

Mr. HOWARD. On the basis of that evaluation we believe we are going to effect substantial strengthening of our summer program this year in terms of components.

We have also done evaluations of ongoing Nelson or "Operation Mainstream" programs, those already in existence and then delegated to the Labor Department. This was done in order to see what we had. We wanted to know what were the components that needed attention as we moved into administration of the program.

With regard to the older youth program, Neighborhood Youth Corps, we have run staff evaluations of remedial education components, for example, in which we analyze a half dozen or dozen remedial education components in various projects. We will find out the administration of them, how effective they are, what kinds of tests are given, that kind of probing. This is done to get information useful to us in improving financial direction, as well as to share information, through publications and manuals, that is useful to other sponsors.

(A sample of research follows:)

INTERACTION FORMS AND REWARD SYSTEMS: TOWARDS A PARTIAL THEORY OF ADOLESCENT WORK EXPERIENCE¹

(By Richard E. Sykes and Popie Mohring, University of Minnesota)

Governmental work programs for youth have been a part of the American scene since the days of the New Deal. The Economic Opportunity Act of 1964 gave new impetus to these programs when it created the Job Corps and the Neighborhood Youth Corps. The purpose of Job Corps is to prepare young men and women between the ages of sixteen and twenty-one "for the responsibilities of citizenship and to increase (their) employability." This is to be done through vocational and citizenship training at both rural and urban residential centers. The purpose of the Neighborhood Youth Corps is "to provide useful work experience opportunities for unemployed young men and women, through participation in State and community work-training programs, so that their employability may be increased or their education resumed or continued." Enrollees in the NYC work in their own communities within a variety of public or non-profit agencies twelve to fifteen hours a week if in-school, and up to thirty-two hours a week if out-of-school. Where possible, supplemental remedial education and vocational counseling are provided.

The circumstances of the thirties are not those of the sixties, however. In the era of the depression masses of the population of all ages were without work. Programs such as Civilian Conservation Corps (CCC) helped provide economic relief for youth through conservation work. CCCers worked in large crews and lived together in camps. Presumably work experience of an unskilled kind was still useful in terms of the job openings present in the national labor market. In the sixties such jobs are already scarce, and becoming scarcer. The needs of those sectors of the population for whom the Economic Opportunity Act was intended are not just for temporary economic help during a national emergency, but for basic socialization into the general and special norms of the world of work. Because of the rapidly rising level of skill requirements in the labor market, these sectors of the population which are "deprived" are faced not only with the problem of socialization into general work norms, but with the acquisition of relatively high level skills. The old gang work crews of the thirties do not provide such socialization, and thus the entire concept of work experience has to be reassessed. This reassessment has been taking place since 1964, for the most part in the absence of either adequate empirical data on improving employability, or a theory of either what "employability" is, or what factors contribute to its increase. Here we hope to contribute to this

¹ The research on which this paper is based was made possible through a contract between the University of Minnesota and the Neighborhood Youth Corps—U.S. Department of Labor. The title of the study is "An Observational Study of the Relevance of NYC Work Experience, Especially of Enrollee-Supervisor Interaction, to Improved Employability or In-School Performance."