

c.c. Don blairmont - Dennis Magill

FROM

Alexa McDonough

DEPARTMENT

Social Planning

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Dianne Hyles, Special Project Worker
Social Planning Office

DATE

Nov. 3/69

SUBJECT

Responses re. Training:
Africville Survey

MESSAGE

In addition to the 12 attached "candidates" for training programs:
▶ The following Africville relocates have indicated an employment "problem" in their particular household. Don Blairmont has agreed to forward the specific info. re. their interest in possible training programs.

[redacted]; age 43; gr. 3, laborer; 8 dep.

Howe, Russell; age 49; gr. 8(?); washer + cook's helper; 1 dep

[redacted]; age 57; gr. 7; unemployed; 2 dep.

Mazman, Clement (household); 51; gr. 5; laborer; 5 dep.

[redacted], [redacted]; age 21; gr. 7; unemployed; 3 dep. (?)

Simms, Vincent; age 33; gr. 6; unemployed; 1 dep.

Howe, Percy; age 43; gr. 4; cook's helper; no dep.

▶ [redacted] (household); age 40

[redacted]; age 24; gr. —; Man Power clerk; 3-5 dep.

[redacted] (household); age 33; ^{maintenance} 5 dep.

USE LOWER PORTION FOR REPLY

REPLY FROM

DATE

MINUTES OF THE EMPLOYMENT SUB COMMITTEE
AFRICVILLE FOLLOW UP PROGRAM MEETING

The meeting was held in Conference Room B
City of Halifax, on Tuesday 11th May 1971.

It was called to order at 3:30 p.m.

Present were:

Arch Dixon - Africville Action Committee
Don Clairmont - Dalhousie University
Alex Warren - Department of Manpower & Immigration
Pat Oldfield - (present for part of meeting)
Harold Crowell - (present for part of meeting)
Alexa McDonough - Social Planning
Castor Williams

Alexa McDonough enquired on ManPowers commitment concerning Arch Dixon's time to work on the committee's program and Pat Oldfield explained that it was for an indefinite period which would depend upon Mr. Dixon's official job commitment and ManPower's Office situation.

A progress report was given by Mr. Dixon who stated that since his commencement of the survey on 26th April he interviewed 25-30 people concerning training and employment and all indications were that employment was the crucial factor. He also confirmed, upon an enquiry from Don Clairmont, that people with mortgage payments were also included in the number interviewed.

Elaborating further on his report and in reply to several questions Mr. Dixon stated that 25% or 30 families were seen and roughly 50% were interested in the program. Youths showed a keener interest and the upper age group indicated their interest in obtaining jobs rather than a training or classroom situation.

A general discussion followed on the psychological approach to the program, where terminology jargon or types of questions asked could lead to a mistake in the subject matter under discussion. It was suggested that perhaps a new line of interviewing should be adopted.

Alexa McDonough reported on the discussions held between Social Planning and the School Board and Continuing Education re: equivalency testing, and Alex Warren commented on the current ManPower program that could facilitate some anticipated problems.

General discussion followed on the various approaches that should be made to the problem of testing and assessing the individual's career goal. Mr. Crowell suggested an

assessment team, but the general view was that further interviewing was essential in order to assess properly meaningful goals.

Mr. Warren then discussed in some detail the realistic application of the principles of apprenticeship and indenture as it would apply to certain categories of the applicants. Pat Oldfield continued the discussion and elaborated on the theoretical aspect of apprenticeship and employment opportunities that the group would encounter. The possibility of up grading skills of certain categories in the Dockyard was discussed but it was generally agreed that economic and academic factors were determinants.

It was agreed that Mr. Dixon continue his current survey as being the first step in the program. On the completion of this survey the data collected would be assessed and then further agreed moves would be initiated.

It was further agreed that at the next meeting Mr. Dixon's findings would be discussed in detail.

A discussion followed on special projects and training programs that could be appropriate to the group. Mrs. McDonough took the opportunity to explain Social Planning's proposals presented to Welfare Grants for the training of low income people in Social Services etc.

Finally it was decided that Continuing Education be advised by Mrs. McDonough of the committee's deliberations on equivalency testing and its future action in this regard.

There being no further business the meeting was adjourned at 4:50 p.m.

Respectfully submitted

.....
C.H.F. Williams

dm

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MINUTES OF MEETING

Tuesday, 6 April, 1971 - 12:00 p.m.

EMPLOYMENT SUBCOMMITTEE - AFRICVILLE
FOLLOWUP PROGRAM

The second meeting of the Employment Subcommittee - Africville Followup Program was held on Tuesday, 6 April, at 12:00 p.m. with the following persons in attendance:

✓ Mr. Arch Dixon	Africville Action Committee
Mr. Lloyd Farrell	
✓ Mr. Alex Warren	Dept. of Manpower & Immigration
✓ Mr. Pat Oldfield	
✓ Mrs. Alexa McDonough	Social Planning
✓ Prof. Don Clairmont	Dalhousie University
✓ Mr. Cas Williams	Social Planning (Absent)
<i>v/k. Crowell</i>	

The meeting opened with a reading of the minutes of the previous meeting. These were accepted as read.

Arch Dixon presented a Special Employment Project submission outlining the need of the former Africville residents with respect to occupational training and employment. In addition, a list of 25 names was also submitted, this being a part of the total Africville group, but whose academic achievement level is questionable by virtue of their having been taught in auxiliary classes.

In discussing this point it was indicated that specific information is required, i.e. what are the individual achievement levels. To date no testing has been carried out to determine this, although through meetings with these people Don Clairmont stated that they would be highly receptive to whatever testing would be carried out, as they are interested in becoming involved in some activity leading to training and employment.

A general discussion of the problems facing the group followed. It was felt by all that lack of training and employment is only part of the problem. There are also personal problems, particularly finances, which must be dealt with before a stable employment pattern can develop. All too often the payment of training allowances becomes the motivating factor in the decision to undergo training.

.../2

Alex Warren outlined briefly the Department of Manpower & Immigration's requirements respecting training, and stated that existing programs must first be looked at with respect to this group before the decision to become involved in a special project is given. He also outlined the areas of responsibility within the Manpower Division's organization with respect to Regional Office and the Canada Manpower Centre. Before any project is accepted, the Department would first be required to look at resources, particularly staff. Alex also felt that any testing done should be by the Department of Education and not by Manpower.

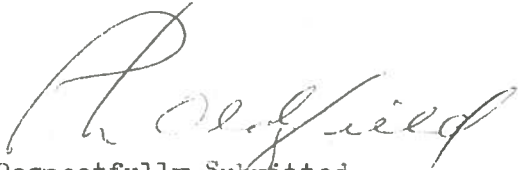
Don Clairmont stated that whatever program is developed will have to be geared to the level of the group with the necessary reinforcement to ensure its success. There must be continuity within the group even though they could be involved in a variety of training at different levels.

The question of employing students to work on this project as suggested in Arch Dixon's submission was discussed. It was felt that the current Youth Opportunity program being run by the Department of the Secretary of State might be a source of funds in this regard. It was decided to proceed with a submission for funds under the sponsorship of the Africville Action Committee.

At this point Don Clairmont raised the matter of the older Africville residents and the promises of the City to secure employment upon relocation. As a reply to the question of what priority Manpower could give this group Alex Warren and Pat Oldfield stated that all Manpower services were at their disposal. It was also felt that these people should be included in any project that may develop so that all former Africville residents may benefit.

In light of the time factor involved, Don Clairmont suggested that one person should be given the task of gathering the necessary information so that if a proposal is submitted to Manpower, it will include relevant background data. He suggested that Arch Dixon would be suitable for this phase requiring ten days to two weeks work.

Alexa McDonough stated that use should be made of Social Planning resources in this connection as well. Alex Warren was to propose to the Department that Arch Dixon be made available for this purpose.


Respectfully Submitted



TO: Members of the Employment Sub-Committee
Africville FollowUp Program 1. FOLLOW UP

FROM: Alexa McDonough 2. FOLLOW UP

DATE: June 2, 1971 3. FOLLOW UP

SUBJECT: Interim Committee Chairman 4. COMPLETION DATE

I had anticipated that the Employment Sub-Committee Africville FollowUp Program, would be convening another meeting prior to my termination of employment with the City, effective May 31, 1971. However, consistent with the plan of action agreed upon at our most recent meeting, another meeting will not be called until Arch Dixon and Cas Williams have been able to complete their household survey of relocated Africville families and, with Don Clairmont's assistance, compiled the pertinent data for the Committee to assess.

Regretably, pressures on the Cornwallis CMC office have prevented Arch Dixon from moving ahead with the survey at the pace that was anticipated. I am therefore requesting as of this date that Cas Williams assume my role as Interim Chairman, responsible for coordinating committee activities and arranging another meeting of the Committee when the survey has been completed, at which time members should select the ongoing chairman of their choice.

I very much regret being unable to pursue the work of this committee further as I feel strongly that a "successful" outcome to the Africville Relocation Program for many depends, to a considerable extent, upon increased education and employment opportunities.

Wishing you every success in your future deliberations and activities, I am

Yours sincerely,

A.A. McDonough (Mrs)
Supervisor
Special Project.

AMCD:bmb

MINUTES OF THE EMPLOYMENT SUB COMMITTEE

AFRICVILLE FOLLOW-UP PROGRAM MEETING

The meeting was held in Conference Room "B" City of Halifax, on Thursday 8th July 1971.

It was called to order at 2:10 p.m.

Present were:

Arch Dixon - Africville Action Committee
Don Clairmont - Dalhousie University
Alex Warren - Dept. of Manpower and Immigration
Harold Crowell - Social Planning
Angela Julian - Social Planning
Castor Williams - Social Planning

The minutes of the previous meeting were read and received.

Arch Dixon reported that his survey was not fully completed as other relevant data that was being gathered by two students was not yet received. He explained that the youths were working with Human Rights on an employment survey. He also explained that his attention to the project had been sporadic due to job commitments.

His interim finding indicated that there was still considerable interest shown among those interviewed about the project.

Don Clairmont explained that the Action Committee did not receive the grant for the Employment for Youth program. However, the youths working with Human Rights would share their findings and when that was done, in a day or so, the Action Committee would be able to present a comprehensive report.

Discussion followed on the employment history and aspirations of the group with Alex Warren commenting on matters of work-orientation projects and self-promotion in job-finding.

Further discussion followed on the size of the group (more than 100) and age levels (16-30 yrs); the group's expectations, and marketable skills; and areas that were not fully exploited eg. Human Rights, NAACP and BOT.

Harold Crowell suggested that the Committee should start some action by working with a cross section of the group as soon as possible. Mr. Warren however, felt that the Committee should have a clearer plan of action before such a move be made. Angela Julian's idea was that perhaps a three-pronged approach viz (a) approaching the business community (b) arranging small mixed group discussions and (c) a concentration on upgrading could be of some value. Don Clairmont however, felt that more reporting at this stage would frustrate the whole project. He was of the opinion that nothing new would be added by having a general group discussion and suggested that the Committee should meet with the Employment for Youth group to study and analyse collected data.

It was agreed to invite Mr. Gordon Earl Human Rights Commission, the two youths who are on the Employment for Youth employment survey team and a cross section of the group concerned at the Committee's next meeting.

Arch Dixon and Don Clairmont agreed to arrange for the visit of the above groups; and to allow Social Planning at least 48 hours scrutiny of the employment report.

It was further agreed to hold the next committee meeting on Friday 16th July 1971 at 2:00 p.m.

There followed a general discussion on business enterprises and policies and Union activities and practice in the Province.

