. The group, older now, had begun to move outside the immediate neighborhood for their participatory activity. Thus the pattern of participation might take the form of three stages. The first stage would be represented by those youths who were too young to venture beyond their immediate neighborhood environment. The second stage would be represented by those youths who had begun to enlarge their participation horizons by moving throughout an area somewhat larger than the neighborhood, the community. The third stage would be represented by those youths who had moved outside their community to participate in activities for groups from a large area. These latter activities could be found in the consolidated schools which cover a rather large area.

By applying these three stages to the group tested in Knox County, one could arrive at the following divisions:

- 1) Stage One - This stage consists of the younger members of the sixth-grade group who did not participate in any center activities. According to the results of the factor analysis program, this group knew two environments: home and school.
- 2) Stage Two - This stage consists of those youths who participated most in the Youth Activities Program. They were not quite old enough nor mature enough to move beyond the bounds of the community,



so they continued to participate at the community centers and within the community. This group might be labeled, according to the factor analysis results, as the more mature sixth-grade students and the more immature seventh-grade students.

- 3) Stage Three - This stage consists of those participating youths who had moved beyond the community "fence" to the consolidated school activities and of those non-participating youths which the factor analysis program showed to be isolated. In either case, they did not participate in center activities.

It would seem that what little participation occurred in the Youth Activities Program originated from those stage-two persons in the sixth and seventh grades.

- 2) To what extent, and in what direction, has there been change in the levels of empathy, alienation and vocational aspirations of the respondents from "Time 1" to "Time 2"?

On two of the three statistical tests, the empathy level rose. Only the chi-square treatment showed no significant change. It seems that as the youths matured and participated over a broader base, they were able to understand the roles of and empathize with a broader spectrum of positions.

Of importance to this study is the fact that the group's level of alienation increased also. Theoretically, when the empathy level rises, the alienation level falls, but that was not the case for this group. The possible reasons for this rise in the level of alienation are integrated with the group's vocational aspirations, expected schooling, and the employment possibilities in eastern Kentucky. The Youth Activities Program may have added to the alienation of these youths by informing them



of a better existence without providing a means for their attaining it. However, this researcher would give little credence to this idea for two major reasons. First, so little participation in the Youth Activities Program occurred, and two, the factor analysis program showed a strong relationship between alienation and age. One possible explanation for this was that as the youth grew older, many of his friends dropped out of school, did nothing for awhile, then migrated to an urban job. When the friend, or friends, visited in the neighborhood, the youth saw money and heard a very biased account of working and social conditions in the particular urban area to which the friend had migrated. Since the youth in question had no intentions or means for pursuing higher education, but could not remove himself from the school environment because of age or other requirements, higher levels of frustration and alienation resulted.

The above is only one possible explanation and may be far wide of the mark, but it would account for the factor analysis findings. It would be interesting to see the results of factor analysis for the same variables through the twelfth grade to see how alienation level and age correlated over a period of time.

Each of the three statistical techniques used showed a regressive tendency in the total group's vocational aspiration. This was true despite the fact that as a group and as sub-groups the respondents expected to receive increasingly better salaries. It is probably true that as the youth matures he becomes more aware of the reality of vocational choices and begins to shape his plans according to his environment, his family's expectations, and his mental and financial abilities. For any poverty area, there would be a tendency for the aspirational level to drop.



3) Has there been a positive change in the youths' attitudes toward school and education as a result of the program?

The answer to this question would have to be "no." Every group tested by each statistical technique showed a growing negative attitude toward school and education, with the exception of one group (sixth grade) which remained relatively stationary. The growing dissatisfaction, described earlier, and the high dropout rate attest to the dominant attitude of these youths toward school.

Had there been a positive change toward school and education, one could not really have attributed it to being a result of the program, since the participation in center activities was so slight.

4) Has a greater awareness of economic practices resulted from participation in the program?

Again, one can not say that either the Youth Activities Program or the Community Action Program caused the changes in this area. The changes showed a trend toward little knowledge of economic practices by the sixth-grade group and a very frivolous attitude toward spending habits. This frivolity of spending was replaced, in the seventh-grade group, by a more purposeful approach to purchasing and saving and a greater awareness of borrowing. However, the eighth-grade group moved away from the purposeful spending, depicted by the seventh-grade group, toward a more frivolous attitude toward spending. Since their economic knowledge corresponded roughly to that of the seventh-grade group, one must assume that other forces were at work, possibly the impact of peer group pressure to purchase "fads" such as a certain type of clothes, etc.

Though change had occurred in this area, one can not say that center participation caused it.



