



Digitized by Google

Original from  
UNIVERSITY OF MICHIGAN

FEDERAL SECURITY AGENCY

**NATIONAL YOUTH ADMINISTRATION**

**QUODDY REGIONAL PROJECT  
QUODDY VILLAGE, MAINE**



**AN  
EXPERIMENT  
IN  
YOUTH  
REHABILITATION**

Digitized by Google

Original from  
UNIVERSITY OF MICHIGAN



Stacks  
Right  
12-10-36

HV  
1435  
.M2  
Q92

The Quoddy Regional Project has aroused a great deal of interest throughout the region it serves and the country as a whole. As a result, many inquiries have been received. This booklet is an attempt to answer, in concise form, some of the questions which have been and are being asked. A more comprehensive and detailed survey of the Quoddy Project embracing various technical aspects of administration is now in process and will be completed in the near future.

Harry V. Gilson  
Director

Revised 2/1/40

Recognizing the serious nature of the problem of youth unemployment and its undesirable implications for a healthy society, Congress created the National Youth Administration to attempt at least a partial remedy to what was becoming an alarming situation. This new agency almost immediately upon creation, found itself faced with a two-fold function. Not only was it necessary to alleviate present distress but, at the same time, an effort must be made to determine basic causes of youth unemployment, its extent and nature, and conceive and promote plans for effective and permanent solution.

Student aid and work projects were its major contributions towards a solution of the first problem. The second task proved to be a more difficult one, requiring a great deal of original research and thought.

Exhaustive studies undertaken by the NYA, as well as other government and private agencies revealed that certain major difficulties beset youth in establishing themselves in the business and industrial life of their communities. Youth once out of school, in a great many cases, had no idea as to the type of work or occupation for which they were best fitted. This was due, apparently, in large measure, to the absence of sound vocational guidance both in and out of school.

Vocational guidance a century ago consisted for the most part of advice given by relatives and friends. This, coupled with the academic training given in school, was believed to



constitute sufficient aid for the individual in selecting one of a limited number of vocations usually open to him. Family tradition, restricted mobility, and an economy by and large of a non-industrial nature effectively served to limit one's occupational choices. With the advent of a large scale manufacture, increasing specialization of business and industry made it very difficult, if not impossible, for the young person to make, with the customary aid, a sound choice of occupation. Agencies willing or able to provide vocational guidance were relatively rare. Sampling various kinds of work by drifting from job to job represented the only solution. Vocational maladjustment with its waste in cost of training, inefficient work, personal dissatisfaction, and high turnover, was an inevitable concomitant of such a method. Although the adverse effect of vocational maladjustment on emotional life and the prevalence of social ills was apparent, cultural lag was retarding the acceptance and growth of vocational guidance facilities. Conditions were slowly improving but the available facilities could only help a small percentage of those in need of guidance.

In a great many cases also, it was found that the doors of employment were shut to youth because they lacked the required "work experience". In such cases, they were faced with the dilemma of not being able to obtain work because they had no experience and not being able to obtain experience because they could not obtain jobs. Work had to be provided if this impasse was to be resolved. Continued rebuffs

were resulting in disintegration of personality, lowering of morale and destruction of values.

To meet these needs, junior placement services started with competent counselors, were set up to give special consideration to the plight of youth, and work projects were expanded and the diversification of the work experience they offered, increased.

However, with the passage of time, came the realization that such efforts were essentially fragmentary and incomplete. Obviously, it was desirable to provide work experience but it would be more desirable to provide work experience which was in harmony with any abilities the individual possessed. To do this, it was necessary to ascertain aptitudes. Furthermore, other considerations presented themselves. The provision of work experience in certain declining occupations might be less valuable than the provision of work experience in certain expanding or more stable occupations. Here, again, a knowledge of industrial conditions and trends was imperative if an adequate job was to be done. The guidance and work experience aspects of the NYA program needed a greater degree of integration. As the need for a coordinated program embracing sound vocational guidance and work experience became more and more apparent, suitable facilities for experimentation with such a program were sought. The place finally selected was Quoddy, Maine, and in June, 1937, the NYA began a large scale exploration of the feasibility and practicability of its idea.



