Community organization activities utilized in motivating parental response to vocational guidance, Urban League of Cleveland

Frank Austin Williams

Atlanta University

Follow this and additional works at: http://digitalcommons.auctr.edu/dissertations

Part of the Social Work Commons

Recommended Citation

COMMUNITY ORGANIZATION ACTIVITIES UTILIZED IN MOTIVATING PARENTAL RESPONSE TO VOCATIONAL GUIDANCE, URBAN LEAGUE OF CLEVELAND

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK

BY
FRANK AUSTIN WILLIAMS

SCHOOL OF SOCIAL WORK

ATLANTA, GEORGIA
JUNE 1958
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Significance of the Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Purpose of the Study</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Method of Procedure</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Scope and Limitations</td>
<td>6</td>
</tr>
<tr>
<td>II.</td>
<td>EARLY GUIDANCE PROGRAM OF THE URBAN LEAGUE OF</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>CLEVELAND</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizational Structure and Personnel</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Program</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Masonic Guidance Institute Cooperation</td>
<td>12</td>
</tr>
<tr>
<td>III.</td>
<td>MASONIC VOCATIONAL GUIDANCE INSTITUTE</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Initiation of the Project</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Securing Support and Forming Association</td>
<td>15</td>
</tr>
<tr>
<td>IV.</td>
<td>GLENVILLE HIGH SCHOOL PARENT TEACHERS ASSOCIATION WORKSHOP</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Initiation of the Project</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Securing Support and Forming Association</td>
<td>24</td>
</tr>
<tr>
<td>V.</td>
<td>SUMMARY AND CONCLUSIONS</td>
<td>31</td>
</tr>
</tbody>
</table>

### APPENDIX

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorandum</td>
<td>34</td>
</tr>
<tr>
<td>Radio Announcement</td>
<td>39</td>
</tr>
<tr>
<td>Workshop Program</td>
<td>40</td>
</tr>
<tr>
<td>Masonic Institute Organization Chart</td>
<td>42</td>
</tr>
<tr>
<td>Glenville Parent Teacher Association Organization Chart</td>
<td>43</td>
</tr>
</tbody>
</table>

### BIBLIOGRAPHY

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Significance of the Study

Research of recent years has tended toward establishing a direct relationship between the cultural background in which a child has developed and his voluntary response to motivating techniques.

Studies have shown that inhabitants recognize three major social-economic strata, or social classes, in their communities. These levels may be termed upper class, middle class, and lower class. Each of these social-status levels has a way of life or culture which differs in many respects from the cultural way of life of the other social classes.\(^1\)

Allison Davis has pointed out further:

By defining the people with whom an individual may have intimate social relationships, our social class systems narrow his learning and training environment. His social instigation and goals, his symbolic world and its evaluation are largely selected from the narrow culture of that class with which he alone can associate freely.\(^2\)

Robert Havighurst has written with respect to intelligence and cultural differences:

There are cultural differences which probably motivate the middle class child to try harder than the lower class child in general school work and especially on school tests. ... The characteristic middle class attitude toward education is taught by the middle class parents to their children. School is important for future success... Parents give rewards for good grades, warnings and penalties for poor grades. Lower class parents on the other hand, seldom push the children hard in school and do not show by example or precept that they believe education is highly important. With the exception of

\(^1\) Allison Davis, Social Class Influences Upon Learning (Cambridge, 1950), p. 10.

\(^2\) Ibid., p. 11.
a minority who urgently desire mobility for their children, lower class parents tend to place little value on high achievement in school.¹

Sixty out of every one hundred children in the United States live in families of the lower socio-economic group. The majority of these children are native white; a sizeable proportion is from the Negro group.²

Because of the deficiencies in their home and community environments and in schools they attend, Negroes have far less opportunity to acquire a well integrated education than do most of the white population among whom they live.³

Myrdall pointed to the relationship between cultural expectancies and achievements with reference to the Negro as follows:

The ambition of the Negro is cramped...by the low expectation from both white and Negro society. He is not expected to make good in the same way as the white youth. And if he is not extraordinary, he will not expect it himself and will not really put his shoulder to the wheel...⁴

These findings have made various effects on many welfare programs. Noticeable changes have been made in the focus of educational programs, including those seeking to identify vocational aptitudes and to stimulate career planning for children of widely varying cultural backgrounds.

The National Urban League of New York City, with sixty-three

¹ Robert J. Havighurst, et al., Intelligence and Cultural Differences (Chicago, 1951), p. 20.
² Allison Davis, op. cit., p. 51.
affiliates throughout the country, is a social service agency which seeks to improve the living and working conditions of minority groups, primarily Negroes. Since its founding in 1910, the League has been interested in the problem of vocational guidance for Negro youth. The Vocational Guidance Program as it is known today, however, was formulated in 1929.

In discussing vocational guidance, Ann Tannyhill, Director of Vocational Guidance, National Urban League, has said:

Vocational guidance helps the individual to discover and understand his own aptitudes, abilities, talents, and interests; and helps him to choose, prepare for, enter upon and progress in an occupation or vocation.2

The National Urban League accepted its responsibility to share in the vocational guidance of young people. The League's vocational guidance services since their beginning have been supplementary to school guidance programs, directed in the main toward the guidance of Negro youth, their teachers, and counselors.

In 1955, the National body noted that a great deal had been accomplished through its vocational guidance program. However, the institutions primarily responsible for the education and vocational guidance of youth had not developed the total skills and abilities of Negro youth. Some limits in guidance and counseling along with lacks in facilities and training had failed to qualify Negro youth for many new occupational opportunities.

Sociological studies, prior to the period of analysis, were geared

1 Joseph H. Taylor, "Outline of the Vocational Guidance Program" (Urban League of Cleveland, Cleveland, Ohio, 1955), p. 3. (Mimeographed.)

to pointing up the hopelessness in the old direct case work approach. In the case approach the vocational counselor, after a series of intelligence and aptitude tests, attempted to help the child directly and singly in stimulating his voluntary interest in a thoughtful approach to career planning.¹

The ineffectiveness of the old direct case work technique was held by the studies to be rooted in the retarded cultural background of minority group children. This cultural retardation operated to weaken in the children the insights upon which a meaningful response to vocational guidance is normally based.