5) What has happened to the attitudes of youth concerning leaving home for employment?

The sixth-grade group had inclinations toward leaving home, but their attitudes began to change near the end of their sixth-grade school year. Almost imperceptibly at first, then gradually accelerating its pace, their attitude toward leaving home shifted toward the notion that if economic improvement were to be had, one would have to migrate from home. By the time the youths had reached the eighth grade, they exhibited strong dissatisfaction with conditions in the area, with school, and indicated that people were much better off after moving from Knox County. Again, the incomplete social and economic picture presented by friends and relatives who return to visit, coupled with the economic possibilities in eastern Kentucky, result in a one-sided choice to the beginning employee, even though he must leave home.

6) Has a greater understanding of health and sanitary practices resulted from participation in the program?

Though one can not prove that participation in the Youth Activities Program or Community Action Program caused the change, some change has occurred in this area. There were greater amounts of health knowledge manifested by all groups tested, but little change occurred in the practical application of health knowledge. There were significant differences in the amount of time elapsed since the groups had been treated by a doctor, but the change had not occurred for treatment by either a dentist or a nurse.

This researcher would hazard a guess that the significant difference in the recency of medical treatment was caused more by the time of interviewing than by the impact of a greater knowledge of health. The "Time 1" interview was conducted in October, 1966, which would have meant less



recent sickness because of the spring and summer months preceding the questionnaire. The "Time 2" questionnaire, administered in the early Spring of 1968 would garner more recent medical treatment responses because of the long harsh winter just completed and the accompanying necessity of medical attention for a number of respondents.

#### Summary of Tutoring Program

Based on the data collected, the general conclusion regarding the tutoring program would have to be that its effects were negligible. Participation records, incomplete as they were, showed a rapid growth as the program began and a decline, almost as rapid, when the novelty wore off. No positive results manifested themselves in the matched group study, and the general analysis of the program by the tutors showed a guarded optimism.

Some specific conclusions regarding the tutoring program follow:

- 1) There was not enough participation, quantitatively, in the program when measured against the number of students eligible for participation.
- 2) There was a lackluster attitude toward the program by school personnel, which hurt the program because of lack of referrals and a poor attitude toward both tutors and participating youth.
- 3) The Knox County teachers who were employed as tutors were not really screened and/or trained to provide any real assurance that they were qualified as tutors.
- 4) A much stronger in-service program should have been implemented and continued.
- 5) More complete records should have been kept in order to aid the evaluation of individuals and the total program, so future growth



might rise over the corrected mistakes of the present.

#### Summary of the Analysis of Control Counties Data

Four major variables were chosen for comparison between Knox and the surrounding control counties. It was hypothesized that, since the surrounding counties had federal programs, but did not have a community action program, they would act as a filter to screen out the effects of the Knox County Community Action Program.

From the data analyzed and compared it would seem that the Community Action Program had a significant impact on the variables tested. The failure rate in the elementary schools of Knox County decreased significantly. This is encouraging despite the fact that the dropout rate did not decrease. The rate of delinquency for Knox County decreased in relation to the control counties, and the flood of out-migration from Knox County receded considerably. Though one can not say with any degree of certainty that the Community Action Program was the force which caused the changes, one can surmise with some probability that it played an influential role.

#### Conclusions

The results of this evaluation offer implications for various areas of the Youth Activities Program, but the largest area of concern would have to be that of participation. All indications point to the fact that there was very little participation in the Youth Activities Program.

Though this researcher makes no claim to having the answers, some possible means for obtaining greater participation follow:



- 1) Provide transportation to and from the centers.
- 2) Plan center activities carefully and keep a regular schedule in order to eliminate any possible confusion as to when activities are to take place.
- 3) Plan activities for specific age groups. For example, the more mature sixth graders and more immature seventh graders seem to be the group that participates most in the present activities.
- 4) Hire highly trained professional personnel, who will exude a sincere and knowledgable attitude, to work with the youth group.
- 5) Establish a system for complete and adequate records for each participant for use in planning the future course of action for the Youth Activities Program.

These suggestions are only a few of the many things which might be implemented to aid in the battle against the poverty into which many Knox County youth are mired. The struggle must necessarily be a long one, and, in order to break the cycle of poverty, any effective program must have participation.

The present Youth Activities Program, a vital part of the Knox County Community Action Program, has had little impact on the youth it was intended to serve, primarily because so few of those youth elected to participate in the programs it offered.



