Participants' views of three anti-poverty programs

Margaret Bucher

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PARTICIPANTS' VIEWS OF THREE ANTI-POVERTY PROGRAMS

By

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B.A. University of Montana, 1951

Presented in partial fulfillment of the requirements for the degree of

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UNIVERSITY OF MONTANA

1967

Approved by:

[Signatures]

Chairman, Board of Examiners

Dean, Graduate School

JAN 3 1968

Date

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CHAPTER I

INTRODUCTION

Community Action Programs are one way in which the government proposes to alleviate the social problems of poverty, unemployment, education and family disorganization. They are based on planned involvement of all segments of the community and on utilization of all available resources. In some ways they might be considered self-help programs because those who participate in them are involved in the planning and in carrying out the plans. In other words, Community Action Programs must recognize the needs of the community and work out appropriate solutions using the community's manpower and resources.

This study is devoted to the attitudes of the participants of Head Start, Neighborhood Youth Corps in-school program, and the Day Care center (all Community Action Programs) which are geared specifically to education, and generally to unemployment, poverty, and family disorganization. This chapter will include discussions of the backgrounds of these three programs, the reasons for conducting this study and the assumptions to be supported.

Background of Community Action Programs

Community Action Programs were created by the Economic Opportunity Act of 1964, which included many programs designed "to
mobilize human and financial resources of the Nation to combat poverty in the United States."

Under Title II of this Act, Urban and Rural Community Action Programs are defined as those which mobilize and utilize resources, both public and private, from any geographical area which is sufficiently homogeneous in character to be known as a community and to make up an appropriate area for an attack on poverty; which provides services, assistance and other activities of sufficient size and scope to give promise of progress toward the elimination of poverty or a cause of poverty through developing employment opportunities, improving human performance, motivation, and productivity, or bettering the conditions under which people live, learn and work; which is developed, conducted, and administered with the maximum feasible participation of the residents of the area and members of the groups served; which is conducted, coordinated, or administered by the public or private non-profit agencies, or a combination thereof; and which provides for reasonable access of the public to information, opportunity for public hearing, and reasonable public access to books and records of the agency engaged in the development, conduct, and administration of the program.


2Ibid., pp. 16-17.
Head Start

Head Start Child Development Centers are for young children and their families the reason being that any effort to improve the life of the child must include health, education and welfare. School programs are adapted to the special needs of the poor and may run all year long, or for the summer, or during the nine months regular school year. Many areas run all three types of programs, enlisting children into whichever program seems to be most beneficial. Emphasis is placed on working with small groups of children and their families. While these children may have certain group likenesses, the strength of the program lies in dealing with individual differences. Individual approaches are necessary to deal with regional and individual differences in family needs. For this reason involvement of parents and other citizens of the neighborhood and community is essential. Communities are urged to develop their own unique approaches to these problems.

Federal assistance for Head Start is available only for local programs which serve areas with a high rate of poverty. While poverty can be measured in many ways, below is a scale of income per size of family followed by the Missoula-Mineral Human Resources Commission to designate those families who fall at or below the poverty level.
TABLE 1

INCOME LEVEL

Level of poverty according to standards set up by
the Office of Economic Opportunity

<table>
<thead>
<tr>
<th>Non-Farm Households</th>
<th>Farm Households</th>
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<tbody>
<tr>
<td>Persons</td>
<td>Family Income</td>
</tr>
<tr>
<td>1</td>
<td>$1500</td>
</tr>
<tr>
<td>2</td>
<td>2000</td>
</tr>
<tr>
<td>3</td>
<td>2500</td>
</tr>
<tr>
<td>4</td>
<td>3000</td>
</tr>
<tr>
<td>5</td>
<td>3500</td>
</tr>
<tr>
<td>6</td>
<td>4000</td>
</tr>
<tr>
<td>7</td>
<td>4500</td>
</tr>
<tr>
<td>8 or more</td>
<td>5000</td>
</tr>
</tbody>
</table>

No more than ten per cent of the children may come from families with higher incomes. This leeway in income is allowed because it is felt that children learn not only from parents and teachers but from their peers, and higher income children may serve as "pacemakers" for those from lower incomes. Special services such as medical and dental care, however, are available to only the poor.

Head Start is normally considered a kindergarten program which prepares children to enter the first grade. It is three hours a day in length, five days a week. The children are usually five years of age, but may be six or seven. Occasionally a child who cannot make the adjustment to first grade and who has had no kindergarten experience is placed in the Head Start program with the parents' permission.
The aims or educational goals for the children in Head Start are to learn to work and play independently, to be at ease about being away from home, and to be able to accept help and direction from adults; to learn to live effectively with other children, and to value one's own rights and the rights of others; to develop self-identity and a view of themselves as having competence and worth; to realize many opportunities to strive and to succeed—physically, intellectually and socially; to sharpen and broaden language skills, both in speaking and listening; to be curious—that is, to wonder, to seek answers to questions; to strengthen physical skills, to grow in ability to express inner, creative impulses; to turn aggression into hard work, talk instead of hit, understand the difference between feeling angry and acting angry, and feel sympathy for the troubles of others.  

The words Head Start will be used henceforth to denote the type of program described above.

Day Care

Also under Head Start Child Development Centers is what shall be called Day Care Centers in this paper. These have the same qualifications as to income and the same aims or educational goals. They are, however, all-day programs for children three years of age and over. In most cases Day Care Centers are fulfilling a baby-sitting need for

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parents who are taking special on-the-job training, going to school, or working. In addition, the children are receiving training that many of them would not get at home.

The period of enrollment for a particular child may range from three to 36 months and may vary according to the needs and age of the individual. This holds true for both Head Start and Day Care and in this instance the two programs are considered as one. There are instances when a five- or six-year-old will go to Head Start in the morning and Day Care in the afternoon, especially if there is no parent at home to care for him.

As the two programs are geared to the entire family and its needs, special sessions are held for the benefit of parents on nutrition, budget planning, sewing, how to prepare low-cost meals, child development, speech problems, and others. In addition, referral services are maintained with speech therapists, mental health agencies, social service agencies, on-the-job training, legal aid and Basic Adult Education.

Each program has its own advisory board, chosen from among the parents, and general parents' meetings are held, usually once a month. Program assistants may be neighborhood residents, particularly parents, if they have the interest and qualities to do the job. This helps low income families, and often those people know the problems of the community better than the teacher. If there is no one in this group
who is suitable, assistants may come from other sources. Volunteers are asked to do a number of different services for these programs and may come from any income level. They may transport children to the center, take small groups on outings, supervise outdoor play and any number of other activities. Other staff members, including cooks, are hired as needed.

**Neighborhood Youth Corps**

The Neighborhood Youth Corps is also part of the original Economic Opportunity Act of 1964. It is, however, under Title I - Work Training and Work Study Programs. It is a work-training program administered by the U. S. Department of Labor under delegation from the Director of the Office of Economic Opportunity. This program places special emphasis on encouraging young people to stay in school or resume schooling. As part of the War on Poverty, it provides jobs and income for young men and women between the ages of 16 and 22, from low income families. There is also an out-of-school program to help youth gain work experience and basic training that will increase their employability. In this paper the in-school program will be of major concern because it is geared to continuing formal education.

Neighborhood Youth Corps projects are expected to place emphasis on the attitudes, habits and behavior necessary for regular employment and to help young people secure the basic training or
education necessary to take the first step up the job ladder. It provides opportunities for enrollees to perform useful jobs for public or private non-profit agencies. Political parties do not qualify. Neighborhood Youth Corps directors canvass the area for possible jobs for Neighborhood Youth Corps participants and enter into agreements with sponsoring agencies who provide the work area, training facilities and supervision for the youth. The young people are paid not less than $1.25 an hour. Sponsors must demonstrate educational and professional competence adequate for efficient and effective youth programs and must be committed to helping enrollees break out of the cycle of poverty.

In-school young people who enroll in the Neighborhood Youth Corps may work as much as 15 hours a week and may remain in the project until graduation from high school. Special summer projects are also available in many areas for in-school youth on vacation and youth attending summer school. Working conditions for all enrollees must comply with all applicable Federal, state, and local laws and regulations. Out-of-school and unemployed young men and women who enroll in the Neighborhood Youth Corps may work up to 32 hours a week.\(^4\)

\(^4\)U. S. Department of Labor, Neighborhood Youth Corps, Publication No. GSA DC 67-5011 (a memorandum to Neighborhood Youth Corps directors).
All poverty programs must be conducted on a completely non-discriminatory and non-sectarian basis. Only if the program lives up to the above qualifications can it be funded by the Office of Economic Opportunity.

Reasons for Study

Poverty has become one of the most perplexing social problems facing the United States today. Because the War on Poverty has been declared by the government as a possible solution to this problem it appears that a study of any part of the Poverty Program would supply a ready made laboratory for a sociologist. It would be helpful if the entire program could be studied at once, but this would take a long time and, therefore, it becomes an impossible task.

The War on Poverty is less than three years old and there has been little time during this period of establishment and adjustment for many, if any, studies of its many facets which may or may not contribute to lessening the problems of unemployment, poverty and social disorganization.

The Community Action Program is based on resources, talent, personnel and need in the community in which the program functions. It utilizes materials and people from all walks of life and income levels. Therefore, it may be assumed that a Community Action committee can best built its own program - one that will
get at its own cultural background and problems.

For the above reasons this researcher has chosen to study three programs which are part of the Community Action Program of the Missoula-Mineral Human Resources Commission. The study applies to the attitudes of the participants in the Neighborhood Youth Corps (in-school program) which is only one year old in Missoula, the Head Start program which is two years old, and the Day Care Center which opened in February of 1967. Of major concern is the question, will these programs work? Will they, in the long run, contribute to ending poverty as we know it?

While views as to the success of the various programs under the War on Poverty vary greatly from individual to individual and area to area, it seems that no program can be judged successful until the participants themselves reveal how they feel about it. If they do not think it is of help to them then the program would obviously be useless.

The data for this study was gathered by personal interview with each of the participants or their parents.

**Questions and Assumptions**

It may be assumed that Community Action Programs are involved with community planning, with special efforts to involve the poor, both in planning and actual participation. It may further be assumed that the poor will respond better to programs they have
helped to plan, having developed an interest in the programs and
having had the opportunity to assess their own problems. Also,
programs which allow people to better themselves immediately will
be accepted more readily than programs with long-term benefits.
It is fair to assume that participants will know the most about
those programs in which they are involved and will know little,
if anything, about companion programs in which they do not par-
ticipate directly. People as a whole are inclined to be for pro-
grams which involve the education of children and youth. The
purpose of this paper is to learn whether or not these programs
are succeeding in helping to overcome the cultural lag created
by social change and disorganization in American society.

This study will attempt to find the answers to the follow-
ing questions:

1) Do the participants in the various programs sponsored
by the Missoula-Mineral Human Resources Commission view the
programs as successful? (Programs to be studied are Head Start,
Neighborhood Youth Corps (in-school program), and Day Care
Center.)

2) Is Head Start the most widely accepted program
sponsored by the Missoula-Mineral Human Resources Commission
presumably because it involves children and their preparation for
the future?
3) Are programs which appear to offer returns in dollars and cents more readily accepted than those which make less discernible material contributions?

Programs are considered successful if the people participating feel that they have been helped in obtaining steady work, better wages, a higher standard of living, an education, or have raised their aspirations by putting value on individual abilities and personal worth and by helping them put leisure time to worth-while uses.

In other words, programs are considered successful if they live up to the purposes and goals as stated in the law in the minds of those who are participating.
CHAPTER II

THEORETICAL BACKGROUND AND RESEARCH

Social problems of poverty, unemployment, education and family disorganization, plus the many others, which the Office of Economic Opportunity is working to alleviate and solve are the outgrowth of social change, cultural lag and social disorganization. This chapter will concentrate on background information and ideas concerning those theories. It is evident, when reading the Economic Opportunity Act, that the writers were also aware of the sociological background and that a concerted effort was made to use this knowledge in devising Community Action programs. It may be assumed that the programs are more liable to succeed because of planning which utilizes knowledge of the causes of social problems. A short section for definition of terms and related research, showing situations similar to the one America now faces, as well as efforts at solution is reserved for the end of this chapter.

Social Change

As cultural lag and disorganization are part of social change, which is a continuous process, it is difficult to separate the three concepts; however, in order to make each theory more understandable a division is attempted here. How they overlap will become apparent.
By way of definition, social change has occurred in a stated area when the culture or the demographic conditions in that area are measurably or verifiably different, to a statistically significant extent, at one date as compared with another.¹

Change in social life is unceasing and virtually every individual act leaves a particular situation different than it was before the act occurred.² The change may be gradual, unnoticed, and unplanned or it may be intentional and planned. In any case, change is going on constantly and the fact that it does should be clear to those growing up in these times amid the rapid social changes of our era. Because change is basic to our social life almost every sociologist has had some opinion or theory about it.

Weber saw social change as a series of "break-throughs," a series of radical breaches in traditional definitions of events and accompanying efforts to redefine significant aspects of reality within a wider and more inclusive contest.³

Hornell Hart declares there are two laws of social change. The law of cultural acceleration is one which, over a long period


of time, man's power to carry out his purposes, in all realms - material, biological, psychological and sociological - has tended to increase at an accelerating rate. Even though there are setbacks and plateaus the rate of acceleration itself has tended to increase.

The second law is of logistic surges where individual inventions, the growth of social organizations and cultural complexes express progress with respect to specific purposes. These changes take place in the form of surges, progressing slowly at first, then speeding up, and finally slowing down to a stop or collapse. 4

Karl Marx gave preeminence to material conditions, which, in dialectic interrelation with ideas and social relations, provide the limits and directions of social change; Franz Boaz and W. I. Thomas approached social problems, as did Ogburn, in terms of the analysis of cultural processes and institutional growth; and Simmel and Von Wiese preceded Ogburn in their study of social structures and interpersonal relationships. 5

Cultural Lag

The major part of the theoretical background for this section is based on William F. Ogburn's concept of change and "cultural lag." Other sociologists who implied the existence of a cultural lag

4Hart, Symposium of Sociological Theory, p. 201.

Ogburn's thesis of cultural lag —

"is that the various parts of modern culture are not changing at the same rate, some parts are changing much more rapidly than others; and that since there is a correlation and interdependence of parts a rapid change in one part of our culture requires readjustments through other changes in the various correlated parts of culture. When one part of culture changes first, through some discovery or invention, and occasions changes in some part of culture dependent upon it, there frequently is a delay in the changes occasioned in the dependent part of culture. The extent of this lag will vary according to the nature of the cultural material, but may exist for a considerable number of years, during which time there may said to be a maladjustment."\(^6\)

Ogburn lists six reasons for cultural lag. First, he says, is the scarcity of invention in the adaptive culture. This, he explains, occurs when changed material conditions require a new adaptive culture, and there is not the imagination or inventiveness within the present culture to make the adjustment or to adapt. Old traditional ways of doing things are retained and a lag results. Second is the mechanical obstacle to adaptive changes; that is, adaptive changes may be invented but it is hard to get the changes adopted. Old practices, tradition, and habit stand in the way and a lag occurs. Third, the heterogeneity of society may stand in the way of change in the adaptive culture. Because society is made up of many classes

\(^6\)Ibid., pp. 200 - 201.
and groups it is hard to get them together to accept a new adaptive culture. What may be good for one group in the adaptive culture may seem detrimental to another group. Fourth, the looseness of contact with material culture affects how quickly adaptive inventions are accepted. If the material culture and the adaptive culture are several steps removed a lag occurs, as, for instance, between governmental organizations and industrial changes. Organizations of labor and capital would make the adjustment to industrial changes faster because they are not as far removed as the government. Fifth is the connection of the adaptive culture with other parts of culture. Ogburn uses the example of exploitation in forestry which is a good policy in business but not in forestry; however, it would be hard to change in forestry because exploitation is a general policy which continues satisfactorily applicable to other parts of culture. Sixth are group valuations which are based upon morals, mores and custom, all of which tend to resist change. This is what is meant by the saying that institutionalism resists change.7

Material culture is a prominent factor in the changing society of today. This prominence is due to the great accumulation of material culture which is changing so frequently and rapidly that it causes many changes in other features of society. Witness for instance the change

7Ogburn, pp. 256 - 265.
in such things as dwellings, tools, utensils, machines, the manufacture of goods, and transportation. The nonmaterial aspects or institutions, such as religion, government, the family, and education have changed much more slowly.

As quoted by Hart, Stuart Chase in "The Tandem Theory of Cultural Lag" claims inventions are absorbed into culture in two stages. First, people change to accept the new invention. Much later they change their institutions and belief systems and arrange means for controlling the invention's effects in the interest of society. ²

In Social Institutions Barnes pointed out that in Western society of early modern times there was a greater inclination to accept institutional change than has been true since the beginning of the nineteenth century, but there was less readiness to adopt technical and scientific inventions. He continued by saying that changes were effected by the efforts of the middle class with the beginning of modern times. ³ It was primarily the middle class that was instrumental in bringing medieval institutions and modes of thought to an end, that helped to transform the absolutist type of government into a representative one, that ushered in capitalism and its folkways, and that gained the various


By the end of the eighteenth century these changes in economic and political life had been accomplished. The middle class, then, began to identify its interest with the status quo. Technological innovations were looked upon as desirable and as leading to progress. Changes in social institutions were viewed as undesirable and even as dangerous to society. Barnes contended that this attitude accounts for the present situation, in which a highly developed technology coexists with an obsolete system of social institutions.

Ogburn's opinion was that since lags in social developments causing social maladjustments follow changes in material culture, and since there are many rapid changes in material culture, it follows that there will be an accumulation of these lags and maladjustments. This is what is sometimes labeled the "Ever Widening Gap Theory."\(^{11}\)

Adjustment, on which Ogburn establishes his theory of cultural lag, is important in understanding the evolution of culture, for the parts of culture are intertwined in varying degrees. Government is related to economic institutions; the economic institutions

\(^{10}\)A similar view is expressed by William G. Sumner in What Social Classes Owe to Each Other (Caldwell, Idaho: Caxton Printers, Ltd., 1952).

\(^{11}\)Ogburn, pp. 268 - 280, or as cited by Hart, American Sociological Review, XIV, No. 10, 600.
are related to the family; the family is related to education; education is related to science; science to religion, and so on. In some instances the relationship is very close, in others it is more remote. Over the course of social evolution measured in thousands of years cultural lags are invisible. At any particular moment, however, they may be numerous and acute. When we consider that economic institutions are correlated with many other social institutions, such as the family, the government and the schools, the approach taken in the War on Poverty appears in context.

"It is thinkable," Ogburn said, "that the piling up of these cultural lags may reach such a point that they may be changed in somewhat wholesale fashion. In such a case, the word revolution probably describes what happens." It is thinkable that the War on Poverty may turn out to be one of those things which changes cultural lags in wholesale fashion; as it is planned to work on income, education, employment, housing, and other social problems.

Social Disorganization

Durkheim defined social disorganization as a state of disequilibrium and a lack of social solidarity or consensus among the members of a society. He claimed that the division of labor normally led to

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12Horton and Leslie, p. 27.

13Ogburn, p. 280.
solidarity but if it was an extreme division it led to class struggle, economic crisis and industrial strife which demoralized the family, the community and individuals. In an extreme division the individual gets little satisfaction from his work, which may even be forced, and ties which bind him to the group are loosened. It is the group which makes it possible for us to understand one another. According to Samuel Koenig, W. I. Thomas and Florian Znaniecki described social disorganization similarly as "a decrease in the influence of existing rules of behavior upon individual members of the group," in Polish Peasant in Europe and America.

In social crisis the process of disorganization is not immediately balanced by the process of organization and tends to be cumulative in character. Eventually it is checked and order restored. Social crisis will result in changes in the magnitudes of those forms of social disorganization peculiarly related to the changed conditions involved in the critical situation, leaving untouched all other forms of social disorganization.

14 Emile Durkheim, Of the Division of Labor in Society, cited by Adam Haber, "Cognitive Lag," Social Research, XXXII (Spring, 1965), 43.


The difficulty of adjustment may be quite great, involving as it may the creation of new social inventions. For a simple and crude culture with an influx of new inventions by diffusion the problem of adjustment may be too difficult and may be accompanied by great disorganization, as in the case of some groups of American Indians. 17

Social problems have been referred to by sociologists as mal-adjustments or unadjustments. In the aggregate, social problems have been considered as constituting a pathological state, or a state of disorganization, in a society. The concept of social problems as symptoms of disorganization may be said to be generally accepted by sociologists.

Samuel Koenig says that social disorganization refers to serious maladjustments among institutions so that they fail to meet the needs of individuals satisfactorily. Since institutions are never completely in adjustment with one another, and never function in a way that satisfies everyone, a degree of disorganization is always present in every society. Only when there is a decided lack of adjustment can one speak of disorganization. The designation of a situation as disorganization depends mostly on subjective judgement. 18

When the rules and regulations fail to keep a society of individuals under control personal demoralization sets in. When demoralization is widespread, the entire social structure becomes affected and institutions begin to disintegrate. This is expressed in a high rate of crime, delinquency and other problems. Accordingly,

17Ogburn, p. 391.

18Koenig, p. 306.
social disorganization can be found to some degree in all societies.

In Disorganization: Personal and Social, Herbert A. Bloch divided social disorganization into two broad categories; 1) the sociological and 2) the literary-ideological. These he felt were symptoms rather than causes. The sociological indices he divided into three classes: individual, family, and community. These three areas take in all the phases of the poverty program from crime to unemployment to child neglect. Bloch thought that sociological indices could be measured statistically, thereby indicating the degree of disorganization discovered. ¹⁹

Mabel A. Elliott and Francis E. Merrill, Koenig claimed, also pointed out the disorganization of the individual, the family and the community in their Social Disorganization. They felt it was almost impossible, however, to decide where a specific social problem belongs as many of them overlap in all three categories. Under community disorganization they listed poverty, irregular school attendance, unemployment, political corruption, vice, and crimes. ²⁰

Koenig continues by stating that in attempting to classify social problems Harold A. Phelps in Contemporary Social Problems claims that those social problems which are due to personal or group deficiencies are derived from economic, biological, psychological, and

¹⁹Herbert A. Bloch, Disorganization: Personal and Social, cited by Koenig, p. 310.

