

Chancellor Thomas Eliot.

Ben Youngdahl - retired Dean of School of Social Work.

REMARKS

VICE PRESIDENT HUBERT HUMPHREY

ST. LOUIS TASK FORCE ON YOUTH OPPORTUNITY

ST. LOUIS, MISSOURI

OCTOBER 28, 1965

In May President Johnson asked me to assume responsibility for the Youth Opportunity Campaign, designed ~~at that time~~ to find summer jobs for young people. And we found, I might add, nearly one million jobs which otherwise would not have been available.

The second phase of the Youth Opportunity Campaign was announced by the President in August, and was aimed at encouraging young boys and girls who had dropped out of high school to return. We have reason to believe that this effort, too, was successful.

∟ We are now conducting a third and continuing part of the Youth Opportunity Campaign: To not only encourage boys and girls to return to school, but to help those who have returned to stay there.

∟ For this purpose you have formed task forces to serve your community.

∟ There are five questions we must ask about these young people we seek to help:

∟ First, who are they?

Second, why do they drop out?

Third, does it matter that they are dropouts?

Fourth, how do we get them back to school?

And finally, how do we keep them in school?

∟ First, who are they? The records of your schools will quickly identify the first group which you will focus upon -- those who have dropped out and who must be personally contacted to encourage them to return.

School records will also show you those students who have dropped out and returned.

There is, however, a group which is harder to identify: Those students who have not yet quit school but who are likely to do so if we do not act.

Members of this group usually share several characteristics.

First, they are "underachievers." They are usually several years behind in basic subjects such as reading and mathematics.

↳ Second, the potential dropout is often missing or late to school. He may have changed schools frequently. He does not participate in school activities such as sports or dramatics. *extra curricular* -

↳ He may have had discipline problems, but he probably is not a delinquent. (Some 79 per cent of dropouts have never had serious behavior problems.) He probably has an unhappy home situation.

↳ The notion that dropouts leave school because they do not have the mental ability is largely myth. ↳ Some 61 per cent of the dropouts have IQ's at or above average.
More than four-fifths have the capacity to finish high school. *Encouraging* !

↳ These characteristics will help you, with the cooperation of school administrators, to identify the potential dropout and help him before he leaves school.

↳ Now, why do they drop out?

Obviously, a student who is failing some classes . . . who cannot read properly and cannot do simple arithmetic

. . . who has not become involved in the social
activities of his school, is likely to drop out.

↳ But there are other reasons.

↳ Many dropouts are forced to leave school for
economic reasons. Some 40 per cent of dropouts come
from families below the poverty line, while only 12 per cent
of high school graduates' families are below that level.

↳ And there is often little motivation from these
families to encourage the children to stay in school. A
majority of the parents of dropouts were, in fact, dropouts
themselves. ↗ There is seldom any appreciation in the
family of the relationship between income, employment,
and education.

This leads to the third major point I wish to leave
with you today. Does it matter that these young people
have left school before graduation from high school?

*Drop-out
Parents
relationships*

} X
} X

Jefferson - cannot be both
free + ignorant!

- 6 -

Does it matter to them and to our nation?

↳ Education, of course, creates better neighbors
and citizens. - (civilization is a rare between
Educ + catastrophe)

↳ And the effect of education on employability and
income is overwhelming.

↳ The fastest growth in our labor force is in the
area of technical and professional jobs requiring 16 or
more years of education.

↳ Technician and semiprofessional jobs requiring
one . . . two . . . or three years of education after
high school are the second fastest growing category
in our labor force. - then the Skilled + Semi
Skills

↳ In the past 10 years, jobs filled by high school
graduates have risen 30 per cent while jobs for those with
no secondary school education have decreased 25 per cent.

Jobs + Educ

↳ If school dropouts continue at the present pace,
we will have 32 million adult, non-high school graduates
in the labor force in 1975 -- at a time when jobs for
the uneducated and untrained will be far fewer than today.