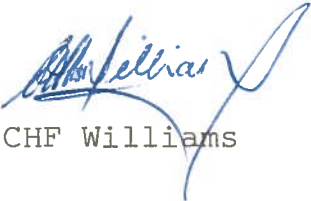
It was agreed that training was essentially a CMC responsibility and its excellent facilities should be used but the group should provide the necessary impetus in the event that the movement appeared to be bogged down.

The problem of the group's work history was again discussed and the extent of responsibility that should be carried by the sponsor/trainer. It was suggested that the formula of welfare supplementation to the level of work done so that the employer would not suffer, combined with a follow-up period and reporting times depending on the project and the individual, could be a workable solution.

Discussion followed on certain aspects of special projects for job-finding which emphasized the individual skills and aptitude. There was also the suggestion that a labour Co-op may be an idea which could be of some value.

There being no other business the meeting was adjourned at 3:30 p.m.

Respectfully submitted,



CHF Williams

CW:bmb

Ed

Mr. Crowell

APC

Minutes of the Employment Sub-Committee
Africville Follow-up Program Meeting.

The meeting was held in Conference Room "B", City of Halifax on Friday 16th July 1971.

It was called to order at 2:15 p.m.

Present were:

- Arch Dixon - Africville Action Committee
- Don Clairmont - Dalhousie University
- Alex Warren - Dept. of Manpower and Immigration
- Angela Julian - Social Planning
- Castor Williams - Social Planning
- Harold Crowell - (absent)
- Pat Oldfield - (absent)

Also present on invitation by the Committee were:

- Gordon Earl - Human Rights Commission
- Irvine Carvery - Student, Employment Survey Team - H.R.C.
- Marian Howe - Student, Employment Survey Team - H.R.C.

Reports on the employment survey were submitted by Arch Dixon and Don Clairmont. (Reports attached)

After some discussion on which group would immediately benefit if a project were initiated, Alex Warren suggested that perhaps category III would most likely because of age. Don Clairmont, pointed out however, that the City owed a definite commitment to the middle aged, (group II) the principals in the relocation program. This group would need no comprehensive training as would the younger people. They needed jobs, and perhaps a special project that would improve their saleable skills and recognize their work experiences and at the same time create job searching techniques could relieve their present predicament.

Gordon Earl commented on the practical aspects of training and the groups comprehension of training. Experience has shown that upon completion of courses, individuals hesitated to become mobile and consequently lost job opportunities. The emphasis, therefore should be to encourage employers to accept people on a learn and work basis.

Alex Warren agreed with the idea of the group's conception of training but observed that there could be barriers to employment that prevented the middle age group from obtaining work. Gordon Earl suggested that it was a communication gap, but that there were other factors involved such as the non-possession of a certificate of achievement.

It was stated by Irvine Carvery that during his survey, category III expressed considerable interest in becoming involved in a work situation. Because of their enthusiasm he suggested that any project should start with this category. He however observed that although this category expressed a desire for trade training, their ideas were not sufficiently crystalized on which trade was individually desirable and economically beneficial.

The general view was that advise on occupational trades was a major factor, and Alex Warren observed that one of C.M.C. objectives was to train individuals bearing in mind labour market demand trends with the use of various indicators.

Castor Williams suggested that the Committee should initiate a program to meet the needs of category III. Don Clairmont felt, however that because the City's commitment was primarily towards category II, and as they were still around without these promises being honoured, and as they were growing older and disillusioned, priority should be given to this category.

General discussion then followed on the report about the three categories. The aspects discussed were academic skills, current job tenure and reluctance to change. Arch Dixon reiterated that the whole life style of the group had changed because of relocation, with commitments increasing but disposable income decreasing because of lack of job opportunities and an imbibing sense of under achievement.

It was generally felt that category II should be given a project priority with supplementary training for those who were already employed and a job vocational/training scheme for the unemployed.

Gordon Earl intimated that his commission was exploring the obstacles that could be encountered in a practical employment situation such as trade unions attitudes, employment agencies and other input sources, and that such information could be useful to the Committee.

It was generally agreed that because there was a commitment by the City as indicated by the terms of reference of the Committee, a proposal on training costs for a special project would be submitted to Council. In essence it would be a project primarily designed to

up-grade the skills of category II (approximately 25 people) with the City underwriting the cost and C.M.C. be approached to utilize its facilities for training and allied services. Don Clairmont and Alex Warren undertook to draft up the proposal.

It was further suggested that the group should be given skills to compete in the labour market and not be relegated to second class workers as may be the case if employed by the City.

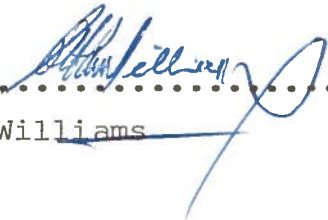
Angela Julien suggested that in order to sustain interest in a training program, any employer should contribute towards training cost. This, added Gordon Earl, was to avoid the exploitation of "cheap labour" by some employers.

It was finally agreed that a meeting should be held with the people of group II on the approval of the proposal to explain the project and to obtain the individual's needs and aspirations. Discussion ranged on the various approaches that should be adopted. It was suggested by Dr. Clairmont that a type of questionnaire be used based on the proposal.

It was also agreed that for category III, Social Planning explore further the area of Equivalency Testing with Adult Education and report to the Action Committee who would then brief the group concerned.

There being no further business the meeting was adjourned at 4:15 p.m.

Respectfully submitted,


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C.H.F. Williams

CW:dm

EMPLOYMENT SUBCOMMITTEE

Business arising out of minutes of July 16/71

- (1) Social Planning - proposal on Training costs to be submitted to Council (re: group II)
- (2) to send out invitations to meeting to a few of the people involved in the upcoming employment program - secretary (Johanna)
- (3) meeting to be held with category II to explain project and obtain individual needs and aspirations
- (4) Social Planning - explore area of Equivalency Testing with Adult Education
- (5) Aptitude Tests for group III
- (6) inclusion of member of Human Rights Commission on subcommittee (to be discussed)
- (7) seeking of assistance from members of Africville Community for planning & work to be done re: the immediate project of which they will be a part. (to be discussed)

C. McC. Henderson, City Manager

H. D. Crowell, Social Planner

October 13, 1971

Proposal to Open Up Training and Employment
Opportunities for the former residents of Africville

I am attaching a copy of a proposal which has been worked up by a committee composed of members of the Africville Action Committee, Canada Manpower, and staff from Social Planning.

With your approval, I would like to present it to the Regional Director of Manpower in order that we might obtain support for that part of the program which has been designated as being an appropriate function of that department.

Those responsibilities which have been defined as being appropriate for the City of Halifax to perform could be handled without adding to the staff of the Social Planning Department.

I would like to begin discussion with Manpower as soon as possible with the hope that a joint approach would alleviate some of the problems that we are encountering in this area.

HDC/f

H. D. Crowell
Social Planner



MRE

TO: Mr. H. D. Crowell, Social Planner 1. FOLLOW UP
FROM: C. McC. Henderson, City Manager 2. FOLLOW UP
DATE: October 25, 1971 3. FOLLOW UP
SUBJECT: Training and Employment Opportunities 4. COMPLETION DATE
for Former Africville Residents

I like the gist of the ideas set forth in the proposal attached to your memorandum of October 13th. There should, however, be more emphasis on the involvement of the Africville Relocation Committee and less on the involvement of the City of Halifax.


Surely on sheet 2, under the heading "Responsibility", the first item should be "Administration". I would rather see the function of locating clientele put under the heading "Administration" with the Africville Relocation Committee playing the prime role and the City of Halifax assisting them in that task.

Frankly, I don't quite understand your item 1 (B). Why should there be a need for any additional assistance during phases 1 and 2 of this project? It seems that section could be omitted, or at least re-worded to say that those persons would be eligible for continued Social Assistance, which of course involves all three levels of government.

Under the sub-heading "Jointly", some clarification of responsibilities is needed, and these should be cross-referenced to the first page.

I can't help but wonder about the necessity for phase 1. I would have thought that with all the past scrutiny and analyses of the Africville residents, this information would already have been gathered in some form or fashion and that we could avoid putting these poor people once again under a microscope.

Finally, it should be one of our objectives to develop and conclude a proposal of this nature within the time frame which you and I have already discussed.


C. McC. Henderson
City Manager

CMcCH/H.



WCS

P.O. Box 2463
Halifax, Nova Scotia

3 November, 1971

Mr. H.D. Crowell
Social Planner
City Hall
Halifax, Nova Scotia

Dear Mr. Crowell:

Thank you for your letter of 26 October, 1971 enclosing a proposal developed by the sub-committee on Employment of the city of Halifax Africville Relocation Committee.

I agree with your committee that there is some urgency to development of the proposal and would be prepared to provide the input indicated in your proposal. Any commitment of staff and resources made at this time must be subject to modification resulting from Departmental commitments beyond the control of this Region.

Since this proposal was developed, our Department has announced a "Training on the Job" Program, which may be more appropriate to Phase 3 than the Training in Industry indicated. I would recommend consideration of this to your committee.

I am asking Mr. J.A. Warren, Chief Agency Relations for the Region and Mr. William Kane to represent the Region and Halifax CMC respectively on the committee developing and controlling this project. Mr. William Kane has succeeded Mr. Pat Oldfield as Counsellor-in-Charge of the Branch CMC on Cornwallis Street.

I wish you every success in finding a solution to this vexing problem, and would be pleased to hear from time to time on the progress of your project.

Yours very truly,

W.C. Stewart

Minutes of the Meeting of the Employment
Sub-committee, Africville Follow-up

The meeting was held on November 17th, 1971 at 12:00 p.m. in the Social Planning office.

In attendance: Arch Dixon -- Africville Action Committee
Don Clairmont -- Dalhousie University
Alex Warren -- Canada Manpower
Peter McGonnell -- Canada Manpower
Irvine Carvery -- Opportunities for Youth
Marion Howe -- Opportunities for Youth
Harold Crowell -- Social Planning
Angela Julien -- Social Planning
Johanna Aucoin -- Social Planning

Mr. Warren was immediately concerned with a timetable for the employment program. Discussion then ranged around the length of time for orientation. Angela Julien suggested that assessment not be started until January because of time needed to produce a well thought out program and the difficulty of the Christmas break in between. It was suggested that it would be necessary to remotivate people after the holidays. Mr. Harold Crowell, Mr. Don Clairmont and Mr. Arch Dixon felt that it would be better to push ahead as people had waited so long and also to avoid any lengthy pause between initiation and assessment. Mr. Peter McGonnell emphasized the need for considerable planning. The date of the first major meeting was changed from Tuesday, November 23rd. to Thursday, November 25th. as the North End Library could not be obtained on the former date. This necessitated sending out another letter with the revised date. It was decided that equivalency testing (a first phase in assessment) would begin Dec. 1. At the same time smaller groups of people interested in the program would be meeting to further clarify their own situation vis a vis the employment program.

From December 1 to the end of December assessment tests will be taken making use of the small groups. In the first week of January individual counselling will take place testing having then been complete and therefore a rough guess of a person's aptitudes having been obtained.

Discussion then ranged around the reason for testing whether it was for the purpose of determining a person's actual and potential level of functioning or whether it was for the purposes of before and after evaluation of the project. It was discussed that if an evaluation is to be done then the method must be set out at the start of the program.

The following groups have been set up to work on certain parts of the program and to report back to the group.

