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A STUDY OF A SELECTED GROUP OF TRAINEES OF
THE MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAM
AND THEIR CHILDREN ATTENDING PUBLIC SCHOOL
FOR
TWO OR MORE YEARS IN WATERBURY, CONNECTICUT

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The Manpower Development and Training Act Program was initiated to help the unemployed and underemployed who are inadequately skilled. By providing fundamental knowledge, habits, skills and attitudes for the trainees, it is the goal of the program to enable each student to become a functioning citizen of the United States--including the ability to discharge the duties and responsibilities as well as to enjoy the privileges of citizenship. He is encouraged to raise his standard of living, maintain a happy home, rear healthy children, participate in wholesome social and recreational activities, and to establish and preserve democratic relations with his fellow men.

Each trainee commences with a history of past failures and dissatisfaction with himself, plus numerous other physical, mental, emotional, monetary, and/or family problems. His attitudes and outlook must be changed, since for years he has been on the defensive. He must have his morale restored, and must be provided with the basic minimal skills necessary to make a living. During his six months' stay, he must be prodded and encouraged to achieve as much as his ability permits. The teacher-trainee relationship must be good; each trainee must realize that the only ambition of the teacher is to give succor to each individual student.

Great stress is placed on changing attitudes which are negative toward school work and social responsibilities. Positive attitudes were either ill-taught or neglected in the previous education of the trainees. They have been led to expect much from society and give little or nothing in return. It is the aim of the program to change these attitudes and make these people self-sufficient.

The inculcation of positive attitudes and social responsibilities in children must come from their parents, and it is the key purpose of this thesis to study the effect of the trainees' MDTA experience on their children's classroom performance. Twelve elementary schools and one secondary school were visited. The principals and some teachers were consulted about social and academic behavior, and the permanent record card of each child in a selected group was studied. Each child's progress was recorded, and a comparison of his achievement was made. The school year 1965-1966 was compared with the school year 1966-1967, with reference to individual subject grades, annual averages, attendance and behavior in the classroom.

The results of the study determined that so far as the trainees were concerned the program was a success; a total of 81.2 per cent of the trainees in a selected group who were previously on welfare were removed from the welfare rolls and proceeded to become functioning citizens. However, the children of these trainees did not benefit from their parents'

MDTA experiences, and it was determined that unless these children are given the proper guidance very soon, another generation of dependent and non-productive adults is inevitable.