²⁰Koenig, p. 308.
cultural sources. Among the problems stemming from economic sources he included poverty, unemployment and dependency. Among the problems derived from cultural sources he included problems of the aged, the homeless, and the widowed; divorce, desertions, and illegitimacy; crime and delinquency; and religious and racial conflicts. As multiple cases may be cited for almost every social problem, those listed under certain categories overlap into other categories, as has been stated before. This is further emphasized in the "Report of the President's Committee on Recent Social Trends." Here inadequacies are chiefly attributed to 1) physical heritage, 2) biological heritage, 3) social heritage, and 4) social policy. In the first category are such problems as the depletion and conservation of natural resources. Problems of populations; quantity, quality, mobility, growth and decline, as well as birth control and immigration may be found in the second. In the third are those problems involving technological changes, economic conditions, education, minority groups, religion, politics, recreation, health and law enforcement. The fourth includes problems of planning and reorganizing economic, social and political life and institutions. Koenig says, "This elaborate classification indicates at once the great range and complexity of problems facing the United States and the enormous task of solving them." 21

21 Ibid., p. 305.
John L. Gillin lists three primary factors responsible for mal-adjustment in our society. They are the incapacity of the individual, which may be due to heredity or environment; unfavorable physical conditions, such as epidemics, poor resources, weather, etc.; and maldistribution of wealth and of income and the imperfect functioning of economic institutions which result in depression and unemployment. It is the last factor which is primarily responsible for poverty as we know it.

Gillin asserted that poverty may be regarded as a condition in which a person cannot maintain himself in accordance with the living standards of his group and, hence, is unable to achieve the mental and physical efficiency to function usefully in it.  

Poverty became a problem when an exchange system and a scale of values came into existence. With the establishment of definite living standards and uneven distribution of the wealth, with an ever widening gap between the rich and the poor, poverty became one of our largest social problems. Even though many United States citizens are not in extreme privation, they have come to resent their lot as compared with that of others. They feel they are entitled to a better income, a nice home and other things which go along with the prevailing standard of living. They are resentful if they don't have these things and it is at this point that poverty becomes a social problem.

Many interesting books have been written on poverty and it is partly for this reason that we are now aware of the problem. Roger Shinn in Tangled World classifies the desperately poor into four groups: the unemployed, marginal farmers, unskilled workers, and the aged. He says the solution must include many efforts such as more jobs which would mean, among other things, prolonged education so that youths do not seek work so soon; special efforts for areas where employment has fallen, either by moving people out or by moving jobs in; improved education and incentive for young people to go to school; solving the race problem; and solving the problems of health and housing. In addition there will still be some who will need public assistance because of disability, ignorance, stupidity, or personal maladjustment.23

A successful war against poverty, Shinn continues, must be fought in hundreds of communities by all the social organizations available. It will require new ideas of sociologists, educators, economists and politicians as well as new programs in government, industry, and labor movements. While some people say it can't be done Shinn points out that people usually do whatever they want to do and if society decides to solve the problem of poverty it may very well do so. Shinn also points out that a typical American attitude is devotion to free enterprise and suspicion of big government.

The conquest of poverty will require major action by government, local and Federal. Government alone cannot do the job, but no body can do it apart from the government. . . . Long ago the opponents of big government attacked social security; now Americans enjoy it and both political parties regularly vote to raise the benefits, -usually just before elections. Some day we will expect similar governmental action to defeat poverty.  

Shinn's approach to the problem of poverty as well as that of the Office of Economic Opportunity is based on a lag between cultural and adaptive institutions. Both Shinn and the government propose to fight the War on Poverty on many fronts, thereby taking what some call the "revolutionary" approach.

Social organization, morals and customs are the means of a collective way of doing things in large part to and with the natural environment and material culture, either simply, directly and individually, or somewhat indirectly, remotely and collectively.  

The programs in this study are directed towards those solutions suggested by Shinn of giving youngsters a good start in school, of keeping them there as long as possible, of providing training and experience for jobs, and retraining for adults. The programs are now on trial. Will they add significantly to worthwhile solutions?

Definition of Terms

General terms to be used throughout this paper and their definitions, as intended by the author, appear below.

24Ibid., p. 48.

Success - Success is based on whether or not the participants and interviewees think the programs live up to the goals as outlined in the Economic Opportunity Act of 1964.

Social change - Social change occurs when the culture or demographic conditions in one area are measurably different at one date as compared with another.

Participant - A participant is an individual actually involved in the program. In the Day Care Center and Head Start programs the participants are children.

Interviewee or respondent - An interviewee or respondent is the person interviewed. Only in the Neighborhood Youth Corps are the participant and interviewee the same. In the Day Care Center and Head Start programs the interviewee or respondent is one or both parents.

Worthwhile - Worthwhile means being of sufficient value to repay the effort. A community action program's worthwhileness is measured by the attitudes of the participants and interviewees.

Cultural lag - The various parts of culture are changing at different rates. When there is unequal change between any two parts of culture a lag results.

Social disorganization - Social disorganization is the same as social maladjustment or disequilibrium between various facets of society or culture so that institutions fail to meet the needs of individuals satisfactorily.
Neighborhood - A neighborhood is a place where people live near one another with reference to the condition or type of inhabitants. It is sometimes used interchangeably with community.

Community - Community is a form of group solidarity, cohesion, and action around common and diverse interests.

Adjustment - Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation, or the like.

Life situation - Life situation includes everything which goes to make up the life of an individual, such as family life, economic life, and social life.

Related Research

Harold Rugg in his book The Great Technology gives the historical background to what he calls two industrial revolutions, which together produced one great trend - that of the Industrial Revolution and the rise of machine technology.

The agrarian community or the first revolution was characterized by a roughly planned economic system, consumption of practically all goods by the family, no problem of unemployment, exchange chiefly by barter, almost all human relations - exchange, contracts, social companionship - by direct personal contact, control over production-distribution system resided in the farmer, the standard of living was meager and within the limits of natural bounty, and
economic life was secure because it was personally planned, controlled and operated.  

The second revolution which ushered in technology was characterized by production without regard for the needs of consumption, few goods produced by the worker were consumed by him, unemployment recurred, exchange was by means of money, most of life —especially in the cities— was relatively impersonal, the worker had no control over the economic system, the standard of living was higher than that of agrarian forebearers and life of the worker was insecure. Uncertainty marked the economic order.  

While Rugg's book was written long before the War on Poverty was declared, he pointed out the need for planning by economists, sociologists, industrial leaders and the government. He even outlined some of the planning which was then underway, emphasizing the need for comprehensive adult education and for changing the school system. He claimed the school system lagged far behind our technological advancement.

The program he outlined to be financed by the Reconstruction Finance Corporation was put into effect only by pieces. It does, nevertheless, greatly resemble the community action programs of today. It

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27 Ibid., pp. 31 - 33.
is sad testimony that it has taken from 1933 until the present to give such programs a real test as to whether or not they can work.

Frank Carlton pointed out that capitalism has changed along with everything else, that the government had to step in during the depression and that people realized this had to come. He says the 30's were the growing pains of a rapidly evolving economic and social world. Carlton maintains that ordinarily capitalism must continue to expand; however, the United States has reached the point where it cannot. The problem then is how can we put business and productive units in high gear in peace time and keep them there? In profit-making what is desirable for one may be undesirable for the community. Competition can lead to over-expansion in one industry and maladjustment of workers. Because the United States has no new (land) frontiers they must revert to localism, finding markets at home, balancing consumption and production on a high level and eliminating unemployment.  

R. W. Austin justifies the interference of government in business because the government became aware of the social effects caused by explosive technological change before business did. In fact, he says, business has failed until recently to see that it has any responsibility for this social change. In a democracy, he continues, people demand that the social impact be alleviated —if business doesn't do it, the

government will. Actually, they ought to combine their efforts in trying to find a solution to the problem.  

Blumer found, in his studies, that the industrialization process is typically accompanied by many other agents of social change. Appre-ciable disintegration is likely to occur in response to complex influences of which the industrial process is only one. Other factors in disintegra-tion come out of history and are; foreign trade, colonial domination, the plantation system, military aggression and control, alien governmental administration, and the introduction of diverse technological products.  

The War on Poverty appears to be using two of Blumer's possible responses to industrialization: 1) The War is trying to assimilate new industrial techniques and devices into society at large. 2) In doing this it is using the new devices to strengthen the traditional order by raising the standard of living and helping people to attain individual goals.  

A forerunner to the War on Poverty was a study of the impact of industrial civilization on self-sufficient, isolated, agricultural society in Harlan County, Kentucky. Here the community and the family were the two social units. With the advent of the industrial revolution many


more men than women came into the community. The greater majority of these were Negroes. Barter disappeared and human relations began to be measured by wages and profits - a class system was introduced. Industry controlled the workers, unions moved in during the depression and there was a breakdown in community structure. Social values lost their meaning and social solidarity was destroyed. Families moved from camp to camp and crime, vice and corrupt politics were the order of the day.  

In recent years there has been a gradual adjustment and stabilization of people to industrial life. The public began to take some responsibility for health and schools and a county planning board was developed. There is still cleavage between the workers and operators, however. A small middle class tried to mediate but the rich weren't interested. There is no home ownership and while in some areas living conditions are good, in others they are not. Earlier culture has been swept away by industrial growth. Like the Polish peasant of Thomas and Znaniecki they are disorganized because now they belong to nothing. There is still a feeling of individual independence, a resentment of inequalities and discipline, a distrust of strangers, and a tendency to personal violence.  


32 Ibid.

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The kinds of problems related above may be solved by preserving community groups through getting the residents to participate in them. This is part of the theory behind the community action program.

It is important to spread out responsibility in a community so as to involve as many people as possible. It is a well known fact that individuals who are active in one group are active in others as well. The situations where social participation languishes are also those in which "indices of social disorganization are high," such as poverty, delinquency, disease, etc.  

A promising lead in social disorganization is to bring about community reintegration with the group approach and citizen participation. Neighborhood councils give the individual a place in the social structure and allow for group redefinitions which deal with a common problem.  

According to Haber, Simmel thought the multiplication of memberships in different collectivities tends to diversify and individualize experience, freeing inter-personal relations from the stereotyping impact of any unitary form.  

Apathy on the one hand and a highly stereotyped and cliche-ridden public behavior on the other will then be

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35 Haber, Social Research, XXXII, No. 1, 63.

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among the reactions to the segmentation of life which an absence of meaningful participation in the public sphere tends to produce. 36

The common technique to accelerate change for traditional society has been through community development. Improved knowledge and technology can be adapted to behavioral patterns of people. 37

Alinsky thought the poor should organize on their own in order to provide bonafide legitimate representatives of their interests who would sit at the programming table and have a strong voice in both the formulation and the carrying out of the programs. He claims city halls will have to be by-passed and that specially trained federal representatives who are in sympathy with the spirit of independence will have to go in and find leaders among the poor and help them develop programs of benefit. 38 This is the kind of thing which is being done in many community action programs throughout the country.

Michael Brooks defined a well conceived community action program as a social movement with far reaching implications for existing patterns of community life. It solicits the involvement of all segments of the community and, regardless of the manner in which

36Ibid., p. 67.


35
these segments respond, it threatens to alter the social, political and economic environments which surround them. It calls for new voices in the processes whereby community decisions are made; it proclaims the need for more equitable means of allocating community resources.

In getting the poor involved in the war, it is necessary to get them organized - so they can talk about their own problems, hopefully offer solutions; and so they can bring pressure against the city halls of America to get the kind of service they are denied because they are poor.

Finally, in a series of case studies Arthur Simon in *Faces of Poverty* points out who the poor really are, how to find them and what he thinks ought to be done to help them. He says, "We must hire the poor to create their own prosperity." If necessary he feels that we should create the jobs needed to solve the problem of poverty and we should pay good enough wages so that people can live decently.

Economists tell us that if there had been full employment in our nation during the past decade it would have produced tens of billions of dollars in additional taxes that would have been the gain of the whole country.

Not many studies have been completed which relate directly to the one under consideration in this paper. Since none of those cited

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42Ibid.
above are particularly concerned with the attitudes of participants, it may be assumed that this is the reason the personal interview method of collecting data was not utilized. As the War on Poverty progresses the interview will become a more useful method, especially for studying various aspects of the War and their effects upon the participants. Participants in these programs will not be likely to express their attitudes well on written questionnaires and, therefore, the personal contact and interview will become more valuable and important.
CHAPTER III

METHODOLOGY

In doing a study concerning any part of the War on Poverty it is helpful to obtain some background on who the poor are, what methods have been used to help them, what is being planned now, and how these plans are to affect the present state of affairs. Many books have been written on this subject, the most basic of which is probably The Other America by Michael Harrington. In addition, Edgar May's Wasted Americans, Arthur Simon's Faces of Poverty, and David Coyle's Breakthrough in the Great Society were of special help.¹

This chapter serves to explain and summarize the methodology used in researching and developing this thesis. Because of the size of the programs, the sample includes everyone in each program studied. The tool used to collect the data is the personal interview schedule as it was felt this would give the writer the best possible insight into participants' attitudes. Observations, made rather casually, are also

recorded here along with a discussion of some of the limitations of such a study.

The Sample

In October of 1966 the Director of Missoula-Mineral Human Resources Inc. was called upon and asked how he felt about a study of this type. He pledged his cooperation and provided leaflets and pamphlets explaining the various programs under the community action agency.

Because of the limitations of time and money it was decided that the study should be confined to the city of Missoula (hereafter referred to as Missoula, unless otherwise designated) and to three of the programs in which Missoula-Mineral Human Resources -the community action committee- is involved. The three programs chosen were Head Start, the Day Care Center and the Neighborhood Youth Corps in-school program.

The Director of Head Start was consulted and she stated that she thought the study should be limited to Head Start programs in the Franklin and Hawthorne schools as other schools in Missoula had been studied and researched "to death" and parents were, no doubt, tired of answering interviews and filling out questionnaires. In fact, a study was in progress at the time on children from the other schools. It involved interviewing the parents, testing the children, and returning in a few weeks to interview and test again to see what progress the children had made. The Franklin and Hawthorne schools were
not part of this study. They were also the only schools in Missoula to
bus in Head Start children so if there were any rural children they
would be found in these two programs. Because the study was limited
to the two schools it was felt that one or both parents of every child in
the two morning sessions should be interviewed, making a total of 15
sets of parents at Hawthorne and 12 at Franklin. In addition, ten names
were supplied by Head Start teachers from other schools of parents
who they thought would be representative of their classes. Some were
to serve as a check to see whether or not the interviewer got the same
answers that other researchers and teachers had gotten previously.

The Head Start director said there were no more than ten
Indian children in the entire Head Start program in Missoula and no
Negroes so it did not appear that race was a useful distinction to make
in this particular study. Nor did it seem helpful to divide between
rural and urban children as those who were bussed in lived on the edge
of the city and were not from farms. It would be appropriate to con-
sider them all urban children as far as the Hawthorne and Franklin
programs are concerned.

The sample included all parents and children in the morning
sessions at Franklin and Hawthorne Head Start plus ten additional
names scattered throughout the city and supplied by the teachers them-
selves. The total interviews to be taken were 37.

The city of Missoula had one Day Care Center under the com-
munity action program, which is very new, having opened in February
of this year. There were a total of 35 children in the Center involving 21 parents or sets of parents. Again it was decided that the entire group should be studied. The director of the program furnished the names, addresses, telephone numbers and a very brief history of each child. Again the group was homogeneous in that no rural children were involved and no other races were detectable either by name or looks. Twenty-one interviews made up the sample in the Day Care Center.

The director of the Neighborhood Youth Corps explained that there was an in-school and an out-of-school program and that they were very different and had different types of individuals participating in them. Because Head Start and the Day Care Center were geared to keeping children in school or toward giving them a start in school, the Neighborhood Youth Corps, in-school program was considered best for this study, -it also being geared to education and keeping the young person in school.

In Missoula there were 24 young people in the Neighborhood Youth Corps in-school program. (This program will, in the future, be referred to simply as the Neighborhood Youth Corps, unless otherwise designated). Again, it was decided that the entire group should be interviewed. As with the others, this group was too homogeneous to make a distinction between races or rural and urban living. This meant a total of 24 interviews and for the first time the young men and women actually participating in the program were to be interviewed.


The Interview Schedule

An interview is a meeting face-to-face; usually, a formal consultation; however, it can also be informal, described better as merely conversation. In this case the first definition is best. Interviewing is the data gathering phase and the foundation on which all other elements rest.\(^2\)

The interview is limited by underlying assumptions in execution and analysis. Pollsters answer categories and styles of analysis (pro, con, and undecided) are structured to "get at" "publics": people who are assumed to regard themselves as affected by an event or activity, can register concern and be taken into account.\(^3\)

In this study the participants were those affected by the program or event. The interview gave them an opportunity to register concern

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**TABLE 2**

<table>
<thead>
<tr>
<th>Program</th>
<th>Interviews Possible</th>
<th>Interviews Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head Start</td>
<td>37</td>
<td>35</td>
</tr>
<tr>
<td>Day Care Center</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>82</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>
and be taken into account.

In making up each interview schedule the object was to find out how effective each program was in the eyes of the participants or their parents and to learn if the programs were living up to the goals set down by the law which brought them into being. Therefore, questions were open-ended so that any opinion could be expressed and even questions that were answerable by "yes" or "no" often called for an explanation as to why the person gave a particular answer.

The Director of Human Resources, Inc. was consulted in the beginning and again just before the interviewing started. He was asked to go over the interview schedules and make comments, criticisms or suggestions. Two questions were added to each schedule at his request. These were: Do you have adequate opportunity to express your ideas about the program? and Are your suggestions considered by the staff and administration? As one of the goals of the community action program is to involve the poor in planning their own program, the answers to the above questions were pertinent in determining whether or not those participating actually felt that it was their program and that they could comment and suggest changes whenever they saw fit.

In consulting the Director of Head Start, helpful suggestions were made as to rewording of various questions, plus the addition of the question: Do you think such programs will make any change or have any effect on the school system itself? There was a feeling by
the Director as well as by the two Neighborhood Aides who checked the schedule that there was need for follow-up in the public schools or the progress which is made by the children in Head Start will be lost after the first three years of schooling. Apparently they have been working with the parents in special meetings in an effort to get them to recognize this need and were hoping that through this interview they could learn whether or not the parents have seriously considered the possibility of follow-up.

In the Day Care Center both the Director and the Educational Director went over the interview schedule. They suggested some rewording but no new questions. In running the pilot interviews to determine the nature of the responses and whether or not the questions would get at the success and goals of the programs, the first interviewee was a Day Care mother who was also a sociology student. She was most helpful in criticizing the schedule from both points of view.

The Neighborhood Youth Corps schedule had to be changed somewhat because the participant himself was to be interviewed instead of the parent. While questions were basically the same they were reworded to fit those directly involved in the program.

A few questions were reworded after the five pilot interviews were completed but no major changes were necessary. The interview schedule was used as a guide and the interviewer did not always ask the questions exactly as they were written. Occasionally, added
explanation had to be given in order for the interviewee to understand exactly what was meant. In fact, once or twice the interviewee asked for clarification especially with the two questions: "What is your opinion of programs of this type that are sponsored by the government?" and "Does society as a whole have anything to gain from such programs? What?"

In order to obtain the participants' or parents' fair judgement as to the worth of each program, one first had to learn how much the participants knew about the program and how deeply involved they were in it. This was particularly important in so far as the goals were concerned. Therefore, such questions as, "What do you think are the advantages of the program? Do you think the program should be continued? Have you heard of any other programs sponsored by Missoula-Mineral Human Resources, Inc.?" and "Do you take part in any other program sponsored by the Missoula-Mineral Human Resources?" were asked. Neighborhood Youth Corps questions were geared to keeping the youngster in school, therefore, such questions as follows were asked: "Has the Neighborhood Youth Corps helped you stay in school? Will it help you go on to college? What do you plan to do for a life's work, and will the Neighborhood Youth Corps help you accomplish this? What has working in the Corps meant to you? What has it meant to your family?"

Finally, in trying to determine whether or not the program is
serving the poor and if these people are among the chronically poor or in temporary difficulties, such questions as the following were asked: "Have you taken part in any kind of welfare or public assistance programs? Who was the head of your household when you were a child? As you recall, was the income adequate for your family needs? Who is the head of your household now? What does he do for a living?" Again, the wording had to be changed for the Neighborhood Youth Corpsmen. These types of questions shed light on the problem of second generation poor and present economic status.

Also, in order to get an idea of the class of people with which this study deals it was necessary to ask how many members there were in the family and how much schooling the interviewee or participant had. Political party and church affiliation were also asked about but in the end, these two questions proved of little consequence.

An attempt was made to allow respondents to emphasize any part of the program they wanted to. It is obvious that not all persons would see the same value in the same parts of each program.

Interviewing

The first to be interviewed were the Day Care Center parents. The Day Care director talked to some of them asking if they would cooperate. The interviewer was invited to come to the Day Care Center and talk with parents as they picked up their children; others she called and made appointments to go to their homes. Those without
phones were visited in their homes without previous notice. It took two weeks to interview all 21 people. Some interviews were completed at the Day Care Center; the rest were done in the homes at times convenient to the parents. Most of those done in the Center were with parents who also worked at the Center.

In Head Start at least one member of each of the 37 sets of parents was also interviewed in the two weeks' time. The parents of Hawthorne and Franklin children were requested by letter to set a time when it would be convenient for them to be interviewed in their homes. The Head Start director suggested the letter and consulted with the researcher on its wording. She then sent it to the parents via the teachers. Returns were made through the teachers and the interviewer picked up the answers and worked out a schedule. Those who did not answer were called by phone. If they did not have a phone they were called on without warning and interviews conducted. The ten who were named by other Head Start teachers were visited in a matter of two days, without previous notice. All but two cooperated.

The Neighborhood Youth Corpsmen were all working in the schools. The Neighborhood Youth Corps director talked to the Youth Corps supervisors in advance and cleared the way for the interviews to be conducted. As the young people could only be interviewed while they were on the job and not while in class it took two weeks to complete this program. Most of these young people were girls, there being 19 girls...
and five boys. In each case clearance was obtained through the director of the Neighborhood Youth Corps, the superintendent of the school and the job supervisor.

At Sacred Heart Academy the superintendent invited the researcher to use a sitting-room to which the girls were sent one by one. In the other schools the Corpsmen were interviewed in the library except for one girl who worked in the office, where she was interviewed.

Interviews were recorded by the researcher while the interview was in progress. A secretary's notebook was used in order to be as inconspicuous as possible and an effort was made to record answers verbatim. Notes were typed out at the end of each day while impressions and abbreviations in the recordings were still fresh.

Observations in all three programs were limited, undirected and unplanned. Good and Hatt said, "Observation includes the most casual uncontrolled experiences as well as the most exact film records of laboratory experimentation." In this case the observations were of the most casual uncontrolled type.

The researcher was invited to observe at the Day Care Center whenever she wished. For a week she stopped by each day and talked with the staff and occasionally with a parent.

The Day Care Center was organized around the nursery school

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idea. Being part of the Head Start program it also included information and guidance for the entire family. Some of the families in Day Care also had children in Head Start programs which were under study. The youngsters were divided according to age with the three-year-olds in one group, the young fours in another, and the older fours-going-on-five in a third. Each group had its own teacher.