## APPENDICES

### A. Youth Questionnaire

### B. Tutoring Program Data Forms

1. Letter to Tutor
2. Personal Data Sheet for Tutor
3. Form for Days Absent
4. Form for End-of-Year Grades
5. Mothers Questionnaire
6. Interview Guide

### C. Control Counties Data Forms

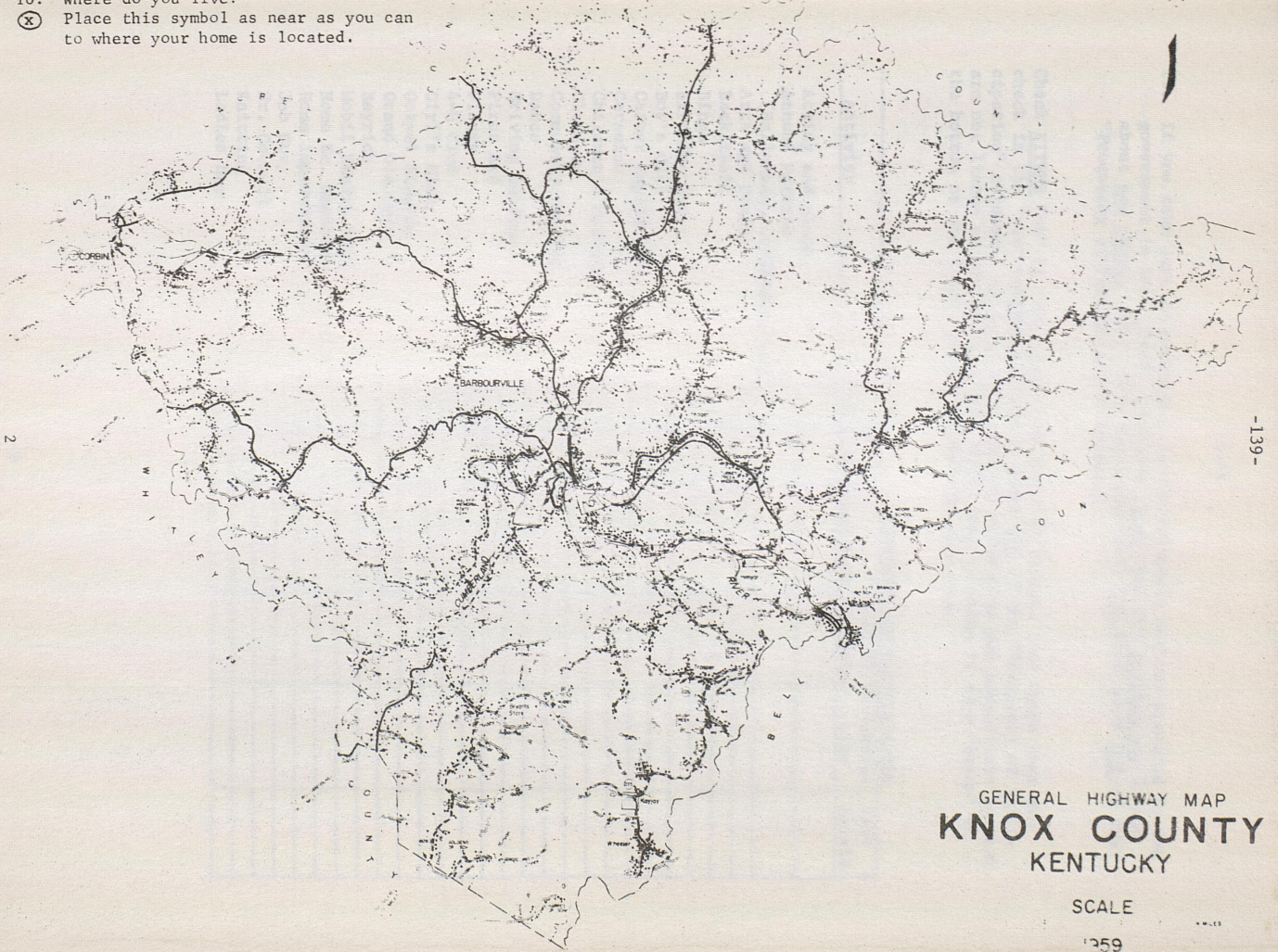
1. In/Out Migration Forms
2. Dropout Data Forms
3. Delinquency Records Form
4. Letter to Child Welfare Director
5. Letter to Pupil Personnel Director







10. Where do you live?  
Place this symbol as near as you can  
to where your home is located.



GENERAL HIGHWAY MAP  
**KNOX COUNTY**  
KENTUCKY

SCALE  
1:259



11. If you take part in activities in the community centers operated by the government in Knox County, indicate which ones you participate in and about how often. (For every block you check YES, also check ONE of the "Frequency of Participation" blocks.)