- | | |
|-------------------------------|--|
| 1. Agenda for Meeting | Archie
Johanna
2 others |
| 2. Life Skills | Peter McGonnell
Irvine Carvery
Alex Warren
Don Clairmont |
| 3. Equivalency Tests | Angela Julien
Marion Howe
Yvonne Carvery |
| 4. Assessment | Marion Howe
Peter McGonnell |
| 5. Intake & Termination Forms | Peter McGonnell
Johanna Aucoin
Angela Julien
Irvine Carvery |

JA:dm

WEDNESDAY JANUARY 5, 1972

AFRICVILLE RELOCATEE TRAINING
AND
EMPLOYMENT PROJECT REPORT
no (I)

RESPECTFULLY SUBMITTED
BY
THE PROJECT COORDINATOR

(2)

A JOINT COMMITTEE MADE UP OF REPRESENTATIVES FROM THE CITY OF HALIFAX DEPARTMENT OF SOCIAL PLANNING.....CANADA MANPOWER...AND THE AFRICVILLE ACTION COMMITTEE HAVE COMPLETED FINAL ARRANGEMENTS TO LAUNCH A TRAINING AND EMPLOYMENT PROJECT FOR THE FORMER RESIDENTS OF AFRICVILLE.

THIS PILOT PROJECT IS DESIGNED TO ASSESS THE EMPLOYMENT AND UNDER-EMPLOYMENT PROBLEMS OF APPROXIMATELY 100 WORKERS AND TO IMPLEMENT CORRECTIVE MEASURES UNDER THE DIRECTION OF CANADA MANPOWER AND THE CITY OF HALIFAX.

INITIAL ACTION RECOMMENDED AT THIS TIME IS A SERIES OF TESTS TO DETERMINE THE APPROXIMATE EDUCATION LEVEL OF THIS GROUP.

THURSDAY DECEMBER 9, 1971 THE PROJECT COMMITTEE MET WITH CANADA MANPOWER STAFF TRAINING PERSONNEL TO DISCUSS THE VARIOUS ASPECTS AND STAGES OF THE PROPOSED TESTING AND DID TAKE PART IN A TRIAL EXERCISE AS WELL..

THE PROJECT IN ITS PRELIMINARY STAGE MIGHT BE BROKEN DOWN INTO (3) PHASES HAVING AT THIS TIME (3) CATEGORIES IN THE PROPOSED TESTING

(test category (1) in phase (1) will consist of:)

A HEARING PRE-TEST IN WHICH VISION AND HEARING IS COORDINATED WITH THE IDENTIFICATION OF OBJECTS TO SOLVE ORAL PROBLEMS QUICKLY.....

(test category (2) in phase (1) will consist of:)

THE STANDARD G.A.T.B SERIES THAT RATES AN INDIVIDUAL ON THE PERCENTILE FORMULA WHEREAS THE DEVIATION FACTOR OF EQUIVALENTS POSSESSED BY SEGMENTS OF THE GENERAL WORKING POPULATION HAS A PERCENTAGE BASE BUT IS EXPRESSED IN PERCENTILES.

THIS TEST IS MUCH MORE EXTENSIVE AND IS SUITABLE FOR THOSE POSSESSING OR FUNCTIONING AT GRADE VIII AND BETTER.....

(3)

(test category (3) in phase (I) consists of:)

THE NON-VERBAL G# NO READING IS REQUIRED TO BE DONE BY THE INDIVIDUAL TAKING THE TEST...HIS COMPREHENSION WILL DEPEND UPON THE DETAILED EXPLANATION OF THE ADMINISTRATOR...THIS TYPE OF TEST IS USUALLY ADMINISTERED TO THOSE WHO HAVE A MINIMUM OR NO READING SKILLS .

ALL TESTING WILL BE ADMINISTERED BY CANADA MANPOWER PERSONNEL...

THE TENTATIVE DATE SET FOR THE COMPLETION OF THE TESTS, IS JANUARY 4, 1972

phase II

PERIPHERAL SKILL TRAINING .. GROUP ORIENTED AND WILL LAST FOR 20 DAYS OR 4 WEEKS AT 5 DAYS PER WEEK... IN THIS PERIOD THE CREATIVE JOB SEARCH TECHNIQUE WILL BE IMPLEMENTED...GROUP INTERACTION DIRECTED BY THE PROJECT COORDINATOR IS TO BE THE METHOD EMPLOYED THROUGHOUT THE 20 LESSONS...(one each day)

THE FIRST LESSON WILL BE CONCERNED WITH SELF PRESENTATION

(example)

THE GROUP WILL BE ASKED TO MAKE A CHOICE FROM A COLLECTION OF PHOTOS OR INDIVIDUALS WHO (for the purpose of the lesson) ARE PROSPECTIVE JOB SEEKERS AND THE GROUP PROSPECTIVE EMPLOYERS

THE GROUP CHOICES WILL BE THE BASIS FOR DISCUSSING CHOICES...THE REASONS...AS WELL AS THE CLASSIFYING OF THEIR JOB CHANCES ACCORDING TO THE SELECTIONS.

LESSONS IN THE CREATIVE JOB SEARCH WILL PROGRESS EACH DAY TAKING IN "ROLE PLAYING"....."GROUP DEBATES"..... AND THE "STUDY OF RESUMES" ON THE 20th DAY

phase III

the complete details OF THIS PART OF THE PROJECT WILL EVOLVE ACCORDING TO THE PRIORITIES DECIDED UPON AS A RESULT OF THE CREATIVE JOB SEARCH PROGRAM....

(4)

IT IS EXPECTED THAT THE GROUP RESPONSES AFTER ASSESSMENT WILL LINE UP INTO (3) AREAS OF PROGRAMMING

(a) TRAINING ON THE JOB

(b) FITTING INTO EXISTING CMC PROGRAMS

(c) HARD TO PLACE WORKERS

ON THE SUGGESTION OF THE TEST ADMINISTRATOR (6) PEOPLE OUGHT TO BE THE MAXIMUM NUMBER TO BE TESTED AT ONE TIME BECAUSE OF THE LACK OF TEST SPACE

THE TESTING BEGAN ON MON' MORNING DEC 13, 1971.....FIVE OF THE SIX PEOPLE TO BE TESTED REPORTED APPROXIMATELY AT 9:05 am AND FINISHED ABOUT 10:50 AM

THE TEST INCLUDED THE HEARING PRE-TEST SUPPORTED BY DETAILED INSTRUCTIONS PRIOR TO AND DURING THE G.A.T.B SERIES THAT FOLLOWED...

TWO OF THE NUMBER TAKING THE TEST HAD AN N.V.G OF 99.....ONE 95...THE REMAINING TWO HAD TOTALS OF 83...84 RESPECTIVELY.....ARITHMETIC PROBLEMS WERE COMMON TO ALL FIVE ACCORDING TO THE ADMINISTRATORS REPORT

TEST NUMBER II ON THE 15TH DEC INVOLVED FOUR PEOPLE (2 males 2 females) THE HIGHEST N.V.G OF THIS GROUP WAS 95 (female) THE LOWEST MARK WAS 73 (female) THE MALES SCORED 87 AND 78, ONE OF THE MALES HAD QUESTIONABLE VISION

TEST NUMBER III WAS TO TAKE PLACE ON FRI DEC 17th OR MONth DEC 20th...A MIXUP IN OPTIONS RESULTED IN A NO-SHOW ...3 REPORTED ON MONDAY DEC 20 THE N.V.G SCORES WERE 88...80...67.

TWO OF THAT NUMBER WERE TOO LATE FOR THE VISION AND HEARING TEST

TEST NUMBER IV ON DEC 23 WAS CONDUCTED FOR FOUR PEOPLE THEY REGISTERED SCORES OF 76...71...61...41.....ALL HAD DIFFICULTY UNDERSTANDING INSTRUCTIONS AS REPORTED BY THE ADMINISTRATOR.....

(5)

A TOTAL OF 15 PEOPLE WERE TESTED ..THE RESULTS VARIED WIDELY.....ALL TEST SYSTEMS USED TO ASSESS THIS GROUP IS FROM THE STANDARD CMC SERIES AND ARE USED AS A RULE IN ALL GENERAL SITUATIONS

(
(legend)

N = numerical ability
V = verbal ability
G = intelligence

the vision and hearing pre-test is gauged by the administrator and is not a factor in the overall score

ACCORDING TO THE TABLE OF EQUIVALENTS OF OCCUPATIONAL APTITUDE PATTERNS WHERE G EQUALS THE INTELLIGENCE FACTOR THE GROUP OF 15 RECENTLY TESTED FALLS INTO 2 DISTINCT CLASSES OF EMPLOYMENT POSSIBILITIES..

THOSE IN THE N.V.G AREA OF THE 90 MARK COULD BE CABINET MAKERS,COOKS, CLERKS OR MECHANICS PROVIDED THEY SHOWED AN APTITUDE FOR SUCH SKILLS..THE NUMBER FALLING INTO THE LOWER N.V.G CATEGORIES WOULD BE ABLE TO PERFORM CLEANING JOBS...HELPERS JOBS OR THOSE OCCUPATIONS ON A CORRESPONDINGLY LOWER SKILL LEVEL IN TERMS OF NUMERICAL AND VERBAL ABILITIES.

THE TEST EMPLOYED SO FAR REPRESENTS A SERIES OF CHECKS AND BALANCES THAT WILL ENABLE A SPECIFIC PLAN TO BE FORMULATED FOR DEALING MOST EFFECTIVELY WITH THIS PARTICULAR MATTER OF TRAINING AND EMPLOYMENT

SINCE DEC 9, 1971 FIFTEEN MAN DAYS HAVE BEEN SPENT ON THE DEVELOPMENT OF VARIOUS ASPECTS IN THE FIRST STAGES OF THE TRAINING AND EMPLOYMENT PROJECT INCLUDING 4 MEETINGS

(1) PROJECT COMMITTEE MEETING

(3) PROJECT STAFF MEETINGS

AVERAGING APPROXIMATELY 2 HOURS EACH

MORE THAN 10 MEMBERS OF THIS WORK FORCE HAVE BEEN CONTACTED IN CONNECTION WITH THIS TRAINING AND EMPLOYMENT PROJECT

SOME MIXED REACTIONS TO THE IDEA OF TESTING

NO OUTRIGHT REFUSAL TO TAKE THE EXAM

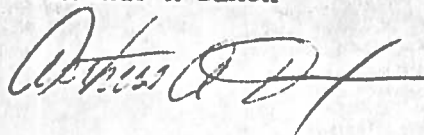
(6)

MUCH CAN BE ACHIEVED FROM THE PROGRESS ALREADY MADE TO DATE BY PROCEEDING AS SOON AS POSSIBLE WITH THE 20 DAY PERIPHERAL SKILL TRAINING ASPECT FOR THOSE 15 WITH TESTS COMPLETED.

A TEMPORARY HALT NOW TO FURTHER TESTING OUGHT TO BE CONSIDERED IN LIGHT OF DELAYS AGGRAVATED BY THE ADVENT OF THE XMAS HOLIDAYS COMING ON THE HEELS OF SCHEDULED TESTING. THIS WOULD GIVE THE SIMPLE ORIENTATION PROGRAM A CHANCE TO WORK AS PLANNED FOR AT MEETINGS CALLED BY THE ACTION COMMITTEE.

THE ORIENTATION WOULD SERVE A TWO FOLD PURPOSE, THAT OF ELIMINATING ANY TREPIDATION FELT BUT NOT EXPRESSED REGARDING PARTICIPATION IN TESTING AS WELL AS GENERATE A GREATER SELF*INTEREST

Arthur A Dixon

A handwritten signature in cursive script, appearing to read 'Arthur A Dixon', written in dark ink.



Handwritten initials

P.O. Box 2463
Halifax, N. S.

10 April 1972

Mr. H. D. Crowell
Social Planner
City Hall
Halifax, N. S.

Dear Mr. Crowell:

Thank you for your letter of 28 March 1972 relative to the Africville Relocation Committee.