Realizing the ineffectiveness of the direct case work technique, the National Urban League in 1955 changed the focus of its vocational guidance program, by directing emphasis and attention to the factors related to the Negro family itself, and the neighborhood. Basic to motivating and stimulating Negro youth to aspire to higher education and training was the developing and strengthening of the Negro family.

More than often, a change in any program effecting its focus has a corresponding impact upon the implementation techniques. Assuredly this would be pointed up in a changing program that engulfed a broadening of emphasis from the child to the family as an ally in the motivation struggle.

The Urban League of Cleveland, as an affiliate of the National Urban League, had accepted its community responsibility in providing vocational services to Negro youth. Consequently, while performing a field work assignment, the writer became interested in the approach to stimulate and motivate parents, and, of particular interest to the

¹Ibid., p. 10.
writer, were the community organization activities utilized to motivate and stimulate parents.

Purpose of the Study

The purpose of this study was to describe the community organization activities utilized by the Urban League of Cleveland in motivating parental response to vocational guidance. During the last few years, social workers, sociologists, and students have been concerned with, and have attempted to identify by definition or description, community organization. Consequently, the writer hoped to ascertain what activities were used, and to point out the role of the agency worker in each activity.

In discussing community organization, Wayne McMillen has said:

"Community organization will continue to be used to describe the process of helping people relate themselves to the group quest for social integration."¹

He further stated:

Most individuals experience repeated frustrations if they attempt single-handed to attack environmental factors which they believe to be inimical to the general welfare. Moreover, the desire to work cooperatively with others is a well marked human trait. The community organization process recognizes both of these facts first by encouraging cooperative effort, and second by orienting these efforts toward objectives related to the common welfare... The professional component of the community organization process in social work is twofold. The Social Worker is concerned: (1) to stimulate people to use their power for the cooperative improvement of group life, and (2) to assist in the development of the process by applying the technical services required.²

²Ibid., p. 25.
For the purpose of this study, the writer conceived of community organization as a process. A process consists of a series of actions leading to change from one status to another. To effect changes, definite activities must be utilized in an orderly fashion.

These activities involve defining the problem, securing support, forming association, developing a structural basis, executing and administering, and evaluation.¹

Method of Procedure

The project for the present study was chosen by a thorough screening process of projects contained in agency files.

This study was selected on the basis of the availability of records; the completeness of records; staff consultation and recommendation; and because of differences in needs and interests.

The chief sources of data for this study were: (1) correspondence files; (2) memoranda; (3) monthly reports; (4) process records; and (5) other professional files such as newspaper and magazine articles.

Three interview guides were prepared to collect a supplementary amount of data from Staff, Parent Teacher Association representatives, and Masonic (Prince-Hall affiliate) representatives.

The method of investigation for this study involved an analysis of records, observation of techniques, and interviews with staff and community persons.

Scope and Limitations

To the extent recorded materials were available, the study

¹Frankie V. Adams, "Procedures in the Community Organization Process," Class Lecture, February 1, 1957. (Mimeographed.)
presented briefly the origin and trend of vocational guidance services in the local Urban League.

The study was restricted to two activities undertaken by the Urban League of Cleveland. No attempt was made to compare community organization activities used by the League with activities used by other agencies.

Other factors affecting the scope of the study were: The amount of material available through agency records; the completeness of records; and the amount of time available to make the study, in addition to the writer's carrying a normal amount of agency responsibility.
CHAPTER II

EARLY GUIDANCE PROGRAM OF THE URBAN LEAGUE OF CLEVELAND

Organizational Structure and Personnel

The Vocational Guidance Department of the Urban League of Cleveland had consisted of one man staff, with a secretary. The secretary’s job description and daily functions divided her interests between interviewing job applicants, the recording of applicant profile information, and clerical duties required by the Vocational Guidance Counselor.

Staff personnel trained and experienced in the skills and techniques of community organization were available to the Vocational Counselor for conferences; however, their more direct duties were in making daily contacts with industrial management for developing new job opportunities for the skilled applicants seeking the Urban League’s assistance. These strictly defined divisions in job responsibilities within the League placed upon the shoulders of the lone Vocational Counselor the primary responsibility for executing the details required in the guidance program.

Structurally, the Vocational Guidance Department of the League was assisted in planning and program development by a Vocational Guidance Committee composed of representatives from public school principals, board members, counseling workers attached to the State Employment

---

1 Hereafter, "League" will denote the Urban League of Cleveland.

2 Joseph H. Taylor, "Outline of the Vocational Guidance Program" (Urban League of Cleveland, Cleveland, Ohio, 1955), p. 3. (Mimeographed)
Service and Welfare agencies, church leaders, and representatives from selected non-profit civic organizations.

The composition of committees is a major factor in their effectiveness. They must have a balance of similarities and differences among the members. Similarity of purposes and some compatibility of age and education and social background are desirable...1

On the program content and planning level, therefore, ample assistance was available to the League's Vocational Counselor.

Program

The guidance activities of the League, in accord with the policies of the National Urban League, had been directed, chiefly, toward Negro youth, their teachers and counselors. The secondary school had been accepted as the agency with the primary responsibility of providing youths with vocational guidance.

Some limits in guidance and counseling along with lacks in facilities for training had failed to qualify Negro youth for many new occupational opportunities. Ann Tannyhill in commenting upon the limitation of the secondary school had written:

Institutions responsible for the education and vocational guidance of youth have not developed the skills and abilities of Negro youth. Young people have not had effective guidance and counseling, and the type of training that would qualify them for new occupational opportunities. Much potential ability and talent had been misdirected and wasted.2

The 1955 Vocational Guidance proposal, proposed by the National Urban League, involved moving from the one-to-one casework approach

in vocational guidance to a utilization of community organization activities in stimulating Negro youth. For example, the commission on Training and Guidance recommended:

The National Urban League and one of its local affiliates with well-organized block units, and a community organization program or neighborhood, cooperate for the period of not less than one year, in an experimental exploration of ways and means of bringing the League's Vocational Services directly to Negro parents to give them occupational information, and to convince them of their responsibility in helping their children make educational and vocational plans, and in supplying the motivation the children need to aspire to education and training.¹

In line with the trend established by the National Urban League movement, Joseph H. Taylor, Vocational Counselor for the Cleveland Urban League, proposed a program to his Vocational Guidance Committee on March 4, 1955, as follows:

...The Negro family in Cleveland must be pulled into focus of the Urban League's Guidance Program. Less and less need for unskilled labor, the increase in automation, the expansion of the technical age, the earlier maturity of young people today, etc., the new extended job opportunities and their training requirements must be interpreted to the Negro family particularly.