↳ Some 45 per cent of the boys who drop school before
high school graduation earn less than \$50 per week.

↳ College graduates earn over three-fourths more
than those who did not finish eight years of school.

↳ This tremendous loss in potential productivity and
income hurts our country -- and the individual.

Now to my fourth question: How do we get them
back to school?

↳ The most important way to encourage young dropouts
to return to school is to visit them personally.

Personal Contact

And in the Visit explain the long term Value of Educa-
tion - + Social

- 8 -

↳ Nothing less will do the job! For a personal visit tells the boy or girl that someone cares. And a personal visit will give you a far better idea of what is needed to help that boy or girl.

↳ Finally, how do we keep dropouts in school once they have returned?

↳ Above all, we must remember why students leave school. And here I will be most frank: Beyond all the factors I have discussed, there is often the fact that the school did not stimulate the student.

We must continually re-examine our schools.

↳ The methods and quality of teaching have a great deal to do with whether the potential dropout stays or leaves.

↳ Special tutorial help can be made available.

↳ This can be done by employing college students trained in the relevant areas of study. Often such *college*

students need employment too. Or tutorial aid can be obtained through VISTA, the domestic version of the Peace Corps, conducted by the Office of Economic

Opportunity.

↳ Special remedial classes can be conducted for such students, to be attended along with their regular classes.

↳ Washington, D.C. educators have formed STAY, or School To Aid Youth. This organization offers remedial classes after school until 10:00 p.m., conducted in the local high school buildings. Two out of every three

dropouts who have returned choose to take these special classes. STAY also arranges part-time work for those

students who otherwise would have to drop out for financial reasons.

Work-Study
Prog. →

STAY

Pasadena

Another alternative has been chosen by Pasadena, California schools. Instead of conducting special classes to be taken along with the regular school classes, Pasadena citizens have formed Project HOPE, which provides special classes to be taken in place of the regular high school classes, by those students with cultural and educational handicaps. ^{and} Special attention is given those students coming from rural areas.

Summer classes can be sponsored by the school district for slow learners. Some school districts hold longer school days for those students who are two or more years behind in basic (i.e., reading and mathematics) subjects.

For the student who dropped out of school in one part of the country and has re-enrolled in another and dropped out again, special problems often exist. This may be a boy

from a rural area who has come to live in an urban region. In many respects, this boy is like an immigrant with all the problems of adjustment. He needs special classes to improve basic skills such as reading and mathematics.

It may be necessary to form special classes for such students, taught by the best teachers, teaching high interest subjects. These classes might last for the full length of the school year, with individual members leaving the class as they are ready to begin to join regular classes.

Many young people leave school because they are failing subjects or they are so far behind their classmates that to continue seems hopeless. ^{and} Various programs can be instituted to meet this problem

↳ For the young man or woman who simply is unable academically to finish school there are alternatives:
trade school, suitable employment, programs such as
the Department of Labor's Neighborhood Youth Corps or
the Job Corps. Adequate guidance counselling and
psychological testing must be available to help these
young people find their niche. - *and then Industry to
Cooperation in finding Jobs.*

↳ For those who leave simply because of the lure of
immediate employment and money -- even though such
money is not essential to their family -- counselling too
will help.

↳ For those who leave school, however, because of
pressing financial necessity, more must be done.

↳ For these young people, this task force must activate
all the available resources of the community, both from the
private and public sectors.

Business leaders can make available part-time work suitable for young people in school.

Communities can use Community Action funds to establish projects to employ young people on a part time basis.

The Neighborhood Youth Corps can be used.

Families of the boys and girls should be visited.

Finally, boys and girls leave school for a complex of reasons bundled together in the category of "failure to adjust." These boys and girls most of all need sympathetic help and counselling to find their way back to a role in their society.

Few people have the chance to individually affect the lives of young boys and girls in such a direct way. Few people have the opportunity to decisively influence the direction and the success of this country.

You have the chance to do both.

of the Poverty Prog

Key to our
Prog -
Opportunity
Educ
Equality
Chance.