Check EITHER "no" or "yes" for every activity listed. For those that you check in the "yes" column, be sure to check ONE of the "Frequency of Participation" columns: also, if there are any activities you participate in that are not listed on the chart, please write them in where it says "other" at the bottom of the chart, and check them the same way.

Activity	FREQUENCY OF PARTICIPATION					
	No	Yes	Regularly	Most of the time	Occasion-ally	Very Little
Acting and plays						
Annual Parties						
(Halloween, Christmas, etc)						
Arts and Crafts						
Basketball						
Bingo						
Birthday Party						
Boy's Club						
Career Exploration						
Ceramics						
Children's Morning						
Clean-up						
Community Meeting						
Dance						
Driving Lessons						
First Aid						
Floats						
4-H Club						
Girl's Club						
Gospel Singing						
Grand Ole Opry						
Hayride						
Mobil Health Unit						
Home Ec. Meeting						
Home Improvement						
Job Corp						
Jr. Council						
Knitting						
Ladies Day						



Activity	FREQUENCY OF PARTICIPATION					
	No	Yes	Regularly	Most of the time	Occasion-ally	Very Little
Movies						
Picnic						
Pie Supper						
Ping Pong						
Pot Luck Supper						
Reading Club						
Recreation						
Rug Making						
Scout Meeting						
Sewing Class						
Softball						
Study						
Suppers						
Swimming						
Talent Show						
Teen Night						
"The Day"						
Tutoring						
Volleyball						
Youth and Age Council						
Youth Council						
Youth Night						
Other						
Other						
Other						
Other						
Other						
Other						



12. How long have you been coming to the community center?  
(check only one)

☐ Not at all  
☐ Less than 3 months  
☐ 3 months to 6 months  
☐ 6 months to 9 months  
☐ 9 months to a year  
☐ over a year

13. Do you visit with anyone in your neighborhood fairly often and regularly?

☐ No  
☐ Yes

14. If yes, about how many different persons do you usually visit?

☐ Number of persons

15. About how often do you have such visits? (check only one)

☐ Less than every two weeks  
☐ About once every two weeks  
☐ Once a week  
☐ Every two or three days  
☐ Every day

16. Is there any particular place around your community where you often get together with either boys or girls?

☐ No  
☐ Yes

17. Is there any particular place in Knox County outside your neighborhood where you often get together with either boys or girls?

☐ No  
☐ Yes

18. Do you belong to any youth organizations or clubs?

☐ No  
☐ Yes

If yes: Name them \_\_\_\_\_

19. Do you ever take part in any meetings where people ask your opinions?

☐ No  
☐ Yes



20. Where would you go if you wanted to find out what kinds of jobs you were best suited for?
- \_\_\_\_\_
- \_\_\_\_\_
21. If you had the opportunity to get some job training, what job would you like to train for?
- \_\_\_\_\_
22. Would you be willing to move from Knox County if you could get a good job in some other state?
- \_\_\_\_\_ No  
\_\_\_\_\_ Yes
23. If you needed to borrow \$100, where would you get it? \_\_\_\_\_
- \_\_\_\_\_
24. What rate of interest would you expect to pay? \_\_\_\_\_ %
25. Do you feel people should buy on credit?
- \_\_\_\_\_ No  
\_\_\_\_\_ Yes
26. Would you ever buy anything on installments?
- \_\_\_\_\_ No  
\_\_\_\_\_ Yes
27. Suppose you unexpectedly got a large sum of money---say \$2,000, what would you do with the money? \_\_\_\_\_
- \_\_\_\_\_
28. What are the biggest problems that people like yourself face in life? \_\_\_\_\_
- \_\_\_\_\_
29. What do you think people like you can do to help solve such problems?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



30. If you were the director of a government community center (CAP Center) for this neighborhood what would you do in order to make things better around here?

---

---

---

31. What would you try to get done if you were the county judge for Knox County?

---

32. If you were governor of Kentucky, what are the most important things you would like to do?

---

33. Suppose you were elected President of the United States, what are the most important things you would do first?

---

34. If for some reason you could not live in the United States, what other country would you choose to live in?

---

35. What two questions would you be most interested in asking about that country?

---

36. How much schooling do you think you should get? (check only one)

- ☐ Grade school  
☐ Some high school  
☐ High school graduate  
☐ Some college  
☐ College graduate  
☐ Technical or Special Education  
(nursing, electrician, etc.)