Why was Quoddy chosen for this experiment? In order to answer this question, some discussion of its previous history is necessary. The Federal Government, in 1935, began, as part of its relief program, the Quoddy Project, a development primarily designed to utilize the high range of tides in the vicinity of Passamaquoddy Bay for the generation of electric power. The Corps of Engineers of the War Department, given the responsibility of prosecuting the work by the President, assembled construction equipment, constructed warehouses, built shops for the repair and maintenance of machinery, and erected a model village for the housing of workmen and their families. The result was a complete, self-contained community capable of providing living facilities for a small army of people.

After the project had been under construction for about a year, the work was discontinued, leaving idle the facilities erected and equipment supplied for its prosecution. The Federal Government, in order to protect its investment of several million dollars and prevent undue deterioration, found it necessary to maintain the property. The responsibility for this task was, at first, delegated to the Works Progress Administration.

The National Youth Administration saw in this idle property an ideal opportunity for the experiment it was contemplating. The necessary maintenance activities would provide the work requisite to its program; a well selected staff would provide vocational guidance and technical instruction. Consequently

the necessary formalities were expedited, and an Advisory Board representing Education, Labor and Industry was created and given the responsibility of defining suitable objectives for the Quoddy Project.

The program for the project as formulated by Mr. Aubrey Williams, Executive Director of the National Youth Administration and the Advisory Board, involved:

(1) The enabling of youth to more clearly appreciate, through actual work experience and vocational guidance, based on tests and other relevant information, the type of work for which they were best suited.

(2) The development of work habits essential for successful participation in industry or business.

(3) Evaluation of the program:

(a) With respect to the benefits accruing to the individual youth.

(b) With respect to the possibility and desirability of setting up similar projects elsewhere.

(4) Evaluation, as far as practicable, of the utility of various vocational and diagnostic tests.

The assembling and orientation of a staff, the evolving of courses of instruction and the creation of necessary administrative procedures presented preliminary difficulties. The successful solution of these problems was due in large measure to the enthusiasm, inexhaustible energies and stimu-



lating leadership of Colonel H. M. Waite, Chairman of the Quoddy Advisory Board. Under the direction of Leon R. Crowell, appointed Project Supervisor, and his able assistants, the project continued to solve its early difficulties and to make steady progress.

Two hundred and fifty youth between the ages of 18 and 25 were then enrolled on the basis of state population from the New England Area and New York State; the responsibility for selection being delegated to local selection committees, the members of which were appointed by the State NYA Director. These committees were modeled on the Quoddy Advisory Board and contained local representatives of Industry, Labor and Education. Once set up they began to select promising candidates from relief families in the community, for admission to Quoddy. So that maximum benefits might accrue to those enrolled, unemployed youth with little or no work experience were chosen wherever possible. Transportation to the project was provided by the NYA.

The first stage of the Quoddy program ended on December 15, 1937. On January 15, 1938, a new group of 150 youth was recruited, including some from the previous group who had shown outstanding ability and were returned for further exploration and to help foremen and coordinators in their efforts to orient the new group of youth. The third period began on July 15, 1938, with an enrollment of 370 youth while the fourth period beginning February 1, 1939 enrolled 275 youth. Gradually the program was beginning to take shape and function smoothly.

The beginning of the fifth period on July 15, 1939, with an enrollment of 500 youth, saw the Quoddy Regional Project

attain its highest development. A description of its present functioning will consequently indicate the comprehensive nature of its activities and at the same time reveal its guiding philosophy and some of the many, still present, problems and difficulties which it is attempting to solve.

The Quoddy program in its present stage embraces in its essential aspects, staff orientation and training, testing, individual and group counseling, work experience, related information bearing directly on the work experience, supplemental remedial and review classes in basic skills such as English and Mathematics, directed and diversified leisure time activities and medical care. How does such a program actually function?