Chancellor Thomas Eliot

⊗ Ben Youngdahl - retired Dean of School of Social Work.

REMARKS

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OCTOBER 28, 1965

⊗ ^{al} Mayor Arvantes
Father Lucius
(St. Louis Univ)
Expert

∟ IT IS A PLEASURE FOR ME TO COME

TO ST. LOUIS TO ENLIST YOUR HELP IN
COMBATTING A PROBLEM WHICH HAS ALREADY
RECEIVED THE ATTENTION OF YOUR
SPLENDID HUMAN DEVELOPMENT CORPORATION.

∟ THE HUMAN DEVELOPMENT CORPORATION,
AS A PRIVATE, NON-PROFIT CORPORATION,
∟ EXEMPLIFIES THE COOPERATION WHICH MUST
EXIST BETWEEN THE PUBLIC AND PRIVATE
SECTORS IF THE WAR ON POVERTY AND
RELATED BATTLES SUCH AS THAT AGAINST
SCHOOL DROPOUTS ARE TO BE WON ⊗

Gene Wilkie
Knox-TV

THE SMOOTH WORKING RELATIONSHIP WHICH EXISTS BETWEEN THIS PRIVATE CORPORATION AND THE VARIOUS CITY AND STATE PUBLIC WELFARE AGENCIES, AS WELL AS PRIVATE INDUSTRY, IS INDEED THE ENVY OF OTHER CITIES.

TO DEAN WAYNE VASEY OF WASHINGTON UNIVERSITY, THE FIRST GENERAL MANAGER OF THE HUMAN DEVELOPMENT CORPORATION, MR. HARLAN HEATH, THE ACTING GENERAL MANAGER, MR. SAM BERNSTEIN, THE NEWLY APPOINTED GENERAL MANAGER, AND TO JUDGE THEODORE McMILLIAN, THE CHAIRMAN OF THE BOARD OF DIRECTORS, WE PAY TRIBUTE.

IN MAY PRESIDENT JOHNSON ASKED ME TO ASSUME RESPONSIBILITY FOR THE YOUTH OPPORTUNITY CAMPAIGN, DESIGNED ~~AT THAT TIME~~ TO FIND SUMMER JOBS FOR YOUNG PEOPLE. AND WE FOUND, I MIGHT ADD, NEARLY ONE MILLION JOBS WHICH OTHERWISE WOULD NOT HAVE BEEN AVAILABLE.

IN ST. LOUIS, MAYOR CERVANTES PROVIDED AN EXAMPLE FOR THE REST OF OUR COUNTRY BY WRITING SEVENTEEN THOUSAND EMPLOYERS IN THE ST. LOUIS METROPOLITAN AREA TO ENLIST THEIR HELP.

↳ THE SECOND PHASE OF THE YOUTH OPPORTUNITY CAMPAIGN WAS ANNOUNCED BY THE PRESIDENT IN AUGUST, AND WAS AIMED AT ENCOURAGING YOUNG BOYS AND GIRLS WHO HAD DROPPED OUT OF HIGH SCHOOL TO RETURN. ↳ WE HAVE REASON TO BELIEVE THAT THIS EFFORT, TOO, WAS SUCCESSFUL.

↳ AGAIN, MAYOR CERVANTES PROVIDED THAT SORT OF LEADERSHIP WHICH IS NECESSARY TO THE SUCCESS OF THE CAMPAIGN BY DELIVERING A SERIES OF RADIO AND TELEVISION BROADCASTS TO ENCOURAGE YOUNG PEOPLE TO RETURN TO SCHOOL.

WE ARE NOW CONDUCTING A THIRD
AND CONTINUING PART OF THE YOUTH
OPPORTUNITY CAMPAIGN: TO NOT ONLY
ENCOURAGE BOYS AND GIRLS TO RETURN
TO SCHOOL, BUT TO HELP THOSE WHO
HAVE RETURNED TO STAY THERE.

