

**IDENTIFICATION OF LOWER CLASS ALIENATED YOUTH  
AND SOURCES OF ALIENATION WITH SUGGESTIONS  
FOR REMEDIATION AND PREVENTION**

by 45

**MARY ANN SHEUE**

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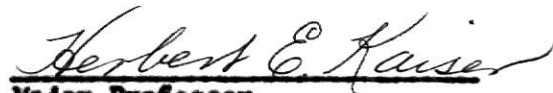
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## INTRODUCTION

Current educational, psychological and sociological literature emphasizes that education for all children and youth to be meaningful and fruitful must be planned to meet individual needs as never before. There is extensive criticism of school curricula, both elementary and secondary, charging the schools are geared for middle class children and ideals. The existing public schools appear to be successful or at least adequately satisfying for about eighty-one percent of those in school.<sup>1</sup>

However this report was an investigation about the fifteen percent of the adolescents who are considered alienated. The study was limited to the lower class alienated adolescent but alienation is not a phenomenon confined to the lower class. "Any child who lacks recognition at or in school, or who is emotionally insecure, can become alienated."<sup>2</sup> It was noted that most alienated youth were of the lower class in school.

Much can be done by the schools in altering their curricula and environment to meet the needs of such youth but the schools cannot and should not try to do it by themselves. Leadership by the schools is needed to get the entire community involved including interested individuals, industries, social and fraternal organizations, public welfare agencies, family guidance

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<sup>1</sup>Robert J. Havighurst and Lindley J. Stiles, "National Policy for Alienated Youth," Phi Delta Kappan, 42:283, April, 1961.

<sup>2</sup>Ibid., p. 284.

clinics, and employment services to mention only a few. Involvement by the entire community is needed to meet the varied needs of so many youth.

## THE PROBLEM AND DEFINITIONS OF TERMS USED

### Statement of the Problem

The first purpose of this study was to identify alienated youth. Investigating underlying sources of alienation was a second purpose. Reporting work that has been done among the alienated and is presently being carried on was a third purpose while the fourth one was to suggest ways of preventing alienation.

### Importance of the Study

The term alienated youth can be applied to many youth including the problem or delinquent youth, the undermotivated, the dropout, and the disadvantaged youth. Since fifteen percent of the nation's adolescents fall within the classification of alienated, the study will enrich the insight and understanding of any teacher, counselor or anyone associated with schools where the problems associated with alienation are quite evident. Personal involvement in a school situation where there were many lower class students, some who were decidedly alienated, crystallized the problem that faces schools and society alike. That the educational system must make many alterations soon was made very clear by authors of literature on the subject. The extensive literature as well as personal contact with alienated youth prompted this investigation.

### Definitions of Terms Used

Alienated youth. This is a general term for youth who do not feel a part of the school, are not involved in the school activities, nor are able

to identify with any aspect of the school. Their values and attitudes about education are far different from those of most school systems.

Undermotivated youth. These are individuals who do not have inner urges to develop their abilities, often abilities they are not aware they have. Undermotivated youth possibly become alienated when the undermotivation persists for a long time.

Juvenile delinquents. These are youth who fail to do what is required by law or duty. At least half of them are considered alienated and often are part of the trouble-making element in a school.

Dropouts. These are youth who have quit school before completing the prescribed course for graduation. Dropouts often feel pushed out by the school because there seems to be no place for them.

Disadvantaged youth. Also known as culturally deprived, these individuals have lived under unfavorable environmental conditions. They have been denied the opportunity to learn and grow in the accepted normal way. For example, speech and play experiences are limited in very young children where little or no guidance is present in the home. As the lack of opportunity continues, the condition worsens.

#### Procedures Followed

Most material used for this descriptive study was gathered from library research, using recent periodical material whenever possible to keep the study up-to-date concerning what is now known about alienated youth. A work-study experimental program in Kansas City, Missouri also served as a resource. Heavy reliance was placed on education books and periodicals as education seemed to be the discipline under which much investigation of

alienation in connection with schools had been conducted.

The overwhelming conclusion from the reading was that youth became alienated from the schools because schools did not meet their needs but tried, for the most part, to impose middle class standards and learning on all who attended public schools. Especially alienated youth held different values concerning education. Their values were formed by their social class which was predominantly the lower socio-economic level. To many of these people school was not worth the time.

The needs of youth required examination and this was done by using Maslow's theory of human motivation. Maslow identified needs that direct or motivate one's behavior. One need must be met adequately before the next one in line can be dealt with and satisfied.<sup>3</sup> Unsatisfied needs were concluded to be one source of alienation. Other sources of alienation were identified by Philip Jackson,<sup>4</sup> Marvin B. Scott,<sup>5</sup> and Robert J. Havighurst and Lindley J. Stiles.<sup>6</sup>

The area of self-concept was studied. There appeared to be strides toward developing positive self-concepts with alienated youth but there was little new information that would aid school personnel in school situations as they are today.

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<sup>3</sup>Herbert J. Klausmeier and William Goodwin, Learning and Human Abilities, pp. 425-428.

<sup>4</sup>Edward Landy and Arthur M. Kroll (ed.). Guidance in American Education II Current Issues and Suggested Action, pp. 146-148.

<sup>5</sup>Ibid., pp. 148-149.

<sup>6</sup>Havighurst, op. cit., pp. 284-286.

How the schools and society are presently responding to alienation was studied; the answer seemed to be to train youth for some kind of work and proper, healthy work attitudes. More schools were considering such programs as work-study to prepare youth for the world of work. Private industries in cooperation with the Federal government were setting up job training programs for the unemployed and unemployables including dropouts. On its own the Federal government had established several programs such as the Job Corps, designed particularly for the alienated.

Teachers' attitudes and the school curricula were two areas that needed improvement to alleviate further alienation. These two areas were studied and suggestions were made to promote improvement. In addition, improved achievement of disadvantaged youth when integrated with middle class students was studied and conclusions were drawn from this relationship.

## CHARACTERISTICS OF THE ALIENATED

### General Considerations

Many characteristics of alienated youth were pointed out but the characteristics had to be considered in light of the youth's entire life, not just his time in school where he appeared alienated. Furthermore, it was not assumed the alienated person is sick and society well. Actually the alienated are constant reminders that society in general and schools in particular are not meeting the various needs of youth.

When a student shows signs of alienation it is important to determine how many symptoms arise from his personal history and how many from his home and school conditions. Illogical reward systems and teachers' extreme authoritarianism often produce feelings of lack of personal power which eventually lead to apathy. It is important to determine whether the alienation is confined to certain situations or if it is a part of the youth's view of the entire world. The danger of partial alienation is that it tends to spill over from one area of behavior to another.<sup>7</sup> The implication is clear that the earlier alienation is detected, the better the chances are to check and finally eradicate it.