Past experiences have forcibly indicated the necessity for sympathetic treatment and understanding of youth and its problems, on the part of the staff, if Quoddy's contribution to the rehabilitation of youth is to be substantial and if functioning of the program is not to be seriously impaired. On the premise that adequate knowledge tends to promote such understanding and sympathy and precludes hasty generalizations of an invidious nature, every effort is made to disseminate information concerning the background and nature of Quoddy youth. Data obtained from tests, information forms and questionnaires are tabulated and released to the staff in the form of text, tables and graphs.

In order to further promote interest in youth and its problems, comparisons with similar groups elsewhere in the



country are made and attention is called to other reports dealing with youth, compiled by various agencies. The responsible nature of the work being done by the Quoddy staff is continually stressed and an attempt is made to indicate its relationship to work being done elsewhere to alleviate the sorry condition of modern youth.

A great many of the present coordinators and foremen have never had any experience in teaching or training in teaching methods. The desirability of correcting such a condition and thereby increasing still further Quoddy's contribution to youth and improving Quoddy's functioning, has resulted in the establishment of a weekly in-service training period for staff members. Here the foremen and coordinators receive instruction in acceptable teaching methods and practices, modes of presentation, and educational psychology. The class is conducted by the Supervisor of Related Information. Advanced instruction in English and Mathematics is also provided for staff members by means of evening classes. Although attendance is voluntary, many staff members have been taking advantage of the opportunities offered by the Quoddy Administration to improve themselves.

The 500 youth at present enrolled at Quoddy are still selected from needy families in New England and New York state by local committees acting in conjunction with local NYA supervisors. Medical certificates testifying to good health and the absence of any serious physical defects are required before applicants are accepted. In addition, a de-

tailed description of previous education and work history must also be submitted in advance by the local NYA office. This information is supplied on forms provided by Quoddy.

Approximately 10% of the enrollees are known as junior leaders, while the remainder are junior workers. Junior leaders, it will be recalled, are youth who have served at least one full five-month period at Quoddy and have been selected to return for further exploration on the basis of outstanding ability and performance and to aid foremen and coordinators in instructing new youth. Junior leaders receive 18 dollars per month in cash and complete subsistence and medical care during their stay at Quoddy. Junior workers receive 5 dollars less in cash.

When the youth arrives at Quoddy, he is immediately assigned to an apartment in one of two dormitories. Apartments consist of two and three rooms, two workers being assigned to each room.

It has been found that the importance of food in promoting satisfaction and minimizing discontent cannot be stressed too greatly. Consequently, not only are foodstuffs the best obtainable, but special attention is given to balanced and varied menus and careful preparation. Meals are served, Cafeteria style, three times a day in a commodious mess hall. The pains taken by Quoddy in the matter of feeding its youth are reflected in part in an almost immediate gain in weight on the part of the great majority of junior personnel.

Realizing the significance of health for a well-adjusted



vocational and recreational life, careful attention is given to the worker's physical condition. Upon arrival, the worker receives a thorough medical examination. This initial service is supplemented by lectures on health and hygiene given by the project doctor and the provision of prompt medical treatment in cases of illness or accident without cost to the youth. In addition, an attempt is made to provide some measure of corrective treatment. Circumcisions, tonsillectomies, hernia repair, excision of wens and varicose vein injections represent types of remedial medical attention received by enrollees. The project, also, through its Canteen Fund, contributes part of the cost of glasses for those who need them. Provision for dental work is also being undertaken through arrangement with local dentists. It is intended that the facilities of the well equipped, twenty unit hospital, staffed with a well trained personnel, will be even more extensively utilized for corrective work in the future. The youth can ill afford needed medical treatment with the result that ability to do an adequate job is impaired and his condition, through neglect, may become aggravated to the point where his health may be seriously menaced.

Mention should also be made here of the fact that medical records of workers who seem maladjusted, apathetic or especially slow in comprehension are carefully scrutinized for physical defects which might throw some light on their difficulties.

Where examination and diagnosis reveal physical defects,

corrective treatment is undertaken. Hearing, sight and speech defects are examples of types of incapacity which have been brought to light as a result of examinations recommended by the Counselor's office on the basis of behavior in the shop or classroom.