The day started with free play followed by projects at 11:00 o'clock. The program was "played by ear" and children chose their own projects with the teacher's guidance. They could have a story hour or some music to teach them rhythm and body expression or they may choose to spend the time playing store. It was a creative type activity and not a class in any formal sense.

The children were being taught to take an interest in nature and life around them. Everything was a big game and the Center was; therefore, of tremendous interest to the participants.

The Director of Education of the Day Care Center said the Center was created to fulfill a need of working mothers. A child in a Day Care Center develops socially and emotionally and is made ready for school. He gets some physical exercise. Painting, she stated, was a physical activity for muscle development.

The director of the Center said it started February 23. It is supplemental to family care. It takes care of some of the children's health, mental, educational, recreational, emotional and social needs.
There are nine staff members, including the director. There are three teacher's aides from low income families, two full-time teachers (one is the Director of Education), the cook (who is also low income), the nurse (low income), and one part-time teacher.

Parents are either in training or employed. The Center has to be approved by the State Welfare Department and they cannot take more children until they have larger facilities. They have money in their grant for a few more children.

The staff eats with the children in order to help them with their food and with table manners. Many other hygiene habits are emphasized, such as washing hands after going to the bathroom. Teachers work with the children constantly in an effort to enhance their appreciation of the world around them. Teachers and staff give undivided attention to the youngsters while they are in the Center. Each youngster receives a maximum of personal attention and love.

It was not possible to observe in the Head Start program as this would have been disruptive to the classes. The teachers, however, were cooperative and offered their suggestions as to a check-list which they finally filled out for each child, denoting the progress they felt the child had made while in their classes. This covered health, personal habits, learning skills - reading, writing, learning numbers; mental attitude, ability to get along with others, and general knowledge. The list was to serve as a check against what the parents said they felt the child had gained from this experience.
Teachers related problems they had had with children and what they did to try to solve them. There was the little boy whom the teacher took home with her one day. She gave him a bath, washed and ironed his clothes, gave him another set of clothes, let him play with her children all afternoon and then took him home in the evening. She met with the father and tried to point out what the boy needed and ways in which the father might help him. There was a little girl whose hair the teacher cut because they were having school pictures taken. The parents were grateful because there had been much illness in the family and they did not have time to take the girl to a barber. There was also the little boy who told tall tales about his family and who came to school one day saying they had moved and that he was no longer to catch the bus at the old place. The teacher finally learned that the family had not moved and went to the parents telling them about the story the little boy had brought to school. He was now crossing the highway to get on the bus and this was felt to be dangerous. The parents acted as though this was normal procedure and said nothing to the little boy. The teacher felt the parents did not believe her.

The neighborhood Youth Corps was another program which was impossible to observe. Most of the students either worked in the library or did janitorial work or worked in the school kitchen. The only thing that could have been gained from observation was information on whether or not the Corpsmen followed directions well and did what their supervisors wanted them to do while they were on the job. This
could be obtained much easier from the supervisor himself. None of them had any complaints about the young people or the program. The only conclusion which could be drawn was that the young people were doing what the supervisors thought they should do.

At Hellgate High School the principal, in discussing the program, said he thought the Neighborhood Youth Corps was worthwhile as long as it helped young people stay in school or gave them some kind of training for worthwhile jobs. He did not think it should be a program just to give the students extra money. He thought those working under the program in his school were making progress and that the program was working well there. He said there had been too much adverse material put out about the Job Corps and the War on Poverty. "If people understood these programs better and found out what they could do, they wouldn't be so opposed," he said parents were more inclined than youth to feel that this program was charity and something that others would look down on them for.

"We must erase the stigma that seems to go with vocational training," he said, "because it is a very important program for some. I have to live up to the state laws, in the meantime, which requires so many years of History, Math and English, and in some cases, young people need other kinds of training and this kind is not really helping them."

The Neighborhood Youth Corps did not have the unity shown in the other programs. Most of the young people were not aware that other Youth Corpsmen were working in other schools. They did not appear to look upon the Corps as one broad program. It was as though
students were working on individual jobs which were unaffected by the Neighborhood Youth Corps or any other outside agency. There was not the unifying force of classroom or Center as there was in Head Start and the Day Care Center.

Limitations

In all cases the groups studied were relatively small and homogeneous. It would be valuable to compare these programs with those in other cities and with programs with participants from more heterogeneous backgrounds.

Because of the time and money involved the study was limited to the city of Missoula, which added to the homogeneity. There are other programs under Missoula-Mineral Human Resources, Inc. in other small towns and in Mineral County. As part of this area is on an Indian reservation a different kind of comparison could have been made here had time and money not entered in.

This research will serve as a point of departure for further research; however, as very little has been done along the line of participants' attitudes toward programs devised to serve and help them. While more research has been done in the field of Head Start than in any other poverty program it is too new to have allowed for much analysis of this type. Hardly any kind of research has been completed on the Day Care Centers or on the Neighborhood Youth Corps. Most of what has been done is of a political and economic evaluative nature.
and summaries of the findings may be found in many of our current magazines and periodicals. 5

It is impossible to generalize about all programs from such a study because the attitude of the staff, the size of the town and the backgrounds of the participating families all play some part in the findings and will vary as much as people vary. This study may be helpful; however, in forming a basis for other research and for future changes and developments within the three programs.

CHAPTER IV

FINDINGS

The plan for this chapter is to handle the findings of each of the three programs separately, ending each section with a summary. The same pattern will be followed for all programs beginning with the size of family, size and source of income plus occupation, number of years completed in school, political party and church affiliation, how participants got involved in the program, interviewees' opinions of the programs, effect of programs upon the participants, the parents and the family, the life situation of the interviewee as it now stands, plus plans for changing it, and attitudes toward government programs in general and toward other Office of Economic Opportunity programs specifically in which family members may or may not be participating. A summary of all three programs appears at the end. An analysis of the findings and the conclusion will be left for subsequent chapters.

Tables showing the results in graphic form may be found in the Appendix. All of them contain data from more than one program and, therefore, serve best as a summary.

Day Care

The Family

Only one of the 21 parents involved in the Day Care program
had but one child; nine of them had two children, one had three, five had four, one had five, two had six, and two had nine. Of this group only two families still had both parents. In two families one parent was deceased; in 16 there had been divorce and in one there was separation leaving 19 with one parent in the home. In all cases but one it was the mother who had put the child in Day Care. In the one case where the father was in the home the wife was dead. Three of the mothers and their children were living with the mothers' parents. "I live on a farm with my parents and I am in charge of my children and their welfare." "My father is still head of the household. I am head of my daughter. I pay board and room, $60 a month."

Income

At least 90% of the participants in any part of the War on Poverty must have incomes at or below the level indicated in the Table in Chapter I. Only 10% may have incomes over this level. Of the Day Care parents four were low income (without being on welfare), ten were border-line (still low income but close to the limit which would make them ineligible), six were on welfare and one was in the 10% allowed above the poverty level.

It was sometimes hard to judge whether parents were low income or on the border line. A few counted their parents' incomes rather than their own. This gave them the feeling that income was adequate in their home. In actual practice the Day Care Center counted only
the applicant's income when they applied for admittance.

Four parents said the income was not adequate in their homes when they were children. Seventeen said that as far as they could remember it was. Sometimes there was a borderline case which was tabulated as adequate, as for instance:

"My father was a miner and I suppose you would say we were in the upper lower class. There was no money for college but we had everything else we needed."

"As a child I didn't realize it wasn't adequate if it wasn't."

"I think my needs were taken care of, but my Dad didn't believe in dentists."

"Yes, we didn't have a lot but we lived on a farm and we were a closely knit family. We had lots of love and as long as a family is happy I think that is the main thing."

"Barely, it was quite a struggle."

Parents who were tabulated as not having incomes adequate to meet their needs were sometimes equally as vague.

"Not all the time (was the income adequate). My father was a logger and then he got hurt and the work was seasonal, besides. They did a good job of hiding it from us kids, though. We had enough to eat and like that."

"No, but we always made ends meet. My father was a well driller and lost his left hand but he kept on working."

The two emphatic answers were:

"It was never adequate. My father ran a beer joint and didn't make much money. We had a garden and managed to live."

"No, there were 15 children and my father always worked."
The last lady quoted is the only one in Day Care in the upper 10% income bracket.

Present occupations varied so much that a table or summary of them would serve no purpose. A number of the mothers worked for Missoula-Mineral Human Resources Inc. The lady in the upper 10% was working for Head Start as an aid, two were Neighborhood Aides, one a Day Care cook, one a Day Care nurse, two were Day Care teacher's aides, and one did library work for Human Resources and was a member of the Neighborhood Youth Corps out-of-school program. She was working for her high school diploma.

Other occupations listed were: millworker by one of the ladies whose husband was also in the home, and student for the other family where both parents were present. One lady had taken the real estate examination and was beginning to work on a commission basis. She was to remain on welfare until her commissions equalled what she received from Aid to Dependent Children. One lady was a housekeeper; five were students (four of them worked, in addition; either for Human Resources or elsewhere); two were in training to become licensed practical nurses; the lone man was a construction worker; two ladies were waitresses; one was unemployed and one was a motel maid.

Education

Three of the Day Care parents had eight years of schooling or less. One had ten years, two had 11 years, six had 12 years, two - 13,
four - 14, one - 15, one - 16 and one - 17 years of schooling. This will change as some of the parents continue in school or obtain their high school diploma through Human Resources classes.

Religion and Politics

Many religions were represented with six Roman Catholics making up the largest group. There were two each belonging to the Lutheran, Methodist and Seventh Day Adventist churches and one each to Congregational, Latter Day Saints, Assembly of God, Presbyterian, Episcopal, Jewish and Interdenominational churches. Three claimed no church affiliation.

Fifteen parents claimed the Democratic party as their affiliate. Three said they were Republicans and seven said they did not consider themselves either one. A few of the mothers were too young to vote and had never thought about it.

How Participants Got Involved In the Center

Three of the parents were told about the program by a friend; one heard about it from a relative; two were told about it by teachers; two got their information from the welfare office; four read about it in the paper and nine were contacted by the program itself. Twelve said they entered their children in the program for financial reasons. In many cases other reasons were also given:

"It was a financial problem. My sister was taking care of them. She is now free to look for work. We are both
widows. I wasn't able to find any one interested in baby-sitting."

"Finances, but I'd rather have my children here anyway."

"I couldn't afford a baby-sitter. It was a financial problem. This way he is in good hands and they learn to get along with children, paint, color and play games."

"They were talking about going to school and this is about the same thing to them. It saves $70 a month in baby-sitting money."

"It is of financial benefit. Baby-sitters are expensive. I could be with them more as I didn't have to work such long hours to make enough to pay the baby-sitter."

"There were financial reasons, of course. The care was the best possible. I wasn't entirely satisfied with the care they were getting."

"First it was finances and then I wanted him to be with other children."

"Finances was the big reason. After a couple of days I saw that he had superior care, that there were organized activities and that learning was taking place, or I wouldn't have left him there."

"For financial reasons, and then because he is taken care of. He loves it and I don't have to worry about him now."

One of the ladies said it cost her $100 a month for baby-sitters.

One parent said she was told about the program and thought she'd try it, four put their children in Day Care because they wanted them to be well cared for, one couldn't work unless her child was cared for without charge, and one couldn't attend school unless her child was cared for without charge.

"If I hadn't been able to put my daughter in the Center I could not have gone to work and back to school. I could afford the Center and I knew she would get proper care."
Besides that she gets one nutritious meal a day and medical and dental benefits."

One lady put her child in the Center for the medical and dental benefits she had heard about at a meeting; one entered her child after she went to work for the program and two were referred to Day Care by Head Start.

Opinions of the Center

The 21 interviewees agreed that the Day Care Center was created to take care of small children in low income families while the parent or parents worked. They thought it was a good plan and a needed service.

"There is a need for the Center. Taxes are high and people should support it according to their ability to pay. Mothers work because their finances are in poor condition. You need two incomes to keep going. The lower standard of living makes mothers go out and work. We have nine children, three at home. Mothers have to have a place for their children when they work."

"It gives working mothers with inadequate baby-sitting situations relief from worry. They don't have to worry about them when they're at Day Care."

"The purpose of the Day Care Center is to provide a place for low income families to leave their children when they need to be gone, like to work. It is to provide a good atmosphere for children to grow in and to be with other children."

"I think the Day Care Center is very worthwhile. It serves a need in the community - gives the parents a chance for rehabilitation. It is good experience for the children. They get constructive help. They are in a group of their peers. It is a stabilization program."

"It is to help people like me unless they have some place to keep children. Low income families learn how to spend money on food wisely, how to buy meat and get the most nutrition for the dollar."
"It gives mothers in training or on not very big incomes a chance - instead of having to pay out for baby-sitters."

"I think it is to make it easier for single women with small children to further their education and in some way to better themselves." All 21 parents thought the Day Care program was living up to its goals. Their answers varied from a direct "yes" to a more indefinite affirmative answer.

"I haven't been too close to it but if care is necessary I think they are doing fine. Her Dad baby-sat her and sometimes she wants to stay with him. I don't think men should baby-sit."

"Yes, more than it set out to do. Underprivileged homes can now see their children blossoming out; they eat right, they don't hit. They learn to talk things out and they are a lot healthier."

"From my standpoint it is doing what it set out to do. I don't think we are serving the chronically low income, however."

"I think it's doing a wonderful job taking care of children."

Some parents felt Day Care was living up to its goals as far as they knew but they were fuzzy about what goals really were intended by the Economic Opportunity Act of 1964.

All 21 thought the program was worthwhile and should be continued. Few had suggestions about how it might be improved.

"My three and four-year olds are always comparing. The programs are a bit different for each and my three-year-old never gets to bring anything home like the four-year-old, - you know, things they've made in Day Care."

"Should be expanded to include those people who work week-ends and nights."
"There is not very much play room outside. We need some men teacher's aides and there should be substitutes for staff when they are sick. As it is, everyone just does more work when one of the staff or more are out."

"I don't think they should feed them every hour or hour and a half. They eat a box and a half of crackers a day. They are always hungry. They are in Day Care."

"There should be some way of caring for the children when they are sick, a special room or something."

"There should be more parent participation."

"They get good care and they are well fed. I think after one's income rises, so they can't get in the Day Care Center under the low income clause, that they ought to be able to keep their child in there if they pay for it."

All Day Care parents felt free to express their ideas about the program. They thought the staff was willing to listen and even encouraged them to offer suggestions, comments and criticism. They all said they got invitations, at least once a month, to attend the parents' meetings but some didn't go. Either they had no one to leave the children with at night or they were working or they had no interest in that part of the program.

Effects of the Day Care Program

All parents thought their children had progressed since entering the Day Care Center. All thought it was advantageous to have their children in the program. When asked how the program affected the child, the mother, and the family varied answers were obtained.

"My daughter has gotten acquainted with playmates. She will be ready for school. It has made it easier for me. I
don't have to worry about her. As for the family, she entertains herself better. There is such a difference in my children's ages that they are not compatible with each other; at least they are not playmates."

"They get better meals than I could fix in a hurry. They have more supervised care. From the standpoint of the family they are sweeter at dinner-time because they get a nap at Day Care. My other children do not have to pick up the little ones at my sister's and miss music practices and things like that. There is a better relationship between my sister and I now, too."

"Parting was a traumatic experience. My child goes willingly to Day Care and has found something interesting in her life."

"They get to do a wider variety of things and have a wider experience. I don't have to worry about their welfare and it leaves me free to work mornings in the Day Care Center and afternoons in the Opportunity School. For the family it has made them all more independent. I can see my children change."

"It helps children to develop hygiene and health patterns as well as social patterns and getting them ready for education. For the family - we can see how the kids are growing and we have better habits to raise them by. Grandpa doesn't like to say "please" and "thank you" but he does it because David does it. We have better living habits."

"He has learned to share a little and it gives our little girl a chance to develop individually. Our son competes with his father in school work."

"The child learns things a working mother doesn't have time to teach, like washing hands after he goes to the bathroom and how to share. My child was broke of the bottle after he came here. I have learned how to spend money wisely, it has given me a job, and I have gotten to know people, and I don't judge them by one incident any more."

"From my point of view it gives me a chance to work and do something I couldn't afford to do before."
"As for the family, it added to our home life; they have friends, they sing songs to me, we are happier."

"The child is helped to grow up. He has a bigger vocabulary. The helpers in Day Care are very loving. They treat the children like their own and they take great interest in the child's welfare."

"The children feel important. They are going to school."

"He has changed. He is happier and has a good time. I know he's taken care of. My daughter baby-sat with him before. Relationships are better between us now that she doesn't have to do it. She is married and has her own family."

"She is part of the group. She doesn't cling any more and she is happier. She belongs."

"He has a speech defect and they are helping me with that. I can go to school steady now."

"I would probably have been forced to quit and go on welfare if it hadn't been for Day Care. He is learning to get along with other children. He can make things and he looks forward to school."

When asked if the program had changed the life of the interviewee, four said it had not, 16 said it had, and one said, "some."

Eight thought it would not affect their future, 11 thought it would, and two said "some."

"I feel more relaxed and I don't worry about her, I know she is taken care of. I'd like to go on to school in civil service or journalism. This would be possible because my daughter is in Day Care."

"Financially it has made a change, and in the family relationship. I felt like I was neglecting my children. It made me feel guilty. I am not any more."
"The long-range effect may be preventing an emotional problem in my younger child that the older one has."

"Yes, I feed my children better now. I'm learning how to care for them better. Day Care has put me on a schedule."

"Later my little boy will have eye surgery and we are saving for that now. We couldn't put him in a nursery school and save money for the operation too."

"It will help me reach my goal. I want more schooling. I am happier, I appreciate life more."

"It allowed me to go to school and work. I can make a better future for the kids."

"I can go to school and take training to be a barber now that I have some where to leave the kids."

"It has helped me and the kids. I am completing my schooling. I'll be able to hold down a good job in the future."

"It freed me for work."

"It shortened the number of hours I have to work and has made it easier for me to accomplish my goals."

"Life is easier for me and I think I can continue to work. His physical health will be better and I don't have to worry about him."

Some indicated that they could not judge the long-range change. All parents thought the program would have a continuing effect on their children, though sometimes there were qualifications.

"Yes, she is learning how to approach people and manners. This should stay with her."

"It depends on how long they are here. I'm sure it will."

"I think so. He has learned to play games and eat food he never had to eat before, because he had allergies when he was little."
"It better have. They receive advantages I couldn't give them, painting, etc. which helps with muscular development and then the field-trips."

"School should be easier for them."

Parents often said Day Care will make school easier, it will be easier for the children to meet strangers and they are learning how to get along with others. Parents indicated these accomplishments would have a continuing effect on the children.

"He gets a lot of attention in Day Care. More than a mother could give at home. He is learning to respect authority and to sit still."

**Life Situation**

Twenty of the 21 Day Care parents were definitely interested in changing their life situations. The one who wasn't said, "Not much," and then added that more money would be helpful. She had no major plans for improvement and said, "My life is about as good as it can be. We are happy together and money isn't everything."

This lady was a motel maid and said she hoped for a raise in pay. She was not trained to do anything else and though she had eight years of schooling she thought it was not a firm enough basis on which to earn a high school diploma. She doubted that she would qualify for other training. She got a grocery allowance from welfare in addition to her pay check. She had six children.

Of those interested in changing their life situations two were planning on getting better jobs, 11 were taking special training or hoped...
to, six were going to college or planned to, and one wanted to work up
in his present job. A lady who was a waitress said:

"I am a victim of circumstances with this house and taxes. It was in the family. I was adopted when I was five. My parents were separated and I got stuck with this house. I would like to sell it and rent. I want to go to school and take adult classes."

Others said:

"I'm beginning to think about some kind of special training. Since we had a school for aides in the Human Resources program I can see where special training would help me and I might like to teach." (This lady is a widow with six children.)

"Definitely I'd like to change my life situation. I'm in school now and I'd like to go into Social Welfare - group work. In fact, I'm hoping for a Master's in Social Work."

"I want to go back to school and learn to work with special children, whoever they may be."

"I'm interested in being a nurse or a secretary. If I get married my husband would probably take training and go to work for Boeing."

"My husband will graduate in December in Sociology. He plans to go to graduate school in the field of guidance."

"I want to make a higher income and I want a nice house. Originally I wanted to be a bookkeeper but now (after working in Day Care) I want to be a teacher and teach in the South. I think I can do the most good there. I lived there for a while and their educational system is sad."

"I'm doing it. I've already taken the Real Estate exam and I am working at making a success of being a Real Estate agent."

"I want to get training under the Man-Power Training Act. I'm checking on it now."

"I am going to school and I work at the Chimney Corner. I want to finish and teach."
"I'm working for a Bachelor's in History and want to go on to Graduate School."

"I'm going to school and working for Human Resources. I plan to get a B.A. in Sociology and Social Welfare."

"I hope to get special training under rehabilitation. I like landscaping."

"I'm interested in getting a better job and I'd like to become a beautician, but actually I plan to get married."

"I'm working for a B.A. in Education. I'll be through in June."

"I'd like training to be a beautician or do general office practices. I have been working on getting help to do this from Human Resources."

Two of the ladies said they were presently in training to become licensed practical nurses.

**Attitudes Toward Government Programs**

Eleven Day Care parents said the Neighborhood Youth Corps was worthwhile and should be continued. Twenty of them said this about Head Start. Six had never heard of the Neighborhood Youth Corps and three had heard of it but didn't know enough about it to comment. One said it shouldn't be continued. Only one had not heard of Head Start.

Of the Neighborhood Youth Corps they had this to say:

"I've had my doubts. Since I've learned more about it I think it's a good thing."

"I think it is all right. It is an incentive plan and encouragement to the kids. It gives them an aim to shoot at and a feeling of self-worth."

"I am a bit suspicious of all this. It is a beautiful plan
but difficult and very idealistic. Missoula fights progress and it is hard to get things done."

"I think they have too many young people enrolled for the amount of staff. They are not preparing them for a trade. They do get work experience which is good, and employment. They are trying and the kids are trying."

"Marvelous, I think they need such a program for the older people who need training."

"It's a good program but the wages are too low."

"I don't think much of it. If a kid has enough backbone he can go find his own job. I don't think they need it."

"I'm in favor of it."

"It takes people, trains them and makes them useful."

"I think it needs weeding out. It is good for kids who are interested in bettering their vocational ability. Some put in their time for the money, but that's all."

"I'm in the Neighborhood Youth Corps. It has helped me to make something out of myself. It has given me an opportunity to finish high school. It is a good program."