### Specific Characteristics

Indifference, which is often called playing it cool by adolescents,

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<sup>7</sup>Landy and Kroll, op. cit., pp. 146-147.

is the most important single indication of alienation.<sup>8</sup> The apathetic student who doesn't care about anything within the school is certainly not able to identify with the school offerings whether they are academic activities or otherwise.

Alienated youth lack self-confidence and often disguise their feelings of vulnerability with belligerent and aggressive behavior. Being antisocial is a way of counteracting anxiety created by identity diffusion.

Havighurst outlined a way of classifying youth based on their attitudes toward society and their roles as citizens and workers. Thirty-five percent were the ego involved entrepreneurs who were actively involved in society as leaders. Fifty percent comprised the maintainers of society who accepted the status quo and showed less drive for achievement and less participation in citizen duties. The last fifteen percent comprised the alienated who did not accept a commitment to work for social welfare. They did not accept the norms of the other eighty-five percent and were hostile or apathetic. Most of these alienated were lower class delinquents and marginals unable to secure a place in society. They were in danger of becoming a permanently dependent group as they were a result of neglect and deprivation, intellectual and emotional.<sup>9</sup>

Besides being unable to meet the standards set by society for behavior, learning, and performance on the job, most came from homes that were broken or inadequate emotionally and culturally. They were clearly labeled as misfits from the beginning of adolescence. Most fell in the 75-90 intelligence

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<sup>8</sup>Ibid., p. 146.

<sup>9</sup>Ibid., pp. 216-217.



quotient range. Most dropped from school by age sixteen. Often they were in poor health. The majority of juvenile delinquents were alienated and it was estimated thirty to forty percent of the youth in slums were alienated. Very often they were members of underprivileged racial or ethnic minorities. One positive characteristic of the alienated was that they wanted to grow up and achieve manhood. However, due to the frustration of this desire, they often sought illegitimate means to show they were men.<sup>10</sup>

One decisive characteristic of alienated youth was found to be under-motivation. These individuals showed no urge to desire to develop their abilities. Often they were ignorant of their potential abilities and underestimated themselves. Many lacked basic skills and were slow readers, uncertain about fundamental concepts such as in arithmetic, and short on concentration. Many had made no long-range goals, not even tentative ones and the result was a further reduction in motivation to develop their abilities. Many were influenced by their parents' and community's indifference. Last of all, many were not stimulated in their classes.<sup>11</sup>

The one pervading characteristic of the many descriptions of alienated youth was failure--failure in school, failure to be what the majority of society expected of them. Responsibility for their failure was usually placed on outside forces and not perceived as a personal responsibility. Research showed that those who failed tended to perceive success and failure as being distributed by outside forces. It was shown that this perception was

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<sup>10</sup>Havighurst and Stiles, op. cit., pp. 284-286.

<sup>11</sup>Robert F. DeHaan and Jack Kough, Identifying Students with Special Needs, pp. 75-76.

held more by lower class than middle class children. Also, people who exhibited psychological disabilities such as anxiety and/or were young or mentally immature also attributed failure and success to outside forces. Personal responsibility for oneself was not an attribute of most alienated youth. "An attitude of indifference might flow as naturally from the denial of personal responsibility as from the perception of injustice in the distribution of life's rewards."<sup>12</sup> The alienated perceived his condition as resulting from the action of others and did not feel pride in his achievement or shame in his failures.<sup>13</sup>

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<sup>12</sup>Landy and Kroll, op. cit., p. 146.

<sup>13</sup>Ibid., p. 144.

## SCHOOL ENVIRONMENT OF THE ALIENATED

### The Classroom

There are as many environmental situations for alienated youth in school as there are classrooms. Naturally each class session is a different environment but there is one general type of environment in which many alienated youth find themselves--the low ability group classroom. In an attempt to meet the needs of low ability students, usually those in the 75-90 intelligence quotient range, grouping and adjusting the material to their abilities was seen as a cure-all.

It is a personal belief based on experience and study that this grouping is a mistake. The following are characteristics found associated with many strict low ability groupings:

- 1) Keeping the students busy is a criterion for success for the teacher.<sup>14</sup>
- 2) Teachers exhibit low expectations of the students.
- 3) The teacher's goal is to survive the year.
- 4) The teachers feel out of the mainstream of the school since their students are atypical.
- 5) Parents of the low-ability group rarely work with the school.
- 6) Few of the students take part in school activities and functions.

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<sup>14</sup>Italics inserted.

- 7) Usually lower grade textbooks are used for resources.
- 8) Little if any staff help is available to organize workable and suitable learning materials.
- 9) Some teachers show fear of hostile students.
- 10) Often this type of class is considered by the students as a place where anything goes.
- 11) Often the students show little respect for their parents.

The result of all this is often a cynical teacher who sees the low ability student as lazy, hostile or overly apathetic, disinterested in learning, preoccupied with sex and sensationalism, and lacking in self-control.<sup>15</sup>

#### The School's Values

The values of the school's reward system compared to the values of the alienated are very different. The alienated hold fundamentally different views of either the value of the rewards given in school or the conditions under which they are distributed.

The two major reward systems in classrooms, intrinsic and extrinsic, were examined. The former arises naturally within an individual and the latter from evaluations by teachers, students, and outsiders. Whenever the intrinsic or extrinsic systems fail, more serious difficulties are indicated as being possible. These reward systems fail by being devaluated or misapplied, either in real or fancied ways. Often these two expressions of alienation are dependent on each other. As an example, devaluation which is often expressed as indifference is a reaction to perceiving school rewards

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<sup>15</sup>Richard J. Mueller and Allen H. Friedrichs, "Alienation in the Low Ability Classroom," Schools and Society, 95:254-255, April 15, 1967.

being dispensed unfairly or illogically. Students who feel treated unfairly and unable to do anything about it may develop distrust of classes and school personnel.<sup>16</sup>

Many students do not share the same values and attitudes about education as their teachers. Educators are achievement oriented for themselves and for their students. It is hard for teachers who view scholastic success as the goal of education to understand people who do not hold the same value. The teacher expects the student to be encouraged by high grades, deflated by low ones and to gain personal satisfaction from the growth of his own ability and thus enthusiastically undertake school tasks. Clearly anyone who does not meet such expectations and is repeatedly frustrated by his failures will see no reason for such expectations or for education in general.

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<sup>16</sup>Landy and Kroll, op. cit., p. 143.

## SOURCES OF ALIENATION

### Social Sources

Describing the alienated youth is not enough. The sources of their problems need to be identified. One study concerning adult alienation was used as a possible explanation for alienation of youth.

Scott identified four social sources of alienation for adults. In order of increasing seriousness they were facilities, roles, norms, and values.<sup>17</sup> First of all, being unable to control facilities produced a feeling of powerlessness, of being under someone's control as when automation was introduced. For a student, not being capable of handling the tools of learning produced the same feeling of powerlessness.