FOR THIS PURPOSE YOU HAVE FORMED
TASK FORCES TO SERVE YOUR COMMUNITY. !!

THERE ARE FIVE QUESTIONS WE MUST
ASK ABOUT THESE YOUNG PEOPLE WE
SEEK TO HELP:

FIRST, WHO ARE THEY?

SECOND, WHY DO THEY DROP OUT?

THIRD, DOES IT MATTER THAT THEY
ARE DROPOUTS?

FOURTH, HOW DO WE GET THEM BACK
TO SCHOOL?

AND FINALLY, HOW DO WE KEEP THEM
IN SCHOOL?

↳ FIRST, WHO ARE THEY? THE RECORDS
OF YOUR SCHOOLS WILL QUICKLY IDENTIFY
THE FIRST GROUP WHICH YOU WILL FOCUS
UPON -- THOSE WHO HAVE DROPPED OUT
AND WHO MUST BE PERSONALLY CONTACTED
TO ENCOURAGE THEM TO RETURN.

SCHOOL RECORDS WILL ALSO SHOW
YOU THOSE STUDENTS WHO HAVE DROPPED
OUT AND RETURNED.

∟ THERE IS, HOWEVER, A GROUP
WHICH IS HARDER TO IDENTIFY:
THOSE STUDENTS WHO HAVE NOT YET
QUIT SCHOOL BUT WHO ARE LIKELY
TO DO SO IF WE DO NOT ACT.

∟ MEMBERS OF THIS GROUP USUALLY
SHARE SEVERAL CHARACTERISTICS.

∟ FIRST, THEY ARE "UNDERACHIEVERS."
THEY ARE USUALLY SEVERAL YEARS
BEHIND IN BASIC SUBJECTS SUCH AS
READING AND MATHEMATICS.

↳ SECOND, THE POTENTIAL DROPOUT
IS OFTEN MISSING OR LATE TO SCHOOL.
HE MAY HAVE CHANGED SCHOOLS
FREQUENTLY. HE DOES NOT PARTICIPATE
IN SCHOOL ACTIVITIES SUCH AS SPORTS
OR DRAMATICS. — *extra curricular* —

↳ HE MAY HAVE HAD DISCIPLINE
PROBLEMS, BUT HE PROBABLY IS NOT A
DELINQUENT. (SOME 79 PER CENT OF
DROPOUTS HAVE NEVER HAD SERIOUS
BEHAVIOR PROBLEMS.) HE PROBABLY
HAS AN UNHAPPY HOME SITUATION.

①

THE NOTION THAT DROPOUTS LEAVE SCHOOL BECAUSE THEY DO NOT HAVE THE MENTAL ABILITY IS LARGELY MYTH.

SOME 61 PER CENT OF THE DROPOUTS HAVE IQ'S AT OR ABOVE AVERAGE.

MORE THAN FOUR-FIFTHS HAVE THE CAPACITY TO FINISH HIGH SCHOOL.

!!
encouraging

THESE CHARACTERISTICS WILL HELP YOU, WITH THE COOPERATION OF SCHOOL ADMINISTRATORS, TO IDENTIFY THE POTENTIAL DROPOUT AND HELP HIM BEFORE HE LEAVES SCHOOL.

↳ NOW, WHY DO THEY DROP OUT?

OBVIOUSLY, A STUDENT WHO IS FAILING SOME CLASSES...WHO CANNOT READ PROPERLY AND CANNOT DO SIMPLE ARITHMETIC... WHO HAS NOT BECOME INVOLVED IN THE SOCIAL ACTIVITIES OF HIS SCHOOL, IS LIKELY TO DROP OUT.

↳ BUT THERE ARE OTHER REASONS.