Day Care had only one parent who was involved with the Neighborhood Youth Corps. It had seven who also had children in Head Start, one in Upward Bound, two in Legal Aid, and 12 who were in no other program outside of Day Care. All comments on Head Start were complimentary.

"Nicer than Day Care. They learn like in the first grade and it gives me a start in school."

"I think Head Start is the best that OEO has."

"All incomes should be included. The culturally deprived are everywhere, not just in low incomes."
"Pretty good. I'd like to get my son in. Maybe I will be making too much by that time."

"It's a good program. I hope they never take it away. I am for a public kindergarten."

"It has a good purpose. To set a limit based on financial need doesn't always hit children who need it. I'm for the public kindergarten, education of the family unit, diet planning, getting mothers together and trading ideas on budgeting. This is all part of Head Start."

Fifteen Day Care parents indicated that they thought government programs in general were good. Some doubt was exhibited.

"They are nice and idealistic. They can work but I don't think they are really working yet."

"In the long run there's going to be a greater price to pay in the future than there is value coming out. Those who benefit will not be the ones who pay."

"With the new programs the goals are still there. In the old programs goals are often lost sight of and perhaps are not so valuable."

"The idea behind some programs is fine but in some cases they make invalids out of the people. Their initiative is gone and the programs don't help them get it back."

"If the government can send CARE packages to Europe they can help people at home who have problems."

One thought government programs were bad, even though she was participating. She said:

"Basically I'm against government programs. No one else has the obligation to pay my way. Taxes are too high. It may benefit a great many people. There is too much of a load on the middle and upper classes. I feel guilty about taking my daughter to Day Care."

This lady had not heard of the Neighborhood Youth Corps. She said

Head Start was of definite advantage to the child. Five mothers thought
Day Care and similar government programs helped society in general.

"I think they're very, very good. The more people you train to take care of themselves the better the community is. Business benefits from the independent person. It takes a long time to see the results."

"I'm in favor of programs like this one. Since I got involved a year and a half ago my interests have been stimulated. I had to quit my job as a wåtress and go on welfare in order to stay home and take care of my children. I applied for ADC. Then I heard about this job and I went to the neighborhood meeting and got elected secretary. I was despondent but the meeting was encouraging. My OEO job led to school and I'm now off welfare and ADC, with a job. My children are being taken care of and I can go to school."

"OEO puts taxes to useful work. The better we educate people, teach them, feed them, the better country and higher standard of living we will have. There will be less welfare, sickness and crime and more taxes for other things."

"I think anti-poverty programs are doing a good job. I'm not afraid of the government. I'm part of it. You can't tell when you are going to be in need of such programs. All children are citizens and will run the country. All income levels could benefit."

"If backward people better themselves and work harder, upper incomes won't have to pay so many taxes, lower incomes will go off relief rolls and start paying taxes themselves. There would be more support and a richer government."

"All income levels should be interested. They help to raise the earning capacity. They also raise the standard of living and eventually ought to lower taxes.

Summary

The 21 families of Day Care children averaged three and
and one-third children each with the median falling at three children per family and the mode at two. Forty-three per cent of the families had two children each, 25% had four children each, and the rest totalled either one or two families having one, three, five, six or nine children. Seventy-six per cent were divorced. Only one one-parent home was headed by a man while 90% of the families were one-parent families.

All parents were low income but one; 29% were on welfare. Some of those in low income may not be there now as they were close to the upper limit when the study was made. Eighty-two per cent thought the income was adequate when they were children. Eighteen per cent or four families thought that it was not. Eight of the parents or 38% were working for some program under Missoula-Mineral Human Resources Inc. The rest had a variety of unskilled jobs except for one registered nurse and seven, or 33%, who were going to college or were in special training.

Forty-three per cent of the parents had completed more than high school and 71% had completed at least high school. Only three had completed grade school or less.

Ten different religions were represented among the parents with 24% Roman Catholic. This was the largest representation. A little over half the families considered themselves Democrats with 33% affiliated with neither party.

All parents agreed that the Day Care Center was worthwhile and should be continued. They all felt their children were progressing
satisfactorily and were getting good care. They all said, in their opinion, the program was living up to its goals. They were encouraged by the staff to make suggestions and criticisms and urged to observe the children while being supervised in the Center.

Day Care changed the lives of 76% of the parents, according to their own statements. Fifty-two per cent thought it would affect their future. All parents thought the effect would be lasting, to some degree, upon their children. All were interested in changing their life situations, though one was fairly well satisfied. Fifty-two percent were going to make this change by taking special training that they were either in now or working on trying to enter. Twenty-nine percent were going to college (not considered the same as special training). Even the one who was not interested in changing her life situation "much" had some ideas of how she might bring more money into the household.

Fifty-two percent of the Day Care parents thought the Neighborhood Youth Corps was worthwhile and should be continued. Only one was against it. All agreed that Head Start was worthwhile except one who had never heard of it and so had no comment. Fifty-seven percent of this group did not participate in any other program under Missoula-Mineral Human Resources. Thirty-three percent were involved in Head Start. There was one in the Neighborhood Youth Corps, one in Upward Bound and two in Legal Aid. Two families involved in Head Start also had received Legal Aid in addition to having children.
in Day Care. Twenty parents thought government programs were good and five of this group thought they helped society in general. One parent thought government programs were not a good thing, although she was in favor of the Day Care Center and thought it should be continued.

**Head Start**

**Family**

Of the Head Start families involved in programs at the Hawthorne and Franklin schools and including the ten who were inver-viewed at the suggestion of teachers from other areas, only one had 12 children. Five families were included in each of the two-child, three-child and five-child categories; one family had seven children and three families had nine. The highest number of families, totalling eight, had four children per family and the second highest was seven with six children. Of the 35 families interviewed, 20 had both parents in the home. In four cases one parent was deceased and in eleven homes there had been divorce, leaving a total of 15 with only one parent in the home, although in one case the divorced husband was baby-sitting his children. He said: "We never do anything without consulting each other." Two of the homes had fathers and no mothers. All the rest had both parents or mothers. Two of the mothers came from France and were not citizens. One was divorced. One couple was native to Holland and were not United States citizens.
Income

Eight of the 35 parents or sets of parents interviewed were on welfare. Eight others were low income and an additional 14 indicated they were on the border line and soon might be over the limit. Five were participating in the program as part of the ten per cent allowed from higher incomes.

Twenty-five parents stated that the income was adequate for their needs when they were children while five said they grew up during the depression and were never in want but wondered if it could really be counted as adequate. Four said it definitely was not.

"My dad was in the Navy. Yes, the income was adequate."

"No our income was not adequate. We were on welfare."

"No the income was not adequate. It was during the depression. My father worked on government projects."

"Off and on -about average. He never had outside help."

"Yes, she (her mother) got child support from Dad and a family allowance from the government." (This was in France.)

"Part of the time when my father wasn't sick, the income was adequate. He worked for the Milwaukee. They didn't have welfare then but are on it now. I used to baby-sit and made from $1 to $2 a week. Some of the people wouldn't pay and I got kicked out from one baby-sitting job."

"No, I'm a Flathead Indian and a descendent of Chief Joseph. We never really had enough."

During this study five men, 26 women and four couples were interviewed. In the case of the couples the husband's testimony was recorded as to family background, adequacy of income when a child, etc.
One of the women was the grandmother, rather than the mother. She had responsibility for her son's children.

Present occupations varied tremendously. Eight stated they were unemployed. One of the borderline cases was a minister, selling insurance. The five in the upper 10% were a salesman, a dental technician, a missionary and two were state highway employees. Other jobs included a grocery checker, butcher, laborer, electronic technician (unemployed), sheet metal worker (unemployed), office worker, waitress, real estate agent, housekeeper, machinist, parts man, carpenter, Sawyer, trucker, and one employed by Waldorf Paper. There were four laborers and four who worked with lumber, either as carpenters or sawyers. The other occupations had no more than two listed.

Education

Eight of the parents had completed eight years of school or less, four had completed nine years of schooling, two - 10 years, three - 11 years, and 13 had completed 12 years. One had one year of college, two had two years, and one had three years. One had business college in addition to high school.

Religion and Politics

Again the Roman Catholic religion took first place with seven families belonging. Seven also said they did not belong to a church. Six were Lutheran and four, Baptist. The rest numbered one or two
families per religion, which included Jehovah's Witnesses, Latter Day Saints, Assembly of God, Methodist, Presbyterian, Episcopal and Inter-denominational. Fifteen said they were affiliated with the Democratic party and seven with the Republican party. Thirteen claimed no affiliation. Some had no interest in politics and one mother said participating in politics was against their religion.

How Participants Got Involved in Program

Seven parents said they heard about Head Start from a friend, five said a relative told them, and six were referred by a teacher. One learned about it through the employment office, two were referred by welfare, three read about it in the newspaper and eight were contacted by the program itself. One called in and asked about it and one couldn't remember how she'd heard. Some representative comments were:

"My husband is a pastor without a church at the moment. Paul Carpino told us about Head Start last June."

"We had just moved to Missoula and my daughter was five years old. She got kicked out of the first grade and the teacher put her name in as a possibility for Head Start. They said she was too slow to stay in the first grade. I have two children. Now we have learned that she is mildly retarded. She is seven years old and will need special schooling."

"My oldest child has cerebral palsy. I have four children and we put him in summer Head Start when it was very new. I heard about it through crippled children's meetings and read about it in the paper."

"John Swift of the Mental Hygiene Clinic turned my name in a year ago in March."
"I learned about it in Great Falls in 1965. My daughter was in it in July and August. The county nurse came around and told me about it. Then I put her in when I moved over here. She has been in since fall."

"I worked for Medicare until last July and I heard about Head Start then. My daughter has been in since last fall. Kenny was in last year. I have five children."

"We heard about the program from the county welfare about two years ago. One of my step-sons has been in the program for two years now and the other one started last fall."

"My son was in the first grade, and the principal came and talked to me and told me about Head Start and thought it would be better for him if he was put into that program."

Twenty-three parents said the reason they put their children into Head Start was because they wanted them to have kindergarten. There was no public kindergarten in Missoula and parents could not afford the private kindergarten. This reason also included a financial one, though only two families gave this as the reason for entering the program. Two claimed they were referred by welfare. One said she had been told about it and thought she'd like to try it. Five entered because of some problem such as speech, and two were referred by a teacher. Often if a child does not do well in first grade the teacher suggests that he go through Head Start as preparation and then do first grade again. Parents were anxious to talk about why they entered their children in the program.

"My little boy was broken hearted because he couldn't go to kindergarten. My husband has been out of work and we didn't have the money for a private kindergarten."

"The teachers thought a year in Head Start would make her more mature and better able to follow directions."
"Sammy can grow up in a world of his own. The older one gets more attention because he has cerebral palsy. The younger one needs to know something else."

"She has cerebral palsy and doesn't or didn't get along with other children. She was a loner. In France, where I come from, they start school at the age of four and they learn to get along with other children when they are very young. I think Head Start does this."

"They learn to eat everything and they need to get away from me."

"We are Bible Club missionaries and we have a furlough coming in the fall. I thought it would help him in changing schools."

"Welfare told me I should. My daughter does all right but she has to walk to school and there is no patrolman or anything along the way. I hate to have her walk. The drivers in Missoula are terrible."

"I couldn't afford kindergarten. The teacher suggested I put her back in Head Start. She went to Head Start in Great Falls during the summer and I sent her to kindergarten for six weeks in the fall. They let her play too much."

"We thought we would give it a try to see if it prepared her for school. Actually, Head Start spoiled our first one. She didn't play well and she went to school in the summer and got tired of it. She failed the first grade. All they learned in Head Start was how to play, finger-painting and some drawing. She didn't want to be away from home and she could play at home so she couldn't see any point in going to Head Start. It didn't do anything for her. We put our second daughter in and thought if the programs hadn't changed any we'd snatch her out again, but it is different now. Our first little girl was a mommie's girl and spoiled to begin with."

"We entered our children because they needed it. One has speech problems."

"We are in the 10% above the low income level but we have one daughter with emotional problems. We had her in kindergarten for a while but it was not good. The teachers are not as well trained as those in Head Start."
Opinions of Head Start Program

All 35 parents agreed that Head Start was doing what it set out to do, as well as what they thought it would do, even the one who was not for the program. Her comment was:

"I really wasn't expecting it to do anything. They have had physical examinations and dental care. It has meant more running and I don't have any transportation."

Other comments were more positive and showed that many parents were getting more than they expected:

"Yes, it is to give the children an idea of school, the routine and how to get along with others."

"Yes my daughter is getting acquainted with things she would never come in contact with. Head Start is doing very well. They have been to the police station and the fire station. The field trips they take are especially valuable."

"Yes, and more."

"Yes, I thought they'd get more paperwork."

"Yes, it is better than public kindergarten because they go on field trips. There is more in the program - they learn about the start of life, plants that grow, nature, etc."

"I think it is doing more than I figured it would. He has learned to add and they fixed his teeth."

"It is broader than I thought it would be. I can see that our son is even a little creative."

"Definitely."

"And then some - Sophia is a different child. She was disturbed and wouldn't talk. She is now prepared for the first grade. She didn't get anything out of the two months in kindergarten but she has made progress in Head Start. The teachers really love children."
"Yes, more. He is getting used to school and the teachers are very helpful. I put him in Day Care when I am looking for a job or have to be gone."

All but one of the parents agreed that the program was good and was needed. All but one thought the program should be continued. The one dissenter said:

"No. Eight years of school is enough. Oh, if they want to go on to high school that is O.K. I'm going to get away from being a low income mother so I don't have to put the others in Head Start."

There were two other children in this family. The parents were divorced and the mother was on Aid to Dependent Children. She thought the welfare made her put her child into Head Start and if she went off welfare she could take the child out.

Few parents made suggestions for changes in Head Start and all but one were satisfied with the program as it is.

"I think it is carried on very well. They are personal with each child and give them affection. They love the unlovely - even those who are not clean or who are dressed badly, or who haven't had a bath."

"I think they have the best teachers and aides. They pay attention to the whole family. I am learning how to sew and about nutrition and how to plan low-cost meals. The dietition helps a lot. They have meetings on children's emotional problems, budgeting, and tell you how to get help through Legal services. They took the kids to the Pied Piper at the University.

"I have no suggestion for changes. The other programs I don't care about. The meetings for the older people are a lot of baloney."

"I wish Head Start kids were on lower floors and didn't have all those steps to fall down. Some would like to have bigger rooms and maybe a little more paperwork."
"I think it would be a good idea for them to go all day long."

"I'd like public kindergartens so all income levels can go."

"I can't think of any changes. The teacher cut our daughter's hair and I was grateful because I just couldn't get to it."

"I wish the school was closer. I have to take her and go after her, but it is worth it."

The one who wasn't satisfied said:

"I don't like the program, period. I think they should quit kindergarten. The kids are too young. I'm against summer school. I don't think kids should be in school all year long. What if you want to go somewhere, you can't because the child is in school. There can't be any family outings, or anything."

All 35 parents said they had adequate opportunity to discuss Head Start and make suggestions to the staff and administrators, even the lady who didn't like the program. She added, however, that she did not think the staff paid any attention. All the other parents thought the staff did pay attention and was interested in what parents had to say. Parents' meetings were mentioned as well as special sessions on nutrition, sewing, budgeting, etc., and a number of the ladies and one man said they were on the Head Start Board of Advisory Committee which urged parent participation and had a lot to do with the kinds of programs that were carried out.

Again, everyone thought the program was advantageous except the one lady. She said:

"I think it makes kids learn to play too much and when they are in first grade they won't buckle down. The parents say this. The teachers have a bad time with kindergarten children. An extra year is too much. I don't want to put my two smaller children in."
Other parents listed such advantages as taking care of food deficiencies, getting extra love from teachers, learning to get along with other children and to share, maturing the child, learning what school is like, getting their teeth fixed and medical treatment, learning about libraries, farms, animals, etc., learning to follow instructions, needing to get away from parents and learning self-reliance, getting better adjusted, receiving help with speech and other problems, learning their numbers, to write and to paint, learning to take instructions, helping to develop study habits, and getting children away from unhealthy environments.

**Effects of the Program**

All of the parents thought their children were progressing in the Head Start program. The lady who was against it admitted that her child might be progressing a little. She said: "She might be a little bit. Not much better than she was around home before. First grade teachers don't want kids to know certain things." Others said:

"In a normal way. I taught kindergarten so I know it is equivalent."

"I can see a change. We have taken her to a speech therapist through Head Start. She has had her immunizations. It has helped her a lot. She has gotten to know other children and has learned to follow what the teacher says. The program is flexible and made to fit the child's needs."

"Very well - I can't pinpoint it but he is maturing and it is easier to get along with him."

"He plays better, used to be a bully around his brothers but isn't any more. He brings home things he makes. His whole behavior is better. He has more interests. They take them on field trips and these things are important. He learns about
"He is changing. He is learning to do things on his own. He wouldn't go to the bathroom alone before he got into Head Start. He is more independent, eats everything and is easier to get along with."

"He ran away from kindergarten but not from Head Start."

"She learned her colors real good and she knows how to circle things when they tell her to on paper. She seems lonesome and pays more attention to men than women. She kisses the bus driver every time she gets off of the bus and she follows the teacher's aide around. He is a boy. She likes the teacher too. She can take instruction better now. They had a guinea pig at school and she played with it all the time."

"My little boy was mean to other children and always getting into fights. He gets along with children good now. He does things for me. There is a lot he wouldn't try to learn before that he has learned since he got in Head Start."

"They are doing real good. You can understand them when they talk."

In addition to the above, parents emphasized that their children were now prepared for the first grade. Some parents were more impressed with the dental and medical care, and everyone who had a child with a speech problem was proud of the fact that their child had overcome this difficulty. Some parents listed the normal progression of learning to write, learning colors, learning to count, to paint, to sing little songs, and getting used to a school routine. Others were impressed with the progress their children had made in getting along with people, in meeting strangers and in speaking to teachers. The children's cooperativeness, happiness, and contentment since they had entered the program were also mentioned. Each parent could name some way in
which his child had changed. Most parents could list many areas in
which they felt Head Start had helped their children.

Because observation would upset the class routine the teachers
filled out check-lists indicating how they thought the children in their
classes had progressed. This did not include the ten families whose
names were supplied by teachers other than those from Hawthorne and
Franklin schools. There were 15 children from the Franklin school
and 16 from the Hawthorne for whom the teachers turned in check-
sheets. The 16 at Franklin included the two families who would not
cooperate in the interview. In all cases the teachers stated that there
had been improvement except for one child in Hawthorne who was marked
as a newcomer. Special comments made by the teacher on some of the
students were quite revealing.

"This boy is not happy at home, according to his stories
and attitudes; his mother works and each time I have visited
his home the baby-sitter was asleep."

"This child spends most of her time baby-sitting a very
sick father and therefore must entertain herself when she's
not in school. She's very enthusiastic and loving but needs
companionship."

"This girl is kind of a little animal; terribly dirty and
unkempt, atrocious manners and a 'lackadaisical' attitude.
Her coordination is very poor, her attention span very short.
I have recommended her for the summer program. Despite
all, a dear, dear little child."

"Here is a superior student."

"This child suffers tongue-thrust and, therefore, has a
rather serious speech defect. She is a class favorite among
her peers. She is very interested and enthusiastic."
"An admirable adjustment was made by this child."

"An obstinate child and must be nagged and begged. She eats entirely too much and must be watched or she takes food from other children. Very, very poor teeth. Academically, a good student."

"Inaudible speech; has changed from terribly 'mousey' personality to one of a bully (kicks children and adults, etc.) He has been a complete puzzle as though he's finally releasing pent-up emotion. He is a very naughty boy but perhaps this is his way of working out these problems. (Better to be boisterous than too quiet)."

"Has days when he is sullen and unapproachable - usually after he had been home for several days."

"Was in speech therapy but refused to cooperate with the teacher and had to be dropped."

"This little girl's mother recently discovered that she has low hemoglobin, contacted bronchial pneumonia and needs to have her tonsils removed. She's getting along very well in school."

"This child was enrolled as a four-year-old; she's very intellectually adept but her age difference becomes apparent socially."

"Her condition improved somewhat after her adenoids were removed this year but she still has quite a problem with her speech.

The check-sheets showed children had more problems when they came to the program at the Franklin school than they did at Hawthorne. Hawthorne showed more "excellent" ratings of progress than Franklin. The bulk of students in both schools showed "good" improvement. Comments on the Franklin check-sheets were:

"No mother in this home. Child's needs are great in many areas."
"Shows the greatest improvement."

"Will be able to handle the first grade in the fall. He was in public kindergarten in Wyoming most of the year."

"Has made good progress but he still has far to go."

"This child will be retained - needs more help - very immature and possibly retarded slightly."

"Terrible dental care." and "has great promise."

Below is a summary of the check-sheets for each school. An "F" at the head of the column stands for Franklin school and an "H" for Hawthorne. The Franklin results do not always add up to 15, the number of children in the program. This is because occasionally the teacher had trouble deciding what to check and checked two places for the same item of progress or else missed checking one at all. This did not happen often.

**TABLE 3**

HEAD START CHECK-SHEET

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<thead>
<tr>
<th>Name of child</th>
<th>Rate of progress</th>
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<td>Poor</td>
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<td>Had problem when came</td>
<td>F</td>
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<tr>
<td>1. Self-reliance, responsibility</td>
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<td>2. Coordination</td>
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88
<table>
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<th>Had problem when came</th>
<th>Poor</th>
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<td>3. Cooperates</td>
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Parents and teachers, for the most part, agreed on the progress of the children, although teachers were often more able to pinpoint problems and to describe just how far the child had developed in overcoming them.

Twenty-five of the parents said "yes", the program would have a lasting effect on their child; one said "definitely," eight thought it would have some effect, and one said "little."

For the most part parents thought the friends their children made, the basis they got for school, and the improvements they made in speech would continue or last. In addition, the children would remember the things they learned on field trips. It would be easier for them to accept new teachers and being away from home, coordination and longer attention span would continue, and whatever dental and medical help they got would have some effect on future health. One lady said,
"I don't know." Another said:

"I think so. She responds better than she did. She isn't so distrustful. If I had to keep her home any longer she would have gotten worse. She isn't as bullheaded as she was. (Here the mother said that she herself learned never to trust anyone.) If you do you just get kicked in the teeth."

Thirty-four of the parents thought Head Start had made no change in their personal life. One said it had because with her child in Head Start she was able to go to work. A few of those who said "no" added that they were happier and more at ease knowing that their children were getting help with speech and emotional problems, medical and dental care, and preparation for school. One mother who worked put her son in Day Care for the other half-day.

Thirty-four parents thought that Head Start would have no effect on their future. The lady who was able to go to work said that it would have "some" effect.