Secondly, the alienated adult no longer felt responsible for adhering to the set of expectations or roles society held for him. Students exhibited this as not meeting the expectations of the school in general.

Thirdly, the alienated adult refused to conform to rules and regulations by which goals were obtained. He may have shared the same values of most of society but could not or would not use the normal ways of reaching them. He changed his means to the end, resulting in distrust of the motives of others. Students may have been achievement oriented or had desires to learn certain things but saw the educational institutions as being senseless.

The fourth and most serious stage of alienation was rejecting or

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<sup>17</sup>Ibid., pp. 148-149.

failing to develop a commitment to one or more fundamental values of society. Ultimately any set of values was rejected. For a student, this was seen in rejecting value systems of adults. Also, the school's value system was rejected.

### Psychological Sources

That alienated youth are not motivated to get along in society as it expects them to is evident. Using Maslow's Theory of Needs--motives was one way of examining possible psychological sources of alienation. A summary of Maslow's theory is followed by personal reactions concerning the alienated.

"Unsatisfied human needs, with their resulting tension inside the organism, serve as motives to arouse and direct behavior toward goals which the individual perceives as satisfying the need and thereby reducing the tension."<sup>18</sup> If all humans had the same needs, how did satisfaction of the needs or satisfaction being thwarted affect human behavior? Maslow's theory of human motivation answered this question adequately.

He identified six needs and established his hierarchy for them in order of their importance to humans. The most important need was the physiological followed in order of importance by safety needs, love and belonging needs, esteem needs, self-actualizing needs and the desires to know and understand.

The physiological needs were those things such as food, oxygen, and rest that were necessary for maintenance of life. Safety needs were shown by children's preferences for routine, avoidance of perceived dangerous

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<sup>18</sup>Herbert J. Klausmeier and William Goodwin, Learning and Human Abilities, p. 425.

situations and withdrawal from strange situations. This need especially showed itself in times of emergency. The love need was a desire for affection from people and for a place in a group. Esteem needs necessitated receiving recognition as a worthwhile person if they were to be satisfied. Self-actualization was the need to become what one's potential allowed. The desire to know and understand was not as clear cut as the other needs because it was not observed as much in people of lower intelligence as in those of higher intelligence.

Normally the needs were satisfied in the order as listed. The physiological needs were satisfied before the next ones, the safety needs, became dominant. When one need dominated, the others were minimized or even forgotten until the "preponent"<sup>19</sup> one was satisfied. The active motivator in an individual was his unsatisfied need. It was this that directed his behavior.<sup>20</sup>

A youth whose physiological and safety needs were adequately satisfied had the need for love and affection as the preponent drive that guided his behavior. According to Maslow all other needs were less important and not felt until the love need was satisfied. A youth from a home where little if any love was shown him sought love until he found it. Satisfying the need was the drive that led him to find the love or group association that he needed. Perhaps his need for associations prompted him to do anything to be in a gang. The important fact was that the need to know and understand possibly never became the preponent need in the boy's life.

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<sup>19</sup> Maslow's term meaning most important.

<sup>20</sup> Ibid., pp. 425-428.



Once the youth had established he was loved or belonged to a group he next felt the need to be considered a worthwhile person. Reaching the point of satisfying esteem needs was not accomplished by the alienated. For many it appeared the love needs were not satisfied either. Accordingly it was concluded that these needs not being satisfied led to a permanent state of alienation from society. A personal and pessimistic conclusion was drawn that the state of alienation was hard to overcome due to the continued failure of the alienated to satisfy some preponent need. Failure, more specifically repeated failure, led to withdrawal.

Another psychological source of alienation is self-concept, what the youth thinks about himself. During adolescence there are several internal conflicts each youth must face including striving for independence, gaining self-definition, establishing values on moral questions and developing basic educational and vocational plans.

Complicating these conflicts is a state of ambivalence characterized by enthusiasm changing to hopelessness, desire for independence changing to an urge to be dependent, and compassion changing to deep anger. In addition boys are trying to assert their masculinity in ways approved by adults. "If the youngster has never developed a feeling of confidence and predicability about his world, has been denied the experiences of success, and has been exposed to pathological family interactions of varying degrees, the achievement of identity becomes virtually impossible."<sup>21</sup>

A youth reacts to what others think of him. If he is seen as a failure by others' standards, eventually he views himself as a failure also.

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<sup>21</sup>Landy and Kroll, op. cit., p. 200.

Making poor grades in school is an example of this type of failure that can produce feelings of being worthless in the school situation. The danger of the feeling of failure being transferred to another area in the process of alienation was pointed out earlier.

Negro children in ghetto areas have the unfortunate psychological effect of knowing regardless of what they personally achieve, Negroes are viewed as less able, less successful and less acceptable to the majority of society. It was suggested that motivation and self-image were stymied by being in ghetto areas.<sup>22</sup>

Self-concept. There is current research being conducted concerning the many facets of self-concept. It is very complicated to pinpoint self-concept as there is much that goes into what one thinks of himself. However, it is generally agreed that how a child views himself is his most important belief.<sup>23</sup> An alienated child who views himself as worthless due to his consistent failure in school needs sincere, empathetic help from all the school personnel.

In some tests given to the same group of children in the third, fifth, seventh, ninth, and eleventh grades to determine their self-perceptions, it was shown there was decrease in self-esteem with age.<sup>24</sup> It was concluded the

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<sup>22</sup>Talcott Parsons and Kenneth B. Clark, (ed.). The Negro American, p. 493.

<sup>23</sup>Thomas L. Millard,, "Dropouts and the School," Educational Leadership, 22:250, January, 1963.

<sup>24</sup>William C. Morse, "Self-Concept Data," The Bulletin of the National Association of Secondary School Principals, 48:25-26, September, 1964.

loss of self-esteem was quite possibly due to a communication of failure to the students but further research was needed to determine the cause.

Since a youth has been building his self-image his entire life it is difficult to change even at ages sixteen and seventeen.<sup>25</sup> With youth this age using the counseling facilities within the school is one source of help for the teachers and students. It is assumed that the counselor is seen by the teachers as a cooperative aid for interpreting their effects on students and how students feel about curricula.

With sixteen and seventeen year olds a collection of information about them to be reviewed and reacted to is one way of helping them get to know themselves better. They need to express their feelings in a permissive climate where they feel accepted and understood. After drawing verbal pictures about themselves it is possible for the counselor to help them examine new information about themselves, often test results, that will open avenues of self-expression and reactions from the alienated.<sup>26</sup>

Repeated visits to the counselor and the counselor visiting the alienated are necessary to maintain an open relationship where feelings are expressed freely. The reactions on the alienated might range from continued alienation requiring referral for psychological help to a spark of realistic hope that there is a place for him and a way to reach that place.