It is imperative that the League provide the Negro family assistance that will enable it to help its children make educational and occupational plans. Not only must our youth be motivated and stimulated to aspire to training and education, but the Negro family needs considerable help in developing a non-traditional attitude toward certain types of training and work; a new outlook, new values, new thinking, etc.

In view of the foregoing needs, I propose to the Committee (Cleveland Urban League Vocational Guidance) for its consideration the following:

1. That the Vocational Guidance program direct its emphasis for the next two years toward reaching 1,000 Negro families in the Cleveland community who would profit by its contacts to bring about a better understanding, information, and cooperation in the interest of the preparation and training of Negro youth for new job opportunities and better citizens.

2. That this program would center itself on the parent-teacher organizations of elementary and junior high schools, supplying them with consultation, literature, and leadership for the making of these contacts. As many PTA's as possible should be drawn into cooperation in this program.

3. That the Urban League of Cleveland provide assistance to the five or six fraternal organizations now active to some degree in the community with vocational guidance programs. These include: Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, Prince Hall Masons, Delta Sigma Theta, and Alpha Kappa Alphasororities, etc.

4. That the vocational guidance committee assist the Urban League staff in the discussion, outlining of the mechanics, the content and methods of implementing this program, beginning with this meeting today, to help the League utilize all possible community resources to the best advantage.1

Following acceptance by the Vocational Guidance Committee, the proposal was presented to the Executive Board for approval and final definition of objectives and policy after which it was to become articulated agency-approved program. These procedures were in accord with sound agency program development.

Roy Sorenson has written in terms of procedures:

The board confirms, modifies, or rejects executive or committee proposals. After asking discerning questions, the board generally confirms and thus validates the executive or committee decision.2

In an interview with Mr. Taylor, the writer learned that the League had already initiated a program, which had demonstrated the trend and movement of vocational guidance in the National Urban League.3

---

1Joseph H. Taylor, "Proposed Two-Year Program of Vocational Guidance Services" (Urban League of Cleveland, Cleveland, Ohio, 1955), pp. 1-3. (Mimeographed.)


3Interview with Mr. Joseph H. Taylor (Urban League of Cleveland, Cleveland, Ohio, December 19, 1957).
Masonic Guidance Institute Cooperation

In 1948, the Supreme Council of the Northern Jurisdiction of Scottish Rite Masons (Prince Hall affiliate) voted to sponsor an annual Vocational Guidance Institute as a contribution to the better occupational adjustment of Negro youth and their parents. In 1949, the Supreme Council of the Southern Jurisdiction voted to unite with the Northern Jurisdiction in this effort. Following conferences on the national level, the National Urban League joined in the sponsorship of this project to give it program direction and to share in the cost of promotion. Key cities over the country were selected for holding these institutes, beginning with Baltimore, Maryland, and Pittsburg, Pennsylvania, in the year of 1953. St. Louis, Missouri, Birmingham, Alabama, and Cleveland, Ohio were added for the year 1954. The purpose of these institutes was expressed:

Enlightening youth, particularly Negro youth, their parents and other citizens of the community on expanding job opportunities, and to encourage youth to take advantage of them. Further, it was to stimulate greater interest on the part of everyone concerned in guiding and directing these youth, particularly into significant and rewarding careers, and to inform and challenge educators, guidance personnel and others in schools, agencies, as well as employers in industry, so that they might become more particularly aware of the increasing work opportunities for minority youth. The emphasis was to be upon recent advances in work opportunities, getting and using vocational guidance, training for a national as well as a local market, involving the parent in vocational guidance, and pointing up job opportunities in the blue collar category.

Under a workshop structure, the general focus was to be slanted toward youth interest, yet no rigid lines were to be drawn. Parents and students were to share in these activities side by side.2

1Masonic Vocational Guidance, Files, (Urban League of Cleveland, Cleveland, Ohio, 1954).

The planning for these local institutes was initiated in conferences between the two national organizations that were to assume, as previously noted, the costs of promoting the local activity, the professional material to be made available to the participants, and the program direction. Although a consultative relationship was maintained with the national organization, tasks of mobilizing local community resources for each institute fell upon the staffs of the branch Urban Leagues (see Appendix for organizational structure).
CHAPTER III

MASSONIC VOCATIONAL GUIDANCE INSTITUTE

Initiation of the Project

The National Planning Committee, as previously noted, was composed of representatives from the two co-sponsoring organizations. The Prince Hall Masons and the National Urban League each assumed one-half the cost of promotion. The Vocational Guidance Director of the National Urban League served as liaison executive between the National Planning Committee and the Cleveland Institute Committee.1

Through the consultative relationship between the National and local Urban League, a continued exchange of ideas and plans for the Masonic Institute took place, with Ann Tannyhill, Director of Vocational Guidance for the National body, echoing the decisions of the National Masonic Movement; and Joseph H. Taylor of the local League expressing the desires of the local committees.

An example of the detailed planning that transpired on the national level may be recognized in the following letter from Ann Tannyhill to the local organization.

September 16, 1953

Mr. Arnold Walker
Executive Secretary
Cleveland Urban League
8311 Quincy Avenue
Cleveland 4, Ohio

Dear Arnold:

1Masonic Vocational Guidance, Files, (Urban League of Cleveland, Cleveland, Ohio, 1952).
Enclosed is the plan for the Masonic Projects. This was prepared for the Supreme Council committee members. I am sharing it with you. It is, of course, subject to change to fit the local situations.

I have checked with the National Council of Churches. Holy Week in 1954 is late: Palm Sunday is April 11 and Easter Sunday is April 18. It looks, therefore, as if the dates we talked about—Friday, April 2 and Saturday, April 3—are good dates.

It seems to me (and this is my personal feeling only, and just a suggestion to you) that if we kept the program to one day only—and made it Saturday, April 3, we might be apt to have the best audience. In line with our discussion, it seems to me also that we might set up the program like this:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 PM - 6:00 PM</td>
<td>Workshop Discussion Groups</td>
</tr>
<tr>
<td>6:15 PM - 7:15 PM</td>
<td>Buffet Supper</td>
</tr>
<tr>
<td>8:00 PM - 9:30 PM</td>
<td>Panel Discussion</td>
</tr>
</tbody>
</table>

The buffet supper might be served by the Eastern Star or Daughters of Isis (whatever the group suggested by Father Davis is) for anyone who wished to stay, or to come early for it. We would, of course, have to guarantee to them that they could count on a certain minimum number to serve. In getting advance registration we could work this out without too much difficulty.