37. How much schooling do you expect to get? (check only one)

- ☐ Grade school
- ☐ Some high school
- ☐ High school graduate
- ☐ Some college
- ☐ College graduate
- ☐ Technical or Special Education  
(nursing, electrician, etc.)

38. Would you go to work now if you could get a good full-time job?

- ☐ No
- ☐ Yes

39. If yes, what would you expect to be paid?

\$ \_\_\_\_\_ per hour

40. What income would you expect when you are about 30 years old?

\$ \_\_\_\_\_ per hour

41. What vocation do you expect to follow?

\_\_\_\_\_

42. Do you think a child should be required to go to school even if he does not want to go?

- ☐ No
- ☐ Yes

43. At what age would you allow a child to quit school?

\_\_\_\_\_ years of age

44. What is your best friend doing now?

- ☐ doing nothing
- ☐ working
- ☐ going to school

45. If a member of your family were sick and you felt you needed some advice on whether or not to take him or her to a doctor, who would you ask? (Specify if a neighbor, a relative, etc.)

\_\_\_\_\_  
\_\_\_\_\_



46. Do you feel a family should carry health or hospitalization insurance?

\_\_\_\_\_ No  
\_\_\_\_\_ Yes

47. About how many months has it been since you have been treated by:

\_\_\_\_\_ months (a) dentist  
\_\_\_\_\_ months (b) doctor  
\_\_\_\_\_ months (c) public health nurse

48. In your opinion, how is a person most likely to catch typhoid?

\_\_\_\_\_  
\_\_\_\_\_

49. What do you think causes tuberculosis? \_\_\_\_\_

\_\_\_\_\_

50. What should people do to prevent parasites that attack the inside of the human body, such as pin worms, round worms, etc?

\_\_\_\_\_

NOW I AM GOING TO READ SOME STATEMENTS TO YOU. PUT A CHECK MARK UNDER ONLY THE ONE COLUMN TO THE RIGHT WHICH BEST EXPRESSES YOUR THOUGHT ON THE MATTER.

	Agree	No Opinion	Disagree
51. Sometimes I feel all alone in the world.	_____	_____	_____
52. Today's children face a wonderful future.	_____	_____	_____
53. Sometimes I have the feeling that other people are taking advantage of me.	_____	_____	_____
54. Real friends are as easy as ever to find.	_____	_____	_____
55. It is frightening to be responsible for the raising of a little child.	_____	_____	_____
56. Everybody can do at least a little something that will help prevent another world war.	_____	_____	_____



- |   | Agree | No Opinion | Disagree |
|---|-------|------------|----------|
| 57. Most people today seldom feel lonely.   | _____ | _____      | _____    |
| 58. The world in which we live is, in general, a friendly place.  | _____ | _____      | _____    |
| 59. There are so many things that have to be decided these days that sometimes I feel that I just can't take it any longer.   | _____ | _____      | _____    |
| 60. You can depend on most people these days.   | _____ | _____      | _____    |
| 61. There is little chance for a man to get a better job unless he gets lucky.  | _____ | _____      | _____    |
| 62. It is hard to find friends these days even if a person tries to be a friend.  | _____ | _____      | _____    |
| 63. We're told so much what to do these days that there's not much room for choice even in personal matters.  | _____ | _____      | _____    |
| 64. People really aren't very friendly.   | _____ | _____      | _____    |
| 65. The future looks dark and gloomy.   | _____ | _____      | _____    |
| 66. I don't get to visit friends as often as I'd really like.   | _____ | _____      | _____    |
| 67. Now, on the whole, do you think that people who have moved from Eastern Kentucky to Ohio, Indiana, and other places are better off or worse off than before they moved? |       |            |          |
| _____ Worse off after moving  |       |            |          |
| _____ No better off--no worse off   |       |            |          |
| _____ Better off after moving   |       |            |          |
| 68. Do you think: (check only one)  |       |            |          |
| _____ God is pleased when people are satisfied with what they have.   |       |            |          |
| _____ God is pleased when people try to get ahead.  |       |            |          |
| _____ God is not concerned with these kinds of things.  |       |            |          |
| _____ I am not sure what God wants.   |       |            |          |
| 69. How many brothers and sisters do you have who are <u>now</u> in school or college?  |       |            |          |
| _____ Number in high school   |       |            |          |
| _____ Number in college   |       |            |          |
| _____ Number too young to go to school  |       |            |          |



70. How many brothers and sisters do you have who have graduated from high school or college?

\_\_\_\_\_ Number graduated from high school

\_\_\_\_\_ Number graduated from college

71. List, in order of preference, the three subjects you like best in school.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