Soon after arrival each worker is given a series of pencil and paper tests intended to give the Quoddy staff a comprehensive picture of the worker's general abilities and aptitudes. The tests include measures of mental ability, clerical aptitude, mechanical knowledge, social adjustment and extent of knowledge of basic skills such as reading comprehension, vocabulary, mathematics and language.

Parenthetically it may be stated at this point that the evaluation of test material in terms of its utility for Quoddy is still in process. The Project has experimented with scores of tests, most of which have been discontinued as unsatisfactory for its purposes. The present battery of standard tests represents the result of continuous effort over the past two years to discover practical and comprehensive measures of ability, aptitude, achievement and social adjustment. It is felt that the battery as a whole represents a considerable improvement over past testing programs.

The worker is also asked to fill out a general information questionnaire intended to supply data on family background, interests, future plans, extent of previous counseling and other information necessary to the counselor if an adequate job of guidance is to be done. In addition, it will

be recalled, Quoddy receives a medical report as well as a detailed description of the previous work and education histories of these people from the local NYA offices. The data thus obtained, when gathered together, gives us a rather complete picture of the worker.

After this information has been analyzed and digested by the counselor, the worker is interviewed for the purpose of guidance and assignment to a unit in keeping with his abilities and aptitudes. Once assigned, the worker finds himself doing a real job under normal conditions. There is no made or unnecessary work at Quoddy. The work experiences at first were mainly those involved in the upkeep and maintenance of the Village. However, at the present time, a considerable amount of work is done for other agencies. The Reproduction and Mapmaking Units, for example, do a great deal of work on a fee basis for other NYA projects, and government agencies.

The work experiences offered at Quoddy include:

Aviation - This unit provides experience in: aerodynamics, motors, instruments, fundamentals of flight, airplane construction, weather influences, inspection and maintenance of airplanes and engines, rules and regulations pertaining to "Air Commerce" and shop maintenance.

Assignment to this unit is restricted to those workers who have completed a five month enrollment period at Quoddy with an "above average" work record and those with previous,





Electrical - This unit provides experience in: BX installation, conduit installation, fixture installation, fuse installation, motor repair, stove repair, refrigerator repair, oil burner repair, bell and buzzer systems, installing light bulbs, inspection, shop maintenance, general repair and tool crib.

Garage - This unit provides experience in work involving: engine tuneup, valves and carbon, bearings, piston rings and pins, cylinder honing, exhaust system and intake system, fuel system, rear axle, clutch, transmission, front axle and steering gear, cooling system, electrical system, lubrication and checkup, brakes (service and emergency), wheels and tires, indicators, springs and frame, body, fender and shield, preparation for painting, shop maintenance, gas station service, washing and polishing and tool room service.

Landscaping - This unit provides experience in: concrete work, brick work, masonry work, pipe work, grading, planting trees, shrubs and flowers, sodding and seeding, road work, trench work and excavation, setting posts, clearing and grubbing, walk work, truck driving, tool crib and shop maintenance.

Machine Shop - This unit provides experience in: job layout, hand operations, drill press operation, shop maintenance, lathe operation, shaper operation, planer operation, milling machine operation, surface grinder operation, turret lathe operation and tool crib.

Mapmaking - This unit provides experience in: drafting, computing, aerial mapping, photography, photostating, blue printing, silk screen, dermatype with mimeograph machine and other reproduction processes.

Assignment to this unit is restricted to those workers who have completed a five month enrollment period at Quoddy with an "above average" work record.

Medical - This unit provides experience connected with the duties of: hospital attendant, clinic attendant, first aid assistant, orderly, male nurse, physiotherapy assistant, and assistant to X-ray technician.

Painting - This unit provides experience in: painting exterior (brush painting), scaffolding, preparation of surface (other than floors), mixing paint, care of brushes, painting interior (brush painting), staining, varnishing, shellacking, painting metal, operating spray gun, glazing, floor finishing, floor sanding, and shop maintenance.