I think there are many advantages to holding the program in the Masonic Temple Building.

As the Prospectus indicates (page 2), the Workshop discussions and the Panel topics can be coordinated very well.

Those who take part in the Workshop, but do not attend the Panel will get something; and those who come to the evening Panel, but not the afternoon, will also get information.

I wrote to Dr. Grossley, who is the Program Committee member in this area, raising the question with him about procedure to get the Cleveland and Ohio Masons "moving." He has not answered yet. It would be my suggestion to you, then, to proceed with Leland French, as you suggested you would like to do before he gets out of town. We must get to the Grand Master as soon as we can.

Sincerely,
Ann Tannyhill
Director of Vocational Guidance
National Urban League

In approaching the implementation of the planning established by the National Committee, the line of channeling as indicated by the organizational chart (see Appendix) was as follows: the counselor of the League in his professional capacity served as liaison executive for the local Cleveland Institute Committee. The Institute Committee was composed of representatives from the Cleveland Urban League Board, Staff, representatives from the Prince Hall Masons, and the Eastern Stars of Cleveland.2

Securing Support and Forming Association

The promotional structure and administrative approval of plans, by the interorganizational committees, were completed concurrently with agreements reached on the professional staff levels. The responsibility for closer planning relationships between the two sponsoring organizations ultimately shifted to a steering committee composed of representatives of the parent organization, and broad representation from the Cleveland community. This latter step (broad representation from the Cleveland community) provided means for involving, as far as possible in the planning stage of the Institute, volunteer persons within the community who could offer technical skills and inlets (through their prestige and citizenry contacts) for reaching the needed parents and students.3

---

1Masonic Vocational Guidance Files, (Urban League of Cleveland, Cleveland, Ohio, 1954).

2Ibid.

3Ibid.
Volunteers are persons who perform operations for Health and Welfare agencies without pay, either full or part-time, as policy making or program persons who may be skilled and selected for their general utility type.¹

On February 14, 1954, letters were sent to selected persons inviting them to accept positions on the steering committee. Included in the letters were: outlines of purposes, structure, and national committee plans forwarded to such persons as a basis for acquainting them with the Institute prior to their initial meeting. The response was overwhelming.²

At the first meeting of the steering committee, subcommittees were appointed which reached further into the resources of the city for involvement. Chairmanship, however, of each subcommittee was vested in members of the steering committees as an insurance of a closely knitted overseeing body structured for continuing enlightenment on the progress of the Institute. Membership on these subcommittees was designed to broaden participation from the base of the two sponsoring bodies. The composition of each subcommittee comprised representatives of the professions, social and civic clubs, social welfare agencies (particularly settlement programs), labor, business, church, and fraternal groups. Particularly included in the constituency were representatives of the women's clubs.³

Interpretation.—With the constant involvement of more people in the Institute the professional staff of the League was constantly

---


²Masonic Vocational Guidance, Files, op. cit.

³Ibid.
providing orientation material for informing new people of the Institute. For example, a memorandum was provided for subcommittee members in mimeographed form (see Appendix).

At an early stage in the planning, the promotional committee was set up under the guidance of the professional Public Education Director of the Urban League. The resources exploited by this committee in informing the public on the details of the Institute are shown below.

RESUME OF PROMOTION & PUBLICITY
CLEVELAND VOCATIONAL GUIDANCE INSTITUTE
Robert L. Kelso - Dir., Public Ed. Dept.
Cleveland Urban League
April 29, 1954

NEWSPAPER PUBLICITY AND RADIO PROMOTION

1. Advance publicity and pictures on planning, purposes and sponsorship of vocational guidance institute released to Cleveland Call & Post and Pittsburgh Courier on February 19. These appeared in March 5 edition of both papers. (see Exhibit 1)

2. Arranged with Marty Richardson, feature writer, and Charles Loeb, city editor, Call & Post, to have some notice in that paper each week until the institute was over. (Exhibit 2 indicates that this was done.)

3. A release was prepared, mimeographed, and widely distributed to the following papers: (Over 125 of these were sent out in one mailing.)
   b. To small Negro weeklies and magazines, including Herald Jet, Ebony, Talk. Copies were sent to all colored papers in the state and to all officers in the Ohio N.A.A.C.P.
   c. All social agencies with a cover letter that their public relations people post or place information in house organs, etc.
   d. Several labor papers, including the Jewish Daily Forward, Citizen.
   e. Approximately 20 suburban weeklies, recommended by the public relations department of the Welfare Federation as being friendly to our cause.
   f. Persons on U.L. Public Education Committee connected with publicity outlets.
(See Exhibit 3: We do not have a clipping service and are unable to tell how much publicity was given. Three days before the institute began, I called many of the papers to see if coverage could be given the event on-the-spot and Peter Belemy, city editor, News, requested feature story which was sent but do not know if it appeared in print. The P.B. carried a short write-up about a week before the institute began, but no clippings were obtained.)

4. Roy L. Gillespie devoted an entire column in his "Community Relations" in the Plain Dealer to the institute.

5. Spot announcements were sent to all the TV and radio stations two weeks in advance. (Exhibit 4 indicates one response from W-D-O-K.)

6. During the month of March, all four of our GOOD NEIGHBORS broadcasts (one-half hour, Station W-J-W, weekly) either featured vocational guidance or carried announcements. (See Exhibit 5.)

7. On March 11 a 15 minute spot on Gillespie's Community Hour over W-S-R-S was dedicated specifically to the institute. (See Exhibit 6.)

8. On March 15 pulpit announcements were sent to ministers of Negro or liberal churches with the request that material be read on Sunday or inserted into church bulletin. The following churches were included: Antioch Baptist; Unitarian Society of Cleveland; Church of Covenant; St. Mark's Presbyterian; St. James A.M.E.; Calvary Presbyterian; St. Andrew's Episcopal; East Mount Zion Baptist; Greater Abyssinia Baptist; Emmanuel Baptist; Mt. Herman Baptist; St. John's A.M.E.; St. Paul A.M.E., Zion; Cory Methodist; Werner Methodist; Mt. Pleasant Methodist; and Lane Metropolitan C.M.E.