Group counseling situations with youth who have similar problems or feelings of alienation is another way of showing interest and of getting

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<sup>25</sup>Merle M. Ohlsen, "Increasing Youth's Self-Understanding," Educational Leadership, 22:240, January, 1965.

<sup>26</sup>Ibid.

ideas of how best to organize activities such as field trips for them. Offering the alienated some realistic information and opportunities, both school and non-school related, is one possible contribution of the counselor in developing a positive self-concept in the alienated. Informing them of and exploring government programs such as the Job Corps or Manpower Development could supply realistically hopeful opportunities. Not all alienated adolescents would be helped by trying to improve self-concept through additional information about themselves and opportunities but it is worth a try.

There are several suggestions for helping a student improve his self-concept. Respect for the pupils self-perception and an understanding of it are necessary before such activities as test interpretation are attempted. Letting the student react as he wants is very important. Being sensitive that he doesn't understand or accept the information will help clarify his feelings and allow his feelings to be expressed. Acquiring the information, digesting it and thinking about possibilities open to him could lead to a successful course of action based on the youth's careful decision.<sup>27</sup>

Improving the entire school environment has much to do with improving youths' self-concepts. This is found in another part of the report.

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<sup>27</sup>Ibid., p. 241.

## SOURCES OF HELP FOR THE ALIENATED

### School Work-Study Programs

The phenomenon of youth being alienated became much more evident, especially in schools, because there once was a place for a youth who could not perform his school role successfully. He could quit school and get a job because it was not necessary to have a high school diploma to hold the unskilled and semi-skilled jobs that were available. There was not nearly the same social stigma about quitting school then as there is presently. The labor laws were not as strict and boys worked at earlier ages. The fact there was a place for the dropouts and something for them to do made them feel worthwhile. One result of social and economic changes was the alienated youth without a place in society.

Helping the alienated adolescent is very necessary but not much was found in the literature other than general ideas such as meeting the students' needs and establishing meaningful curricula. The most frequently mentioned programs were the work-study or work-experience programs. There was much descriptive material on the subject but only one detailed experimental program available. Tentative results of this particular program in Kansas City, Missouri, were studied. The importance of the study is its very careful experimental analysis for the effectiveness of work-study in helping juvenile delinquents.

Erickson stated that "work mastery in any culture is the backbone of

identity formation."<sup>28</sup> A sense of occupational self and work success become important ingredients of the ego structure.<sup>29</sup> Providing some kind of work experience and skills seems the most popular reaction by the schools to help people whose needs are not met by the traditional curricula. The importance of work in the growing up process is not a new concept. Civilian Conservation Corps of 1930's and National Youth Administration plans recognized work and vocational education as ways of helping youth.

Unfortunately the early trade schools and vocational education programs were regarded as "class"<sup>30</sup> education and became a dumping ground for the non-academic pupil. The curricula became rigid and out of touch with the changing times, a warning for any existing vocational education curricula. The failure of these institutions was not felt as the failures of today's public schools are as youth who dropped out of school in the 1920's and 1930's were absorbed into the labor market. It is interesting to note the dropout rate was greater in the 1920's and 1930's than today.<sup>31</sup> This past way of living was seen as the way God had ordained things to be.

Today the high school diploma is required for many jobs. Many students stick with school for the diploma and for no other reason. The schools let them through, having nothing better to offer. The youth become victims of the schools and the schools in effect are victims of themselves to a great degree. Often those who stay in school only for the diploma are enrolled in the

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<sup>28</sup>Landy and Kroll, op. cit., p. 201.

<sup>29</sup>Ibid.

<sup>30</sup>Quotation marks added.

<sup>31</sup>Ibid., p. 250.

general course and would profit from work experience. Most of these youth want work when they graduate and see the diploma as the way to get a job. Some kind of work-study program would better meet their needs in the school situation.

Work-study programs alleviated several problems that often produce the internal conflict leading youth to alienation. One of the problems they had faced was the value system of low socio-economic groups. Both family and peers often placed relatively little value on schooling except practical courses that prepared people for jobs.<sup>32</sup> The attitude was it is unmanly to do well in academic work. Proving themselves men was very important to the boys and getting jobs was one way to do it. If the school prepared youth to be acceptable in the working world, it would meet one of youths' needs, the need to belong and associate. It would help many who otherwise would become or remain alienated.

A survey of failing teenagers indicated that they were concerned about their futures. They wondered if they would find a place in the world. They were aware people were judged by the jobs they held. It appeared work associations had great meaning for them.<sup>33</sup>

This information helped substantiate the idea that work-study programs can meet the needs of students who would be or are alienated. Although not all of them would be helped, there would be improvement.

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<sup>32</sup> Jack Kough and Robert F. DeHaan, Helping Students with Social  
Problems, p. 160.

<sup>33</sup> Evelyn Murray, "Work: A Neglected Resource for Students," The Personnel and Guidance Journal, 41:232, November, 1962.



The following are strengths found in work-study programs:

- 1) The curriculum can be individualized.
- 2) Work is introduced at a time when the school can give backing and guidance in work experience.
- 3) Chances to experience success are provided.
- 4) Chances to sample the rewards and problems of work are provided in real life situations.
- 5) Youth are equipped with basic work skills, with job wisdom and knowledge of art of working.<sup>34</sup>

Six types of work experience programs were described by Havighurst and Stiles.<sup>35</sup> Each school or community with its particular advantages and disadvantages need not be limited by these six by any means. Whatever program serves its youth best is the program a school should have. Experimentation must be carried on to find the best kind of work-study and periodic evaluation will keep the program up-to-date.

The first of the six general types of programs was in-school, non-remunerative general education work experience programs. The school provided certain jobs such as office or maintenance work. The second was out-of-school nonremunerative general education work experience. Local businesses or industries offered experience with no pay. These two programs gave no immediate tangible reward (money or school credit) for the work. As most of these youths are concerned about immediate rewards, it was observed these programs might be less motivating than some others.

The third programs were remunerative general education work-experience

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<sup>34</sup>Landy and Kroll, op. cit., p. 256.

<sup>35</sup>Havighurst and Stiles, op. cit., pp. 288-289.



programs at the junior high level for likely dropouts. The fourth program was similar except for those in high school to make school more attractive. Remunerative means getting school credit toward graduation and/or being paid a wage. These two programs offered immediate rewards and were seen as having more effect for the alienated.

The last two types were designed for students with good records which eliminated most if not all alienated youth as they have been defined. Work-study has more value to it than just for those who have trouble in school. But that is not within the scope of this paper.

In Kansas City, Missouri, a carefully planned five-year experimental work-study program was introduced in September, 1961, and will officially terminate August, 1969. In August, 1968, the actual instructional period of the work-study program will have terminated but data analysis and the final write-up will require a year. The Ford Foundation shared the cost with the Kansas City Board of Education and among many people who helped was Dr. Robert J. Havighurst, serving as consultant.