↳ MANY DROPOUTS ARE FORCED TO LEAVE SCHOOL FOR ECONOMIC REASONS. } X
SOME 40 PER CENT OF DROPOUTS COME FROM FAMILIES BELOW THE POVERTY LINE, WHILE ONLY 12 PER CENT OF HIGH SCHOOL GRADUATES' FAMILIES ARE BELOW THAT LEVEL. } X

Drop-out + Poverty relationships

AND THERE IS OFTEN LITTLE
MOTIVATION FROM THESE FAMILIES
TO ENCOURAGE THE CHILDREN TO STAY
IN SCHOOL. A MAJORITY OF THE
PARENTS OF DROPOUTS WERE, IN FACT,
DROPOUTS THEMSELVES. THERE IS
SELDOM ANY APPRECIATION IN THE
FAMILY OF THE RELATIONSHIP BETWEEN
INCOME, EMPLOYMENT AND EDUCATION.

THIS LEADS TO THE THIRD MAJOR
POINT I WISH TO LEAVE WITH YOU TODAY.
DOES IT MATTER THAT THESE YOUNG
PEOPLE HAVE LEFT SCHOOL BEFORE
GRADUATION FROM HIGH SCHOOL?

Jefferson - Cannot be
both free + ignorant

DOES IT MATTER TO THEM AND TO
OUR NATION?

↳ EDUCATION, OF COURSE, CREATES
BETTER NEIGHBORS AND CITIZENS.

CIVILIZATION IS A
RACE BETWEEN
EDUCATION AND
CATASTROPHE

AND THE EFFECT OF EDUCATION
ON EMPLOYABILITY AND INCOME IS
OVERWHELMING.

↳ THE FASTEST GROWTH IN OUR LABOR
FORCE IS IN THE AREA OF TECHNICAL
AND PROFESSIONAL JOBS REQUIRING
16 OR MORE YEARS OF EDUCATION.

TECHNICIAN AND SEMIPROFESSIONAL
JOBS REQUIRING ONE...TWO...OR THREE
YEARS OF EDUCATION AFTER HIGH
SCHOOL ARE THE SECOND FASTEST
GROWING CATEGORY IN OUR LABOR FORCE

*Then the
- skilled +
semi-skilled*

IN THE PAST 10 YEARS, JOBS FILLED
BY HIGH SCHOOL GRADUATES HAVE RISEN
30 PER CENT WHILE JOBS FOR THOSE
WITH NO SECONDARY SCHOOL EDUCATION
HAVE DECREASED 25 PER CENT.

Jobs + Education

IF SCHOOL DROPOUTS CONTINUE AT THE PRESENT PACE, WE WILL HAVE 32 MILLION ADULT, NON-HIGH SCHOOL GRADUATES IN THE LABOR FORCE IN 1975 -- AT A TIME WHEN JOBS FOR THE UNEDUCATED AND UNTRAINED WILL BE FAR FEWER THAN TODAY.

SOME 45 PER CENT OF THE BOYS WHO DROP SCHOOL BEFORE HIGH SCHOOL GRADUATION EARN LESS THAN \$50 PER WEEK.

COLLEGE GRADUATES EARN OVER THREE-FOURTHS MORE THAN THOSE WHO DID NOT FINISH EIGHT YEARS OF SCHOOL.

THIS TREMENDOUS LOSS IN POTENTIAL
PRODUCTIVITY AND INCOME HURTS OUR
COUNTRY -- AND THE INDIVIDUAL.

NOW TO MY FOURTH QUESTION: HOW
DO WE GET THEM BACK TO SCHOOL?

*And to in
the visit explain
the long-term
value of edue.-
econ. + social*

THE MOST IMPORTANT WAY TO
ENCOURAGE YOUNG DROPOUTS TO RETURN
TO SCHOOL IS TO VISIT THEM PERSONALLY.

Personal Contact !!

NOTHING LESS WILL DO THE JOB!

FOR A PERSONAL VISIT TELLS THE BOY
OR GIRL THAT SOMEONE CARES. AND A
PERSONAL VISIT WILL GIVE YOU A FAR
BETTER IDEA OF WHAT IS NEEDED TO
HELP THAT BOY OR GIRL.