9. Newspaper contacts called for coverage, including representative of International News Service.

10. As far as we know, only Call & Post, Courier, and Plain Dealer covered the event. (See Exhibit 7.)

A social agency needs to utilize all available channels of communication: Personal contacts, the spoken and written word, and visual means, such as pictures and television.¹

Evaluation.—According to the records, more than 1200 parents, young adults, and school-age youth were exposed to information about trends in job gains for minorities, some of the practical problems and needs of vocational guidance in this area, and information about some

¹Ray Johns, op. cit., p. 152.
of the many guidance agencies and programs and many of the persons working in this area.

For many persons attending the Institute, this exposure provided new knowledge, new information, new motivation, and from this it was felt that they could develop a basis for new thinking and new attitudes in terms of future job opportunities for Negroes.

Many persons attending obtained their first understanding of what vocational guidance includes and of what a vocational guidance institute is like.

The Institute had a wholesome impact and influence on the community. Within ten days following the Institute, the League had received:

1. Report from the Assistant Executive Secretary of the Cleveland Branch that the N.A.A.C.P. Youth Council devoted its regular monthly meeting to a discussion of the Institute and program materials.

2. A request from the Y.W.C.A. for the League (Counselor to conduct a group guidance meeting with teenage girls, April 20, 1954. (The group worker in charge had heard about the Institute and wanted her girls to have benefit of the materials and some information.)

3. A request from a group worker in Lorain, Ohio (adjoining County) for the League's Counselor to be one of the two speakers (the Mayor of Lorain being the second) for a career planning conference co-sponsored by five Lorain churches on Sunday, May 16, 1954.
In summary it seemed to the author that the role of the professional workers was largely that of therapist in that attitudes were changed; and according to Ross, if the community is able to recognize these deep seated ideas and practices, talk about them and begin to cope with them it may develop a capacity to function more effectively as an integrated unit.¹

CHAPTER IV

GLENVILLE HIGH SCHOOL PARENT TEACHERS ASSOCIATION WORKSHOP

Initiation of the Project

Under the Vocational Opportunity Campaign, which originated in
1930 and was discontinued by the Commission Report of 1955, week-long
workshops were staged annually to direct attention of Negro youth
(especially) to broaden youths' knowledge of occupational opportunities
being made available throughout the extent of the period. For twenty-five years the slogan of this campaign had been "The Future is
Yours—Plan and Prepare."

In 1950, five years prior to the report of the National Urban
League leading to the discontinuation of the week emphasis Vocational
Opportunity effort at the National Urban League level, the Urban League
of Cleveland had already begun to make innovations and changes in its
local guidance efforts. From an interview with Mr. Taylor in the
Cleveland League, these changes reflected the foresight which the
director of the Vocational Guidance Department had in developing
Vocational Guidance plans.

....the former practice of implementing its philosophy
in a year long program of stimulation to the school guidance
program was broadened into the additional activity of regularly spaced group work-shops promoted with the cooperation of existing community organizations having as their interests the improvement of school facilities and curriculum content. This was soon to follow with the additional change from the focus of the child as the chief objective of the community
organizational efforts with an inclusion of the Negro parent

1Vocational Opportunity Campaign, Files (Urban League of
Cleveland, Cleveland, Ohio, 1949).
as an aid to child motivation.¹

An analysis of the Vocational Opportunity Campaigns, staged in the latter years of the promotional effort to secure the Negro parent participation as an additional goal of stimulation, would of necessity focus upon the difference of organizational techniques. For example, the organizational lines of communication extended into the community life of the city in which these campaigns were staged, and thereby illustrated the broadening use of professional skills and techniques for accomplishing the changing goals.

As an illustration of this distinction, the Files of the Urban League of Cleveland were fertile with evidence. The "Program Aids for the Vocational Opportunity Campaign of 1949" described the following suggested community organization resources for promoting the project.

The National Urban League invites the participation of recognized agencies and Educational Institutions interested in and sympathetic with the aims and objectives of the Vocational Opportunity Campaign for your city.

Among the groups are:
1. An Urban League affiliate.
2. A school, college or university.
3. An established community organization agency.
4. A chapter of a National Greek Letter Sorority or Fraternity.
5. A special Vocational Opportunity Campaign Committee of responsible citizens.²

Further, in the Program Aid Bulletin of 1950, entitled No. 1— "How to Organize the Vocational Opportunity Campaigns," the following quotation important to this study was found:

During the Vocational Opportunity Campaign we hope to reach as many young people as possible in educational institutions and through community agencies. It is obvious that this cannot be done through the individual approach. Individual counseling is necessary, of course, but the stimulation

¹Interview with Mr. Joseph H. Taylor (Urban League of Cleveland, Cleveland, Ohio, December 19, 1957).

of young people to give attention to plans for their vocational future during the V.O.C., and imparting information to them, should be made through the group guidance approach. The resources of the entire community must be mobilized to achieve the best results. ¹

The potential impact upon future promotions of drawing into participation the Negro parent was first noted in the Program Aid of 1950 in its provision of a special section on Guidance for Parents.

Both schools and community groups will find it especially beneficial if parents are invited to attend at least one session set up especially for them. Poll the group in advance to determine the best day and hour for such a meeting.

Encourage parents from all economic levels to enter into the discussions, and to give them a chance to ask questions and to make comments. In getting attendance and in conducting the meetings, do all you can to break down barriers of Social Caste and Race.

Discuss such things as:
1. Cumulative records
2. Course selection
3. What vocational guidance really is
4. Importance of blue collar occupations

Provide free "baby-sitters" if necessary to get fathers and mothers out to your meetings. ²

The Glenville High School Parent Teachers Workshop of 1956 constituted a variation from the Vocational Opportunity Campaign through which local Urban League affiliates had implemented the National Urban League group-work approach to vocational guidance for Negro youth. In referring to the National program of that period it must be borne in mind that the National Urban League program in this connection has always been geared to the supplementary needs of Negro youth in the field of vocational guidance, above and beyond that supplied by the public school system of the nation, which the League regarded as having primary

¹Vocational Opportunity Campaign, Files, op. cit.
²Ibid.
responsibility in providing. Although the Glenville Parent Teachers Association Workshop was the first official parent-centered approach to vocational guidance the methodology in the local League had been established five years previous to the National movement.¹

Securing Support and Forming Association

Because of historical circumstances peculiar to the Glenville community the organizational structure within the area was "tailor made" for the sponsorship of this project. The structure of the community reduced the complexity of the organization behind the Glenville High School P.T.A. Workshop of 1956, largely because there existed in the area continuing committees attached to an area-wide public sponsored Community Betterment activity. In order to understand this, a brief history of the Glenville area as it was constituted at the time of the writing is necessary.