Pipe Trades - This unit provides experience in: checking automatic boiler equipment, checking and repairing oil, air, water and steam equipment, pipe repair, installation of water, air and steam pipes, and inspection and repair of meters and controls.

Radio - This unit provides experience in basic theory; design, construction and installation of radio equipment and facilities; installation, repair, and general maintenance of receivers and public address and intercommunicating systems; testing equipment; rules and regulations governing the installation, main-



tenance, and operation of radio stations; and shop maintenance.

For admission to this unit, candidates must indicate the possession of mechanical aptitude and a satisfactory grasp of basic skills. (see page 17\*)

Recreation - This unit provides experience in: the supervision of the project recreational activities, organizing activities, nature and importance of records, taking inventory, stock room procedure, study of game rules and maintenance.

Reproduction - This unit provides experience in: Commercial lettering, sign painting, silk screen process work, operating blueprinting machine, photo printing and enlarging, making photolith plates, operating mimeograph, multigraph and multilith machines, padding, stapling and shop maintenance.

Sheet Metal - This unit provides experience in: job survey job layout, cutting material, operating bench turning machines, operating brake, forming on stakes, forming with a slip roll forming machine, riveting, seaming, beading for reinforcement, soldering, bumping sheet metal forms, erecting in the field, removing old work, shop maintenance and tool crib.

Warehouse - This unit provides experience in: receiving and issuing materials, inspecting materials, packing and shipping, sorting and marking, taking inventory, general office work, delivering materials and shop maintenance.

Shop maintenance involves general labor in storing materials, i.e. lumber, pipe and fittings, equipment and tools.

Woodworking - This unit includes work experience in: estimating material, laying out work, operating combination saw -

band saw - circular saw - surfacer - jointer - shaper - lathe -  
drill press - scroll saw - mortiser - sanders - portable power  
handsaw - electric drill and router - gluing, assembling, bench  
work, maintenance of equipment and shop, and tool crib.

\*It may be interesting to note that Quoddy is experimenting with the idea of using the Aero and Radio Clubs, purely avocational activities at Quoddy, for preliminary exploration. Those individuals whose past records do not seem to indicate any definite aptitude or real interest in these fields are advised to participate for a preliminary period of time in the work of these clubs in order to determine for themselves whether or not they are really interested in the type of work and possess the necessary aptitude. This suggestion has, in practically all cases, been well received by the prospective enrollees.

Although these units necessarily vary considerably in content, all include the basic experiences necessary for the acquisition of fundamental skills. After a work order has been received for a particular job, the youth begins the work required under the supervision of the shop foreman, every effort being made to have the youth actually do the work himself. The foreman and his assistants advise and guide the worker and carefully observe and record such factors as special abilities, aptitudes, interests, effort and cooperation. The youth is rotated through all phases of the work within any unit so that he gains a comprehensive picture of the requirements and skills necessary for success in the trade.

It will be recalled that the Quoddy Regional Project was established to provide an integrated program of work experience and vocational guidance. Quoddy is still striving to achieve this goal. Assignment to a unit marks the beginning of a comprehensive investigation of the operations, skills, and special abilities involved in the particular line of work. As a result, not only does he gain valuable work experience, but this exploratory period enables him to better decide for himself his fitness and liking for the particular and related types of work. In addition, he receives valuable and thorough training in acceptable work habits and correct attitudes, the need for which is so greatly stressed by employers. Work experience at Quoddy provides the final and definitive step in vocational guidance.

A discussion of work habits necessitates mention of Quoddy's method of "keeping tidy". General labor and clean-up work required for the maintenance of the project is shared equally by the youth, each worker being scheduled for one full day every two weeks to what is termed project maintenance. Sweeping, dusting, cleaning, dishwashing, garbage collection, grass cutting and snow removal constitute some of the tasks performed by the junior personnel. Everyone does his share of the "dirty work" and complaints are almost non-existent.