The program was to use one hundred seventh grade boys and another one hundred eighth grade boys as two control groups and an equal number of boys in the same grades as the experimental groups. When the boys had been screened eighty-seven of 115 who qualified were used for Group I with four sub-groups, each sub-group being from a different inner-city junior high school. Group II employed 103 boys out of 131 who qualified for five sub-groups. All the boys exhibited behavior of alienated youth. The main variable in the experiment was the work-study program. The boys in the control groups remained in the regular junior high school program. The progress of

the boys was compared periodically.<sup>36</sup>

It was in the process of obtaining parental consent for the boys to be enrolled in the experimental program that another control group emerged, boys who qualified for the program but whose parents would not give their consent. They were designated control non-consent sub-groups. For Group I twenty-four percent of the parents refused consent and fourteen percent of parents whose boys could have been included in Group II refused consent.<sup>37</sup>

There were three stages to be completed to receive a certificate. The first involved half-day classes and half-day group work assignments, most boys being thirteen to fifteen years old. The studies were designed to meet the boys' abilities and interests. The work was socially useful in and around the school. The second stage involved a half-day in school and a half-day working as part time paid employees in the community. At seventeen or eighteen they started the third stage of being full-time employees but still under the supervision of people in the program.<sup>38</sup>

The major comparisons to be made between the experimental and control groups were as follows:

- 1) Regularity of school attendance.
- 2) Conditions associated with school dropout such as their attitudes toward school at the time and relations with school personnel at the time.

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<sup>36</sup>Progress Report Number Four Work-Study Program, Public Schools, Kansas City, Missouri, pp. 4-5.

<sup>37</sup>Ibid., p. 5.

<sup>38</sup>Ibid., pp. 2-3.

- 3) Reading, arithmetic, and general knowledge, as measured by achievement test scores.
- 4) Personal adjustment as measured by objective and projective techniques.
- 5) Social adjustment, as measured by a sociometric instrument and by teacher ratings.
- 6) Attitudes toward school.
- 7) Self-concept and vocational aspiration.
- 8) Job adjustment and work competence at the end of the experiment.<sup>39</sup>

To qualify for the program boys had to have an intelligence quotient between 80 and 104. They showed aggressive maladjustment as determined by Who Are They Inventory which is a sociometric device and the Behavior Description Chart, a teacher rating form. Their grade point had to be below 2.9, they came from families not rated as cohesive by a family interviewer and their parents had to consent to participation. About half the boys were white and the others Negro in both control and experimental groups.<sup>40</sup>

Plainly the program was well planned and would at its conclusion offer reliable information about the effectiveness of this particular work-study program. Progress reports were kept and some information was available, the latest being Progress Report Number Four. The information that follows in the next few paragraphs was taken from the progress report.

For the first three years of the program more than ninety percent of

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<sup>39</sup>George W. Burchill, Work-Study Programs for Alienated Youth, pp. 139-140.

<sup>40</sup>Ibid., p. 137.

the experimental youth had some supervised group-work experience, with approximately fifty percent having two or more years in the group work projects. Concerning paid work-experience, seventy-nine percent of the first group and sixty-nine percent of the second group were placed in a total of 508 jobs. Eighty-five percent of the paid-job placements were terminated with twenty-six percent of the boys fired and twenty-five percent quitting. Nineteen percent of the terminations were due to seasonal jobs.<sup>41</sup>

Of all placements and terminations that were transacted, forty-one percent of the boys accounted for seventy percent of them. From Group I, which was a year ahead of Group II, fifty percent of the boys had more than ten months of paid work-experience, one-fifth had been employed one and one-half years or longer and one-tenth had been consistently employed from two to three and one-half years. In Group II, fifty percent of the boys had seven or more months of paid work-experience, with one-fifth of them having a year and one-third such experience.<sup>42</sup>

It had not been anticipated that that many control group youth would continue in school past the tenth grade. It was found however that fifty percent of control Group I and fifty-six percent of control Group II remained in school in May, 1966.<sup>43</sup> Rates of dropping out among the experimental groups were reduced somewhat over the control groups the first two years of the program but accelerated following the end of work-study school program, which was the end of the tenth grade. This was expected as the program called for

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<sup>41</sup>Progress Report Number Four, op. cit., p. 55.

<sup>42</sup>Ibid.

<sup>43</sup>Ibid., p. 16-17.

transition from school to full-time employment.<sup>44</sup> It was interesting to note that twenty-nine students of Group I and forty-two of Group II returned to the regular school program, and in each case seven of these students returned to work-study. Some of these were recommended for transfer by the teachers but a number left of their own desires, quite a few against the advice of their teachers. Some expressed the need to finish high school and get a regular diploma while others expressed dissatisfaction with various aspects of the Work-Study Program including the classmates, teachers, having to work everyday, no girls in the classes and a feeling of being looked down by others.<sup>45</sup>

Concerning delinquency, the experimental group showed an increase of delinquency over the control group. A study of this revealed there was a kind of "contagion effect"<sup>46</sup> within the experimental groups, specifically delinquent youth influencing youth who were non-delinquents at the beginning of the program.<sup>47</sup>

Adjustment sub-groups were identified. About twenty percent of the experimental youth particularly benefitted from the Work-Study Program and made adequate progress in their work-role development. About twenty-five percent appeared to be making progress but at a slower rate while another twenty percent seemed oriented toward school with work being secondary. The remaining thirty-five percent were apathetic and disinterested in school or

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<sup>44</sup>Ibid., p. 16-17.

<sup>45</sup>Ibid., pp. 12-13.

<sup>46</sup>Ibid., p. 56.

<sup>47</sup>Ibid.

work and were seriously maladjusted with one or more periods in institutions for delinquents.<sup>48</sup>

Almost seventy percent of the experimental boys did make one or more attempts to continue in school in regular programs following the tenth grade of the Work-Study Program. The transition was very hard for most of them complicated by administrative problems concerning grade placement and the amount of credit given for Work-Study. Many quickly became discouraged and dropped out. However, twenty-five percent of Group I and forty-two percent of Group II were in regular programs as of May, 1966, in which several of the students showed considerable progress.<sup>49</sup>

Control youth appeared to be having difficulty even though many more of them remained in school longer than predicted. Forty-eight percent of them were rated among the poorest adjusted boys in the school by teachers who had no idea they were members of the control group. Comparing these control boys with the control non-consent group, the evidence suggested boys whose parents refused to allow them to participate showed much better adaptation to school than the larger control group and particularly the experimental group. They also exhibited less childhood delinquency than the experimental groups.<sup>50</sup>

The final analysis was to use two kinds of data. The first was concerned with describing behavioral outcomes relevant to the purpose of the experiment by collecting information from schools, police, juvenile court files, and record of employment. The second was data which permit description

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<sup>48</sup>Ibid.