When asked what effect they thought Head Start would have on the public school system, 12 parents thought it would make some difference. Mostly, they emphasized a hope that it would force establishment of public kindergartens. Some parents thought Head Start would make it harder for the children.

"The public schools resent Head Start. The teachers in the first grade treat the children different."

"I think this program will have an impact on the first and second grades. After that they will be integrated and it won't be so noticeable."

"The first and second grade teachers want aides now too. I'm on the Head Start board and we need a committee to define
the duties of the aides. Eventually I think we will get them in the school system. They can give moral support and love where the teacher hasn't got time. Sometimes some little emotional thing will keep a child from learning all day, where if there was someone with time to love them and talk to them it could be straightened out in minutes."

"It ought to help first grade teachers." and "I hope it leads to a public kindergarten."

"If the school system would let it, but they buck it. We wanted a follow-up program. We thought there should be aides in classes where Head Start children were. There was hard feelings among the teachers. Maybe eventually there will be teacher's aides through all the grades. This would make the teachers more cooperative with Head Start. So far the public school won't allow a trial period for teacher's aides in the grades."

One lady said she heard that they were going to do away with the first grade and let kindergarten take its place. She wasn't for this. She thought that those who couldn't go to kindergarten would then go right into the second grade, "knowing nothing", as she put it. Twelve parents thought it would have no effect at all. Others said it should help first grade teachers because Head Start children had had some background for school and there would be less children for the teacher to have to give basic kindergarten training to before she could start on classroom work. Some said having Head Start children, private kindergarten children and children without any kind of previous training in the same classroom made it hard for the teachers. Eleven parents had no idea of whether or not Head Start would have any effect on the public schools.

**Life Situation**

Thirty-three parents stated they were interested in changing
their life situation; one said she was not interested and one said "a little, but not much." The last one was the mother of 12 children and she explained that they had just moved into a large home on the edge of Missoula and were able to keep cows, chickens, pigs and a garden. This was a big change that she and her husband had been working for. Now there was only the matter of keeping up with the cost of living. This mother said she would like to be a baker's apprentice. Her husband is a driver for a freight company and belongs to the Teamsters' Union.

The lady who said she was not interested in changing her life situation added that she never cared about a higher income. Her husband was a steady sawmill worker.

Out of the group who wanted a change two wanted homes of their own, three wanted to get better jobs, seven wanted to work up in the jobs they had and earn more money, five wanted to take special training, one wanted to go to college, nine wanted steady jobs, four wanted to go to work and two had other ideas. One lady said she thought she would have to go out of state to get work because there wasn't anything here. She said it was hard to make enough to pay baby-sitters. She was interested in being a nurse's aide and claimed she had applied for training but had heard nothing. Another mother said she wasn't working because she didn't want her five children coming home to an empty house. When they were all in school she hoped to go back
to nursing. She is from France and not a citizen. It was hard to tell whether she was talking about practical nursing or whether she was a registered nurse. She couldn't distinguish between the two.

Where steady work was the way the parent wished to change his life situation he usually had a seasonal job. In one case, however, it was a minister who wanted a church, but that denomination was not as wide-spread in this part of the country as in the South. The lady wanted to go to college; said she'd like to become a sociologist. One said when her children got older she hoped to take job training. The real estate agent from Day Care was also interviewed in Head Start. She has already made some important steps in changing her life situation. The lady who did housework in the Day Care Center was likewise in Head Start. These were the only two who were interviewed for both programs. The housekeeper had signed up for rehabilitation and hoped to be sent to Spokane soon for barber training. Another lady's husband was in Anaconda for eight months, taking radio and TV repair training. Because of an injury he could not continue with his old job of carpentry. A couple of the families were looking for bigger homes. One woman who was living with her parents wanted a home of her own; another had the basement already dug. One family said, now that the husband was working full-time they could afford a bigger place and they were looking for one. One lady wanted to become a secretary but couldn't quit her work as a waitress because her family needed the money; so she couldn't take the training necessary. A man who had been very ill was waiting for
rehabilitation services to go through. He had already applied to go to school and was interested in business administration and accounting. He was a parts man but his illness would not allow him to continue with this kind of work. One family was moving to Libby where the husband was going to work on the dam. They thought this would mean more money. Another man said he was an aircraft mechanic but was more interested in prospecting for gold. He was unemployed and the family was living on welfare. A man who was already in the 10% above low income and who worked for the Highway Department was trying to get into Civil Service. He thought this would mean a move to Great Falls and more money. The electronics technician was looking for steady work. He gave the impression that he thought God would take care of his needs. One lady said she couldn't work on account of her health. (A mother and grandmother kept chiming in during the interview. It was hard to weed out their opinions.)

Knowledge and Attitudes Toward Government Programs

Only two Head Start parents also had children in Day Care and two more had children in the Neighborhood Youth Corps. One family had a girl staying with them who was also in the Neighborhood Youth Corps and one family was receiving or had received Legal Aid. Thirty of this group participated only in Head Start. Later some might be in on-the-job training and one was working with Paul Carpino on a half-way house for alcoholics.
Seventeen Head Start parents said Day Care was worthwhile and should be continued; eleven had never heard of the program and seven had heard of it but did not know enough about it to give an opinion.

"Yes, I think it's nice for parents who are working. I wish you could leave your children in Day Care for an hour or two occasionally and pay for it. When I go to the doctor I have to take them. When I go downtown to pay bills I have to take them. Maybe we could pay a dollar or two when we left them."

"It is a good program. I helped start it. I was on the advisory committee. We have no children in there now because we are in the upper 10% and I am not working."

"I wish there was something for those people just over the OEO level."

"We really need one over on this side of town."

"Yes, it's a good program. If mothers don't have enough money and have to work baby-sitting can eat it up alive."

Eleven Head Start parents thought the Neighborhood Youth Corps was worthwhile and should be continued. One was against it. She was the same one who was against it in the Day Care findings. Seventeen had never heard of it and six had heard of it but didn't know enough about it to comment. A lady who had a son in Neighborhood Youth Corps made this statement:

"I think it has spoiled some youth. It is too easy for some of them. Their jobs don't require much work for the amount of money they receive. It isn't fair to all of them. It is a God-send and a help to us because we have a boy in it but it isn't equalized very well as to the amount of work for the amount of pay."

Other comments were:

"Yes, I like all the programs. They could eventually improve. All young programs must learn by trial and error."
It may cost too much but it is too soon to be critical. It must be viewed over the long run."

"It has helped the under-privileged teen-ager get ahead."

One lady said she had never heard of the Neighborhood Youth Corps. Later it was learned that she had a son in the program. Most parents who were acquainted with the program knew a corpsman who was working in Head Start. The family who had a girl living with them who was working in the Neighborhood Youth Corps would not comment on it, and did not tell the researcher that she was in their home. Comments worth noting appear below:

"I think rehabilitation has done more. The Forest Service hired some last year."

"I don't care for the in-school program. My daughter volunteered to work in the library at high school like the kids have always done and she was told she couldn't because they were paying low income kids to do the work now. One of the girls don't know anything about it and hates library work and just goes there and puts in her time to get paid. It shouldn't be a hand-out. They should earn it. She even got paid for the days she didn't work. I approve of the out-of-school program and the summer jobs. I think they really help but they shouldn't make jobs for kids when it isn't necessary."

In discussing attitudes toward government programs in general 24 of the Head Start parents thought that they were good, six thought the money was well spent, and four thought it helped society, so actually all but one approved of them in an overall way. The one who didn't approve was again the lady who didn't approve of Head Start. She said she thought the government was going too far and programs like this shouldn't have to be necessary. When asked if she meant they shouldn't
"The bulk are wonderful. There are a few with flaws that have to be worked out. Mostly I think they are wonderful."

'I think we need them. They are a necessary part of our life, a good idea, especially like Head Start. We have to match the government investment with 10% of the work or money from the local area. This gets more people out and they get interested. We help serve the lunches. It gives you a part in the program."

"I'm all for it. I'm from Holland and they are a lot further ahead. They move faster. I like Socialism part-way. The government doesn't have to be in everything."

"I'm a Republican and I'm changing my mind by degrees. I used to feel the government should stay out. I don't know what we would have done without it."

"I think these programs help society. Businesses will gain quite a bit with Federal Food Stamps, for instance."

"They help people who need it and that makes everything better."

"I think the government wastes too much money on outer space. They ought to do more for the people at home."

"Everyone pays for these programs in taxes. I think Head Start is worthwhile and worth the money."

"I think they are fine if they develop community interest - eventually the community should take them over. Some people say the government is sticking its nose in where it is not needed but opinion changes as people learn about the programs and the good they are doing."

"Most any are fine. I was with NYA when I was a kid but I don't like the Job Corps. Anything that occupies young people's minds is better than just letting them run around."

"It gives people a chance to give kids an education regardless of incomes and it gives more young people a chance to go
on to college and university. This adds greatly to society in general."

"I am glad to see the money go here rather than overseas. Anything educational I am for. Kids will become better citizens because they've gotten a good start in life."

"As long as they are doing someone some good they are worthwhile. If they can help enough, people it will offset expenses."

"It is a good program and worth the money. We spend a lot of taxes on war. We could afford to spend some of that money here at home."

The gist of other comments was that lower classes and upper classes influence each other, so if one gains the others will too. As long as the people are the government why should they worry if some of the money is used to help those in trouble, though it should be a program that gives them incentive and not one in which they can stay without effort? Most parents seemed to prefer that the money be spent at home rather than abroad or on war. A few could see where it might be possible for government programs to eventually pay for themselves insofar as they made people productive. Participants will then buy more goods, pay taxes, and go off of the relief rolls.

As was stated earlier there were two families who would not cooperate on the interview. The one who returned the letter saying that she did not want to be included was called and she explained that they had nine children and she was very busy. She said, "Another 20 minutes seems like just one more thing to do that doesn't need to be done." When asked how she felt about Head Start she said she thought it was wonderful,
it had really helped her little girl and she thought the program should be continued. It was learned later that this family is in the upper 10%, just barely.

The other lady works for Head Start, so it was surprising to have her say that she did not wish to participate in the interview. She had five children and there was no father in the home. The reason for not cooperating was apparent. She said she had a son in the program and he was doing very well. She was for Head Start and thought it should be continued. She made the statement, "I'm tired of being asked personal questions." It was assumed that previous research had caused this attitude toward being interviewed. Both ladies supported the program. They said that not wishing to cooperate did not mean they were against Head Start.

Summary

There were 37 parents or sets of parents to be interviewed in the Head Start program. Two refused to cooperate, so of the 35 who did the following summary of statistics has been made. These 35 families averaged 4.9 children; 23% had four children, 20% had six, 14% had two, three, and five children. There were three families with nine children each, one with 12 and one with seven. Both the median and the mode were four. Fifty-seven per cent of the families had both parents in the home, 31% were divorced, and four families had one deceased parent, leaving 43% of the families in one-parent homes. Two of the one-parent
families were headed by the father, the rest by the mother.

Thirty of these families were border-line low income or low income. Five were in the upper 10%. Eight were on welfare, or 23%. Twenty-three per cent were in low income with 40% on the border-line. The border-line cases had hopes of moving soon into the upper income brackets. Seventy-four per cent of the 35 families said that the income was adequate for their needs when they were children. Five families or 14% said they were raised during the depression but seemed to think they had the necessities and that life would have been different had it not been for the depression. This left only four or slightly more than 13% who said that the income was not adequate when they were children.

Twenty-three per cent of the parents had no jobs at all, 23% were doing labor of one kind or another (usually seasonal), and the others were scattered over a wide variety of unskilled jobs, except for seven, two of whom were ministers, one an electronics technician, one a dental technician, one a real estate agent, one a secretary and book-keeper, and one a surveyor.

Fifty-one per cent of the parents interviewed had graduated from high school. Of this group only four or 13% had had more than high school. Twenty-three per cent had eight grades or less.

Ten different religions were represented by the Head Start parents. Twenty per cent belonged to the Roman Catholic religion. Another 20% claimed no religion. The next highest affiliation was with
the Lutheran church with 17%. This was followed by the Baptist church with 13%. The rest were scattered thinly. Democratic party affiliation led with 43% and 37% claimed no party affiliation. Twenty per cent claimed the Republican party.

All but one parent agreed that Head Start was a worthwhile program and should be continued, (even the two families who would not be interviewed). All said their children were progressing as they should and as they had expected. Most parents stated that their children were even getting more than they expected. All said the program was living up to its goals. Those who commented on staff and teachers were very complimentary.

All parents agreed that they were urged to come to parents' meetings and to take part in the program by serving meals and chaperoning on field trips. Some made the most of the extra meetings on nutrition, budgeting, sewing, etc. Others thought they were useless. One man and three or four of the women were serving on the advisory board for Head Start. They all said they were free and even urged to give their opinions and suggestions for improving the program, although one lady thought the staff paid no attention to such matters.

Check sheets filled out by teachers showed that they agreed with the parents in that all children had shown some progress under the program. They listed the same special difficulties, like speech and coordination, that the parents had mentioned. Teachers were more
detailed in their analysis although it paralleled that of the parents in most cases. In some cases teachers noted difficulties that parents did not.

Only one parent thought Head Start had changed her life in any way and that it would have any effect on her future. This was because it freed her from the care of her child so that she could go to work. All parents thought the program would have a lasting effect on their children though one thought it would be little, and 23% said "some." Seventy-one per cent said a simple "yes" and only one person gave the answer of "definitely."

Ninety-seven per cent of the families were interested in changing their life situations. One said, "no," she was satisfied with home, income and family. One said "not much" because there had been a very recent change in their life situation which was a vast improvement and something they had been working for. Twenty-six per cent wanted to change their life situation by getting a steady job, 20% wanted to work up in the job they had, 13% wanted to go to work, fourteen per cent were either taking or planned to take special training and the rest varied from wanting a home of their own, to having a bigger home, to going to college.

Thirty-one per cent of the parents thought the Neighborhood Youth Corps was worthwhile and should be continued. Forty-nine per cent said they had never heard of it. Seventeen per cent said they had heard about the program but didn't know enough about it to comment. Only one person was not for the Neighborhood Youth Corps. Forty-nine per cent
of the families said they thought the Day Care program was worthwhile and should be continued, thirty-one per cent had never heard of it and twenty per cent said they had heard of Day Care but didn't know enough about it to comment. Eighty-six per cent of the families in Head Start did not participate in any other program under Missoula-Mineral Human Resources. Only two families had children in Day Care and two more had children in the Neighborhood Youth Corps in-school program. One had taken advantage of Legal Aid.

All but one of the parents said they thought government programs were good. Some of them stated that they thought the money was well spent and others said it helped society by helping children to become better educated and better informed citizens.

**Neighborhood Youth Corps**

**Family**

Twenty-four young people were involved in the Neighborhood Youth Corps in-school program. Of this group five were boys and 19 were girls. They were all interviewed and the findings were based on their comments. Five of the young people's families had four children in them, four families had two children each, four had three and four had five. One family each was represented in the one-child, eight-children, 11 and 12-children brackets. Three families had six children each.

Thirteen of the corpsmen had both parents in the home, three
had only one parent as the result of death, and three as the result of
divorce. Three of the young people were not living at home. One's
mother was in Tennessee and the Corpsman was staying with a Head
Start parent who had been interviewed for the other program. One was
living with her sister's family and one was living with friends. The girl
living with her sister had a father who sent some money for her support.
Her mother was dead. The one living with friends had parents who were
divorced. The girl had moved away from home three years ago. None
of the corpsmen were in a home with only the father.

Income

All 24 high school students came from families of low income.
Four of the families received welfare, eight were low-income and 14
were border-line low income. Fifteen respondents said the income was
not adequate in their home, nine felt it was. As no one who works for
the Neighborhood Youth Corps can make more than the limit and stay
in the program all families had to be in the low income. Parents either
did a good job of hiding their financial problems from their children
or they were satisfied with the low income.

When asked who the head of their household was, and was the
income adequate, some of the Corpsmen gave the following statements:

"My father. He is a butcher but is not working now."

"My mother is a nurse and is working. We get by. There
are four boys in the family."
"My mother, my father is deceased. There are three boys in the family. Mother is a dietician's aide at the hospital."

"I think the income is adequate."

"My mother, she works with real estate. I don't think our income is adequate."

"I live with my sister. I got under the program with my dad's income and I haven't lived with him since I was in the first grade. My mother died. Dad sends a check periodically. Now I take care of everything for myself but the food and lodging. I help my sister quite a bit. She has a family of her own. But really I don't think we are that bad off that we need a program like this. It is just an extra."

"The husband is the head of the household. The wife was a former Neighborhood Youth Corps worker. I like the home. They take care of everything but my clothes and incidentals. They provide board and room." (This came from a girl who is living away from home.)

"My father is disabled. He gets insurance. It is probably adequate but if he got more it would help a lot."

"My father is a retired railroad engineer. Our income is not adequate. We live on social security. My brother helps and I help but it isn't enough. My father is aged and ill and there are doctor bills. My mother is much younger and not old enough to collect social security."

The occupations of the heads of these 24 families varied greatly. Four were unemployed, four were laborers, three lived with someone outside their family, one was disabled, one retired, and one each for the following: butcher, dietician's aide, truck-driver, machinist, real estate agent, bookkeeper, delivery man, insurance salesman, baby-sitter, waitress and nurse's aide.

These 24 Corpsmen were working in school libraries, lunch-rooms, and offices. Some of them were doing janitor and housekeeping...
chores. A couple of the girls were working in St. Patrick's hospital office. In the public schools, emphasis was on the library. In the private schools, it was on housekeeping and janitorial duties.

Education

The object of the Neighborhood Youth Corps in-school program is to keep young people in school. All of the Corpsmen were in high school at the time of the interview; one was a freshman, six were sophomores, seven were seniors, and one was in special training. In special training the school tries to teach the participants basic skills necessary for holding a useful and permanent job. The Corpsman in special training was in his last year.

Religion and Politics

As ten of the respondents were going to Roman Catholic schools and working in the Neighborhood Youth Corps there, it was natural that they should all be Catholic. In addition, there was one other, making a total of 11 Roman Catholics. Four were Lutheran, one was Baptist, one Congregational, one Latter Day Saints, one Assembly of God, and five did not belong to a church. Eleven of the students said their families considered themselves Democrats, five claimed the Republican party and eight said they belonged to neither. It was noticed that the son of one of the Head Start ladies who claimed the Republican party, claimed the Democratic. Whether there was a difference of opinion in the home or
one of them didn't know which party they belonged to was a question.

**How Participants Got Involved in Program**

Half of the students said they heard about the Neighborhood Youth Corps through a teacher, seven got their information at the Employment Office, three were contacted by the program itself, and two heard about it from a friend. All 24 said they entered the Youth Corps for the money. All but one said they had worked before. This included baby-sitting, being a motel maid, working at the school, working on farms, working for a floral shop, doing waitress work, and cooking.

Eight of the girls had worked in the Neighborhood Youth Corps during the summer. They were in the courthouse, the Forest Service, and in some of the city offices. Two of them worked for Head Start. Some of their comments were:

"I needed the money. I got another job too but I had to leave it. This one is at school and makes it convenient and works in well with my classes."

"By working for Neighborhood Youth Corps I get $1.25 an hour and when just working for the school, I got 80¢ an hour."

"I have doctor bills to pay and I need work." (This was one of the girls living away from home.)

"I wanted a job and I liked the pay at $1.25 an hour. During the summer we went to school on Thursdays from 8:00 to 2:00 and that was all right with me. We saw films and read booklets on how to get a job and maintain it, and we learned about possible vocations and how to go about choosing one. It was helpful."

"I want to go to college and I thought this would help. In
addition to the finances, there is working in the library, which helps with school work."

"My folks are making me take my own responsibility and support myself in school activities and clothing. I thought this was a good way to do it."

Opinions of the Program

All twenty-four students thought the program was worthwhile and should be continued.

"I think it should be continued for the kids who really need it. There shouldn't be more than one year for kids who want the money, but don't actually need it; then they should move on and let someone else have a chance. I don't think the applications are checked very good. You could put down any amount of income and they'd take your word for it. It is a good program but people shouldn't have things given to them. They need more information. Upward Bound is a program where things are just given to them."

All participants thought the Neighborhood Youth Corps was needed but as the girls above indicated, some of them felt that all those presently in the program did not need it equally as much.

All of them felt the program was living up to its goals and purposes, which they stated in a variety of ways.

"It is to help kids learn to work and keep them off the street and occupied."

"It is to help students who need financial support and gives them opportunity to work. They also learn about different types of work."

"I thought it was to keep you in school."

"I think the government started it to help kids financially, to give them something to work for, and a feeling of accomplishment."
"It is to give kids an opportunity to work and to take their place in society. They don't have to feel like they are a burden on their families."

"It gives us work experience."

"It is to help low income families and to help kids to stay in school."

"It is making it easier for us to stay in school and get work experience."

"It is to keep dropouts in school but I don't think it works. During the summer there were dropouts in the program and they started school but they didn't stay. I don't think it helps the ones who don't care." (Still, this girl said the program was living up to its goals.)

"I think it is to give the kids a chance to do something and to help with their education. It helps them to learn and is kind of like on-the-job training. They learn good work habits."

Some of the boys and girls had suggestions for changes, such as:

"I'd like an extension of the number of hours you can work."

"We need more information about the program."

"If a person working in the program advances in his work the salary should be raised. There is a difference between janitor's work and typists and they should be paid accordingly, like after six months, they should get a raise."

"Younger supervisors and directors of the program. The older people try but we're too far apart."

"There should be a wider field, more of a variety of jobs."

"I'd like them to lower the age to 14."

Over half of the young people had no suggestions to make for improving the program. Most of them liked it just the way it was. All of them felt free to comment or make suggestions, if they had any, to
either the program director or their supervisor. They said they seldom saw the director, but the supervisor urged them to say what they had on their minds. They all felt, if they made suggestions, the supervisor and director would listen.

Criticisms of Neighborhood Youth Corps by the participants were of a constructive type. The few that were made appear below;

"Well, what I'm doing is too easy. I think they should match the people to the jobs a little better."

"We could use more information about it. Kids ought to be encouraged to go into the summer program and they ought to have a program for those just graduating."

"I haven't gotten to meet very many of the people who are running it. It would be better if we knew more about the program and where the checks came from."

"I think it should be limited to kids who need it. It is too liberal."

"I think they should have more get-togethers for the Neighborhood Youth Corps people. We need some group discussion, and inter-school meetings once in a while would be helpful. We should get to know each other and could have a sort of club of our own and make suggestions and interest more people."