Formerly a middle-class Jewish community made up of small Jewish merchants, the Glenville area situated in the North-East lakeshore section of Cleveland, Ohio, witnessed a transition in the complexion of residential occupancy between the years 1940 and 1950. This obtained as the result of the urgent need for housing for Cleveland Negroes, and the restrictions, for numerous reasons, on the ability of Negroes to purchase homes in suburban areas.²

Similarly the national concern for retarding neighborhood blight

¹Glenville Parent Teachers Association Workshop, Files (Urban League of Cleveland, Cleveland, Ohio, 1956).
²Glenville Area Report, "Unmet and New Needs Committee," (Group Work Council, Cleveland, Ohio, 1958), pp. 1-3. (Mimeographed.)
through community-sponsored (self-help) and municipal housing codes was becoming an entrenched trend. This was manifested in the Glenville community through the establishment of the Glenville Area Community Council, sponsored by the Cleveland Community Fund and administered by competent social workers trained in Community Organization as Field Workers.¹

It was evident that the Council came into existence as a response to a recognized need for the community to do something about the social problems created by an expanded and changing population. The constitution of the Glenville Area Council stated its purpose as being "To study the social and civic needs of the area and to promote a program designed to strengthen the general welfare and unity of the area."²

The Council aimed to fulfill its purpose by working with the more than fifty federated organizations and units including churches, P.T.A.'s, street and neighborhood groups, fraternal and business organizations. With respect to the Glenville Area Council development, Johns and De Marche have written:

The Glenville Area Council is more than a neighborhood council, even as the name implies. It represents community organization on the geographical level above the neighborhood—the area or district. In a way it is an answer to the vexing problem of defining the neighborhood.³

¹Ibid., p. 1.


³Ibid., p. 114.
Unlike the structure of the Masonic Vocational Guidance Institute, the Glenville High School P.T.A. Workshop had as its chief focus the narrowed interests of the community served by the Glenville High School (see Appendix). Thus the organizational structure was less complex than that of the larger undertaking. Many of the contact resources utilized, however, reached relatively into similar institutions of the community.

At the planning stage of the P.T.A. Workshop, much attention had to be given to the impact of the functional structure of the Cleveland, Ohio Parent Teachers' movement as a safeguard against violating one of its basic rules.

In an interview with Dr. Culbreth Cook, the writer learned:

"...that P.T.A. organizations cannot of themselves make decisions concerning curriculum changes or guidance programs. ...and under these restrictions is one of the most "blocked up" organizations that I know. P.T.A. Councils must not sponsor or initiate any new guidance changes. There is no substantive or specific reason for this practice except that it is a P.T.A. ruling that has prevailed for the past 25 years."

Free of the injected criticism, the Cook statement merely points up a factor in the organizational structure of the Glenville P.T.A. Workshop which had to be considered in establishing the rules under which the Urban League and the P.T.A. could cooperate successfully in this promotion. According to Mr. Taylor the rules from the start were simply:

Although needs within the school system could be fully explored, the cooperating P.T.A. organization would not be urged to inaugurate (of itself) any radical program within the school to meet these needs, without first going through the channels of the city-wide council organizations.

---

1 Interview with Dr. Culbreth Cook, (Instructor at John Hay High School, Cleveland, Ohio, February 10, 1958).

2 Interview with Mr. Joseph H. Taylor, (Urban League of Cleveland, Cleveland, Ohio, February 13, 1958).
Frequently inter-agency negotiation may be considerably involved by reasons of the policy of one agency or the other. Johns and De Marche have written in respect to effective agency relationships:

Barriers and Blocks to cooperative relationships and efforts undoubtedly exist. Some of them will continue, but they can be minimized. They can be dealt with constructively. They need not obstruct necessary and socially useful joint efforts. With correct attitudes and necessary skills, undergirded with proper professional education they can contribute to rather than handicap effective relationship.1

The League and the Parent Teachers Association were able to reach agreement, consequently the defining of objectives and scope within these limits was undertaken in the Workshop Committees that constituted representatives of the Glanville High School P.T.A. Association and the Cleveland Urban League Vocational Guidance Advisory Committee.

The objectives set forth by the Workshop Committee were:

1. Learn about the Counseling Program at Glanville High School to be explained by three counselors from the school.

2. To see a demonstration on trends in engineering, given by Mr. Robert T. Madison, architect, who will use visual aids.

3. To get information on present and evolving job opportunities for our youth.2

Through these community resources, the implementation of the plans for the Glanville P.T.A. Vocational Guidance Workshop were reduced to function to be executed by the League staff, a community organizer, and a Public Education Director, the latter trained in the skills and techniques of communication and public relations.

With the communicative resources already at hand, a schedule


2Glenville Parent Teachers Association Workshop, Files, op. cit.
of duties for the steering committee was drafted as follows:

1. Discuss Program wishes with P.T.A. President.
2. Recruit leaders for workshops.
3. Draft letter of interpretation to ministers (select 16 largest churches).
4. Contact program participants for acceptance; get names, spelling, addresses, etc.
5. Clear drafted program with P.T.A. President.
6. Design format, contents, etc., of program for final printing.
7. Clear with Glenville High School Guidance Department on details.
8. Prepare radio announcements, recruit photographers, and reporters (Kelso).
10. Final letter to workshop staff to go out Monday, November 26th.
11. Prepare roster of ministers for roll call at worship.
13. Thank you letters to 11 Workshop staff.
14. Post card notices to 19 ministers and 11 Workshop staff to read report of Workshop in 12/8/56 issue of Call and Post.
15. Obtain dates of printing of area church bulletins for inclusion of Workshop information.
16. Establish speakers bureau for church assemblies.
17. Schedule speakers for promoting Workshop.¹

The outlining of specific duties in the steering committee was of particular significance to the writer. According to Trecker, an operation such as the one described above helps the committee to visualize

¹Glenville Parent Teachers Workshop, Files, op. cit.
its work in a concrete way. "By doing this we point out the methods... which must be employed if it is to reach sound conclusions."¹

Methods of Interpretation.—During the planning period letters were written to prospective program participants, and telephone conversations were had, to consider specific details of the program. Letters of interpretation were sent to the sixteen largest churches in the community. In addition, the Cleveland Call and Post, Cleveland's outstanding Negro weekly newspaper, made a number of contributions to the project. Several radio stations relinquished time in behalf of the project (see Appendix).