<sup>49</sup>Ibid., p. 57.

<sup>50</sup>Ibid., pp. 57-58.

and some assessment of the conditions, circumstances, attitudes and values associated with these behavioral adjustments and outcomes collected from the boys and their parents through interviews and various measures of self-concept, written compositions and opinion questionnaires. The data had been collected and were being analyzed at the time of this report.<sup>51</sup>

The follow-up study that will compare the experimental and control groups as young adults will provide valuable information about the effectiveness of work-study. From its inception until the final follow-up will be made, the entire study will have taken at least eight years. It is hoped the results will carefully be studied as well as the structure of the program to accept or reject the work-study idea in other areas where many alienated youth are found. It is the performance of these boys as adults that will prove or disprove work-study as being necessary in the school curriculum. From information now available sixty-five percent benefitted from the program by doing acceptable work when placed on jobs or attempting to finish high school.<sup>52</sup> Comparing this to forty-eight percent of the controls who were identified as the poorest adjusted in school, it was concluded that as of now the program was more effective for the alienated than the regular school experiences.

Careful evaluation of such things as the curriculum, teachers, and community resources should guide different school districts in establishing programs to fit their situations.

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<sup>51</sup>Ibid., p. 58.

<sup>52</sup>Derived from previous figures given in report concerning employment and return to regular school program.



### Government Programs

One government response to the alienated was the Economic Opportunity Act of 1964 which among other things provided for the Job Corps. After a shaky beginning the Job Corps contributed valuable help for quite a few alienated. It sought to compensate youngsters deprived socially, economically and educationally by teaching basic reading and math, offering guidance services, medical and dental care and providing vocational and employment skills. The importance of respect and responsibility was stressed.

The total program involved a unique partnership of Federal, state and local governments, of private enterprise, trade unions, universities, social agencies and community groups. Those who qualified were between fourteen and twenty-one years old (earlier the minimum age was sixteen), out of school, unable to find work and in need of a new environment. The first three years the program showed that sixty percent were from broken homes and sixty-three percent from homes where the head of the household did not work. Sixty percent had lived in sub-standard housing, sixty-four percent were asked to leave school and eighty percent had received no doctor or dental care in ten years. Almost all showed acute resistance toward school.

Results showed for every ten months in the Job Corps the average youngster gained one and one-half grade levels in reading and two levels in math. Of 165,000 adolescents who started the program 124,000 completed the program and seventy percent of them were constructively making use of their training. Sixty-nine thousand were working at an average \$1.70 hour, 10,600 went back to school or even on to college, and 8,800 were in the armed forces. Success based on skills and being able to hold a job helped many youth find a place in society they might never have found otherwise. Programs such as the



Job Corps offer are sources of help for youth from rural areas whose schools have few students and cannot afford special work-study programs. Also the Job Corps had centers for girls. Several times it was noticed that programs for girls were scarce and the Job Corps helped make up for this.<sup>53</sup>

The Manpower Program made possible by the Manpower Development and Training Act was developed to help those people who had no skill or training for the jobs that are available today. Title II provided for training and skill development programs and authorized a program of training workers for job opportunities that were found through research and labor market surveys. Through the State Employment Security System, a program of testing, counseling, and selecting workers for training was established. It provided help for the unemployed, those working below their capacities and much less than full time, those whose skills were obsolete and those aged sixteen to twenty-two in need of schooling or training. Most training was in schools or on-the-job facilities. One outstanding difference between Manpower and Job Corps was the total living experience gained from the Job Corps. Manpower was definitely for job training and offered help for many people, not just adolescents.

### Business and Industry

In 1967 the entire civilian labor force unemployment rate for Caucasians was nearly three percent and for non-whites over six percent. Non-white dropouts and graduates had the highest unemployment rates, in fact twice that of whites. White high school graduates of 1967 had an unemployment

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<sup>53</sup> All information about the Job Corps was from general knowledge or the brochure, Job Corps the First Three Years, Office of Economic Opportunity, GPO 1968, O-298-116.

rate of six percent and white dropouts had the rate of nine percent. Non-white graduates unemployment rate was twelve percent while the non-white dropout unemployment rate was almost fourteen percent. Obviously, compared to the entire labor force figures, young people who dropped out of school or had just graduated had a much higher unemployment rate, especially for non-whites.<sup>54</sup>

To alleviate some of this youthful unemployment, some industries and large businesses took on the responsibility of training and educating many of those who would not be hired otherwise, many of whom were alienated. One impetus to this movement was a tight labor market resulting in the unemployables being needed. Job requirements were lowered such as not requiring high school diplomas. They were taught to fill out job applications and the proper manners when making job applications. They were tested for basic aptitude, given instruction in basics and then tested again. Volunteer home contacts kept the employees in touch with work and helped them adjust to and stay on the job.

It was found entire companies needed education and orientation for the program to help create an accepting environment for the trainees. Also working through anti-poverty groups and community centers helped reach the unemployed as they were willing to listen to people from their own area.<sup>55</sup>

Henry Ford II was called upon by President Johnson to organize the National Alliance of Businessmen. In fifty major cities businessmen were asked to change their hiring policies from hiring the most qualified to seeing

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<sup>54</sup>Elizabeth Waldman, "Employment of High School Graduates and Dropouts in 1966," Monthly Labor Review, 90:15-16, July, 1967.

<sup>55</sup>Ibid.

that everybody had the opportunity to be qualified. On the job training was seen as part of equalizing the opportunities. Leo Beebe was appointed director of NAB and asked a commitment of 100,000 jobs for 1968 with a goal of 500,000 by 1971. The first year quota was exceeded by 30,000 with many pledges from auto, aircraft, packing, and service industries which sounds promising. However, lack of commitment for actual training programs with Federal funds allowing \$3,500.00 a man makes the situation seem less hopeful since many of the unemployed including high school graduates and dropouts need training. Sincerity of the job pledges will soon be tested.<sup>56</sup> The possibility of helping thousands of unemployed is one source of improving the plight of many alienated people, youth included.

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<sup>56</sup>"Target: Negro Jobs," Newsweek, 72:22-24, July 1, 1968.

## SUGGESTIONS FOR PREVENTION OF ALIENATION

### Teacher Attitudes

Work-study or holding a job seem the most acceptable ways of helping the alienated but prevention of alienation is the ideal goal although definitely the hardest to achieve.

Teach the individual student, a familiar but hard to attain purpose of education is the recurring answer. A teacher's attitude toward students is the key to individualizing teaching and preventing alienation.