Effects of Program

Students were asked what working for Neighborhood Youth Corps meant to them. Seven said it meant having money of their own to pay tuition with, if they were in a private school, or to enable them to take part in more activities and to make high school more enjoyable. Some needed the money to help out at home with expenses other than their own.
Others said the Neighborhood Youth Corps gave them a sense of accomplishment, helped them develop good work habits, gave them work experience, and enabled them to find themselves. They learned to understand people better. They could go to the school of their choice. It would be easier for them to get another job. They learned to take responsibility in maintaining a job. They had found out where the money went and had learned how to spend it better. It helped them stay in school. They were discovering what they wouldn't like and kinds of jobs they wouldn't want. It was helping them get an education that would lead to a better job. It helped some of those working in the library as they could find material faster, making their studies easier. One girl said:

"It has helped me keep my pride, I partially support myself. I am closer to carrying out my plans because of it. The experience I gain here might lead to another job."

The next question, "What do you think your working for the Neighborhood Youth Corps has meant to your family?" was answered with an emphasis on money. There were answers, however, like - "I'd be in public high if I couldn't pay my own tuition. It relieves my family of expenses for me." Others said they bought their own clothes and paid tuition, thereby saving their family money. Some said they paid board and room to help with expenses. All ten Corpsmen attending Catholic schools said they paid tuition out of their earnings. Most of the young people said their parents approved of the program and their working. One said, however:
"My mother has no faith in it at all. My step-father doesn't want to know anything about it. I contribute because I know we need it but my mother doesn't expect me to."

Another girl said her working for Neighborhood Youth Corps meant color-TV for her family and she could buy more things for them, like groceries, clothes, etc.

Twelve of the students said they planned to go to a four-year college; one planned to take nurses training, two wanted to become beauticians, and one planned on business college. Three did not plan to attend college. One of these said she hoped to get married when she graduated from high school and that the Neighborhood Youth Corps experience would help her in handling money and in getting another job. She intended to continue to work. One participant was in special education and could not go on to college. When interviewed, he thought he would like to become a custodian, a job he was taught while in the Neighborhood Youth Corps. The third respondent who did not plan on be college wished to/a WAVE or a school teacher. She was a freshman and apparently did not realize she would have to go to college to become a teacher. Of those who were college bound, whether it be a four-year school, beauty school or whatever, all but one thought the Neighborhood Youth Corps was helping them to accomplish this in some way. The one said it took all his money to stay in high school and so he couldn't save anything for college. Thirteen thought it would help them get to college; they could save money for it, or Neighborhood Youth Corps had given
them some incentive to go on, or they discovered while working in the Corps what they wanted to do for a life's work, or it would make college studying easier. Their grades had gone up in high school since they started to work in the Corps. Two of the students said Neighborhood Youth Corps might have some effect on their lives and five said, "not really," although they were not willing to say it would have no effect at all. Some effects are much more tangible than others and students thought it was too soon to tell what the actual effect in some cases was or would be.

Students were asked what they wanted to do for a life's work and whether or not this agreed with what they would like to be if they could be anything they wanted to be. In all cases but two it did. Occupations they had chosen were advertising, heavy equipment operator, social psychologist, social work, linguist, airline hostess, nurse or doctor, historian and artist, librarian, anthropologist, beautician, secretary, housewife, policeman, archeologist, politician, fashion designer and grade school teacher. The girl who planned to be a housewife said she would like to be an artist if she could be anything she wanted to be. The boy who wanted to be a policeman was the one who was in special education, learning how to be a custodian. Some young people were interested in more than one occupation. One boy said he would like to be a ball player but he had arthritis. He doesn't walk very well. Twenty-two said the Neighborhood Youth Corps had changed
their lives, one said it hadn't and one said it had, somewhat. Twenty
felt it would affect their future, three thought it would not, and one said,
"somewhat."

**Life Situation**

All 24 of the students were interested in changing their life
situations. At first they thought this meant they weren't satisfied with
their families, but when they realized it included work, home, education
and everything that has to do with life, they said they were interested in
changing. Five of the youth planned to change their life situations by
taking special training, 17 by going to college, and two by getting a
steady job.

Most of the young people said they wanted education, a job,
security and success. One girl who was not living at home said:

"Yes, I want to change my life situation, in fact I already
have by moving away from home. I have been away for three
years now. I lived with a professor and his wife for a year.
They were nice but it was crowded and I felt like I was in the
way. My parents are divorced and I decided I was tired of
getting blamed for things I didn't do. I wanted some quiet and
I never got that at home. Neighborhood Youth Corps is a new
program and will probably change as it gets older."

Three said they wanted to gain more out of life than their parents had.

**Knowledge and Attitude Toward Government Programs**

Five of the students had never heard of any other programs
under the Missoula-Mineral Human Resources Inc. outside of the Neigh-
borhood Youth Corps. Two had heard of the Day Care Center, 17 had
heard of Head Start, four of Legal Aid, seven of the Northside Center and five of Upward Bound. Fourteen of the Neighborhood Youth Corps families participated in no other Human Resources program. Seven had family members in Head Start, two had members in the Neighborhood Youth Corps out-of-school program, two were in Upward Bound and one had used Legal Aid. Two of the students had been in Upward Bound and one more had applied who hoped to be accepted for the summer program.

Seventeen respondents thought government programs were a good thing, two said they were bad, one thought they were a waste and two said the money was well spent. Two thought they helped society in general.

"I think they are a good thing and the money is well spent. From the educational angle everyone gains from a better community."

"It gives everyone about an equal chance and it helps to raise the standard of living."

"I think it is a good idea."

"The public down-grades some of the programs a bit but that is usually from people who don't understand the program. I think they are good and they accomplish a lot."

"By helping kids stay in school it helps society and we are doing some jobs here that wouldn't be done otherwise, so it helps the school."

"I think they are good. Probably there would be more drop-outs without the program."

"I think there is a little bit of waste. Too much money is being spent on this kind of thing. They shouldn't fool around
with someone who doesn't want to work for what he wants. They shouldn't mess with a vegetable. It should be revised and there should be a sound basic understanding of the goals."

Others said there is more equality with the government doing it, society gains because it raises standards and there is less poverty. Poverty programs should be financed partially by state government, people should become better acquainted with government programs, the states won't do anything so the government has to, poverty programs help the lower class and society as the young people of today will run the government of tomorrow. Youth needs an education to know how to do a good job and to work. The two respondents who were against the program said:

"I don't think the government should do Neighborhood Youth Corps. If a youth really wants a job they can go out and get one. Maybe the state should continue the program. The government does help with Legal Aid and Head Start and I think it is good, and they should do it. Society at large may benefit because kids stay in school and get work training so they can have good jobs when they are out. If keeps them off welfare and out of trouble."

"Really I don't think it's such a hot idea for the government to be supporting these programs. It may be all right for a little while but it isn't good for a person to become dependent on it. They should try to advance. It probably helps the economy. People in the program for too long become more dependent and farther away from expressing their own opinions and going out on their own."

Even the above statements were not entirely anti-government program. The principals of the four high schools thought the Neighborhood Youth Corps was a good program and worth continuing. According to the program director this was not always the case. In addition, the director
said there was difficulty in administering the program because there were many different supervisors, some of whom supervised more closely than others. Also in Missoula the schools have guidance counselors and counselors from the Neighborhood Youth Corps had to exercise care not to infringe upon someone else's authority.

**Summary**

There were 24 families with sons and daughters involved in the Neighborhood in-school program. They averaged 4.6 children per family. Twenty one per cent of the families had four children, those having two, three and five children amounted to 17% each and 13% had six children. One family had one child, one had eight, one had 11, and one had 12. The median and the mode were both five children per family. Fifty-four per cent of the families had both parents living in the home and almost 13% had one parent in the home because of death. Another 13% were not living in their own home and 21% were in a one-parent home because of divorce. None of this group had a member of its family in Day Care. While there were others in Head Start only three of them were in the Hawthorne or Franklin schools. One of the three Head Start families studied earlier in this paper had a Neighborhood Youth Corps girl in their home although she was not a member of their families.

All 24 Neighborhood Youth Corps families were in the low income bracket. Seventeen per cent were on welfare, 37.5% were on the
border line of low income people and 46% were classified as low income with no border line involved. Those on the border may soon move into an upper income bracket. Thirty-seven per cent of the participants thought their family income was adequate and 63% said it was not.

Nineteen per cent of the household heads were unemployed and a similar number were laborers. Twelve and a half per cent of the young people did not live at home. There was no occupation listed for them. All jobs but that of the bookkeeper, insurance agent and real estate agent were unskilled.

As the Neighborhood Youth Corps was geared to keeping young people in school, all of those interviewed were in high school. Twenty-nine per cent have since graduated from high school. Thirty-eight per cent were juniors, and 25% were sophomores. One was in special education and one was a freshman.

Six different religions were represented in the 24 families. Highest membership was in the Roman Catholic church with 46% of the students belonging. This was probably highest because some of the young people were attending and working in the Catholic schools. Those who claimed no religion totalled 21%, and 17% were Lutherans. Other religions represented were Baptist, Congregational, Latter Day Saints, and Assembly of God. Forty-six per cent of the families claimed the Democratic party. This included one boy who said he was a Democrat although his mother said when interviewed for Head Start that the family
was Republican. Twenty-one per cent said they were Republicans and those who claimed no party numbered eight or 33%.

This was the first program where those actually participating in it were interviewed and not the parents. Neighborhood Youth all agreed that the Neighborhood Youth Corps was a good thing and should be continued. They all said it was living up to its goals. They all felt free to voice their criticisms and suggestions and they felt the supervisors would listen. Some said they hardly ever saw the director or anyone from the Human Resources office. They all felt the supervisors and staff were genuinely interested in their welfare. They all entered the program for financial reasons although many other reasons entered in. They all said the Neighborhood Youth Corps was helping them stay in school although only one felt she would not be there if it weren't for the Corps. Others said they would be in school but it would be harder for them and some said they would have to go to public school if they didn't have Neighborhood Youth Corps jobs from which they earned the money for their tuition. Nine-two per cent of the participants said that the Neighborhood Youth Corps had changed their lives. Only one person said it had not and one said "some." Changes were in attitude, knowing what they wanted to do, getting work experience, saving money for college, being able to have some of the things they would otherwise not have and learning good work habits and job skills. Eighty-three per cent felt that the Neighborhood Youth Corps would have an effect on their
future. Thirteen per cent thought it would not and one person said it would have "some" effect.

All of the young people were interested in changing their life situations. Either they wanted a good job, a nice home, security, an education, or success. Most of the time it was all of these things. Seventy-one per cent of the participants were planning to go on to college, 21% were planning on special training, and two people were going to find steady jobs. Sixty-six and two-thirds per cent thought that the Neighborhood Youth Corps would help them accomplish their goals. Twenty-one per cent said "not really" or "indirectly," two people said it might help and one said they didn't think it would.

Twenty-one per cent of the participants had never heard of any other program under Human Resources outside of the Neighborhood Youth Corps. Another 21% had heard of Upward Bound, 71% had heard of Head Start, 29% had heard of the Northside Center and 17% had heard of Legal Aid. Only two people were acquainted with Day Care. Neighborhood Youth Corpsmen had few opinions concerning individual programs. Those who commented on Head Start thought it was a good idea. One person who commented on Upward Bound thought the young people were getting things given to them that they didn't work for and this was not good. She had been in Upward Bound herself.

Of the families represented in this group 58% did not participate in any other Human Resources program, 29% had children in Head Start, only two families had young people in the Neighborhood Youth Corps out-of-school program and again only two had children in Upward Bound.
One family had made use of Legal Aid.

Seventeen or 71% of the participants thought government programs were good. When you add these to the two who thought the money was well spent and the two who thought government programs helped society as a whole the percentage raised to 87.5%. Two thought government programs were bad and one said they were a waste, but even these qualified their statements by saying that some government programs were better than others.

Summary of the Three Programs

There were 21 families involved in the Day Care Center, 37 in Head Start (with 35 participating), and 24 in the Neighborhood Youth Corps. In both Day Care and Head Start the parents were interviewed while in Neighborhood Youth Corps the young people themselves were interviewed.

Family

Day Care families average three and one-third children each, in Head Start there were four and nine-tenths children per family and in the Neighborhood Youth Corps four and six-tenths children per family. There were more two-child families in Day Care than anything else, more four-child families in Head Start and more four-child families in Neighborhood Youth Corps. From observation and without asking ages it was apparent that Day Care parents as a whole were younger than parents of Head Start and Neighborhood Youth Corpsmen. In Day Care
90% of the families were one-parent families with 76% of them divorced. Only one one-parent home was headed by a man. In Head Start 43% were one-parent homes with 31% divorced. Only two were headed by a father. Thirty-four per cent were one-parent homes in Neighborhood Youth Corps with 21% divorced. Thirteen per cent were not living at home.

Totally the 80 families interviewed had 361 children between them. They averaged 4.5 children per family. Forty-five or 56% of the homes had both parents in them. Thirty-two or 40% were one-parent homes because of divorce and nine or 11% were one-parent homes because of death.

Income

Twenty-nine per cent of the Day Care families were on welfare and all were in low income but one. Of the 35 Head Start families 17% were on welfare with five families above the poverty limit. Seventeen per cent was also the percentage of Neighborhood Youth Corps parents on welfare, with all the families below the poverty limit.

Twenty-two and one-half per cent of the total families involved in all three programs were on welfare. Ninety-two and one-half per cent were at or below the poverty level.

Those who thought the family income was adequate when they were children totalled 82% for Day Care, 74% for Head Start and 37% for Neighborhood Youth Corps. Sixty-five per cent of all 80 families
thought the income was adequate for family needs when they were young.

Thirty-eight per cent of the Day Care parents were working for some part of Missoula-Mineral Human Resources Inc. No one in the other two programs had jobs there. All the others in Day Care had unskilled jobs except for one nurse. Thirty-three per cent were in college or taking special training. No one was unemployed. In Head Start 23% of the parents were unemployed, 23% were doing labor and all were engaged in unskilled jobs but seven, although one of the skilled workers was unemployed. One of the unemployed was taking special training and a number of unemployed and employed had signed up for Manpower Training. In the Neighborhood Youth Corps 19% were unemployed and 19% did day labor. All but three of the jobs were unskilled and three of the young people no longer lived with their families. Of this group there was no mention made of anyone in special training or going to college. Of the 80 families, 14% were unemployed and 10% were engaged in some kind of special training such as college or on-the-job training. There were few professional people in any group.

**Education**

In Day Care 71% of the parents had completed at least high school. Only three had less than high school. In Head Start 51% had graduated from high school and 20% had less than eight grades. It was hard to make a comparison with the Neighborhood Youth Corps because all the participants were still in school and all of them had more than
grade school and less than college. When the Neighborhood Youth Corps was included in this summary 32.5% of the interviewees had completed high school, 19% had more than high school, totalling 51.5% who had high school or more. Fourteen per cent had eight grades or less.

Religion and Politics

In all three programs Roman Catholics dominated with 24% in Day Care, 20% in Head Start and 46% in the Neighborhood Youth Corps. The War on Poverty cannot be discriminatory in any way except income; it is not surprising that thirteen religions were represented in these three programs. Nineteen per cent of the interviewees said they belonged to no religion, 30% were Roman Catholic and the next highest was Lutheran, with 15%.

In Day Care over half of the parents considered themselves Democrats, with 33% claiming no party affiliation. In Head Start 43% were Democrat, 20% Republican and 37% unaffiliated. According to Neighborhood Youth Corps participants 46% of the families represented were Democrat, 21 per cent were Republican and 33% claimed no party. Again, discrimination is not allowed in the War on Poverty along party lines. The division for these three programs ran as follows: 19% Republican, 46% Democrat, and 35% unaffiliated.

Before leaving this area it is important to mention that all races are accepted in the War on Poverty programs as well as all religions and political affiliations. For the most part questions on these subjects are
not asked of applicants. During this entire study only one Neighborhood Youth Corpsmen was detected as being Indian. One Head Start parent said he was Indian. There may have been others but if there were the researcher was not aware of them.

How Participants Got Involved in the Center

Forty-three per cent of the Day Care people heard about the Center from the program itself, 23% of the Head Start parents were contacted by someone from Head Start, and 13% of the Neighborhood Youth Corpsmen heard about it from the program's staff members, leaving a total of 25% who got their first information directly from someone working for the program they entered. Another 25% heard about their program from a teacher. Over half of these were Neighborhood Youth Corpsmen. The other half got their information from friends, relatives, the employment office, the welfare, read it in the newspaper, called the program headquarters, or by some other means.

In giving reasons why parents put children in the various programs and why the young people joined Neighborhood Youth Corps it was learned that 47.5% of the 80 participants joined for financial reasons. With Neighborhood Youth Corps finances was the only reason any of them joined or at least it was the first reason each of them gave. Over 50% of the Day Care people joined for financial reasons also and only two people gave this as the reason in Head Start. Sixty-six of the Head Start parents put their children in the program because they wanted them to have
kindergarten. Because of the nature of the program this was the only group who gave this reason for joining. Also important on the Head Start list of reasons was needing help with special problems, like speech. Fourteen per cent said they joined for this reason. One in Day Care said she couldn't work unless her child was taken care of free and another mother said she couldn't go to school unless her child was taken care of free. Two were referred to Head Start by the welfare.

Opinions of the Program

In Day Care all of the parents agreed that the program was doing what it had set out to do. They thought the program had set out to provide day care services to low income families where either the mother or the father or both had to work or were trying to get the training for obtaining a good job and thus becoming productive citizens. For the most part they thought the Day Care Center was for one-parent families where the parent could not stay home and take care of the children but had to work or try to obtain training so they could work.

All of the Head Start parents thought that Head Start was doing what it set out to do. One lady admitted she didn't think it had set out to do much, but the others agreed that its purpose was to provide kindergarten or pre-school training to children of low income families and that in addition to this, Head Start was geared to the needs of the entire family. With family life as the basis of the program help was necessary in the fields of nutrition, health, budgeting, and household skills.
Parents stated that Head Start was working on all these fronts.

All 24 Youth Corpsmen agreed that the Neighborhood Youth Corps was doing what it set out to do. They felt its main purpose was to help students stay in school. Although only one thought she would not be in school if she was not in Neighborhood Youth Corps, they all agreed the Corps made it easier for them to stay in school, to go to the school of their choice, and to have things other students had. They felt freer to participate in school activities because they could afford the dues or whatever the activity required.

All but one Head Start mother thought the program they were in was good, that it was needed and that it should be continued. All 80 interviewees said they felt free to comment and make suggestions concerning the program they were in. All but one Head Start mother said they thought the staff of each program was interested in what they had to say and would listen when they talked. Most of them stated that the staff urged and invited them to make suggestions and criticisms.

No major suggestions for change were made in any of the programs. For Day Care it was suggested that there be a place where sick children could be cared for, or where mothers would leave children for an hour or two and pay. Some thought they needed more outside play area and substitutes when help was ill or absent for other reasons. It was also suggested that a nursery would be helpful.

In Head Start it was suggested that the children go all day, and
some mothers complained about having to take their children to and from school, but all of them agreed it was worth it. Two stated that four was too young an age to send a child to school and one said she didn't want her child in the program.

In the Neighborhood Youth Corps some participants felt that $1.25 an hour was not enough pay; others thought it should vary according to the type of work done. Suggestions were made for broadening the program to include more young people, for having younger supervisors and administrators, for limiting the amount of time someone who doesn't need the program can stay in it, and for an extension of the maximum hours one can work. Many of them thought there should be more information put out about the program and that they should have meetings occasionally with other in-school Corpsmen. Some felt supervisors were too lenient and that they weren't actually learning good employment habits or job skills. Some seemed to be guessing at what the actual goals of the program were, although they were usually right.

**Effect of Program**

All parents and participants thought the programs in which they were participating were having an effect upon the participants. Day Care parents, without fail, said their children were progressing satisfactorily and were getting very good care. Head Start parents could see where their children were growing and learning and all were complimentary of the program and the teachers. One mother who was against Head Start
even stated that it might be doing something worthwhile for her child. On check-lists teachers agreed with parents that all children had shown some development and progress. Neighborhood Youth Corpsmen all agreed that the Corps had helped them stay in school, as stated in "Opinion of Programs." They also mentioned other ways in which it had helped, like teaching them job responsibility, giving them a reference they could use in getting a job later, teaching them organization and good working habits, and giving them confidence in themselves.

Seventy-six per cent of the Day Care parents said this program changed their lives and 52% thought it would affect their future. This came about when parents were able to leave their children in Day Care to go to work or to school. In some cases Day Care made it possible for parents to obtain better jobs and more education. This will affect the kind of work they do in the future as well as the kind of home they will have. In Head Start only one parent thought the program changed her life in any way or would have any effect on her future. The reasons she gave were the same as those given for Day Care. She was now free to go to work or to school. Nine-two per cent of those with the Neighborhood Youth Corps said it had changed their lives. Only two were not sure. Changes these young people listed were in attitude, aspirations, goals, how to handle money, and developing better work habits and skills.

Of all 80 interviewees 49% said the programs in which they were participating, or members of their family were participating, had changed
their lives. Thirty-nine per cent thought the programs would have some
effect on their future, with 5% saying they "might" have some effect and
56% saying they thought the programs would have no effect. Most of those
who thought the programs in which a member of their family was participat­
ing would have no effect on their own lives were Head Start parents.

All interviewees but two Neighborhood Youth Corpsmen thought
the programs would have a lasting effect on the participants. Day Care
parents' comments ranged from "definitely, yes" to "some" - all on the
affirmative side. Head Start parents made statements in the three cate­
gories listed above ... and one, who was not for Head Start, said
"little." In the Neighborhood Youth Corps 83% said the program would
have some effect on their future. Three and two-thirds per cent of the
80, or three people, thought it would not affect their future in any way.

Life Situation

All 24 of the Day Care parents were interested in changing
their life situations although one was not so interested as the other 23.
All of the Neighborhood Youth Corpsmen were interested in change. The
Head Start parent who wasn't interested in change said, "Money isn't
everything." She was not in the upper 10%.

Fifty-two per cent of the Day Care parents were planning to
change their life situation by taking special training, 21% were planning
on following this course (Neighborhood Youth Corpsmen), and 14% from
Head Start were either planning to or were taking special training.
Twenty-six per cent of the total group of 80 were planning on special training to change their life situation. Those going to college from Day Care tallied 29% and those from Neighborhood Youth Corps who planned to do so amounted to 71%. Only one in Head Start was hoping to go to college some time. Thirty per cent of the total 80 interviewed were looking to college to help them change their life situations. Head Start parents were the only ones who gave getting a steady job as a way of changing their present situation. Twenty-six per cent wanted to do this. Fifty-eight per cent, well over half of the interviewees, plan to change their life situations by getting special training in college or elsewhere.

Knowledge and Attitudes Toward Government Programs

All Day Care parents thought their program should be continued, and 49% of the Head Start parents thought Day Care was worthwhile and should be continued. The others either had never heard of the program or had heard of it but knew nothing about it. No one said they were against it. In Neighborhood Youth Corps only two people were acquainted with the Day Care Center and they had no opinion on it.