FINALLY, HOW DO WE KEEP DROPOUTS
IN SCHOOL ONCE THEY HAVE RETURNED?

ABOVE ALL, WE MUST REMEMBER WHY
STUDENTS LEAVE SCHOOL. AND HERE I
WILL BE MOST FRANK: BEYOND ALL THE
FACTORS I HAVE DISCUSSED, THERE IS
OFTEN THE FACT THAT THE SCHOOL DID
NOT STIMULATE THE STUDENT.

WE MUST CONTINUALLY RE-EXAMINE
OUR SCHOOLS.

THE METHODS AND QUALITY OF
TEACHING HAVE A GREAT DEAL TO DO
WITH WHETHER THE POTENTIAL DROPOUT
STAYS OR LEAVES.

↳ SPECIAL TUTORIAL HELP CAN BE MADE AVAILABLE. ↳ THIS CAN BE DONE BY EMPLOYING COLLEGE STUDENTS TRAINED IN THE RELEVANT AREAS OF STUDY. ↳ OFTEN SUCH ^{college} STUDENTS NEED EMPLOYMENT TOO. OR TUTORIAL AID CAN BE OBTAINED THROUGH VISTA, THE DOMESTIC VERSION OF THE PEACE CORPS, CONDUCTED BY THE OFFICE OF ECONOMIC OPPORTUNITY.

Work-Study Program →

↳ SPECIAL REMEDIAL CLASSES CAN BE CONDUCTED FOR SUCH STUDENTS, TO BE ATTENDED ALONG WITH THEIR REGULAR CLASSES.

STAY

WASHINGTON, D.C. EDUCATORS HAVE
FORMED **STAY**, OR SCHOOL TO AID YOUTH.

THIS ORGANIZATION OFFERS REMEDIAL
CLASSES AFTER SCHOOL UNTIL 10:00 P.M.,
CONDUCTED IN THE LOCAL HIGH SCHOOL
BUILDINGS. TWO OUT OF EVERY THREE
DROPOUTS WHO HAVE RETURNED CHOOSE
TO TAKE THESE SPECIAL CLASSES.

STAY ALSO ARRANGES PART-TIME WORK
FOR THOSE STUDENTS WHO OTHERWISE
WOULD HAVE TO DROP OUT FOR FINANCIAL
REASONS.

Pasadena

ANOTHER ALTERNATIVE HAS BEEN CHOSEN BY PASADENA, CALIFORNIA SCHOOLS. (INSTEAD OF CONDUCTING SPECIAL CLASSES TO BE TAKEN ALONG WITH THE REGULAR SCHOOL CLASSES, PASADENA CITIZENS HAVE FORMED PROJECT HOPE, WHICH PROVIDES SPECIAL CLASSES TO BE TAKEN IN PLACE OF THE REGULAR HIGH SCHOOL CLASSES, BY THOSE STUDENTS WITH CULTURAL AND EDUCATIONAL HANDICAPS.
and SPECIAL ATTENTION IS GIVEN THOSE STUDENTS COMING FROM RURAL AREAS.

↳ SUMMER CLASSES CAN BE SPONSORED BY THE SCHOOL DISTRICT FOR SLOW LEARNERS. SOME SCHOOL DISTRICTS HOLD LONGER SCHOOL DAYS FOR THOSE STUDENTS WHO ARE TWO OR MORE YEARS BEHIND IN BASIC (I.E., READING AND MATHEMATICS) SUBJECTS.

↳ FOR THE STUDENT WHO DROPPED OUT OF SCHOOL IN ONE PART OF THE COUNTRY AND HAS RE-ENROLLED IN ANOTHER AND DROPPED OUT AGAIN, SPECIAL PROBLEMS OFTEN EXIST. THIS MAY BE A BOY FROM A RURAL AREA WHO HAS COME TO LIVE IN AN URBAN REGION. ↳ IN MANY RESPECTS, THIS BOY IS LIKE AN IMMIGRANT WITH ALL THE PROBLEMS OF ADJUSTMENT. HE NEEDS SPECIAL CLASSES TO IMPROVE BASIC SKILLS SUCH AS READING AND MATHEMATICS.