72. In general, how do you like school?

\_\_\_\_\_ very well

\_\_\_\_\_ well

\_\_\_\_\_ average

\_\_\_\_\_ not very well

\_\_\_\_\_ despise it



UNIVERSITY OF KENTUCKY  
LEXINGTON, KENTUCKY 40506

CENTER FOR DEVELOPMENTAL CHANGE  
O.E.O.-C.A.P. EVALUATION  
PROJECT / KNOX COUNTY

February 12, 1968

(Inside Address)

Dear Tutor:

As a part of the total evaluation of the Knox County Community Action Program, I have been assigned the task of measuring the impact of the tutoring program on the participating youth in Knox County.

In order to complete this assignment, I plan to secure pertinent information concerning students in the tutoring program; match the tutored group with a group outside the tutoring program, but within Knox County; and compare the two groups' progress on such variables as end-of-year grades, dropout data, and delinquency records.

You can help me substantially by writing, in the spaces provided, the names of the three youths who you consider have made the most substantial gains from your work with them in the tutoring program.

No mention will be made of any particular person. My only interest is in comparing the data as groups; not as individuals.

Please return the information in the enclosed self-addressed envelope.

Thank you,

*Morris K. Caudill*

Morris K. Caudill

Names:

Community Center:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Enclosure  
MKC:1md



APPENDIX B-2

To be filled in by those persons participating in the Knox County Community Action Program's tutoring program.

1. Name: \_\_\_\_\_
2. Age: \_\_\_\_\_  
(Years) (Months)
3. Birth Date: \_\_\_\_\_  
(Month) (Day) (Year)
4. Sex: \_\_\_\_\_ Male  
\_\_\_\_\_ Female
5. Grade you are now in: \_\_\_\_\_
6. School you now attend: \_\_\_\_\_
7. Grade you were in during school year 1964-65: \_\_\_\_\_
8. School you attended during school year 1964-65: \_\_\_\_\_  
\_\_\_\_\_
9. The name of your teacher for school year 1964-65: (If you had more than one teacher, leave blank.) \_\_\_\_\_
10. When did you begin participating in the CAP tutoring program?  
\_\_\_\_\_ (Fill in those dates you remember)  
(Month) (Day) (Year)
11. Father's or Guardian's name: \_\_\_\_\_
12. Post office: \_\_\_\_\_
13. Name of community where you live: \_\_\_\_\_



No. of Student

Name of Parents

1965-66    1966-67    1967-68

[illegible]



End-of-Year Grades, 1967-68

[illegible]



TO SELECTED MOTHERS OF PARTICIPANTS IN MATCHED GROUP STUDY IN  
KNOX COUNTY

(To be administered to fathers only when there is no mother in the household.) (Circle the latter representing each response.)

1. You are the: a) Mother b) Father c) Male Guardian d) Female Guardian of \_\_\_\_\_ (Name of child)  
who is in the \_\_\_\_\_ grade in \_\_\_\_\_? (school)
2. How much schooling do you think a son of yours ought to get? (If respondent doesn't have a son, then ask same question but substitute, "if you had a son.")  
\_\_\_\_\_ a) Years of elementary \_\_\_\_\_ c) Years of college  
\_\_\_\_\_ b) Years of high school \_\_\_\_\_ d) Total years
3. How much schooling do you think a daughter of yours ought to get? (If respondent doesn't have a daughter, ask the same question but substitute, "if you had a daughter.")  
\_\_\_\_\_ a) Years of elementary \_\_\_\_\_ c) Years of college or university  
\_\_\_\_\_ b) Years of high school \_\_\_\_\_ d) Total years  
Total years reported in (2d) and (3d): 

40	41
----	----
4. How far did you go in school?  
\_\_\_\_\_ a) None \_\_\_\_\_ e) 9 to 12 grades  
\_\_\_\_\_ b) Did not go to school but can read and write well \_\_\_\_\_ f) Some college or university  
\_\_\_\_\_ c) Less than 5 grades \_\_\_\_\_ g) College or university degree  
\_\_\_\_\_ d) 5 to 8 grades \_\_\_\_\_ h) Total years completed (Estimated. Credit 5 years for response.)
5. What is the last grade completed by your husband (or wife, in case there is no mother)?  
\_\_\_\_\_ a) Grade in elementary school \_\_\_\_\_ d) College or university degree  
\_\_\_\_\_ b) Grade in high school \_\_\_\_\_ e) Total years schooling  
\_\_\_\_\_ c) Year of college or university \_\_\_\_\_ f) Information not available  
Total years reported in (4h) and (5e): 