All parents but one in the Head Start program thought Head Start was worthwhile and should be continued. Twenty of the parents in Day Care said the same thing. One had not heard of the program. Of the Neighborhood Youth Corps 71% had heard of Head Start. They were not asked their opinion of this program in particular, but none voiced an adverse opinion.
All 24 of the participants in Neighborhood Youth Corps were for that program and felt it was worthwhile and should be continued. Fifty-two per cent of the Day Care parents said Neighborhood Youth Corps was worthwhile and should be continued, and 31% of the Head Start parents thought the same. Only one person in Day Care and one in Head Start were against the Neighborhood Youth Corps. The others had either never heard of it or didn't know enough about it to comment. If you count the youngsters in Neighborhood Youth Corps who have heard of Head Start you could say that 89% of the 80 interviewees knew about Head Start and were for it. If you add the two people from Neighborhood Youth Corps who had heard about Day Care to the others who were for it, the percentage comes out to 50% for Day Care. Only one person out of this group was against Head Start, none were against Day Care and two were against the Neighborhood Youth Corps.

Thirty-three per cent of the families in Day Care and 29% of the Neighborhood Youth Corps families had children in Head Start. One Day Care mother was also participating in the Neighborhood Youth Corps. Two families from Head Start had children in Neighborhood Youth Corps. Two Head Start parents also had children in Day Care. None of the families in Neighborhood Youth Corps participated in the Day Care Center. Seventy-one per cent of all respondents said their families participated in only the one program sponsored by Missoula-Mineral Human Resources, Inc. Eighteen per cent was the highest number to be involved in any
other program and this was in Head Start.

Seventy-one per cent of the Day Care parents thought government programs were good, 24% said they helped society in general. Sixty-nine per cent of the Head Start parents thought they were good, 17% said the money was well spent and 11% said they helped society. In the Neighborhood Youth Corps 71% said they were for government programs. When you add the two people who thought the money was well spent and the two who thought government programs helped society, the percentage went up to 87.5% for those approving from Neighborhood Youth Corps. In all three programs 94% of the interviewees said government programs were good, necessary and helpful to the participants and to society in general. Six per cent or six people thought they were bad and did not approve of them. This was even a little cloudy when they would state that some programs were all right but some were not. An attempt here has been made to record only those people who said they didn't approve of government programs in general. Fourteen per cent of those who approved said "definitely" such programs did contribute to society as a whole.
CHAPTER V

ANALYSIS

The plan here is to analyze the findings from Chapter IV. Following a brief background on the War on Poverty and the Missoula-Mineral Human Resources Commission the programs are analyzed as to the class of people participating in them. This is determined by studying the educational, financial and occupational accomplishments of the participants.

The way in which these programs contribute to narrowing the cultural gap between technology and social institutions; by stepping up educational programs and special training, and by helping families work out problems is also covered.

Finally, a discussion of the attitudes of the community and of the participants as to the success of each program, and the participation of the poor in the planning complete the chapter.

Background

The War on Poverty was declared to combat poverty in the United States. As has been said many times, poverty may be described in many ways and many remedies may be devised to combat it. The law providing for community action committees was one way in which all resources and organizations within a community could join together to
solve problems facing low income people in a particular area and which often affected other elements of society as well.

The Missoula-Mineral Human Resources Commission was formed in two Western Montana counties to coordinate the work of various interested agencies in carrying out programs which it felt would alleviate problems of the poor. This study has been limited to the school-geared programs under the Missoula-Mineral Human Resources Commission of Day Care Centers, Head Start and Neighborhood Youth Corps in-school programs.

The people involved, while being of low income, could hardly be classified as lower-class people.\(^1\) On technicalities they might be classified either as upper-lower or lower-middle, and many may be on the way up to middle-middle with the help of the programs in which they are participating. By way of analysis their families are not particularly large, averaging 4.5 children per family for all three programs. Over 50% of the respondents have a high school education or more, and many of them are still in school. Twenty-two and one-half percent are on

\(^1\)While it is difficult to determine class on border-line cases as in this study, the determination is made according to size of family, type of occupation, educational level and family income as outlined by: W. Lloyd Warner, Marshia Meeker, and Kenneth Eells, *Social Class in America, A Manual of Procedure for the Measurement of Social Status* (Gloucester, Mass.: Peter Smith, 1957), p. 24. Also see; Harold M. Hodges, *Social Stratification* (Cambridge, Mass.: Schenkman Publishing Company, Inc., 1964); Reinhard Bendix and Seymour Martin Lipset (eds.), *Class, Status and Power* (Glencoe, Illinois: Free Press, 1953); and others.
welfare. Sixty-five per cent thought the income of their family was adequate when they were children which indicates this 65% are one-generation or temporarily low income. This is a conservative figure as parents of Neighborhood Youth Corps are of this generation and may be first generation low income. It was the high percentage of inadequate family incomes in the Neighborhood Youth Corps which brought the total percentage of one-generation low income down.

Of the group interviewed 14% were unemployed while almost that many or 10% were engaged in special training or college which will eventually put them in the professional category. "Education is now competing with economic mobility as the principal route to success." There were already a few of the participants in the professional category, although most of the respondents and their families were working at unskilled jobs.

While unskilled labor, low income, and lack of education tends to place people in the lower class, the temporariness of the situation, in so many instances, shows that this has been a short-term condition. Family crises of death or divorce have led to a movement into the low income bracket. Aspirations and the desire for changing life situations show that the movement has already started to swing back, taking with it many of these same people who are gaining special training and skills

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to once more put them on an income level with middle class people, as well as on an educational and social level. "Children are always born to their families' position. Through life they may increase or decrease their status." For the most part the people in this study are willing and anxious to work. There are not more than three or four who could be said to lack the desire to get ahead.

In addition, poverty in the city of Missoula is not found in ghettos or slums as you would expect to find in the large cities or even as is found in other Montana cities. It is the type that you have to hunt for and may be found in almost any section of town next to nice homes in middle class neighborhoods. Human Resources officials claim there is no dwelling area populated mostly by low income people in Missoula. This indicates that it is a temporary situation, although surely there must also be chronically poor in the area. If this is so, the poverty programs do not seem to be involving them.

Warner reminds us that the "American dream" advocates equality for all, but that this is not reality. While it is common knowledge that "if you want to get ahead you must get an education," and it would be assumed that because public education is free the lower classes would stay in school as long as possible, this is not the case. "The social and educational systems work to eliminate the majority of them and permit only a few to get through. It has been estimated that, whereas

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3 Ibid., p. 10.
80% of the upper and upper-middle class children actually go to college,
only 20% of the lower-middle and five per cent of the lower class children get there.  

Warner goes on to say that while upper class children prepare for college, lower class children begin to drop out in grade school and in high school. The three Office of Economic Opportunity programs studied in this paper have been geared to keeping children in school as long as possible; however, all but one of the Neighborhood Youth Corps-men said they would be in school without it. One boy even said it is not keeping the potential drop-out in school. He claimed he knew of young people who had gone back to school in the fall under the Neighborhood Youth Corps but who had dropped out again before the year was well started.

One Day Care mother said she thought Day Care was not reaching the chronically poor. While these programs were often referred to as the boost the participants needed to get them back on the road to maintaining themselves in a good job and a nice home, one got the feeling that the programs did not really give the participants the incentive to do better. They already had this and the programs helped them to accomplish their goals. The following questions might well be raised: Do Office of Economic Opportunity programs help the chronically poor and give them the incentive to improve? Is it possible that there are

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4 Ibid., p. 25.
only a few chronically poor in Missoula?

Most of the participants in these three programs realized their own lack and they wanted to improve. Their family backgrounds were such that they knew what it was like to have enough. Many of the Youth Corpsmen hoped by staying in school and getting good jobs to obtain more in their lifetime than their parents had had.

As a child inherits the status of his family to begin with, it would appear that these values, of wanting more than their parents have been able to have, came from the family or parents themselves. Even when a child is found outside the home, as in the case of three Neighborhood Youth Corpsmen, he may participate in cliques, associations and informal groups far below or above those of the other members of his family; but the very fact that he belongs to the family and is partially identified with it by the community helps pull him up or down towards the level of the family itself. 5

Filling the Cultural Lag

The three programs under study are at least partially fulfilling the lag between technology and our institutions. They are making their big play on education. "Education is the main point of attack, because the tightest bottleneck in the full employment of American manpower is the lack of education." 6 Head Start in particular has recognized that

5Ibid., p. 87.

"The most powerful influence of social class on the educational careers of our children, and certainly one of the most decisive from the Common Man and lower-class levels, is the influence of other children on the child's desire to stay in school. If the world of the child is pleasant, rewarding, and increases his self-esteem, he is likely to want to stay and do well. If it is punishing and decreases his self-respect, he is likely to do poorly and want to quit."7

By teaching Head Start children things they would not otherwise learn, so that they come to first grade with as much knowledge as upper-class children, they have a better chance of keeping up with the class, enjoying school and continuing on. It also gives those with special problems help that they could not afford and which they desperately need, such as with speech. In addition, many of them are receiving balanced diets for the first time and much needed medical and dental care. They are, in other words, getting a good start in life and in school.

Day Care is doing the same thing for the children as Head Start; however, in addition it is freeing the parent to continue his education or to work, knowing that his children are being well cared for and the parent is not using up income on baby-sitters. This gives parents a chance to catch up with technology, to move from the unemployed to the employed, and to become productive members of society. Day Care probably shows more long term dollar and cents results than any other

7 Warner, Meeker, and Eells, p. 28.
program. The majority of the Day Care parents are in special training or have applied for it and are making plans to enter. It is evident that once they complete training they will go off of welfare rolls and will instead begin to pay taxes, which may be used to keep programs like Day Care going. They, in effect, will pay for the services they are now receiving, to say nothing of the fact that they will contribute to the economy by making a higher income and therefore having more money to spend. In addition, they will be moving into the middle class, taking their children with them which could very well mean college educations and good jobs for their sons and daughters. Day Care people, more than any other group studied, were largely from the middle classes to begin with and because of death or divorce had slipped temporarily, in a financial and occupational way, into the lower class. Most of the participants were young women who married young. When a split came in the home these women were not prepared to get jobs and go to work. They are preparing themselves now with a boost from Day Care.

Only one lady from this entire group could be said not to be making the effort. She gave some wonderful and complimentary answers during the interview; however, she had her child in Day Care for less than a week and then took him out, saying his grandmother was going to take care of him. She has moved from waitress job to waitress job and appears not to really have what it takes to do better or to hold a steady job. Though her family background appears to be that of the middle class she is lacking in the aspiration to do better and Day Care, in less than a week, did
nothing to give her added incentive. Whether it could have with more
time is questionable.

The Neighborhood Youth Corps is helping to fill the gap by help-
ing to keep boys and girls in school and by giving them job experience.
The Neighborhood Youth Corps will either assist them in continuing on
into college or in getting work once they are out of high school. In a
time when education is becoming more the mark of success or failure
it is important, if the nation is not to lose many of its most effective
minds by the wayside, that the low income child be given the assistance
to keep him in school as long as possible. "Those who are unemployed
for very long at this time are mainly the uneducated and untrained for
whom there will never again be enough jobs to go around. In most cases
the boy or girl who leaves school early fails to learn what has been
taught there, or who has no good school to attend, will be condemned
to a lifetime of low wages, periodic unemployment, and relief-check
living. Our economic and industrial system cannot continue its growth
without great numbers of professionals and technicians of many kinds.
We cannot waste half our brains and survive as a nation or grow as an
economic system." 8

While only one Neighborhood Youth Corpsman said she would
not be in school if it weren't for the Corps, all Corpsmen said the
Neighborhood Youth Corps made it easier for them. Some even said

8Horton and Leslie, p. 275.

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they decided what they wanted to do for a life's work after they joined the Corps and got some job experience. Most of them plan to go to college which, if accomplished, will add greatly to moving these young people from the lower-class to the middle-class. They in turn will not be on welfare rolls but contributing taxes and worthwhile services to society as a whole. In the long run it will have great dollar and cents value to say nothing of social value.

Programs' Success

All of the parents from the Day Care Center in Missoula are either taking special training, going to school or working. All but one were of the low income level. All intended to improve. Some have already gone off of welfare because of Day Care and getting jobs with the Office of Economic Opportunity. In addition they all said the program was doing what it set out to do and their children were getting care they couldn't otherwise give them, as well as free medical and dental attention. Some of the things they listed that they would not be able to give their children were the field trips, knowledge of the fire and police departments, knowledge of life and nature, interest in painting, music, etc. Parents could not do this because they could not spend enough time with the children to accomplish this and work or go to school too.

Head Start parents all said the program was doing what it set out to do. According to the law its goals are to help the children learn to work and play independently, to be at ease about being away from home,
and able to accept help and direction from adults; to learn to live effectively with other children, to value their own rights and the rights of others; to develop self-identity and a view of themselves as having competence intellectually and socially; to sharpen and broaden language skills, both in speaking and listening; to be curious—that is, to wonder, to seek answers to questions; to strengthen physical skills, to grow in ability to express inner, creative impulses; and to grow in ability to channel inner, destructive impulses—to turn aggression into hard work, talk instead of hit, understand the difference between feeling angry and acting angry and feel sympathy for the troubles of others.

Parents said their children had learned to speak better while they were in the program. Many had learned good health habits and now ate everything that was put before them. They got along better with the other members of the family at home. They learned how to play, cooperate and take instructions from someone besides their parents. They got used to being away from home. They learned the beginning of the alphabet and numbers and they took field trips which brought them into contact with life and community agencies. Each child gained something different it seemed but each child gained in one or more of the ways listed above.

The Neighborhood Youth Corps was created to help young people stay in school by providing jobs and income for young people from low income families. Here again all participants said that the program was doing what it set out to do. It was helping the young people to stay in
school and would limit the danger of them dropping out before they got through high school. More likely they would continue on through college. The fact that all but one of the young people said they would be in school anyway indicates that the potential drop-out for the most part is not being reached in the Missoula program.

The fact that these three programs have been helpful in keeping the participants in school and from possibly becoming chronically poor and lower class citizens speaks for the programs' success and worthwhileness. In the long run it can be expected that the people involved will come to the point in productivity where they will actually pay back in taxes what they have used in services.

The one big question left in the mind of the author, however, is: Can this program help the chronically poor? Is it doing it in other areas? If so, how?

Participation in Planning

"In community action programs communities are supposed to help themselves. The idea is to get the poor involved personally and the law reads that there should be 'maximum feasible participation of the poor'." 9

Sargent Shriver, director of the Office of Economic Opportunity, has put out a memorandum on the importance and necessity for involving the poor in the program. He does not distinguish between chronically poor and temporary poor. He says, "The new element in

9Joyce, The Better War II, A Long Journey, p. 3
community affairs -- involvement of the poor themselves -- has not always been understood and is still being resisted. This is the reason for this memorandum. I will not consider any program a true community action program which does not have maximum feasible participation by all segments of the community -- and that must include the intended beneficiaries of that program."

The War on Poverty is making every attempt to utilize the group participation approach. Head Start has an advisory board made up of Head Start parents and community agency representatives. It also holds parents' meetings in which aids in child development are relayed on to parents and where they can find out what their children are learning and how they can aid the learning process at home. In addition, special meetings are held on special problems, such as the handicapped and those with speech difficulties. Also held are meetings on budgeting, buying, sewing and other subjects which help to better family living.

Day Care has an advisory council of five Day Care parents and five agency representatives. They also have parents' meetings once a month to do the same things that are being done in Head Start.

Neighborhood Youth Corps has a youth advisory council made up of members of the Corps, youth from other youth groups, and adult representatives of youth activities, organizations and agencies which deal with young people. They have discussed such things as better communication between the school, the home, and the Neighborhood Youth Corps.

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They have at times brought up other ideas concerning summer camps and youth activities. Some of these ideas are being developed at the present time while others have fallen by the way because interest has lagged.

Marshall B. Clinard was quoted earlier in this paper as saying that in a study of disorganization carried on within the framework of social participation that we ought to be interested in the relation of the individual to social groups. Some are beginning to see its importance in group therapy, the clinical approach, etc. A promising lead in social disorganization is to bring about community reintegration with the group approach and citizen participation. Neighborhood councils, where the individual has a place in the social structure and where group redefinitions can be made, are important in dealing with common problems.

This is what the War on Poverty is trying to do and utilize in solving the problems of the poor. "The common technique to accelerate change for traditional societies has been through community development. Adapt imposed knowledge and technology to behavioral patterns of people."11

In all three programs participants seemed to be well pleased with the staff and referred to them as dedicated, ambitious and understanding. In Neighborhood Youth Corps there was the criticism that Corpsmen did not see Neighborhood Youth Corps workers often enough and the work of the Corpsmen was not as well supervised as was thought necessary. This program takes a lot of coordination between school

personnel, family, corpsman and Neighborhood Youth Corps employees. Special care must be taken to not over-step boundaries of authority. It is quite possible that as time goes on better coordination will develop to the satisfaction of all concerned.

Community Attitudes

Well over 75% of the interviewees had heard of Head Start and thought it was good. This seemed to be representative of the community in general, for if any one had heard of any War on Poverty program it was Head Start. They agreed that it was important to give small children kindergarten experience and thereby a head start in school. They tended to support programs which are geared to child welfare and education.

Fewer of the participants had heard of Day Care than of any of the other two programs. This may have been a result of the fact that Day Care was the newest and smallest program of the three. No one who had heard of it was against it, however. This would indicate that the community at large knew little if anything about Day Care centers and their value to the child as well as to the parent who was trying to better himself.

Fifty-nine per cent of all the respondents had heard of the Neighborhood Youth Corps and thought it was good. Two were against it. This might also be indicative of the public attitude in general. There were some who thought the young people were being given something for nothing. Others felt it was important to keep young people in school, to
prepare them for worthwhile jobs and to take their place as citizens and leaders of the country.

It is evident that any kind of community program which requires the integration and coordination of community resources and agencies will be only as successful as the attitudes and desires of the community agencies and leaders want it to be. The Missoula-Mineral Human Resources Commission is making great effort to bring about maximum coordination and cooperation.

Summary

The majority of the interviewees, in the three programs studied, came from middle class backgrounds. They are actively working to attain special skills, better jobs and better incomes. They know what it is like to have something better than what they have at the moment. They have joined the programs under study because these programs will help the respondents or their children to obtain an education or job training. Sometimes it will help both.

All the responses indicate that participants feel they are gaining from the programs. Each one can point to some way in which the program has helped him move closer to his goal of obtaining an education, a better job and a higher income - also goals of the War on Poverty itself. Some have responded better than others and for some the change has not been so great; however, in all cases the change was great enough to be recognized by the participants.
Responses point to the belief that these programs have helped to lessen the cultural gap and to remedy social disorganization by organizing community action committees, inviting the participation of the poor in the planning and giving participants a chance to obtain a better education, a better job, and a higher standard of living. Responses also indicate that participation in planning by the recipients and coordination of the community resources and agencies is an important approach to the problem of poverty.
CHAPTER VI

CONCLUSIONS

This final chapter is devoted to the conclusions drawn from this study, its findings and analysis. Two assumptions are supported and one is not. Some generalizations about the sample are made, followed by the limitations of this study, suggestions for further research and contributions made to the field. Ending the entire report is a section reserved for the author's personal opinions.

The questions which are of concern in this study are:

1) Do the participants in the various programs sponsored by the Missoula-Mineral Human Resources Commission view the programs as successful? (Programs to be studied are Head Start, Neighborhood Youth Corps inschool program, and Day Care Center.)

2) Is Head Start the most widely accepted program sponsored by the Missoula-Mineral Human Resources Commission, presumably because it involves children and their preparation for the future?

3) Are programs which appear to offer returns in dollars and cents more readily accepted than those which make less discernible material contributions?

The first question is answered affirmatively because every individual in each program thought that that program was successful
with the exception of one mother in Head Start. The majority of all the participants thought that all the programs were successful and they were in favor of federal programs of this type no matter where they were conducted.

The second question is also answered affirmatively although not as overwhelmingly as the first. Of all the participants in the three programs studied, more of them knew about and approved of Head Start than knew about or approved of Neighborhood Youth Corps and the Day Care Center. Head Start is not only the oldest and largest of the three programs but it also involves children and prepares them for school and life. Because most people are interested in child welfare and education for the future it is only natural that Head Start would be the most popular program. Although hardly anyone was against either Day Care or the Neighborhood Youth Corps—probably because they also involve children and prepare them for school and life—not as many of the participants had heard about these programs as had heard about Head Start.

The responses did not support the third question. Fewer people knew about Day Care than any of the other two programs. Day Care is a dollar and cents program in-so-far as parents' educations and jobs are concerned. Also there is the fairly early result of going off welfare.

While many of the participants knew about the Neighborhood Youth Corps and approved of it, the fact that it brings money into low income homes so that children can continue in school did not have as wide an

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appeal as Head Start did. Probably one of the great difficulties is that Day Care and Neighborhood Youth Corps are simply not as well known as Head Start. However, there is not enough evidence to prove that programs which offer dollar and cents value are more readily accepted than those making less discernible material contributions. The third question must, therefore, be answered "no!"

The first two questions are supported. The last one is not.

While it is impossible to generalize from this study to poverty programs everywhere, it would seem some observations can be made concerning contributions made by the three poverty programs studied.

According to the participants' own responses Day Care, Head Start and Neighborhood Youth Corps are helping to improve the financial conditions of the temporarily low income. Many of the respondents said programs were providing the one push they needed to go ahead and improve their life situation either by obtaining special training or going to school. All participants agreed that they were profiting one way or another from the programs. Many listed numerous ways in which the programs had been helpful -ways which would radiate into society so that the entire economy and society would benefit finally.

People in temporary difficulty already have the aspirations to improve their lot in life. In these three programs, those who came from families where the income was previously adequate were making an attempt to improve their lot by getting better jobs, steady work, or special training. For the most part, these programs did not involve
the chronically poor. It is impossible to state from this study whether or not such programs are capable of providing the inspiration necessary for the chronically poor to want to aspire to something better.

Parents were all of the opinion that school would be easier for their Day Care and Head Start children, and Corpsmen thought that the Neighborhood Youth Corps in-school program was making school easier for them. According to respondents, the Neighborhood Youth Corps, in many cases, has inspired Corpsmen to want to continue on into college.

The Day Care Center has relieved parents of baby-sitting responsibilities so they are free to obtain special training or work. Some parents credit the Day Care Center with giving them the necessary help to go off of welfare. The Center may be attributed with taking more parents off welfare once they have had opportunity to complete their training and go to work.