The evaluation being done within our Department of the Peripheral Skill Training Course has not as yet been completed. However, as you suggest, the material available to us would indicate a high degree of success.

I am pleased to agree with your request to provide assistance to the group mentioned in your letter and have asked Mr. J. A. Warren, Chief, Agency Relations to attend to this.

Please let me know how this phase of the project turns out.

Yours truly,

W. C. Stewart



IBM Canada Ltd.

Scotia Square
P.O. Box 517
Halifax, N.S.
(902) 429-2810

September 25, 1972

Miss J. Aucoin, Social Planning
Corporation of the City of Halifax
Duke Street Tower, 3rd Floor
Halifax, Nova Scotia

Dear Miss Aucoin

We are writing this letter in order to clarify some of our arrangements regarding keypunch training for the Social Planning Department. Your Department will be responsible for all communications with [REDACTED]. You should inform her that our working hours are from 8:30 a.m. until 5:15 p.m., with one hour for lunch. You should also explain to her that she will not be an employee of IBM and, therefore, will not be eligible for any of our Company benefits.

We would like [REDACTED] to begin her keypunch training by completing an audio course on how to keypunch. This course will have a duration of three days. After the course has been completed, her progress should be evaluated and a decision should be made on whether we should continue further training. Her progress should be evaluated again at the end of twelve working days in order to determine if she can complete the training and become an actual keypunch operator.

It will not be possible for us to issue a certificate of completion on this course as it is not going through our normal education channels. We would like you to write a letter to [REDACTED] explaining our position to her to avoid any misunderstandings. Please send us a carbon copy of that letter.

We feel that this is a very worthwhile project, and certainly hope that it is successful.

Yours very truly

J. Mills/mm
Administration Manager

November 10/72

To: Canada Manpower - recommendation re: the LIP proposal for construction of additional facilities for the Cornwallis Street Baptist Church

The Cornwallis St. Baptist Church is requesting funds for the construction of new facilities to adequately house its present social action programs and to implement additional programs. Because of the nature of the Social Planning Department, Rev. J. C. Mack, pastor of the Cornwallis St. Baptist Church, has requested that the department address itself to the social needs of his church and community area and the validity of programs sponsored by the church. The following is an explanation of the role of the church in the community.

The Cornwallis St. Baptist Church is located in the core of a low-income depressed area of Halifax city. The area is characterized by a high concentration of families subsisting on welfare and social assistance, poor and overcrowded housing, broken homes, many one parent homes, deprived families and under priveleged children. Church membership is about 450 ministering as they are able to a community of about 2,000 people.

At present, the church is the only one in the area serving a large number of black parishoners, in particular the older black community. Also many persons from the displaced Africville community, formerly located on the shores of Bedford Basin, are now attending the Cornwallis St. Baptist Church. This transition has been greatly facilitated through the interest and concern shown to the Africville relocatees by Rev. J. C. Mack on behalf of his church and the incorporation of these persons into the life of the church.

/2...

The church not only provides for a spiritual life but also involves its community in many social events such as suppers and trips to other churches outside the area. All this serves as a strong social support to the church community.

In addition, the church runs a pre-school several afternoons a week, operates a clothing distribution depot and serves lunches to school children who do not normally have a proper breakfast or lunch of any kind. The church hoped to start a day care but space is a severe deterrent to the starting of this project.

Rev. Mack, states; "our church has a unique opportunity and a christian responsibility to meet the challenge of social action that the needs of our area present".

In particular, Rev. Mack is very interested in encouraging the older members of his church to run projects to involve and benefit themselves and other senior citizens not involved in the church. Rev. Mack has seriously discussed with representatives from the Social Planning Department of the City of Halifax the operation of a dial-a-friend program and a broad version of the meals-on-wheels concept combining the serving of meals to older citizens with an afternoon of social activities and recreation, for example arts and crafts.

Particularly for the older black community, the church is the one social institution they have come to know to love and to trust. It is very appropriate then that the church be the agent to solicit their involvement in projects designed to call forth their talents and experience.

The existing church facilities are not only inadequate for the development of new projects but are the source of considerable confusion now as youth groups collide with spiritual revival programs and space and times are juggled in an effort to accomodate all groups in the one church hall. It is important to note also that facilities for meetings and for adult and youth activities is severely limited in the area so that other facilities cannot be utilized to alleviate the space problem.

In summary, because of the validity of existing and proposed socially oriented projects of the Cornwallis St. Baptist church, and because of the lack of space either in church-owned facilities or in the larger community, construction of new facilities is necessary and worthwhile.

Therefore, the Social Planning Department of the City of Halifax endorses the request of the Cornwallis Baptist Church for sufficient funds to expand its facilities for the betterment of the church members and the community at large.

Respectfully submitted,

Mr. H. D. Crowell
Social Planner

JA/cd



ATLANTIC HEALTH UNIT

5182 Prince Street
Halifax, N. S.

November 24, 1972

Miss Johanna Aucoin
Social Planning
Box 1610
City of Halifax
Scotia Square
Halifax, N. S.

Dear Miss Aucoin:

In planning the budget for the hot meal program
for senior's, I feel you should allow for the following costs:

Raw food - \$.60 per person per day
Miscellaneous - \$ 3.00 per week (to include
napkins, placemats and cleaning supplies).

Yours truly,

(Mrs.) Ruth Anne Sutherland
Public Health Nutritionist

RAS/dmw



ATLANTIC HEALTH UNIT

5182 Prince Street
Halifax, N. S.

November 24, 1972

Miss Johanna Aucoin
Social Planning
Box 1610
City of Halifax
Scotia Square
Halifax, N. S.

Dear Miss Aucoin:

Enclosed is a statement of suggested costs of materials which you require for day to day operation.

Also, I wish to offer assistance to the organizer in menu planning, food preparation or kitchen layout when plans are more definite.

Yours truly,

(Mrs.) Ruth Anne Sutherland
Public Health Nutritionist

RAS/dmw
Encls.

BOARD OF SCHOOL COMMISSIONERS
FOR THE CITY OF HALIFAX, NOVA SCOTIA

1649 BRUNSWICK STREET
P. O. BOX 370
HALIFAX, N. S.


December 1, 1972

TO WHOM IT MAY CONCERN:

This letter will certify that Miss Johanna Aucoin, the Africville Relocation Worker of the Social Planning & Development Department of the City of Halifax will have occasion to visit schools to inquire about children who formerly resided in Africville.

It will be in order for the appropriate members of our staff, whether teachers, counsellors, or principals, to give Miss Aucoin whatever information she requires on the particular pupils in whom she is interested.

Yours very truly,


Arthur T. Conrad
Director of Education

ATC/mac

cc: Dr. M. A. Cook

Rec'd.
Dec. 11/72
TJ

DESCRIPTION OF THE SENIOR CITIZENS GROUP

In order to understand the unique role of the senior citizens group of the Cornwallis St. Baptist Church it is important to understand some of the background of the church community.

The Cornwallis St. Baptist Church is located in the core of a low-income depressed area of Halifax city. The area is characterized by a high concentration of families subsisting on welfare and social assistance, poor and overcrowded housing, broken homes, many one parent homes, deprived families and under privileged children. Church membership is about 450 ministering as they are able to a community of about 2,000 people.

At present, the church is the only one in the area serving a large number of black parishoners, in particular the older black community. Also many persons from the displaced Africville community, formerly located on the shores of Bedford Basin, are now attending the Cornwallis St. Baptist Church. This transition has been greatly facilitated through the interest and concern shown to the Africville relocatees by Rev. J.C. Mack on behalf of his church and the incorporation of these persons into the life of the church.

. . . /2

The church not only provides for a spiritual life but also involves its community in many social events such as suppers and trips to other churches outside the area. All this serves as a strong social support to the church community.

Within this frame work, the senior citizens of the church have been very active. The report of the Africville relocation emphasized the importance of the church in the lives of the people particularly the older generation. This generation relocated from the outskirts of Halifax city into the city proper only five years ago has never been fully incorporated into activities or organizations other than the church. This has been due to their age when they moved and the fact that they were a very tight knit community in Africville.

Their adopted church is then the most appropriate vehicle to involve them actively in worthwhile endeavors for the benefit of the community and themselves.

OBJECTIVE OF PROJECT (ACTIVITIES)

PROJECT DESCRIPTION

Objectives: To involve the community of senior citizens in the area of the Cornwallis St. Baptist Church and in particular the in activities present members of that church but not in a manner exclusive to non-members designed to draw forth their talents, and operate programs for their own benefit and that of the entire community without age barrier.

ACTIVITIES AND METHOD

FOUR ACTIVITIES ARE PROPOSED:

1) Meals-and-Wheels

This project is a variation of the meals-on-wheels concept. Existing within Halifax is a meals-on-wheels program presently serving about 36 persons 3 days per week with a hopeful expansion either in days or number of meals served. Hot meals are served to the person in his or her home who is unable to make their own meal or who cannot afford or get out to restaurants. Some persons use the service when they are ill and discontinue when they regain their health.

There are however many senior citizens who while not invalid do not in fact eat well enough often because of small incomes or because of inability to cook well enough for themselves. This last category applies particularly to men living alone. Most cannot afford restaurants often; they are not sick enough to call on meals-on-wheels and they are too proud to make use of Hope Cottage or the Salvation Army. In short, they are not destitute but they are older and living alone and could use a good meal.

Our idea was to make of the meal a social event to allay any stigma and to involve the men and women in the simpler details of preparation. It would then be a social

event followed immediately by a bus tour or arts and crafts or cards or a bingo or films etc. This will take place in the middle of the day. The meal would initially be served only one day a week with a possible extension to two days. It would be designed to serve about 25 persons, men and women.

2) Recreation

This program would run at least three afternoons a week and would be a comprehensive approach to encourage the interest and involvement of the senior citizens. A variety of ideas have been suggested such as:

- a. bingo and cards, sing-songs, arts and crafts, variety show using our own talent.
- b. tours to places of interest inside Halifax.
- c. occasional tours to places outside of Halifax.
- d. films.

This degree of comprehensiveness should allow many persons to take charge of varying events thus varying the leadership as well as the participation.

3) Dial-a-friend

Visit-a-friend

This program is designed to widen the number of persons reached by the over-all program and to build up a system of mutual support among older persons within the community. Each member of the original group will choose a person who cannot get out often but who is lonely. They can call each day and visit when they can. The person who is called or visited need not necessarily be older. It could be perhaps the mother in a one-parent family who doesn't have many contacts and who can't get out much. This program starts slowly and gradually increases in number.

4) Foster Grandparent

Because of the difficulty of placing older black children for adoption a foster grandparent would be particularly welcome in the N.S. Home for Colored Children. Any older person who wishes could visit regularly with a child in the Home and transportation services would be provided.

Also children in the hospital can always use regular visitors especially youngsters who are confined for a long period.

Such a program started on a small volunteer scale through our project could if successful eventually be expanded into a project of its own through a Local Initiatives grant with small remuneration for the volunteers, or it might be taken over by the city or the province under their social rehabilitation programs.

Both the dial-a-friend and foster grandparent projects will involve the senior citizen in the larger community and employ his talents, thus making him feel that he is contributing to the community.

JA/lsh

EMPLOYMENT SUBCOMMITTEE

Business arising out of minutes of July 16/71

- (1) Social Planning - proposal on Training costs to be submitted to Council (re: group II)
- (2) to send out invitations to meeting to a few of the people involved in the upcoming employment program - secretary (Johanna)
- (3) meeting to be held with category II to explain project and obtain individual needs and aspirations
- (4) Social Planning - explore area of Equivalency Testing with Adult Education
- (5) Aptitude Tests for group III
- (6) inclusion of member of Human Rights Commission on subcommittee (to be discussed)
- (7) seeking of assistance from members of Africville Community for planning & work to be done re: the immediate project of which they will be a part. (to be discussed)

RESPONSIBILITY

1. City of Halifax

(A) The City of Halifax will undertake to locate the clientele, certify as to their eligibility and recruit them for this project. Eligibility will be restricted to those former residents of Africville who are 17 years of age or over. It is anticipated that the residents' organization will assist the City in this matter.