It was found that teachers' attitudes are critical and of utmost importance in working with youth, especially those who are or show a tendency to be alienated. Lessening class loads, devising new curricula, providing better facilities and compensatory education helped make up for the disadvantages of these youth but the most important element in the school was the teacher and his attitudes. Obviously a greater sense of worth and purpose must be aroused and discovered in disadvantaged youth and the attitudes of their teachers have a bearing on whether this is accomplished.<sup>57</sup>

Special educational programs were secondary although they were important also. The curriculum must meet the needs of the individuals and it is the combination of adequately trained, suitably tempered and intensely dedicated teachers using flexible, and meaningful curricula, that will help remedy and prevent at least some of the alienation found in schools.

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<sup>57</sup> Claude E. Lammers, "Automation, Dropouts and Educational Dogma," The Bulletin of the National Association of Secondary School Principals, 51: 35-36, December, 1967.

The attitudes of teachers being the most important element in working with alienated youth, there was, at first though, a simple solution. Find the right attitudes or change the existing attitudes and most of the battle would be won. However, as whenever dealing with human beings, there was no simple solution. Research concerning the necessary attitudes was missing as well as ways of detecting the individuals who had the desired attitudes. Descriptive studies served as a start but controlled scientific research was needed for substantiation of observations. For lasting results and increased insight, the proposed research would help, especially for improving teacher education courses.

Teacher education programs were criticized for not preparing teachers to work with low ability, disadvantaged youth. Methods for determining the proper attitudes needed by teachers are needed.

Those who have worked successfully with such youth showed real willingness to work with slow students and were dedicated. They showed an understanding for group dynamics as a teaching method. They were guidance minded, strict disciplinarians, and firmly believed in the value of education for all youth. It was proposed these teachers could serve as a most valuable source for helping train new teachers and for analyzing what they do in their classes, discovering why certain teaching techniques work and others don't.<sup>58</sup>

For this to happen the public schools and colleges were called upon to work together and cooperate to establish some starting point in theory. It was proposed that practicing classroom teachers be employed by colleges and paid as consultants for half-time or full-time work with a college program.

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<sup>58</sup> Allan C. Ornstein, "Theory as a Basic Guide for Teaching the Disadvantaged," The Clearing House, 42:437, March, 1968.

The main function of teachers was to serve as resources for the college. The schools and colleges were to cooperate in selecting successful teachers who would develop methods, materials, and programs. Again, the successes and failures of practicing teachers were to be the most appropriate source. Examining failures as well as successes was to shed some light on the work.

Theory having been established and taught to student teachers, the next step was trying out the program. Ideally this would be done experimentally with a control group of children being taught the traditional way compared to the group under the new theory. Summer sessions were to be used first of all to test the effectiveness of the theory. Student teachers were to work with the master teachers for experience after learning the theory.<sup>59</sup>

Cooperation such as this between schools and colleges would necessarily need to be kept up. Evaluation would be essential and making adjustments a necessary part of the program. Once a theory seemed to be working it still would need evaluation for in a short time the situation could have changed. Revising or changing the program as needed would keep it up to date. All along, the schools and colleges would be cooperating in the evaluation, determining if college really were preparing teachers for the disadvantaged and if the schools were putting to use what the college had devised to help them.

One specific teacher education program under research in California was based on the premise of getting to know disadvantaged youth through "extensive personal, firsthand experience and rigorous conceptual analysis, the patterns of life, the value systems, and the motivational outlooks of

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<sup>59</sup>Ibid., pp. 434-436.

these children as they live in their own daily environment.<sup>60</sup> Results were not available as this was devised as a two year study. However many of the ideas were thought-provoking and seemed logical.

Operation Fair Chance was conducted from two California college centers in Hayward and Fresno. Instead of the conventional courses in teacher education the following teacher education program was devised:

- 1) Student teacher involvement in community poverty areas and schools.
- 2) Intensive conceptual analysis and planning through problem centered seminars.<sup>61</sup>

The nine month program began with an orientation period of about two weeks to measure the candidates' outlooks, attitudes, and concerns. The candidates were thoroughly familiarized with the objectives of the program and the desired qualities and competencies of teachers for such a program. Field trips were taken to the areas where the candidates would work.

Next a community study was made to ascertain the activities, attitudes, and health conditions that existed. Related to this was six weeks' work in the Job Corps to become acquainted with the attitudes of Job Corps members toward school. Involvement in school and community meetings, conferring with parents and developing curriculum were part of the program. Last in the program came supervised student teaching in a variety of situations while continuing involvement in curriculum development and community activities.

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<sup>60</sup>Edward G. Olsen, "Teacher Education for the Deprived: A New Pattern," Schools and Society, 95:232, April 1, 1967.

<sup>61</sup>Ibid., p. 233.



Finally the students met for a week of evaluation to share ideas and make suggestions for improvements. Data collected included various test scores and other measureable information and was evaluated at the end of the session by the University of California at Berkeley. A second session was to be conducted which was to be evaluated for any improvements over the first group. This would have ended in June, 1968. The results when released were hoped to be valuable in setting up teacher education programs or at least other experimental programs.<sup>62</sup>

The idea of actually training teachers in the disadvantaged areas was not new but approaching the task experimentally seemed to be, with many more opportunities available for experimentation.

In addition, Havighurst suggested inservice training for teachers already in the schools. This suggestion arose when a study showed teachers over-estimated the number of problems children have in the home and underestimated the number they have in school.<sup>63</sup> The inservice work would need to be done on a voluntary basis in the beginning or perhaps on a pay-basis to make it work sessions and not gripe sessions. It is in this area that co-operation with colleges could be very beneficial, just as student teaching programs could be. Many teachers need it and want it if it can be led by competent people who know what they are talking about or are willing to help with local experimentation. One thing is certain, the disadvantaged are

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<sup>62</sup>Ibid., pp. 233-234.

<sup>63</sup>Douglas P. Howard, "The Needs and Problems of Socially Disadvantaged Children as Perceived by Students and Teachers," Exceptional Children, 34:334, January, 1968.



dependent upon quality instruction and are certain to fail with poor teaching.<sup>64</sup>

### Curriculum Improvement

Curriculum development and improvement to be successful involves teachers, administrators, and consultants cooperatively seeking to meet the needs to be changed within a school as the times change and the talents and abilities of the students vary. Curriculum content being a local concern, making specific suggestions was considered ridiculous. However some general suggestions for curriculum improvement emerged.

First, remedial services such as in reading as early as possible. In connection with this would be the employment of speech and hearing specialists and others as needed.

Second, the learning experiences in the early grades should help children attain physical and emotional maturity so that areas such as reading could be seen as important and necessary. This seemed to comply with Maslow's theory of satisfying needs.

Third, experiences should be provided that will be perceived by the students as challenging but providing a reasonable amount of success at the same time. A genuine respect for the capabilities of students motivates them more easily as they sense a chance for success.

Fourth, a strong program of vocational education is seen as eliciting job skills which are easily valued by students and can be incorporated into the curriculum.