Limitations and Suggestions for Further Research

The concern of this study has been to learn the attitudes of the participants of three poverty programs, namely Head Start, Day Care and the Neighborhood Youth Corps in-school program in the city of Missoula, as to the success of each program and participants' knowledge about other programs under Missoula-Mineral Human Resources, Inc. The study has had to be limited, because of time and money, to only the participants in these three programs which are geared to
getting the child in school and keeping him there as long as possible.

This study has covered only a small portion of what could be studied over a longer period of time. A comparison between the types of families represented and the types of programs conducted by the in-school and out-of-school Neighborhood Youth Corps would be very revealing and might show more participation by the chronically poor in the out-of-school program than in the in-school program. A study of the Northside Center, how it got started, the participation in the planning by the poor, and what it has accomplished since it started, with a recheck in six months or a year would give one a better idea of what these programs are capable of doing. A more comprehensive study of all the programs by way of comparison of participants, staff and community agencies as to their coordination, goals and accomplishments, would give a more rounded picture of the actual success of the community action commission idea. A comparison between two community action committees as to make-up, involvement of the poor, types of programs run and types of communities in which they are run would also shed some light on the success of this program as compared with others. Factors which did not enter into the Missoula-Mineral Human Resources Commission, such as race, might well enter into another program where there was either a concentration of Indians, such as in other areas of Montana, or of Negroes. In fact, comparisons of the Missoula programs with programs in the outlying areas of Missoula and Mineral Counties would bring in
the Indian element and one could learn whether and how the programs vary between groups that are predominately Indian and predominately white.

It would be well if there was time for a longitudinal study of the three programs studied here. What will Day Care parents be doing five or ten years from now? Will they actually have finished their training? Will they have good jobs? Will they be on welfare? What kind of homes will they be providing for their children? What contribution will they feel Day Care has made to their lives after all this time?

With Neighborhood Youth Corpsmen, in four years, one could check to see how many will be in college, how many will be doing what they planned to do when this study was made, how their life situations will have changed, if they will have been able to have moved from one social class to another?

With Head Start children it would be beneficial to know how long each child goes to school before he drops out and what the reasons for dropping out might be. Another interesting study would be a comparison between a class of students with Head Start backgrounds and one with no kindergarten background at all. The study could be made a three-way comparison by adding a class with either public or private kindergarten. Other questions for study are: Should there be any kind of follow-up, such as teachers' aides and individual attention, for Head Start children once they enter the first grade? What would be the effect of public
kindergartens modeled after Head Start? What would be the effect upon the students of teachers' aides and small classes?

A study could be done on organization, or small groups, or formation of groups and leaders, depending on which phase of the poverty program one wished to emphasize. Group formation among the children is one phase, organization of community action committees and advisory boards is another. How does leadership develop and how effective are the various programs? How effective are the boards? How are the poor involved and represented? Are they chronically poor or temporarily poor? If they are temporarily poor, does any other poverty program help the chronically poor? How do the programs reach the chronically poor? How do the programs help the chronically poor to realize the aspirations and goals toward which to work, and then, how do the programs give the chronically poor the inspiration to want to reach these goals? What, if anything, is lacking in the three programs studied here which makes them so successful with the temporarily poor but which does not, for the most part, involve the chronically poor? Is it because the chronically poor aren't interested or because the program administrators haven't been able to ferret them out?

Contributions

Empirical research is just beginning on poverty programs, making this one of the early studies done by interviewing participants. Most studies to date have been done by observation and participation and
by testing participants to see what progress they have made, such as in Head Start. Few studies have been primarily interested in how the participant himself viewed the program.

This study is an attempt to study change by studying programs which have been set up to help close the gap between material and adaptive institutions which have not changed at the same rate. It has given some insight into how effective poverty programs can be and are in dealing with the lag, change, and social disorganization. Poverty programs are a modern attempt to improve and change the disadvantaged in America. This study has shown that community action committees with special programs in Head Start, Day Care and Neighborhood Youth Corps have begun to close the gap. This study may, therefore, serve as a basis for other studies of other programs which would aid in closing the gap even faster.

The relationships between participants, teachers, staff, coordinators and the community have been touched upon briefly. Where these relationships could lead and what kind of a community could be developed, the programs are still too new to tell, although the impact is evident even from so short a period of time as that covered in this study. With this study as the basis, it would be interesting to go on to discover what other people with different social backgrounds -say the chronically poor- would do or make of themselves with the aid of these programs. What would the programs accomplish if Missoula did
have a residential area where low income people were concentrated?
What are they doing in areas where the low income live in ghettos and
have been that way for generations? How will these programs measure
up over a longer period of time?

This study presents an extraordinary situation where most of
the participants are temporarily low income. The programs are suc-
cessful in that they help to keep these people from joining the chronically
poor and thereby increasing the number who need assistance. Yet, pov-
erty prorams were created to help those who have never known anything
but poverty as well as those who have, for the most part, lived under
better circumstances. What is it doing and what can it do for the chro-
nically poor is a very important question. An interesting comparison
could be made between this study and one in which poverty programs
were aimed at a lower class of people.

The Author's Opinion

I do not think the success of any program as all encompassing
as the War on Poverty can be tested in three or four years. There has
to be time for trial and error, for development and experiment. The
program ought to be given a good test this time, not like those which
were introduced in the thirties. It ought to have the finances and the
personnel for at least ten years, before one can begin to tell, for sure,
what kind of an effect it is going to have on changing our social institu-
tions, on helping people to continue in school and to become employed

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in good jobs. Should Congress not appropriate enough money we may never really know whether it can work or not.

There are those who oppose the use of tax money to carry out poverty programs, but few seem to care about the man-hours lost, the hope lost, the children lost because of being born into a poverty situation over which they have had no control. I do not know how you measure a life, but I do not believe it can be done in dollars and cents.

"Theories more or less profound
Of so-called economic trends
May miss the very human fact
Man also lives for other ends."¹

Even measured in a dollar-and-cents fashion, nevertheless it can often be proven that those people who are helped to rise above the poverty level will contribute enough to society by way of good citizenship, labor and taxes to more than pay for the help they have been given.

There are those humanitarians who say that if a program helps even one person in large measure, it is successful. This may be true because, again, I cannot tell how to measure the worth of a person or a life; however, I think the programs should help a majority of those who are participating and they should strive to reach a majority of those eligible.

I am convinced that the three programs I have studied are succeeding to help those who are participating in them. In doing this study

¹Snorri Thorfinnson, "Conference Prayer," Rural America and Its People (Denver: private printing, 1966), p. 44
I discovered there were two kinds of poverty; that which has been passed on from generation to generation and that which is temporary or short-lived. I think the War on Poverty in Missoula is helping those who come from the temporary kind of poverty. It is still worthwhile, in my opinion, and it is doing a good job. It is keeping these people from entering a more permanent type of poverty. It is giving them help to improve their lot in life, to bring up their children in a middle class fashion, to take them off of relief rolls, and to make them productive citizens.

On the other hand, I really wonder if it is doing anything for the chronically poor or if there is any way, in or out of the program, to do something for them. I am all for trying, and spending whatever money it takes to find out.

It seems to me that it is always easiest to begin with the children. They are not so set in their ways and they learn quickly; still a great deal of time and money may be wasted if children are given no follow-up program in grade school and maybe even in high school. What one learns in kindergarten or the lower grades can be lost fairly easily if he must return night after night to an undesirable home situation.

Some people are already saying that poverty programs are unsuccessful because there are still poverty stricken people and people on welfare. What we have learned recently is that only 1% of those on public welfare are employable. The others are aged, or children, or either mentally or physically crippled. It is impossible to wipe out the
last and final trace of poverty, but it is not impossible to help those who lack only education and know-how. The problem here is to encourage those who are chronically poor to care enough to take advantage of the programs which are available.

In a democracy there is no fool-proof way to solve a problem, not even when done democratically, -which is how Community Action Programs are to be done. However, their success or failure depends upon the participation of the community and the dedication of the administrators. No doubt some programs fail for lack of one or the other or both. Still, it is not premature and unrealistic to write off the entire War on these grounds as it is a human program -run for human beings by human beings, all with human failings. We must learn to care about what happens to ourselves by learning to care about what happens to others.
APPENDIX A

Introductory Letter to set up schedule of interviews with Head Start parents.

HEAD START

April 25, 1967

Dear ____________________,

As part of my work as a graduate student in the Department of Sociology at the University of Montana, I am doing a study of Missoula programs that are under the Office of Economic Opportunity. As a portion of my evaluation of the worth of the Head Start Program in Missoula, I plan to interview either the mother or the father of the Head Start children in your child's Center. Mrs. Carrier has told me she feels that you would be willing to talk about the program with me.

The success of my study depends on your cooperation and I wish to do the interviewing at your convenience. This interview will take about twenty minutes.

Please check the time which would be most convenient for you and return the form with your child to his Head Start teacher tomorrow.

Thank you,

Margaret Bucher
224 North Pattee Street
Missoula, Montana
Phone: 549-2028

P. S. If you have any question about this interview, please feel free to call me at the number listed above, or Mrs. Carrier at 549-6403.

<table>
<thead>
<tr>
<th>CHILD'S NAME</th>
<th>TIME</th>
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<tr>
<td>_____________________</td>
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<table>
<thead>
<tr>
<th>PARENT'S NAME</th>
<th>ADDRESS</th>
<th>PHONE</th>
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<td>_____________________</td>
<td>_____________________</td>
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APPENDIX B

HEAD START INTERVIEW SCHEDULE

1. When and how did you hear about the Head Start program?
2. What do you think are the reasons Head Start was established?
3. What made you decide to put your child in the program?
4. What do you think are the advantages of the program?
5. Is it doing what you thought it would? Is it doing what you think it set out to do?
6. How do you feel your child is progressing?
7. Do you think the program should be continued?
8. Will the program have a continuing effect on your child?
9. What don't you like about the program?
10. What changes do you think should be made in the program?
11. Do you have adequate opportunity to express your ideas about the program?
12. Are your suggestions considered by the staff and administrators?
13. Do you think such programs will make any change or have any effect on the school system itself?
14. Have you heard of the Neighborhood Youth Corps? What do you think of it?
15. Have you heard of the Day Care Center? What is your opinion of it?
16. Do you take part in any other programs sponsored by the Missoula-Mineral Human Resources Commission?
17. What is your opinion of programs of this type that are sponsored by the government?
18. Does society as a whole have anything to gain from such programs? What?
19. Have you taken part in any kind of welfare or public assistance programs?

20. Who was the head of your household when you were a child?

21. As you recall, was the income adequate for your family needs?

22. Who is the head of your household now? What does he do for a living?

23. Are you interested in changing your life situation? How?

24. Do you think there is anything you can do about it?

25. Are you a member of a church? Which one?

26. Do you belong to a political party? Which one?

27. How many years of schooling have you completed?

28. How many members are there in your family?
# APPENDIX C

## HEAD START CHECK-SHEET

Name of child ________________________________

Items are checked below showing the rate of progress the teacher thinks the child has made since he entered Head Start.

<table>
<thead>
<tr>
<th>Had Problem When Came</th>
<th>Rate of progress</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Poor</td>
</tr>
<tr>
<td>1. Self reliance &amp; responsibility</td>
<td></td>
</tr>
<tr>
<td>2. Coordination</td>
<td></td>
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<tr>
<td>3. Cooperates</td>
<td></td>
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<tr>
<td>4. Eating habits</td>
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<td>5. Manners</td>
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<td>6. Follows directions</td>
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<td>7. Neatness</td>
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<td>8. Speech</td>
<td></td>
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<tr>
<td>9. Emotional adjustment</td>
<td></td>
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<td>10. Health</td>
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</tr>
<tr>
<td>Dental</td>
<td></td>
</tr>
<tr>
<td>Medical</td>
<td></td>
</tr>
<tr>
<td>Hygiene habits</td>
<td></td>
</tr>
<tr>
<td>Gained weight</td>
<td></td>
</tr>
<tr>
<td>11. Numbers: recognizes</td>
<td></td>
</tr>
<tr>
<td>writes</td>
<td></td>
</tr>
</tbody>
</table>
12. Colors

13. Writes name

14. Listening

15. Getting along with others
   
   Sharing
   
   Confidence with adults

16. Increase in general knowledge
   
   Increase, knowledge of nature
   
   Increase, knowledge of world

17. Likes school

18. Any special help this child has received or any special comment by teacher:
APPENDIX D

DAY CARE INTERVIEW SCHEDULE

1. When and how did you hear about the Day Care Center?
2. What do you think are the reasons for establishing such a center?
3. What made you decide to put your child in the center?
4. What are the advantages of such a program? To the child? To you? To the family?
5. Is it doing what it set out to do?
6. Has it made a change in your life? How?
7. Do you think it will have any effect on your future?
8. Will it have a continuing effect on your child?
9. Is there anything about the program you don't like?
10. What changes do you think should be made in the program?
11. Do you have adequate opportunity to express your ideas about the program?
12. Are your suggestions considered by the staff and administrators?
13. Do you think the Day Care Center should be continued?
14. Have you heard of the Neighborhood Youth Corps? What do you think of it?
15. Have you heard of Head Start? What is your opinion of it?
16. Do you take part in any other programs sponsored by the Missoula-Mineral Human Resources Commission?
17. What is your opinion of programs of this type that are sponsored by the government?
18. Does society as a whole have anything to gain from such programs? What?
19. Have you taken part in any kind of welfare or public assistance programs?

20. Who was the head of your household when you were a child?

21. As you recall, was the income adequate for your family needs?

22. Who is the head of your household now? 
   What does he do for a living?

23. Are you interested in changing your life situation? How?

24. Do you think there is anything you can do about it?

25. Are you a member of a church? Which one?

26. Do you belong to a political party? Which one?

27. How many years of schooling have you completed?

28. How many members are there in your family?
APPENDIX E

NEIGHBORHOOD YOUTH CORPS INTERVIEW SCHEDULE

1. When and how did you hear about the Neighborhood Youth Corps?

2. What made you decide to join? How long have you been in the program?

3. What do you think are the advantages of such a program? Is it helping you to stay in school?

4. What is the purpose of the Neighborhood Youth Corps?

5. Is it doing what it set out to do?

6. Do you think the program should be continued?

7. What do you plan to do for a life's work? Have you worked before?

8. What would you like to be if you could be anything you wanted to be?

9. Do you intend to go to college?

10. Is the Neighborhood Youth Corps helping you to accomplish this in any way?

11. What has working in the Neighborhood Youth Corps meant to you?

12. What do you think your working in Neighborhood Youth Corps has meant to your family?

13. Is there anything about the program you don't like?

14. What changes would you like to make in the program?

15. Do you have adequate opportunity to express your ideas about the program?

16. Are your suggestions considered by the staff and administrators?

17. What other programs sponsored by the Missoula-Mineral Human Resources Commission are you acquainted with?
18. Do you take part in any other programs sponsored by the Missoula-Mineral Resources Commission? Does any member of your family?

19. What is your opinion of programs of this type? Do you think it is necessary for the government or public and private agencies to sponsor such programs?

20. Does society as a whole have anything to gain from such programs? What?

21. Has your family taken part in any kind of welfare or public assistance programs?

22. Who is the head of your household? Is the income adequate for your family needs?

23. Are you interested in changing your life situation? How?

24. Do you think there is anything you can do about it?

25. Does your family belong to a church? Which one?

26. Does your family belong to a political party? Which one?

27. How many years of schooling have you completed?

28. How many members are there in your family?
APPENDIX F

TABLES SHOWING CHARACTERISTICS OF FAMILIES STUDIED, THEIR OPINIONS OF THE THREE POVERTY PROGRAMS, AND THE PROGRAMS' EFFECT ON THE FAMILIES

**TABLE 4**

NUMBER OF CHILDREN IN FAMILIES

<table>
<thead>
<tr>
<th>Children</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>18</td>
<td>10</td>
<td>18</td>
<td>10</td>
<td>12</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**TABLE 5**

HOME SITUATION OF FAMILIES

<table>
<thead>
<tr>
<th>Both Parents</th>
<th>One Parent Deceased</th>
<th>Divorced</th>
<th>Not Living at Home</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>2</td>
<td>2</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>Head Start</td>
<td>20</td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>13</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>9</td>
<td>32</td>
<td>3</td>
</tr>
</tbody>
</table>

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### TABLE 6

**FAMILY INCOME LEVEL**

<table>
<thead>
<tr>
<th></th>
<th>Welfare</th>
<th>Low Income</th>
<th>Border Line</th>
<th>Upper 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Head Start</td>
<td>8</td>
<td>8</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>4</td>
<td>11</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>18</td>
<td>23</td>
<td>33</td>
<td>6</td>
</tr>
</tbody>
</table>

### TABLE 7

**WAS INCOME ADEQUATE WHEN INTERVIEWEE WAS A CHILD**

<table>
<thead>
<tr>
<th></th>
<th>Depression</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>17</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td>5</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>9</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>5</td>
<td>52</td>
<td>23</td>
</tr>
</tbody>
</table>
### TABLE 8
**YEARS OF SCHOOL COMPLETED BY INTERVIEWEES**

<table>
<thead>
<tr>
<th></th>
<th>8 or less</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Head Start</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>13</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>1</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>5</td>
<td>9</td>
<td>14</td>
<td>26</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### TABLE 9
**POLITICAL PARTY AFFILIATION**

<table>
<thead>
<tr>
<th></th>
<th>Republican</th>
<th>Democrat</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>3</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Head Start</td>
<td>7</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>5</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15</td>
<td>37</td>
<td>28</td>
</tr>
</tbody>
</table>
TABLE 10
RELIGION OF INTERVIEWEES

<table>
<thead>
<tr>
<th></th>
<th>Day Care</th>
<th>Head Start</th>
<th>Neighborhood Youth Corps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jewish</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Baptist</td>
<td></td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Congregational</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Jehovah's Witness</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Latter Day Saints</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Assembly of God</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Lutheran</td>
<td>2</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Methodist</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Presbyterian</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>6</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>7th Day Adventist</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Episcopal</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Interdenominational</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>3</td>
<td>7</td>
<td>5</td>
</tr>
</tbody>
</table>

TABLE 11
HOW PARTICIPANT WAS INFORMED OF PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>Day Care</th>
<th>Head Start</th>
<th>Neighborhood Youth Corps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friend</td>
<td>3</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Relative</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Employment Office</td>
<td></td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Welfare</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Program Itself</td>
<td>9</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Called In</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
**TABLE 12**

REASONS FOR ENTERING PROGRAM

<table>
<thead>
<tr>
<th>Reason</th>
<th>Day Care</th>
<th>Head Start</th>
<th>Neighborhood Youth Corps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial reasons</td>
<td>12</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Told about it, and tried it</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Welfare referred</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech or other problem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wanted child to have kindergarten</td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Wanted child well cared for</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Couldn't work unless child was cared for</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Couldn't attend school unless child had free care</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Medical attention</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Working for program</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Teacher referred</td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**TABLE 13**

HAS PROGRAM CHANGED LIFE OF INTERVIEWEE?

<table>
<thead>
<tr>
<th>Program</th>
<th>Some</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>1</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Head Start</td>
<td></td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>1</td>
<td>22</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>39</td>
<td>39</td>
</tr>
</tbody>
</table>

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TABLE 14
WILL PROGRAM AFFECT FUTURE OF INTERVIEWEE

<table>
<thead>
<tr>
<th></th>
<th>Some</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>2</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Head Start</td>
<td>1</td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>1</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4</td>
<td>31</td>
<td>45</td>
</tr>
</tbody>
</table>

TABLE 15
WILL PROGRAM HAVE LASTING EFFECT ON CHILD

<table>
<thead>
<tr>
<th></th>
<th>Definitely</th>
<th>Yes</th>
<th>Some</th>
<th>Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>4</td>
<td>14</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td>1</td>
<td>25</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>39</td>
<td>11</td>
<td>1</td>
</tr>
</tbody>
</table>

TABLE 16
NEIGHBORHOOD YOUTH CORPS IS WORTHWHILE AND SHOULD BE CONTINUED

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Never Heard of It</th>
<th>Have Heard of it but don't Know Enough About it to say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>11</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Head Start</td>
<td>11</td>
<td>1</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Neighborhood Youth Corps</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>46</td>
<td>2</td>
<td>23</td>
<td>9</td>
</tr>
</tbody>
</table>

178
TABLE 17

DAILY CARE PROGRAM IS WORTHWHILE AND SHOULD BE CONTINUED

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Never Heard Of It</th>
<th>Have Hard of It But Don't Know Enough about it To Say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td>17</td>
<td>11</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>38</td>
<td>11</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

TABLE 18

HEAD START PROGRAM IS WORTHWHILE AND SHOULD BE CONTINUED

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Never Heard of It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>20</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td>34</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

TABLE 19

FAMILY MEMBERS PARTICIPATING IN OTHER HUMAN RESOURCES PROGRAMS

<table>
<thead>
<tr>
<th></th>
<th>Day Care</th>
<th>Head Start</th>
<th>NYC*</th>
<th>Upward Bound</th>
<th>Legal Aid</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Head Start</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Neighborhood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>Youth Corps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>TOTAL</td>
<td>2</td>
<td>14</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>56</td>
</tr>
</tbody>
</table>

* NYC - stands for Neighborhood Youth Corps
** This is members of family who are in the out-of-school program.

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### TABLE 20

**IS INTERVIEWEE INTERESTED IN CHANGING LIFE SITUATION?**

<table>
<thead>
<tr>
<th></th>
<th>Not Much</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day Care</td>
<td>1</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Head Start</td>
<td>1</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>Neighborhood</td>
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<td>24</td>
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<tr>
<td>Youth Corps</td>
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<td><strong>TOTAL</strong></td>
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<td>77</td>
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### TABLE 21

**PLANS FOR CHANGING LIFE SITUATION**

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<th></th>
<th>Day Care</th>
<th>Head Start</th>
<th>Neighborhood Youth Corps</th>
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<tr>
<td>Obtaining home of own</td>
<td>2</td>
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<tr>
<td>Getting better job</td>
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<td>3</td>
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<td>Working up on job</td>
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<td>7</td>
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<td>Taking special training</td>
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<tr>
<td>Going to college</td>
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<tr>
<td>Getting a steady job</td>
<td></td>
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<tr>
<td>Going to work</td>
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<tr>
<td>No plans</td>
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<td>2</td>
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<tr>
<td>Other</td>
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180
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<tr>
<th></th>
<th>Good</th>
<th>Money Well Spent</th>
<th>Helps Society</th>
<th>Waste</th>
<th>Bad</th>
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<tr>
<td>Day Care</td>
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<td>6</td>
<td>4</td>
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<td>1</td>
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<td>Neighborhood Youth Corps</td>
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<td>2</td>
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<td>8</td>
<td>11</td>
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