(B) The City of Halifax will be responsible for maintenance of those persons who require it during Phase (1) and Phase (2) of this project.

(C) The City of Halifax will be responsible for such Family Counselling and Orientation as may be appropriate to the needs of the participating clients.

(D) The City of Halifax will be responsible for facilities necessary for Phases (1) and (2) of the project.

2. Department of Manpower and Immigration

(A) The Department of Manpower and Immigration will be responsible for Phase (3) of the project. It is anticipated that employment will be both by direct placement and Training-in-Industry.

JOINTLY

The City of Halifax and the Department of Manpower and Immigration will be jointly responsible for the content in Phases (1) and (2), and for the presentation of any type of instruction.

Administration

The project will be administered by the sub-committee on Employment and Education of the City of Halifax Africville Relocation Committee.

This sub-committee will also be responsible for evaluation of the project.

PROPOSAL TO OPEN UP
TRAINING AND EMPLOYMENT OPPORTUNITIES
FOR THE FORMER RESIDENTS OF AFRICVILLE

It is proposed that the project have three main divisions in sequence, and that it be sufficiently flexible to permit clients to benefit as much as possible from its application.

It is proposed that the three phases be:

- (1) Orientation and assessment
- (2) Training
- (3) Employment and Follow-up

In Phase (1), orientation and assessment, it is proposed to follow a program of assessment of each individual who is in the labour force, or a potential member of the labour force, to determine:

- (A) their effective level of education
- (B) their aptitudes and vocational interests
- (C) their motivation

Those who demonstrate they could benefit from normal CMTF will be withdrawn from this project and enrolled by the CMC in the appropriate course of instruction. The others will continue to Phase (2).

Phase (2) will consist of a program of training in life skills and motivation, and is not to be confused with training under CMTF. It is proposed that this Phase be given in groups of approximately 12 persons of similar age. The program will consist of sessions of instruction, group counselling, analysis of fields of force affecting them as individuals, Creative Job Search techniques, employer-employee relations, behaviour, dress, and such allied subjects.

Those for whom it would appear that CMTF is appropriate at this Phase will be withdrawn and enrolled by the CMC in the course indicated. The balance will continue to Phase (3).

In Phase (3), employment will be found for the candidates in the appropriate skill or occupation with continuing follow-up for a period of months to ensure satisfactory placement.

Minutes of Meeting

Tuesday, February 2 - 11:00 a.m.

EMPLOYMENT SUBCOMMITTEE: AFRICVILLE FOLLOWUP PROGRAM

The Employment Subcommittee, Africville FollowUp Program, convened its first meeting Tuesday, February 2 at 11:00 a.m. with the following persons in attendance:

Mr. Arch Dixon	Africville Action Committee
Mr. Lloyd Farrell	
Mr. Alec Warren	Manpower Representatives
Mr. Pat Oldfield	
Mrs. Alexa McDonough	Social Planning

Mr. Cas Williams, Special Projects Worker assigned to the Africville FollowUp Program (Social Planning) was absent due to illness.

For the benefit of the ManPower representatives, Arch Dixon reviewed the pertinent events leading up to the formation of this Committee, quoting at length from the Rose Report, endorsed by City Council in 1963 as the operational framework within which the Africville Relocation was to be carried out:

(SEE Attached)

With respect to current status, at least three major problems accounting for employment difficulties experienced by many Africville relocatees were identified, namely, termination of revenue from salvaging on the City dump; general decline of casual labor available on the salt boats and coal boats; and the lack of academic qualifications of job applicants, resulting in large measure from what appears to have been a rather whole-sale and prejudicial allocation of Africville pupils into auxiliary classes in the school system.

With reference to salvaging from the dump, Alexa McDonough explained that earlier discussions had been held with the relevant City departments (Works, Health and Solicitors) to explore the possibility of a Salvaging Co-op being established for a group of former Africville residents, and although positive indications of support were forthcoming from several of the staff consulted, the limited life expectancy of the present City dump operation erected an insurmountable problem, making further negotiations appear futile for the present.

Re: equivalency testing to determine the actual current level of functioning of those persons burdened with a record of auxiliary class status, Alexa reported that Social Planning had initiated inquiries with the Department of Education re: arranging for this service to be made available. Because Cas Williams (absent) had made the most recent contacts, it was agreed that he should pursue the matter further in an effort to get agreement to test on a group basis and he would be asked to report back at the next meeting. Mr. Warren suggested that the School Board or failing that, some research branch of a local University might be willing to provide the service, if the Province was unwilling to co-operate.

Discussion during the remaining time dealt with the course of action which this Committee should pursue in an effort to assist those Africville relocatees experiencing employment difficulties who want help in overcoming them. Summarily, it was agreed that:

1. Records of preliminary discussions should be kept (Alexa suggested that Cas Williams might appropriately take responsibility for this) so that a specific proposal could be drawn up and formally submitted to ManPower at a later date, proposing that a special employment project be established to serve Africville relocatees (an identifiable group) and containing specific objectives, methods to be used, etc.
2. Professor Don Clairmont of the Dalhousie Institute of Public Affairs is to be approached with a request that data pertinent to the problem at hand (demographic data such as age distribution, education, post-relocation employment circumstances, etc.) which has been gathered from the Africville population as part of the Relocation Study be shared with this Committee or, preferrably, that Dr. Clairmont be invited to ~~serve~~ on the Committee as an active contributing member, in view of his valuable background and expertise.
3. The Africville Action Committee will make the approach to the community and attempt to help individuals overcome fears they may have about agreeing to equivalency testing on the basis that they may be exposed as "failures".
4. The steps to be followed were broadly outlined as:
 - i) Identifying the relocatees suffering employment problems (this might involve a questionnaire with which, it was suggested, help should be sought from the Institute of Public Affairs, or ideally, a questionnaire may be found to be unnecessary because of the Institute's surveys completed during the past 2½ years)

4. (cont'd):

- ii) Arranging for equivalency testing
- iii) Setting of occupational goals on an individual basis

The ManPower representatives indicated their support for the Project and felt that this Committee could appropriately serve as the vehicle for implementation.

Alexa McDonough consented to serve as Committee Chairman for the present. It was agreed that another meeting should be scheduled "as required" and, in any case, not until steps (i) and (ii) (above) had been carried out.

Respectfully submitted,


Alexa McDonough

AMcD:bmb

MINUTES OF EDUCATION SUB COMMITTEE

Meeting was held November 10, Wednesday at 2:00 p.m. in Conference Room B, 3rd Floor Duke-Street Towers Scotia Square.

IN ATTENDANCE:

Marion Howe	- Opportunities for Youth
Arch Dixon	- Africville Action Committee
Harold Crowell	- Social Planning
Edward Carvery	
Johanna Aucoin	- Social Planning
Alex Warren	- Canada Manpower
Angela Julien	- Social Planning

ASSESSMENT:

Mr. Warren stated that his psychologist was working out the most appropriate tests and that Canada Manpower would supply the Test administrator. He saw the testing to be threefold

- 1) obtaining a measure of motivation
- 2) establishing the IQ or ability to absorb instruction
- 3) discussion of occupational preferences

Marion asked what will happen if a person must wait for training. Mr. Crowell suggested the group would accept responsibility to find an alternative, Mr. Warren suggested making use of Manpower's local initiative project. Archie felt it could perhaps be used to help those who must delay training.

Discussion then ranged around the time it would take for assessment. Mr. Warren suggested that approximately 10 (ten) persons a week be referred for assessment so that the Manpower staff would have time to cope with the assessment.

RECRUITMENT:

Discussion then ranged around the method for initial recruitment. It was decided a meeting would be held in the North End library on November 23, Tuesday and that a letter would be sent to all former Africville residents. Marion Howe, Archie Dixon and Edward Carvery and Lloyd Farrell will also speak with as many persons as possible to explain the purpose of the meeting and to encourage them to attend. A letter was then drafted to be sent to all members.

It was decided that another meeting would be held on Wednesday, November 17 to finalize arrangements for the November 23 meeting.

JA:bmK

Report submitted by A. Dixon of the Africville Action Committee in conjunction with the Follow-up Project relating to the relocatees.

I have interviewed, up to this date, approximately sixty (60) of the families relocated from Africville as well as thirty (30) young people between the ages of 16 and 26 all members of the families mentioned above. Each of these young people has received all formal education in the Halifax Auxiliary School System. As a result these people function at the level of normal grade IV or V, perhaps lower.

More than half of this group have indicated to me when I discussed with them training in conjunction with employment that the job situation is preferable to a classroom given the experiences of their Auxiliary School days.

At the same time these young people are aware of the need to upgrade themselves to find employment or improve their present employment conditions. A number would like to learn a trade of some kind, the educational qualifications required even to fill out applications eliminates most Auxiliary class students. Even if members of this particular group were accepted into training classrooms on the basis of lower entrance exams to accomodate these applicants it would be virtually impossible for them to work systematically through classroom subjects.

A possible workable alternative, if it can be arranged, would be an on-the-job training in certain fields where a high degree of technical skill is not the most important.

Steps could be taken along these lines by exploring on-the-job training possibilities with selected employers. C.M.C. in conjunction with the City might be able to help facilitate the listing of particular employers to initiate such an on-the-job training project even on a limited basis.

Unions where they are involved would have to be approached -- Civic installations as well as the Provincial and Federal installations may be considered a starting point for this project.

The schooling aspect of the problem becomes very complex. Unless there is some method found for a short, intensive program the idea of upgrading as it relates to schooling may run into difficulties with the group referred to.

An employer relations programs could be worked out to do the ground work necessary to get an on-the-job program started.

Respectfully submitted,


.....

Arch Dixon

AD:dm

AFRICVILLE ACTION COMMITTEE REPORT ON EMPLOYMENT

Based on the N.S.A.A.C.P., Dalhousie Institute and our own survey, three categories of relocatees can be noted from the point of view of employment possibilities.

Category One: Those who either cannot work or who, given existing markets, it would be virtually impossible to place; perhaps as many as 75 relocatees fall into this category. Their characteristics are: old age, infirmity, behavior disorders, many kids at home.

Category Two: Those who are in middle age and currently unemployed and/or underemployed. For the most part these approximately 25 persons are not interested in training nor do they see it as important to their employment possibilities. For the most part their work has been "unskilled," although several have specific work-skills. Some have a history of work instability but several have simply seen their sources of employment dry up.

Category Three: Those between the ages of 16 and 29 who are either unemployed, underemployed, or biding time in dull and low-down employment. This group numbers approximately 75 persons but we have had contact with only 50 thus far.

Category Three is a rather complicated group to describe. Perhaps it would be best to first distinguish those who are currently employed but desirous of improving their employment possibilities. Approximately 20% of the group falls into this category. On the whole these persons are better educated and perhaps more strongly motivated than others. The females work in hospitals and the males in labor. Most have better than grade 6 education, and also they have good work records.

The remaining 80% of Category Three are either unemployed or have merely casual work. None of these apparently has received formal job training of any sort, though several males claim competence in some skills. The most common educational experience is auxiliary: it would appear that the auxiliary education completed is considered by many of these persons to be equivalent to grade 7, at least many give this grade when asked level of school reached. Virtually all members of this group have expressed an interest in any work project and a willingness to submit

themselves to an educational equivalency test. There was unanimity in desire for some kind of on-the-job training. Several persons had had jobs in the past but left voluntarily citing no prospects and poor pay as the key factors in their decision. Several are on the verge of law-trouble; a few have children to support.