42	43
----	----
6. Do you take any newspaper, or does anyone read newspapers and tell you what they read?  
\_\_\_\_\_ A. Takes one or more. If so, what papers:  
(If no newspaper is taken, skip to part B of this question.)  
a) \_\_\_\_\_ c) \_\_\_\_\_  
b) \_\_\_\_\_ d) \_\_\_\_\_  
Credit 1 for each paper taken and total here: \_\_\_\_\_
- IF SO, do you read a newspaper or newspaper fairly regularly?  
a) No (1) b) Yes, one (4)  
b) Yes, more than one (5) Index of number read: \_\_\_\_\_  
d) If you do read one or more regularly, what parts do you usually read? (Do not accept "all parts." Ask what parts.)  
\_\_\_\_\_

Credit 1 for each part named and total here: \_\_\_\_\_



B. Doesn't take one, but:

a) Sees someone else's paper, the \_\_\_\_\_ (3)  
(Credit only if paper is named.) (name of paper)

b) Someone else reads one regularly and tells me about it.  
What paper? \_\_\_\_\_

What person? \_\_\_\_\_ (3)  
(neighbor, relative, member of family)

(Credit only if paper and person are named.)

c) Does not see or get regular reports on any paper. (1) 44 45  
Total newspaper score (sum of credits): 11

7. Employment of "breadwinner" of family or sources of family income:

\_\_\_\_\_  
(name of job or other income source)

a) Neither parent employed (1)

b) Husband employed in WET program (or such) (2)

c) Irregularly employed (to be judged) (3)

Regularly employed:

d) Unskilled labor (4)

f) Skilled (6)

e) Semi-skilled (5)

g) Professional (7)

Code of employment : 45

8. Roughly, what was your total family income last year:

a. \$ 0 - \$ 499

h. \$ 3,500 - \$ 3,499

b. 500 - 999

i. 4,000 - 4,499

c. 1,000 - 1,499

j. 4,500 - 4,999

d. 1,500 - 1,999

k. 5,000 - 5,499

e. 2,000 - 2,499

l. 5,500 - 5,999

f. 2,500 - 2,999

m. 6,000 - up

g. 3,000 - 3,999

Code of income : \_\_\_\_\_

9. How many are in your family?

\_\_\_\_\_ a) Father

\_\_\_\_\_ c) How many sons?

\_\_\_\_\_ b) Mother

\_\_\_\_\_ d) How many daughters?

\_\_\_\_\_ e) Others (who?): \_\_\_\_\_

Total in family: 47 48

10. Setting of home:

a) Non-urban (1)

Setting of home (non-urban 1, urban 2):

b) Urban (2)

49

\_\_\_\_\_  
Name of interviewer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of interviewee

\_\_\_\_\_  
Address of interviewee



APPENDIX B-6

Guide For Interview With Tutors

Name of tutor interviewed: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Length of interview: \_\_\_\_\_

1. In what center did you work as a tutor?

\_\_\_\_\_

2. Approximately how long did you work as a tutor?

\_\_\_\_\_

3. What were the purposes of the tutoring program as you understand them?

7. What process was used in hiring tutors?

4. Who made the decisions about how the purposes of the program were to be implemented?

8. What qualifications were needed in order to be hired as a tutor?



5. How was the program fitted to the child's needs?

6. Did you help the child in a particular problem such as how to do fractions or did you try to help him develop good study habits?

7. What process was used in hiring tutors?

8. What qualifications were needed in order to be hired as a tutor?



9. Was any special training given to tutors before program began?  
If yes, ask to describe.

10. If answer to number 8 was yes, did training continue throughout  
tutoring program? If yes, describe kind and extent.

11. How were children who were in the tutoring program chosen?

12. How much time per week did you spend tutoring?



13. Describe the tutoring process you used. Did you work with each child individually, for instance?

14. How did the summer programs differ from the "regular" tutoring program?

15. Did you keep any records of the program? If yes, what kinds?

16. What did you do with the records? (If they were submitted to someone, get the person's name and position.)



17. How often did you submit reports?

DISTRICT \_\_\_\_\_

GRADES 7-12

YEAR	TOTAL \$2's	TOTAL \$4's	TOTAL \$7's	GRAND TOTAL	TOTAL \$2's
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18. How did you check the progress you were making with individual children?