Several methods were used to interpret the Workshop to students enrolled in Glenville High School. Pamphlets and other materials embracing various phases of the Workshop were given to students. Also, frequent newspaper releases prepared for the Glenville High School newspaper were used as well as bulletin boards in the Glenville High School.

Evaluation.—In reviewing the available records and talking to Mr. Joseph H. Taylor, who was basically responsible for the project, it was possible to conclude that the project was a successful one. Several days after the Workshop, according to records, an evaluative conference was held with members of the steering committee and the Vocational Guidance Director. The feelings and attitudes of this group were that the Workshop had achieved its purposes and should be repeated. Mr. Taylor said that long range evaluation of the Workshop continued through the

routine program of the Guidance Department of the League.¹

For many persons attending the workshop, this exposure provided new knowledge, new information, new motivation, and from this it was felt that they could develop a basis for new thinking and new attitudes in terms of future job opportunities for Negroes. Many persons attending obtained their first understanding of what vocational guidance includes and of what a vocational guidance workshop is like.

In summary the writer was of the opinion that the role of the professional worker in this project was that of enabler and expert.

¹Interview with Mr. Joseph H. Taylor, (Urban League of Cleveland, Cleveland, Ohio, February 20, 1958).
CHAPTER V

SUMMARY AND CONCLUSIONS

This study was undertaken for the purpose of describing the community organization activities utilized in motivating parental response to vocational guidance by Urban League of Cleveland. In making the analysis two projects were studied. These projects were the Masonic Vocational Guidance Institute and the Glenville Parent Teachers Association Workshop.

From the study conclusions were drawn as follows:

1. There is a relationship between the cultural background in which a child has developed and his volunteer response to motivating techniques. Various sociological studies have concluded that the deficiencies in a child's home, community and school handicap his capacity in cultural expectancy. These findings have particular significance among Negro children who have far less opportunity to acquire an integrated education than most of the white population among whom they live.

2. The focus of educational program, including those seeking to identify vocational aptitudes and to stimulate career planning for children has been changed noticeably to cope with various cultural limitations.

3. The National Urban League, a social service agency, has had an educational program designed to provide vocational guidance services to Negro youth. This program has been conducted by the National in cooperation with its sixty-three local affiliates. The approach of the National Urban League and its affiliates, to vocational guidance has
changed in light of cultural understanding in recent years.

4. The Urban League has been interested in the problems of vocational guidance since its founding in 1910. The Vocational Guidance Program as it is known today, however, was formulated in 1929. Utilization of the direct case work techniques by the vocational counselor to motivate minority group children were found to be ineffective.

5. The National Urban League in 1955, initiated a change in its Vocational Guidance Program, by directing emphasis and attention to factors related to the Negro family and the neighborhood. Approximately five years earlier than the National, the Urban League of Cleveland had geared its program in the direction of family cooperation and participation.

6. Although the local League's Vocational Guidance Department had a small staff with rather sharp lines of job responsibility, it was nevertheless able to develop outstanding program in vocational guidance. The Vocational Guidance Department of the League was assisted in planning and program development by an advisory committee. This advisory committee was composed of volunteer representatives from a wide area of community influence.

7. Through a cooperative sponsorship with Prince Hall Masons (Northern Jurisdiction) the Masonic Vocational Guidance Institute provided:

a) The exposure to more than 1200 parents, young adults, and school-age youth, information about trends in job gains for minorities.

b) The exposure to practical problems and needs of Vocational Guidance in this area.
c) Information about Guidance Agencies and programs in their community.

8. The Glenville PTA Workshop was found to have been a successful project. Long range evaluation of the Workshop continued through the routine program of the Guidance Department of the League. The Workshop provided, in addition, more direct and intimate contact with parents.

9. Community organization techniques found in this study verified that a variety of activities had been used to secure the support of citizens; to establish a sound structural basis; and, to gain a cooperative association. Among the activities utilized were extensive written and spoken interpretative media, regular meetings, inter-agency negotiation and consultation. Recording served as a tool in evaluation and planning all projects. Finally, this study verified for the writer many of the theoretical principles to which he had been exposed.
MEMORANDUM

to serve as a basis for
preliminary discussion
of a

VOCATIONAL GUIDANCE INSTITUTE

to be co-sponsored by the

PRINCE HALL MASONS and the URBAN LEAGUE

in

CLEVELAND
Ohio

April 1954

CO-Sponsorship

The Vocational Guidance Institute will be co-sponsored by the following:

Supreme Councils, Northern and Southern Jurisdictions, Ancient
and Accepted Scottish Rite of Freemasonry

National Urban League

Urban League of Cleveland

State and Local Masonic Groups: (Blue Lodges, Eastern Star, etc.)

DATES

The week end of April 3-4 is the selected date. There is some difference
of opinion as to whether the meeting should be a one-day or a two-day
affair. If a two-day affair, the program would possibly consist of:

a) Saturday, April 3

4:00 PM - 6:00 PM Workshop Discussion Groups
6:15 PM - 7:15 PM Buffet Supper
8:00 PM - 9:30 PM Speaker and Panel Discussion

b) Sunday, April 4

3:00 PM Public Meeting with Speaker

Preliminary discussions should consider this type of program, and any
other recommendations or suggestions.
BUFFET SUPPER

Preliminary discussions in Philadelphia at the time of the NUL's Annual Conference, included suggestion of a Buffet Supper, if the afternoon program was to be followed by an evening program.

The possibility that such a supper might be served by the Eastern Star or Daughters of Isis should be further explored; and whether or not such a supper should be "free" or "at cost," should be considered.

MEETING PLACES

The Masonic Temple should be considered first in the selection of a meeting place. Other possible meeting places might be: a community center; a public school building, the YMCA, Phyllis Wheatly, etc.