What comes out strongly in talking with people in the above category is how much they blame themselves for their poor employment opportunities. Very few indicate discrimination as a factor; almost all give their lack of education as the cause of their unemployment. There is an awareness of the necessity of education but simultaneously a fear and anxiety about achieving it. There is a confidence that if only they could get into a good job situation, their ability could come through naturally. What they mean by a good job situation is a job with pride, with a future; this is most often associated by males with the notion of a trade.

(PARTIAL LIST OF AFRICVILLE SCHOOL AGE CHILDREN WHO HAVE BEEN COMPELLED TO ATTEND OR STILL ATTEND AUXILIARY CLASSES IN CERTAIN HALIFAX SCHOOLS)

This is a list picked at random to show the diversity of the age level and to what extent some families have been affected. (only a working list and far from complete)

[REDACTED]	[REDACTED]	age	22
[REDACTED]	[REDACTED]	"	21
[REDACTED]	[REDACTED]	"	18
[REDACTED]	[REDACTED]	"	16
[REDACTED]	[REDACTED]	"	15
[REDACTED]	[REDACTED]	"	11
[REDACTED]	[REDACTED]	"	10

666

[REDACTED]	[REDACTED]	age	23
[REDACTED]	[REDACTED]	age	20

[REDACTED]	[REDACTED]	age	25
[REDACTED]	[REDACTED]	"	22

Halifax

The family of [REDACTED]	[REDACTED]	age	13
[REDACTED]	[REDACTED]	"	10

Halifax

The family of [REDACTED]	[REDACTED]	age	15
[REDACTED]	[REDACTED]	"	12
[REDACTED]	[REDACTED]	"	13
[REDACTED]	[REDACTED]	"	10

FAMILY of [REDACTED]	[REDACTED]	"	26
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Family of [REDACTED]	[REDACTED]	"	23
[REDACTED]	[REDACTED]	"	22
[REDACTED]	[REDACTED]	"	31
[REDACTED]	[REDACTED]	"	24

Family of [REDACTED]	[REDACTED]	"	21
[REDACTED]	[REDACTED]	"	20

Report submitted by A. Dixon of the Africville Action Committee in conjunction with the Follow-up Project relating to the relocatees.

I have interviewed, up to this date, approximately sixty (60) of the families relocated from Africville as well as thirty (30) young people between the ages of 16 and 26 all members of the families mentioned above. Each of these young people has received all formal education in the Halifax Auxiliary School System. As a result these people function at the level of normal grade IV or V, perhaps lower.

More than half of this group have indicated to me when I discussed with them training in conjunction with employment that the job situation is preferable to a classroom given the experiences of their Auxiliary School days.

At the same time these young people are aware of the need to upgrade themselves to find employment or improve their present employment conditions. A number would like to learn a trade of some kind, the educational qualifications required even to fill out applications eliminates most Auxiliary class students. Even if members of this particular group were accepted into training classrooms on the basis of lower entrance exams to accommodate these applicants it would be virtually impossible for them to work systematically through classroom subjects.

A possible workable alternative, if it can be arranged, would be an on-the-job training in certain fields where a high degree of technical skill is not the most important.

Steps could be taken along these lines by exploring on-the-job training possibilities with selected employers. C.M.C. in conjunction with the City might be able to help facilitate the listing of particular employers to initiate such an on-the-job training project even on a limited basis.

Unions where they are involved would have to be approached -- Civic installations as well as the Provincial and Federal installations may be considered a starting point for this project.

The schooling aspect of the problem becomes very complex. Unless there is some method found for a short, intensive program the idea of upgrading as it relates to schooling may run into difficulties with the group referred to.

An employer relations programs could be worked out to do the ground work necessary to get an on-the-job program started.

Respectfully submitted,


.....

Arch Dixon

AD:dm

MINUTES OF EDUCATION SUB COMMITTEE

Meeting was held Oct. 7th, Thursday at 2:00 p.m. in Conference Room B, 33rd floor Duke Street Towers Scotia Square.

In attendance:

Yvonne Carvery
Marion Howe --- Opportunities for Youth
Irvine Carvery -- Opportunities for Youth
Harold Crowell -- Social Planning
Edward Carvery
Johanna Aucoin -- Social Planning
Alex Warren -- Canada Manpower
Angela Julien -- Social Planning
Arch Dixon -- Africville Action Committee

Arch Dixon opened the meeting with a resume of the activities of the employment committee since its inception. Mr. Crowell suggested that the proposal drawn up jointly by Alex Warren, Don Clairmont and Arch Dixon be gone over section by section for purposes of clarification.

Yvonne expressed the fear that people with good practical talent would have had so little practice with the academics in the last few years that they might fail an assessment test. Irvine mentioned the problem of culture fair tests. Mr. Warren explained that both of these are problems for many people not just those from Africville and he stressed that such an assessment would be more concerned with discussion with people, what they wanted to do and how they could get the training they needed.

Don Clairmont then suggested a planning group for the orientation and Ed Carvery suggested the possibility of one representative from Social Planning, one from Manpower and two or three from Africville. Irvine stated that personal contact with those who might be in the program was a necessity and he doubted the value of a meeting if this was not done. Mr. Crowell suggested a letter to be sent to each person.

Irvine expressed the concern that jobs may not be waiting when people come out in which case it is just pay while training and nothing more. Irvine and Marian however both said they felt the program had a good chance of success. Yvonne wanted to know why it had taken so long to get such an employment program going.

Mr. Warren answered Angela's question in the affirmative concerning whether Manpower can train people to get them ready for the Transition Youth Programme (T.Y.P.) at Dalhousie University. He also mentioned that every effort will be made to place people in their own age group.

The problem was then discussed of survival for those participants in phase one and two where applicable. Mr. Warren stated that it was unlikely that training allowances would be granted for that period. It was noted however that many persons involved are either living at home or receiving social assistance.

The next difficulty brought up was that of a wait for training of up to 6 months. After phase one and two were completed. Mr. Warren suggested that most persons would require upgrading before training or else they would go to on-the-job training so this problem would not occur.

Don Clairmont suggested that the minimum to be offered to those if any awaiting training would be on-the-job training. Also Angela expressed the concern that some of the programs participants could not complete upgrading requirements for training in the 52 weeks allotted. Mr. Crowell suggested that whatever solutions were found this committee take it upon themselves to fill the gap.

Mr. Warren stated that staff training facilities and personnel for the orientation program would be available and also the possibility of using program development. Also that research evaluation staff and staff psychologist would be available with time not charged against the project. Mr. Warren stated that at least one full time counsellor would be allocated full time for the duration of the project and others on a part time basis when necessary. Three part time placement people will be available so there won't be a lag between job training and job placement. Mr. Oldfield and Mr. Warren are officially attached to the project.

Mr. Warren suggested that the request go from the City to the Dept. of Manpower to undertake the project. It was agreed this group will administer the project and be responsible for it although technically the request must go from the city.

Mr. Crowell stated that he would take the proposal to the City Manager and if approved it would be sent on to the Dept. of Manpower. The projected time for this was two weeks at which time another meeting would be called.

JA:dm

MINUTES OF EDUCATION SUB COMMITTEE

Meeting was held November 10, Wednesday at 2:00 p.m. in Conference Room B, 3rd Floor Duke Street Towers Scotia Square.

IN ATTENDANCE:

Marion Howe - Opportunities for Youth
Arch Dixon - Africville Action Committee
Harold Crowell - Social Planning
Edward Carvery
Johanna Aucoin - Social Planning
Alex Warren - Canada Manpower
Angela Julien - Social Planning

ASSESSMENT:

Mr. Warren stated that his psychologist was working out the most appropriate tests and that Canada Manpower would supply the Test administrator. He saw the testing to be threefold 1) obtaining a measure of motivation 2) establishing the IQ or ability to absorb instruction 3) discussion of occupational preferences

Marion asked what will happen if a person must wait for training. Mr. Crowell suggested the group would accept responsibility to find an alternative, Mr. Warren suggested making use of Manpower's local initiative project. Archie felt it could perhaps be used to help those who must delay training.

Discussion then ranged around the time it would take for assessment. Mr. Warren suggested that approximately 10 (ten) persons a week be referred for assessment so that the Manpower staff would have time to cope with the assessment.

RECRUITMENT:

Discussion then ranged around the method for initial recruitment. It was decided a meeting would be held in the North End library on November 23, Tuesday and that a letter would be sent to all former Africville residents. Marion Howe, Archie Dixon and Edward Carvery and Lloyd Farrell will also speak with as many persons as possible to explain the purpose of the meeting and to encourage them to attend. A letter was then drafted to be sent to all members.

It was decided that another meeting would be held on Wednesday, November 17 to finalize arrangements for the November 23 meeting.

JA:bmK

Hfx. Reg. Vocat.

Child. Care Worker

Evaluation of Pre-Employment & Orientation Phase

Part I Recruitment, Testing, Initial Interviews and Evaluation of the Program.

The Employment Subcommittee decided to hold to recruit applicants for the course in the following manner.

- (1) Each person on the committee who was an Africville resident would take responsibility for spreading the word around & encouraging persons to attend the major meeting.
- (2) A major meeting would be held, on Nov. 23~~th~~ at 8. PM in the North End library. ~~At~~ Representatives from Canada manpower and City of Hfx. Social Planning Dept. would be there to answer questions concerning their involvement in the project. Arch Dixon as head of the Africville Action Com. would explain the project. To prepare for this meeting ~~Arch~~
 - a) Arch Dixon was to hold a smaller meeting to finalize agenda material. J. Bucum Soc. Plan. was to assist. This was done on schedule at Neighbourhood Centre prior to the major meeting.
 - b) Irvine Curvery was to meet with Alex Warren Can. Manpower to finalize ~~presentation~~ an explanation of the course for prospective applicants. This was to be presented at the ^{major} meeting.
 - c) Marion Howe was to meet with Angela Julian ^{Soc. Plan.} to ~~help~~ prepare an explanation of the equivalency tests.

include?

- Notes on²
- a) Arch was too intellectual in his explanation
 - b) Irvine did not show up.
 - c) Marion did not explain as clearly as was hoped.

the older ones. They were also inhibited in their expression by the presence of elders, several old enough to be their parents.

The intellectual level was also a problem as some grasped points under discussion very quickly and then became bored. This was not however a serious problem. But the inability of some members to read materials presented resulted in a sense of embarrassment, frustration and boredom as they could not make out what was going on.

Testing:

Forms of tests were investigated. It was found most feasible to go ahead with the regular battery of Tests of Canada Manpower. Testing was done in small groups previous to the start of the program and everyone who entered the program was tested. Although it was expected that apprehension would run high, the care and small group attention provided a positive outcome. The difficulty came when three applicants who could not read were sent for the tests. This was an error on the part of the co-ordinators and could have been avoided as the larger had been spoken of. The three were retested under appropriate tests. Aptitude Testing was to be done but to avoid lengthy tests at the start of the program this was delayed until later. This testing never was done.

Testing: No testing was done on the psychological needs of the trainee or on his needs within the course, if (that is his specific area of ignorance or non-competence). If either of these were done, the co-ordinators would not have been so much 'in the cold' when counselling or in the group sessions and emphasis could be placed where needed most. This co-ordinator is not in favor of subjecting trainees to testing for the sake of testing but the short duration of the course ~~is~~ makes it important not that we dispense with testing to save time but that we use testing to get to the problems faster. This co-ordinator in a review of each trainee will attempt to show the such knowledge of the trainee's personality could be beneficial.