After working for part of the day in the shop, the worker attends a related information class. Here he receives specific information related to the job he is doing in the shop, the instructor being called a coordinator. General trade in-



formation intended to supplement this specific information is also given. Thus theory is continually linked up with the actual work being done. Subject matter unrelated to the actual job in process is avoided and the worker benefits maximally from his work experience.

The worker is given at least two opportunities for exploration while at Quoddy, each exploratory period lasting 11 weeks. At the end of the first three weeks in a particular unit, the foremen and coordinators are asked to rank the workers in their units and indicate those workers who, in their opinion, are not fitted for the particular type of work being done, either physically, emotionally, mentally or from the standpoint of aptitude. After these reports have been received by the counselor, those individuals who are considered misfits are interviewed. The facts are laid before the workers and interpreted wherever possible in the light of the information already in their personnel folders. A re-assignment to another unit more in keeping with what we know about them is then made. Thus, the youth are given the opportunity to profit from the work in a more congenial unit and waste in instruction is avoided.

At the end of the eleven week period, detailed reports are required from foremen and coordinators for each of the workers in their unit. Not only do such reports indicate the types of work done or operations performed, but they also evaluate production, industry and cooperation and other general factors affecting vocational success, such as interest, aptitude,

etc. In addition, the number of hours spent on particular operations is noted.

With the realization that a considerable number of workers were weak in basic skills and that such weakness limited the benefits which workers could derive from work in trade units, special classes in English and Mathematics have been set up. These classes are scheduled after working hours and attendance is wholly voluntary. The results are surprising. Apparently workers early begin to realize the relationship of a thorough knowledge of basic skills to success in the trade. This realization is reflected in the attendance and interest displayed in these classes. At this time, such classes are a regular part of the program.

Quoddy attempts in other ways to contribute towards the worker's general as well as technical education and awareness. The Citizenship and Counseling classes and the Library illustrate these efforts. For example, one hour each week is devoted by the Coordinator to the Library. Workers are taught how to use its facilities intelligently and effectively and are asked to complete assignments based on material available in the Library. Youth are encouraged by the staff to do independent reading in their trades as well as for recreation. Reading habits are thus developed and interests enlarged. The Library is open from 8 A.M. to 10 P.M., allowing those interested, ample opportunity to make use of its facilities. The Library at Quoddy is conceded to be one of the best and most comprehensive of any operated by the NYA,

providing as it does a wide variety of technical and recreational reading matter.

One hour in the week is spent by the youth in a Citizenship class. Here the worker is offered the opportunity of studying and discussing current events of national and international significance. The functioning of government is described and the benefits and responsibilities devolving upon citizens in a democracy are carefully analyzed. General discussions on such matters as labor, unions, poverty, crime, social legislation, and unemployment, promote desirable social awareness and supplement the knowledge gained in the shop, related information classroom and library.

Student Government provides another method of inculcating a richer understanding of democratic government, its processes and responsibilities. Within the first few weeks after arrival, workers elect a mayor and council. These officers constitute the Village Government. The latter, with the aid of various committees, discusses and attempts to solve problems and grievances affecting the junior personnel. Its activities touch every aspect of the Quoddy program. The suggestions and recommendations it has made, have immeasurably benefited the staff in its attempt to promote the welfare of its resident youth and to establish a more understanding and harmonious relationship between senior and junior personnel.

In addition, the junior personnel edits and publishes its own newspaper, the "Quoddy Eagle". News centering around



the work and recreational life of the project is disseminated in this fashion among senior and junior personnel, tending to create an "esprit de corps" and loyalty towards the project of inestimable value in promoting desirable attitudes towards the program and its objectives.

Youth government and the newspaper are invaluable media for inculcating social responsibility and promoting insight into the difficulties and complexities of government.

Group counseling provides an opportunity for the workers to acquire "industrial awareness". In the weekly hour spent in this class, an attempt is made to study industrial conditions and trends in the various home states of workers; to discuss the functioning and reason for creation of agencies affecting the work life of the individual, such as the Social Security Board, the Wages and Hours Act, the United States Employment Service, etc.; to study the extent of employment in various occupations; to consider the effect and importance of technological changes; to study wages, hours and working conditions in trades being explored at Quoddy and to study the Union in its relation to various occupations and industries as well as other related matters. Through questions and source material, the worker is encouraged to obtain this information for himself. Every effort is made to promote a broad understanding of matters affecting work life and choice of vocation so that intelligent selection embracing all the facts will become possible.