The suggestion of a strong vocational program in the curriculum means

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<sup>64</sup>Ornstein, op. cit., p. 438.

beginning in kindergarten and continuing through high school. It was shown in one study that definite vocational likes and dislikes existed in ten year olds. However they held broad attitudes about work and could be greatly influenced.<sup>65</sup> Since ten year old children show definite organization of vocational likes and dislikes, it was observed that career guidance in the curriculum was as necessary all through the school experience as any other element.

A series of vocationally relevant experiences which have meaning for the career development of adolescents is needed all through the elementary and secondary schools. Providing experiences that suit each age or interest level were perceived as the most difficult part of the program. Experiences definitely needed to go beyond the school boundaries, necessitating a flexible school organization. It was suggested providing decision making experiences connected with career development as being very beneficial to students.<sup>66</sup> Again it was observed research was tremendously needed in the area of career development concerning the step-by-step or grade-by-grade program to develop meaning and continuity in the curriculum for all students, not just the alienated.

#### Improving the Social Environment

A third suggested way of preventing alienation was prompted by the Coleman report about educational opportunities. "The most significant

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<sup>65</sup> L. E. Tyler, "The Development of Vocational Interests: The Organization of Likes and Dislikes in Ten Year Old Children," Journal of Genetic Psychology, 86:44, 1955.

<sup>66</sup> Lorraine S. Hansen, "Theory Into Practice: A Practitioner Looks at Career Guidance in the School Curriculum," Vocational Guidance Quarterly, 16:99-100, December, 1967.

determinant of educational success (as measured by standardized tests of mathematical and verbal performance) is the social and economic background of the individual student. . . . that the social and economic composition of fellow students, not materials or libraries, is the most important in-school resource."<sup>67</sup> Furthermore, the disadvantaged benefitted from the situation and the advantaged were not harmed.<sup>68</sup> This finding is very controversial because busing of students from one area to another is necessary to place advantaged with disadvantaged.

More research is needed concerning this issue since it is controversial but if it becomes definite that this type of integration does help young children who might otherwise become alienated, it is the school's responsibility to provide the experience.

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<sup>67</sup> Peter Schrag, "Why Our Schools Have Failed," Commentary, 45:32, March, 1968.

<sup>68</sup> Ibid.

## SUMMARY

Alienation is a rejection of the existing, dominant, unbearable society. Vice versa, those who are alienated have been rejected by the dominant society for not meeting the established standards. Clearly, if the plight of alienated youth is to be improved and ideally cured, the attitudes and reactions of the middle class toward these predominantly lower class alienated youth will have to change.

Alienated youth do not feel a part of the educational system and have no alternatives to it for the long run. The high school diploma has become a requirement for many jobs that a youth might be qualified for in other respects. To a certain degree, that alienated youth often drop school is an indictment against the schools. The schools exist to serve all youth and yet fifteen percent see school as worthless.

Alienation is not confined to the school situation but it becomes very evident in the schools. The behavior of alienated youth may be withdrawn or aggressive. If the schools and teachers offer meaningless experiences to the alienated, because their standards differ so greatly from the middle-class standards, the school cannot reduce the proportion of alienated youth. In fact, such schools contribute to alienation.

Grouping low ability students, who tend to be alienated from the rest of the school, has not been very successful because the classroom environments were not favorable for helping the youth. Teachers are not trained to work with many of these students who are or tend to be alienated. The situation in a low ability classroom only seems to perpetuate the situation.

Sources of help for the alienated come from many places. The school is in a position for leadership in this area if it can become flexible enough to allow change and alter some of its values so that not all students will be expected to perform identical tasks.

Work-study programs are one way to break away from the traditional school curricula. Work and work associations are important to youth and can be used to help many students, not only the alienated. Government programs such as the Job Corps provide opportunities for learning skills and attitudes to those youth who have no other source of help. Business and industry are taking responsibility for training individuals the needed skills and attitudes that will help them get jobs and keep them.

Helping those who are already alienated is very important but preventing alienation is more important. Among other factors, repeated failures in school lead to alienation. Providing experiences that will give youth genuine success is one way of alleviating repeated failure and preventing alienation. As long as there is a place for a youth in the school situation and he is respected for the person he is, alienation from the school is not very probable.

Ultimately it takes the cooperation of many segments in the community to fully meet the needs of all youth. Schools can do much when other sources of help are available. Expecting schools to help all youth without aid from other social institutions is not realistic.

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## D. UNPUBLISHED MATERIAL

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**IDENTIFICATION OF LOWER CLASS ALIENATED YOUTH  
AND SOURCES OF ALIENATION WITH SUGGESTIONS  
FOR REMEDIATION AND PREVENTION**

by

**MARY ANN SHEUE**

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three years.

Work-study programs offered by schools are still another approach to help the alienated. There are several types of programs but an experimental one in Kansas City, Missouri, tentatively shows hopeful results for about sixty-five percent of the youth.

Helping the alienated is necessary but preventing alienation is essential. It was found that teachers' attitudes have more influence on students than the curriculum offerings of the school. Identifying the proper attitudes for all teachers, especially those who teach in slum areas where there is a high percentage of alienated youth, requires careful research. Designing new teacher education programs that utilize slum areas as training grounds would be more realistic.

Curriculum improvement to meet the needs and interests of students is needed. Frequent evaluation should keep the curriculum up-to-date. As long as neighborhood schools exist, offering curricula that meet the needs of a particular area is a step in the right direction for individualizing education.

Another suggestion for prevention of alienation is arranging the students in classrooms so that not all are of low or high socio-economic backgrounds. This is a touchy, controversial subject that needs more research before definite statements can be made. It appears that students from disadvantaged areas profit from being in classrooms with children who have the usual opportunities with no harm to the latter.

Fifteen percent of the adolescents in this country have been identified as alienated, as not feeling a part of society, especially in the school. Most of these alienated youth are from low socio-economic backgrounds where education established by middle class standards has little meaning for them. The needs of these youth are not met, they suffer repeated failure, and eventually they reject the school and all it represents.

In the past, youth who did not succeed in school still filled acceptable positions in society and felt worthwhile. There were many semi-skilled and unskilled job vacancies for which the boys qualified. The emphasis to complete high school and stricter regulations concerning the employment of youth have forced many youth to remain in school for a diploma.

Helping the presently alienated is a large task that involves all segments of the community if there are to be long-range results. Private industries and businesses are attempting to place adults and school dropouts in positions their factories and stores have open. The important aspect however, is taking the responsibility to train these people for the positions. So many of them have no skills and need training before job openings mean anything to them. Most of these job training programs can be financed by the Federal government. Successful results of this relatively new approach may produce more business participation for helping the alienated.

The Federal government has many programs to help people become useful and feel worthwhile, but the Job Corps is designed specifically for the alienated youth who are disadvantaged in several ways. Remedial education, job training, and medical care are only part of the opportunities offered by the Job Corps which shows successful results after its first