1962-63

1963-64

1964-65

1965-66

19. What are your views concerning the progress made by the tutoring program

1966-67

1967-68

\*The grand total figures represent the total allocation for the

20. Do you have any suggestions about how the tutoring program might have been carried out differently?

\*\*The total \$2's represent the total sub-allocation from the district

for a given school year.



APPENDIX C-1

DISTRICT \_\_\_\_\_

GRADES 7-12

YEAR	TOTAL E2's	TOTAL R4's	TOTAL R5's	GRAND TOTAL*	TOTAL W5's**
1961-62					
1962-63					
1963-64					
1964-65					
1965-66					
1966-67					
1967-68					

\*The grand total figures represent the total in-migration for the district for a given school year.

\*\*The total W5's represent the total out-migration from the district for a given school year.



APPENDIX C-2

District \_\_\_\_\_

Year \_\_\_\_\_

GRADE	TOTAL PROMOTED	TOTAL RETAINED	GRADE TOTAL
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10	_____	_____	_____
11	_____	_____	_____
12	_____	_____	_____

This information is most easily obtained from the back page of the Superintendent's Annual Statistical Report.



## DELINQUENCY RECORDS

CLERK'S OFFICE (CHECK ONE)

Circuit Court \_\_\_\_\_

County Court \_\_\_\_\_

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APPENDIX C-4

May 20, 1968

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Area Director for Child Welfare  
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Dear Sir:

In order to gain a clearer perspective concerning the impact of the Community Action Program in Knox County a group of surrounding counties have been chosen to act as a control group. Since the control counties have federal programs but do not have Community Action Programs, they will act as a filter to screen out the effects of federal aid from the impact of the Community Action Program in Knox County.

The area of the evaluation for which I am responsible is the Youth Development Section, where I am to report whatever changes have occurred in the youth group of Knox County.

One area which I plan to evaluate for possible change is delinquency. In order to do this I need to collect the number and type of delinquency cases recorded for each control county since 1961. One of the places which I need access to in order to do this is the child welfare office files of Bell, Clay, Laurel and Whitley counties. The following headings appear on the instrument to be used to collect the data:

1. Age
2. Sex
3. Type of offense charged
4. Date recorded

From the headings one can note that no mention is made of individuals. No names are needed. I plan to compare the number and type of cases recorded and note any trends established.

If I could meet with you at your convenience, explain my purpose more fully, answer any questions you might have regarding this assignment, and have you introduce me to the welfare offices of each county listed, I would



be most appreciative. If I might have an appointment, would you indicate the most convenient time for you and return this information in the enclosed self-addressed envelope.

July 13, 1968

Thank you,

Morris K. Caudill

Enclosure

MKC: lmd

In order to gain a clearer perspective concerning the impact of the Community Action Program in Knox County, a group of surrounding school districts have been chosen to act as a control group. Since the control school districts have federal programs but do not have Community Action Programs, they will act as a filter to screen out the effects of federal aid from the impact of the Community Action Program in Knox County.

The area of the evaluation for which I am responsible is the Youth Development Section, where I am to report whatever changes have occurred in the youth group of Knox County.

Two areas which I plan to evaluate for possible change are dropout rate and in/out migration records for each district. In order to compare the dropout rate I need to collect the total number of students promoted and retained by grades for your school district for the three school years 1965-66, 1966-67, and 1967-68. Proper treatment of the in/out migration data will require totals for the entry and withdrawal codes for students by year, beginning with school year 1961-62.

If you or your secretary cannot find time to record the totals on the form provided, please inform me of the earliest possible time I could drop by to collect the necessary data.

Thank you,

Morris K. Caudill

MKC:ps



APPENDIX C-5

June 13, 1968

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Director of Pupil Personnel  
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Dear Sir:

In order to gain a clearer perspective concerning the impact of the Community Action Program in Knox County, a group of surrounding school districts have been chosen to act as a control group. Since the control school districts have federal programs but do not have Community Action Programs, they will act as a filter to screen out the effects of federal aid from the impact of the Community Action Program in Knox County.

The area of the evaluation for which I am responsible is the Youth Development Section, where I am to report whatever changes have occurred in the youth group of Knox County.

Two areas which I plan to evaluate for possible change are dropout rate and in/out migration records for each district. In order to compute the dropout rate I need to collect the total number of students promoted and retained by grades for your school district for the three school years, 1965-66, 1966-67, and 1967-68. Proper treatment of the in/out migration data will require totals for the entry and withdrawal codes for students by year, beginning with school year 1961-62.

If you or your secretary cannot find time to record the totals on the form provided, please inform me of the earliest possible time I could drop by to collect the necessary data.

Thank you,

Morris K. Caudill

MKC:pa



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