At least once during the five month period, every

worker is called in for individual counseling and vocational guidance. At this time, his test records are interpreted to the worker and profitable vocational fields are indicated. All the information available on the worker, including existing work records at Quoddy, is used by the counselor. The attempt is made to present the facts to the worker in such a manner that he will be enabled to make an intelligent decision for himself.

But work and study are not enough. A satisfying recreational life is essential if desirable balance is to be obtained. We have already discussed the library as a leisure time force. In addition, a comprehensive directed program of activities exists at Quoddy. Archery, baseball, basketball, pingpong, band, dramatics, dances, movies, radio and camera clubs, the newspaper, village government, and a score of other activities provide the necessary diversification and permit everyone to do something he likes. Quoddy has early recognized the value of an adequate recreational life in maintaining desirable attitudes and removing certain emotional maladjustments. An accurate record is kept of each individuals participation in the leisure time program and special attention is given to those individuals who do not participate. An attempt is made to discover reasons for lack of interest and to promote participation. In this way, the recreation department has proved invaluable in promoting personality adjustment. Self-consciousness, inferiority complexes, and various phobias have been corrected by encouraging participation in the

activities program.

Quoddy has attempted a limited amount of personality rehabilitation because it feels that personality maladjustment limits the benefits which an individual can gain from his stay at Quoddy. Some corrective action is necessary if it is to be of maximum service to youth.

In this remedial work, the Welfare Department has also played a striking role. Headed by an individual of sympathetic viewpoint and with an understanding of young men and their problems, this department, in addition to its usual work, has been strikingly successful in treating "difficult" cases, that is, workers who could not seem to get along with others or those with obvious personality complexes. Such cases have been referred to the Welfare Unit and successful treatment has resulted in a great many instances.

Thus from every possible angle Quoddy is attempting to increase its contribution to the mental, physical, and vocational rehabilitation of its youth. Beginning with exploration and work experience it has enlarged its services to include inculcation of civic responsibility, social and industrial awareness, remedial work in basic skills, more thorough vocational guidance, remedial work in the field of personality, and corrective medical work. It has added these functions because it has become more acutely aware of their importance in any attempt to do an adequate job of vocational guidance.

Quoddy, in a sense, has attempted to promote



the pursuit of the Socratic ideal of "know thyself". At the same time it has realized that the individual needs help in his attempts to do so and has offered to provide such assistance.

Physically, spiritually and vocationally the worker leaves Quoddy benefitted. Copies of records covering his work in the shop and related information class will be useful in seeking a job. He has ascertained for himself what is involved in at least two relatively independent types of work; he has determined for himself his interest in and aptitude for the work. In addition, records of his performance in the citizenship and group counseling classes will indicate to him the extent to which he has increased his social and industrial awareness. Supplementary material provided by his test records, his individual counseling hours, his medical record and his activity record will enable him to obtain a comprehensive picture of his general makeup and abilities. The Certificate of Completion which he receives at the end of his period of enrollment indicates that he is far better prepared to seek a job and to become a useful citizen in his community.

The success of the Quoddy idea is reflected in the fact that projects patterned after Quoddy have been set up in other parts of the country and its contributions and value to youth has been acknowledged by educators, laymen, industrialists and unions. The experimental idea has become established practice.

How successful has Quoddy been from the standpoint of promoting job success? Scattered reports based on letters and visits seem to justify a considerable degree of optimism. In this connection it should be pointed out that Quoddy maintains an active card file containing the names and records of past and present enrollees. Any information of an occupational nature received after the youth has left the project is also recorded thereon.

In addition, a comprehensive followup of all former enrollees who have completed at least one full five-month period at Quoddy is now in process. A final and authoritative answer to this question will be possible after the necessary information has been obtained and the results analyzed.