PRELIMINARY PLANNING

It is recognized that the success of the project depends upon cooperative planning. However, it might be wise for a preliminary meeting to be held between local Urban League staff, the two key Masonic representatives named by the Supreme Council's educational committee: Judge Perry B. Jackson, and Illustrious Leland D. French; and a National Urban League staff representative. Additional Masonic representatives as Mr. Messrs. Jackson and French might suggest could also be present.

Other preliminary planning should include:

1. Meeting or meetings with local Urban League staff and local Masons, including women's auxiliaries.

2. Formation of a local Planning Committee.

3. Meetings of local Planning Committee, at least one of which should be participated in by the Director of Vocational Guidance of the National Urban League (or the Director of Community Services of the NUL, who is a member of the Masonic-Urban League Committee for the Institutes, and who is also a Mason).

4. Promotion literature and publicity in local press.

PLANNING COMMITTEE

The local Planning Committee would consist of Urban League and Masonic representatives (including women's auxiliaries), along with persons designated as Consultants to the Planning Committee. Key individuals in the community should be invited. These individuals ought to include
persons selected from: school personnel, community agencies, state and city teachers associations, parent-teacher associations, ministerial alliance, industry, trade union movement, etc.

AUDIENCE

The audience (in addition to groups listed above) should include in-school and out-of-school youth, parents, Masons and Masonic auxiliaries, etc.

PROGRAM

The program might consist of the following types of activity:

WORKSHOP: Students, parents, Masons, etc., would take part. Several groups of not more than 20 persons to each group would meet simultaneously. Each group would have a discussion leader, a recorder and 2 resource persons. Every group would have several questions to discuss—the same questions. From each group we would expect a summary and one or more recommendations.

PANEL: The panel, after brief remarks by an introductory speaker would answer the questions or challenges of the speaker, and from the afternoon workshops. (Each panelist would be furnished in advance with a list of questions the workshops would discuss, and the challenges the introductory speaker would give.)

The panelists would come from: INDUSTRY, LABOR, GOVERNMENT, EDUCATION.

LITERATURE

It is suggested that a KIT of materials be prepared for the Institute participants. These KITS would be supplied by the NUL for free distribution. We hope to prepare a leaflet for wide distribution in connection with promotion of the Institute, as well as a printed program.

BUDGET

As previously indicated, the NUL-Supreme Councils will assume the budget costs, including printing. These details will be worked out. However, it may be the most simple procedure to have the Urban League of Cleveland do the necessary mimeographing, mailing, etc., keeping accurate account of amounts of paper, envelopes, stencils, postage, etc., used, and of telephone calls made, so that reimbursement can be made by the NUL.
ADDITIONAL QUESTIONS TO BE CONSIDERED

1. A visit of the Director of Vocational Guidance or the Director of Community Services of the NUL to Cleveland for planning activities and stimulation at some time between the present and March 30.

2. What kinds of questions should be discussed in the Workshop?

3. What people in the community are available to serve as discussion leaders, recorders, resource persons, panelists, etc.?

4. Does there appear need for a "glamour" personality to participate in the program to help "get the people out" or draw audience? If so, what kind of person? What specific personality?
Saturday, November 24, 1956

For Radio Announcement—Station WSRS

The Glenville High School PTA is sponsoring a Guidance Workshop on Thursday evening, November 29, at 7:00 pm in the school cafeteria, 810 Parkwood Drive. Parents, teachers, of Glenville High are participating along with a professional workshop staff composed of trained counselors from various agencies and schools of the community.

Every parent in the Glenville area is invited to be present and participate in this program, and those parents with students enrolled at Glenville High are especially urged to attend to (1) learn about the counseling program at Glenville High; (2) to see a demonstration on trends in engineering, given by Mr. Robert Madison, Architect, who will use visual aids, and (3) to get good information on present and future job opportunities for our youth, as presented by Mr. Joseph Taylor of the Cleveland Urban League.

The ministers of 19 churches have been requested to cooperate and participate in this most unique program sponsored by the Glenville High PTA, Mrs. Lula Carr, President.

DON'T MISS IT!
GLENVILLE HIGH PTA GUIDANCE WORKSHOP

(Glenville High School Cafeteria—610 Parkwood Drive)

THURSDAY, NOVEMBER 29, 1956, 7:30 P.M.

THEME: Parents and Students Planning Together for Tomorrow's Opportunities

WORKSHOP PROGRAM

7:30 GENERAL SESSION

1. Guidance—Counseling Program at Glenville High

   Miss Marie McBride, Dean of Girls & Head of Counseling
   Mrs. Wellie Rosenbaugh, College Counselor
   Mr. Ben Levine, Non-College

2. Demonstration — Trends in Engineering— (Visual Aids)

   Mr. Robert P. Madison, Architect, Madison & Madison

3. Present and Future Job Opportunities for our Youth

   Mr. Joseph H. Taylor, Vocational Services Secretary
   Cleveland Urban League

8:30 WORKSHOP SESSIONS

Workshop Staff

Mr. Lawrence Barkley, Empire Junior High School
Dr. Culbreth B. Cook, Jr., John Hay High School
Mr. Clifford Graves, Psychologist, Cleveland Board of Education
Mr. Ben Levine, Counselor, Glenville High
Mr. Julian Madison, Architect, Madison & Madison
Mr. Robert Madison, Architect, Madison & Madison
Miss Marie McBride, Head of Counseling, Glenville High
Mrs. Crosby Ramey, Teacher-Counselor, Empire Jr. High
Mrs. Wellie Rosenbaugh, College Counselor, Glenville High
Mrs. Ann Stewart, Counselor, Ohio State Employment Service
Mrs. Charles W. White, Volunteer Civic Leader

9:00 Reassembly Question-Answer Session

9:30 Acknowledgements, Church Roll Call, Adjournment, Refreshments
Mrs. Lula Carr, President, Glenville PTA
Miss Marie McBride, Program Chairman
Joseph H. Taylor, Workshop Director

NOTE: (The Glenville PTA will hold a brief business session prior to the General Session.)
STRUCTURE OF THE GLENVILLE HIGH SCHOOL PARENT TEACHERS ASSOCIATION VOCATIONAL GUIDANCE WORKSHOP
BIBLIOGRAPHY

Books


Reports


Articles


Unpublished Material

Adams, Frankie V. "Procedures in the Community Organization Process." Class Lecture, Atlanta University School of Social Work, Atlanta, Georgia, February 1, 1957. (Mimeographed.)