IT MAY BE NECESSARY TO FORM
SPECIAL CLASSES FOR SUCH STUDENTS,
TAUGHT BY THE BEST TEACHERS,
TEACHING HIGH INTEREST SUBJECTS.
(THESE CLASSES MIGHT LAST FOR THE
FULL LENGTH OF THE SCHOOL YEAR,
WITH INDIVIDUAL MEMBERS LEAVING
THE CLASS AS THEY ARE READY TO
BEGIN TO JOIN REGULAR CLASSES.

MANY YOUNG PEOPLE LEAVE SCHOOL BECAUSE THEY ARE FAILING SUBJECTS OR THEY ARE SO FAR BEHIND THEIR CLASSMATES THAT TO CONTINUE SEEMS HOPELESS. *And* VARIOUS PROGRAMS CAN BE INSTITUTED TO MEET THIS PROBLEM.

(FOR THE YOUNG MAN OR WOMAN WHO SIMPLY IS UNABLE ACADEMICALLY TO FINISH SCHOOL THERE ARE ALTERNATIVES: TRADE SCHOOL, SUITABLE EMPLOYMENT, PROGRAMS SUCH AS THE DEPARTMENT OF LABOR'S NEIGHBORHOOD YOUTH CORPS OR THE JOB CORPS. ADEQUATE GUIDANCE COUNSELING AND PSYCHOLOGICAL TESTING MUST BE AVAILABLE TO HELP THESE YOUNG PEOPLE FIND THEIR NICHE.

*And then industry to
cooperate in finding jobs*

FOR THOSE WHO LEAVE SIMPLY BECAUSE OF THE LURE OF IMMEDIATE EMPLOYMENT AND MONEY -- EVEN THOUGH SUCH MONEY IS NOT ESSENTIAL TO THEIR FAMILY -- COUNSELLING TOO WILL HELP.

FOR THOSE WHO LEAVE SCHOOL, HOWEVER, BECAUSE OF PRESSING FINANCIAL NECESSITY, MORE MUST BE DONE.

FOR THESE YOUNG PEOPLE, THIS TASK FORCE MUST ACTIVATE ALL THE AVAILABLE RESOURCES OF THE COMMUNITY, BOTH FROM THE PRIVATE AND PUBLIC SECTORS.

BUSINESS LEADERS CAN MAKE
AVAILABLE PART-TIME WORK SUITABLE
FOR YOUNG PEOPLE IN SCHOOL.

COMMUNITIES CAN USE COMMUNITY
ACTION FUNDS ^{*of the Poverty Prog.*} TO ESTABLISH PROJECTS
TO EMPLOY YOUNG PEOPLE ON A PART TIME
BASIS.

THE NEIGHBORHOOD YOUTH CORPS CAN
BE USED.

FAMILIES OF THE BOYS AND GIRLS
SHOULD BE VISITED.

↳ FINALLY, BOYS AND GIRLS LEAVE SCHOOL FOR A COMPLEX OF REASONS BUNDLED TOGETHER IN THE CATEGORY OF "FAILURE TO ADJUST." ↳ THESE BOYS AND GIRLS MOST OF ALL NEED SYMPATHETIC HELP AND COUNSELLING TO FIND THEIR WAY BACK TO A ROLE IN THEIR SOCIETY.

↳ FEW PEOPLE HAVE THE CHANCE TO INDIVIDUALLY AFFECT THE LIVES OF YOUNG BOYS AND GIRLS IN SUCH A DIRECT WAY. FEW PEOPLE HAVE THE OPPORTUNITY TO DECISIVELY INFLUENCE THE DIRECTION AND THE SUCCESS OF THIS COUNTRY.

↳ YOU HAVE THE CHANCE TO DO BOTH.

#####

⊗
Key to our
Program -
Opportunity
Education
Equality
of chance



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