Interviews were to be conducted the first day, this however proved not to be feasible. Interviews were conducted in the first week and 1/2 of the sessions. However it would have been preferable if these had been done previous to the start of the sessions.

The interviews were originally set up to be a prelude to any counselling necessary, that is to inform the co-ordinators of the needs and aspirations of the ~~trainee~~ ^{Trainee} both in employment and 'social' areas. The co-ordinators would have been more aware of the needs of the Trainees if the interviews were conducted earlier.

Evaluation: Forms were filled out the first day. However these forms required considerable assistance to be filled in as the interviewer was originally going to do them. It would be preferable if all such forms were completed before the start of the course.

Evaluation was set up to be done 1) by co-ordinator's assessment of individual progress 2) by student's assessment of individual progress and value of the course ^{This was done by questionnaire} 3) by ~~facilitator~~ ^{facilitator} ~~assessment~~ on number and type of job placements.

* The feedback from students was generally very positive both on individual course units and also on their own progress vis. a vis self-confidence, knowledge of how to relate to an employer, ability to communicate one's thoughts. All but one ~~written~~ ^{written} statement verbalized growth in these general areas. One cannot be more specific as their comments were a free expression of feelings.

Student evaluation took the form of personal comments made and one written evaluation of the course very near its completion. This co-ordinator feels that students should be encouraged to criticize every four days content and format. This is particularly important as the students played no role in the formation of the course. This could be explained as a growth process for themselves.

The feedback on specific course lessons was too slight to point out any trends. No lessons consistently stood out as being most or least helpful.

The feedback from students on assignments

Each co-ordinator is preparing a report of evaluation on the project. The outline has not been specified but it is expected that it will be a comprehensive one.

Final evaluation will be done by staff psychologist of Canada manpower Peter McGonnell after all three areas of evaluation are covered.

Present Status Feb. 28/72

[redacted] - awaits B of M. may become employed in next employment project

[redacted] - full time work until May

[redacted] company

[redacted] - awaits word from Volvo. is being encouraged to consider training

[redacted] - full time work till May with doctord - anticipate continuation in this area of his choice

[redacted] - awaits upgrading & eventually art training

[redacted] - has not completed application for upgrading (This is her own responsibility - works part-time)

[redacted] (took gr. 10 equivalency passed - very close to 11)

[redacted] - awaits B of M. is investigating other TRH work is to take equivalency tests March 3.

[redacted] - pregnant - took equivalency tests

[redacted] went to high pressure welding course Feb. 28 Sydney

Part II Pre-Employment Training An Overview

This section deals only with major items, The revision of course content and method and the rationale for this form another section.

Group sessions began January 12/72. Attendance rates ran about 75% during the entire course. Difficulties arose because of the speed with which the project started. Projected dates had to be adhered to in order to obtain resource people on certain dates but the recruitment phase had experienced difficulty. *

Although basically adequate

* The place chosen for the sessions could have been a ^{more attractive} ~~better~~ one. This co-ordinator is presently getting feedback from the trainees on this and will comment at a later date. A larger room allowing for ~~breakups~~ breaking up into smaller groups within the room has the advantage of one group driving the other to come up with ideas and if large enough would not impede discussion because of noise etc. Originally this co-ordinator felt that one fairly large room and two smaller would have been preferable.

Some equipment was NOT immediately available due to lead time i.e. flip chart of type desired, window blinds (one could not be secured for the large type of window)

The provision for ^{financial} maintenance of those trainees with no other means of support was processed through the regular social assistance method. It was felt that if special emphasis and concern were given to those trainees that no problems would arise. Difficulties however rose in determination of eligibility. It is suggested important for future courses that such maintenance and transportation assistance not be handled through regular social assistance.

The curriculum had been planned six weeks in advance of the starting date. This co-ordinator was remiss in not voicing earlier some recommendations for changes although basically the co-ordinator felt the course was a very good one. The main area of difficulty lay in the inclusion into the project of some topics more properly termed social than employment but which this co-ordinator nevertheless felt to be of importance. Ex. alcoholism, communication in families, nutrition etc.

~~Planning, communication information~~. The only revisions in ~~course~~ ~~persons~~ were made in the program to include a speaker from the N.S. Human Rights Commission and an employer. Both dealt in their respective areas with employer-employee relations. Rather than the originally scheduled home economist, a representative from the orderly Payment of Debts came as it was felt the subject of debts usually enforces the urgency of budgeting. Only minor variations occurred in the presentation of course content, from the original curriculum.

Difficulties arose in the actual running and planning of the project. This co-ordinator was not sure whom to approach in planning the courses as the other co-ordinator felt that 2 representatives from manpower were present. The difficulty apparently arose as this co-ordinator did not take a strong lead ^{in conducting the course} at the start and it was no doubt felt that support was necessary.

Only one of the actual lesson topics needs comment
Planning for Individual lessons: in this section on planning and that is because
it pertains to the broad objectives of the course.

Considerable time for planning was given by both manpower personnel. The success of the project may also have been due to the fact that considerable expertise, assistance and support was available to those in the course. This no doubt increased their sense of the worth of the course and also of their own worth as so much effort was being poured in. However the difficulties of co-ordination and planning would militate against this format for the future.

* This ~~root~~ co-ordinator felt that there could be definite benefit to the course participants in lessons geared to coping with family and home responsibilities, using leisure time purposefully and exercising rights and responsibilities in the community. (these are broad categories defined by Jashatchewar Nustant) There is an obvious difficulty inherent in the inclusion of "social" aspects and that is that most of the participants (as evidenced by remarks from this course and another similar program run recently by Social Planning and Canada Manpower) see no value in anything not employment oriented, are often ~~blind~~ ^{unaware} to obvious possibilities of growth in these areas and are antagonistic of things related to social work. However I feel that it is worthwhile in any future project to explore the possibilities of overcoming this difficulty. A prior question should be answered by the decision-making group and that is - is it an objective of the program for growth in the 'social' areas (as opposed to personal i.e. self-confidence, motivation etc) - if ~~the~~ it is an objective to deal only with that which significantly affects employment, is it ~~to~~ are the 'social' areas considered to so affect employment and to what extent

Individual Counselling

Because the co-ordinator did not know any of the ^{initial interviews} trainees prior to the session, and because ~~counselling~~ ^{interviews} were not conducted prior to the start of the course, counselling was made difficult. Interviews were to be divided ~~between~~ between both counsellors but thru an error an overlap occurred so the coordinator did interview ~~most of the~~ the majority of the trainees. Considerable counselling was also done by the manpower counsellor as he knew ^{the trainees prior to the program} the men in particular. On the whole, the trainees tended to ask for assistance on employment problems only with a few going deeper. There was no time allotted for this ^{in div.} counselling and by the end of sessions at 11:30 or 12:00 most wanted to be off. There was no easy access to the trainees to facilitate an opening up situation. This co-ordinator also sensed a certain amount of suspicion when more personal matters were gone into. The view of Africville residents towards the city of which ^{this co-ordinator} was an employee may have been a factor. The rambling nature of this paragraph is indicative of the lack of clear cut view on this situation. It may be that counselling experience per se is not enough in a short period of time to facilitate expression of individual problems ^(it may be that the difficulties pertained to the individual counsellors) and that way of speeding this up ^{of} or assisting this process should be inquired into via a ^{pre} planning and also investigating other programs. This is not to say that considerable counselling was not done but that this co-ordinator is not satisfied with the extent and depth of it.

Employment:

~~One~~ ^{Misunderstanding} discrepancy arose through an error ~~in the~~ ^{in the} objectives of the course. Some felt it was going to be on the job training immediately.

Employment:

Lack of a clear cut objective in the obligation of manpower to provide employment or on the job training on completion of the course and definition over & what is a reasonable time lapse between ^{the} course and ~~the~~ the finding of employment has been a major drawback to the course.

This co-ordinator feels that more extensive follow-up is an absolute necessity for two reasons.

- 1) So that prospective course applicants see that former takers are better off.
- 2) that the newly built up aspirations and self-confidence are not allowed to drop to zero.

December 6, 1963

C
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REPORT OF A VISIT TO HALIFAX WITH PARTICULAR
RESPECT TO AFRICVILLE

To: His Worship the Mayor and
Members of City Council.

From: Dr. Albert Rose,
Professor of Social Work,
University of Toronto.

Terms of Reference

On September 6, 1963, the Halifax Advisory Committee on Human Rights submitted a Brief to City Council in which the following recommendation appeared (P.2):

"The Committee has concluded, in view of its numerous meetings and consultations, that

- (1) the complexity of property tenure in Africville,
- (2) the strong sense of community in Africville,
- (3) the probable high cost of relocation arrangements likely to be acceptable mutually to Africville residents and the City of Halifax, and the apparent need for special financial arrangements, and
- (4) the depressed condition of housing in Africville,

would warrant the City's taking extraordinary measures.

The Committee recommends, therefore, that City Council engage a person of outstanding qualifications, in training and experience, to study Africville in depth and for the purpose of formulating specific recommendations of sound ways and means of solving problems in housing.

The Committee advises that, as a first step towards implementing its recommendation, City Council bring to Halifax a specialist who would be requested (after a preliminary survey of Africville, and discussion with City Staff, with the Halifax Advisory Committee on Human Rights, and with other resources) to state whether, in his judgment, a study in depth is indicated."

The Committee further recommended that this writer be the specific specialist invited to visit Halifax and "to state whether, in his judgment, a study in depth is indicated."

Implementation

Mr. P. F. C. Byars, City Manager, extended the appropriate invitation on September 16, 1963, but first the responsibilities of the writer at the University of Toronto and later, the responsibilities of Mr. Byars and his staff, delayed the fulfillment of this undertaking until late November. In the meantime, however, I was enabled to read all the available staff reports on the situation in Africville, a number of magazine articles commenting upon this community and the report of the Institute of Public Affairs, Dalhousie University, entitled "The Condition of the Negroes of Halifax City, Nova Scotia."

During my recent visit of some 48 hours I was able to tour the community under study and to interview or otherwise consult the following persons or groups:

Members of the Staff, City of Halifax

Mr. Peter F. C. Byars	- City Manager
Mr. Robert Grant	- Director, Development Department
Mr. George F. West	- Commissioner of Works
Dr. Edward M. Fogo	- Commissioner of Health and Welfare
Mr. H. Bond Jones	- Supervisor of Welfare

University and Community Specialists

Mr. Guy Henson)	- Institute of Public
Mr. Donald F. Maclean)	Affairs, Dalhousie University
Mr. Laurie T. Hancock	- Director, Maritime School of Social Work.
Mr. John Horricks	- Executive Secretary Welfare Council of Halifax.

Halifax Advisory Committee on Human Rights

The Halifax Advisory Committee on Human Rights convened a special meeting, attended by 13 of its members, for the purpose of considering the entire situation with the writer. This meeting, on the evening of November 25th, occupied four hours and was the most important confrontation of my visit.

The Present Situation

The community known as Africville, within the municipal boundaries of the City of Halifax, is without doubt one of the most intensively studied communities in North America. It has been the subject, in whole or in part, of articles in Maclean's Magazine and the United Church Observer, of radio and television programmes, and of research studies by the Institute of Public Affairs, Dalhousie University and the graduate students of the Maritime School of Social Work, Halifax. In recent years as well, the Development Department of the City has devoted a considerable effort to the study and reporting of this community.

A great many basic facts, the fundamental data required for the re-planning of the area and the relocation of its residents, are already known. These data include: the number and composition of all resident families; the age and sex distribution of all residents; the number, nature and condition of all structures considered to fall within the community, whether residential or otherwise; the length of residence of families living in Africville, the labour force status, employment and unemployment, and approximate annual incomes for 1959; the mean age and grade of school children and their intelligence scores in a recent year; the number and proportion of resident families who claim to have a deed to property in Africville; and the preference of such families for relocation housing if and when their community is redeveloped by the City of Halifax for the purpose of creating a reservoir of industrial land.

As a result of the concern of the larger community in Halifax with the situation in Africville, the City Manager and members of civic staff have prepared a number of substantial reports concerning this community, particularly during the past eighteen months. In my view the work of the staff has been excellent and the reports are impressive. The many difficult questions raised by the residents of Africville and by the Advisory Committee on Human Rights have been answered fully, frankly and sympathetically. (Reports dated July 23, 1962; September 11, 1962; November 26, 1962, January 23, 1963).

My meetings on November 25-26, 1963, and in particular a long and frank discussion with the Advisory Committee, have provided further important information and opinion. On the evening of November 25th, I raised three significant issues of public policy in the form of questions for consideration by this Committee, half of whom are coloured people, representatives of Africville and perhaps of the Negroes of Halifax, broadly speaking. These questions were:

1. Can a modern urban metropolis tolerate within its midst a community or grouping of dwellings which are physically and socially inadequate, not served with pure water and sewage disposal facilities?
2. Can a minority group be permitted to reconstitute itself as a segregated community at a time in our history, at a time in the social history of western industrialized urban nations, when segregation either de jure (in law) or de facto (in fact) is almost everywhere condemned?
3. Are there solutions to the immediate problem at hand which are feasible, sensible and just, and which will cause a modest, as against a massive, disruption to the families and individuals concerned?

The answers of the members of the Committee, without reference to race or colour, as individuals and as members of the group, were "No!" to the first two of these questions and an expression of hope and faith in the policies and attitudes of the people of Halifax in response to the third question.

The Major Findings of the Study Visit

1. The residents of Africville appear ready and to some extent eager to negotiate a settlement concerning the ultimate disposition of their community.

The leaders of the community readily admit that Africville is a slum, that it should be cleared and that it would long since have been cleared if its inhabitants were of a different racial background.

2. In any negotiation the unique situation of Africville must be given special weight by the civic administration and the people of Halifax.

There is literally no community in Canada, perhaps none in North America, quite like Africville. Its long history, its special population and their employment characteristics, the years of neglect of this community by the administration of the City of Halifax, the unique importance of this settlement for all the people of Nova Scotia and for Canada, must be borne in mind by the negotiators.

These negotiations must not be diverted or subverted by the argument frequently heard by this investigator, that one or more features of a possible settlement will set a precedent. Africville will not, we trust, occur again, and its solution will not become a precedent. The settlement reached by the City of Halifax must be just and humane and its special features need not be extended to those present or future pleaders whose situation in the face of urban redevelopment will not in any real sense approximate that of the residents of Africville.

3. The expropriation of Africville and the relocation of its residents is far more than a housing problem. In essence this process is a welfare problem, not a mere problem of financial assistance but a multi-dimensional task.

This is the first time in a quarter-century of slum clearance, public housing, and redevelopment activity in North America, that the removal of a severely blighted area will take away from a large proportion of the residents, not merely their housing and their sense of community, but their employment and means of livelihood as well (in this case, scavenging on the adjacent city rubbish disposal area.)

4. The people of Africville are not, by and large, chronically dependent upon public funds for support. They are a proud people who go to great lengths to remain independent and ask for financial assistance "as a last resort." At the present time approximately ten families only are in receipt of welfare assistance provided through the City of Halifax. The Dalhousie Study revealed one family in six headed by a female person but not all of these are "dependent families." Some male heads of families are, however, nearing retirement age and may soon have little or no income beyond the old age pension.

There is a very real danger that the dislocation attendant upon expropriation and relocation will be so disruptive of existing living patterns that many more families will require and seek public assistance. To prevent this as far as possible will require a great deal of planning by the City of Halifax and many community groups.

5. The fundamental needs of the people of Africville are housing, employment and income. A careful assessment will need to be made of the circumstances of each family.

The housing solution can be viewed as a tri-partite undertaking:

- (1) There are certain families (estimated by the Development Department at 12 to 15 and by the Advisory Committee at 20 to 25 in number) who possess an acceptable deed or title to their property in Africville.

It is believed that these families will receive a sufficient amount of money as a result of the expropriation proceedings to enable them to meet the down payment requirements in the purchase of suitable older houses in the downtown area.

- (2) There are certain families (estimated by the writer at 25-50 in number) who will seek admission to public housing. Their major problem will be to maintain the payment of rent and service charges (payments to which they are not now accustomed) and to adjust to a new system of rules and reg-

- (2) allocations in publicly provided housing accommodation. From the point of view of the community, and in the interests of these families, applicants for public housing from Africville should be distributed among new public housing projects under construction or projected for the future, in the ratio of about 20 per cent of all families in occupancy.
- (3) The bulk of the families (estimated at half or more of the approximately 80 families resident in Africville) will likely arrange their own relocation housing and probably will seek rental accommodation within Halifax or elsewhere in the Province of Nova Scotia.

In the case of the latter two groups, where no clear title or acceptable evidence of ownership exists, the City has offered a flat sum of \$500 per family as a compensation, in recognition of the equity these families have in this long-standing community.

6. The related problems of employment and income are not solved by a process of relocation and compensation and cannot be met in this manner, even if compensation were increased.

Those persons from Africville who are employable must be assisted to seek and obtain employment suited to their skills and experience, if any, within the City of Halifax or its Metropolitan Area. This will require not merely the acceptance and enforcement of the Fair Employment Practices Act of the Province of Nova Scotia but more especially, a change in attitude and the sympathetic understanding of the employers, workers, consumers and general citizenry of the community.

Those persons who do not appear to possess marketable skills or experience must be assisted to obtain vocational guidance, counselling and, if possible, training or retraining.

7. The residents of Africville are seeking, therefore, a system of assurances or guarantees as a part of the settlement to be negotiated. Their concerns include the following:

- that the City of Halifax will guarantee the monthly rental, if necessary, for families admitted to public housing, during a period of readjustment which might be limited to six months;
- that welfare assistance will be made available without prejudice, to relocated residents of Africville as they seek to create new living patterns within the City;
- that Africville families seeking to purchase houses in Halifax will be assisted to find accommodation at a fair market price and that legal advice will be available;
- that Africville families will not be forced, through discrimination in the housing market, to seek accommodation only in those areas slated for redevelopment within the next few years;
- that the Civic Administration will seek to encourage the people of Halifax to offer employment to coloured people and to cease discrimination against those whose address is now known to be in Africville.

Conclusions and Recommendations

The writer was asked to state whether, in his judgment, a study (of Africville) in depth is indicated. It is my carefully considered view that no further research in depth is required or is likely to be helpful in the solution of the problems described in this report.

The time has come, in my view, for the City and the people of Halifax to cease the study and the debate and to formulate and promulgate clearly, a policy and a programme of social action with respect to Africville. The writer, accordingly, recommends that:

1. The City Council of Halifax enunciate a clear policy that the community of Africville will be expropriated and cleared during the period commencing April 1, 1964 (or shortly thereafter) and that this process will be completed not later than December 31, 1966;
2. The Civic Administration enter into early negotiations with the representatives of Africville and the Advisory Committee on Human Rights, to work out the design and the staging of the clearance and relocation programme;
3. The Civic Administration encourage families to come forward voluntarily to negotiate settlements in respect of their property in Africville, whether such property is clearly owned or not;
4. The expropriation settlements recognize the special situation described in this report and that the compensation presently offered by the City to those without a deed be considered a minimum amount;
5. The compensation for this latter group be varied in accordance with size of family and/or marital status, recognizing the special needs of unmarried mothers with dependent children;
6. The Halifax Housing Authority be encouraged to admit a number of families relocated from Africville into each new housing project as it reaches completion, in the ratio of approximately one in every five families accommodated;
7. The Development Department of the City be assigned the responsibility of administering the entire relocation programme and that for this purpose a special budget be appropriated to enable:
 - (a) the employment of a trained social worker or social scientist to visit and document the social and economic situation and requirements of each family unit or single individual, and to recommend the order or priority of relocation; and
 - (b) the development of a registry of available housing for sale or for rent (outside public housing) which might be suitable for families or persons relocated from Africville; and
 - (c) the creation of a special relocation fund to assist families who require furniture or equipment to enable them to function properly and live decently in their new accommodation.
8. The City of Halifax provide free legal aid through its Legal Department and the enlistment of volunteers from the legal profession, to assist Africville residents to purchase homes or otherwise relocate themselves without payment of exorbitant charges, fees or other levies.

The writer will conclude this report by repeating a statement he made to the Advisory Committee on Human Rights during his recent visit to Halifax, in the following words:

"Surely the coloured man is entitled to no less and no more consideration than the white resident of an urban redevelopment area! At the same time, because his needs are greater in nature and amount (education, employment, civil rights) he should and will receive greater consideration. Yet he must make an effort to express these needs."

If the social and economic assistances recommended in this report, or similar programmes, are forthcoming and are administered with sympathy and understanding, we may look forward to a relatively smooth process of relocation and redevelopment. The alternative is a condition of chronic dependency for many of the families under study. The staff of the City of Halifax should seek the support and assistance of all community groups to forestall this unfortunate possible outcome of years of study and effort.

Respectfully submitted,

(Sgd.) Albert Rose

Dr. Albert Rose

University of Toronto,
December 6, 1963.

There are a number of specific recommendations concerning course content which do not fall into broad categories for easy discussion. Each will be discussed separately.

1. Length of topics - this is often difficult to gauge - some attempt should be made to have each session long enough - in the former course our difficulty was that the sessions were sometimes too short.
2. Incorporation of problem solving method - as one of the main areas of non-competence appears to be inability to think logically and

progressionally, the inclusion of problem solving methods to be taught once and then referred to throughout the course could aid this problem.

3. Encouraging all to take not only an active but a leading role. While most were involved actively throughout the course, more encouragement should be given to each person by the co-ordinators and the co-ordinators should attempt to precipitate ~~for peer~~ encouragement for each person so that all at some time take the lead.
4. Use of indigenous leaders in the illiterate group - particularly in the illiterate group, leaders from the group should be encouraged to take the lead in lessons. *This is not for the benefit of the leader but so that they can then help themselves.*
5. Use of more audio-visual material.
Emphasis on seeing, hearing etc. as opposed to the written word call for more use of audio-visual materials. Also this is a help for those with short attention spans who cannot concentrate on group discussions.

6. Build on what they know.
Using information gained from tests, frame discussions to build from what the group knows. This method could not be well used during this course as the co-ordinator was not aware of what the group knew or did not know about a given topic until after the topic was given.

7. Possibility of some form of group work throughout the course, to be continued after the course. This might only be for certain members (i.e. in the last group it appeared the males were most in need of group work). It would allow:
 - 1) for further discussion on more involved issues.
 - 2) for exploration of problems to be termed social marriage, family
 - 3) for continued support through the first phases of employment
 - 4) for peer group pressure, confrontation and support for those individuals particularly in need of this.

This could be set up once a week for the four weeks of the course in the evening and assume a much more relaxed posture. Outside group leaders, not involved in the regular program, might aid group discussions.

8. The inclusion into the course of "social" aspects related to employment.
 - a) How to call on an agency whether employment or otherwise. (Many persons in the last course exhibited considerable apprehension towards calling on an agency. Others never got around to it; this co-ordinator feels that such apathy is normally indicative of considerable apprehension).

- b) Does family life affect one's job. -
This is merely an opening up to many other discussions.
Does one job's affect family life?
What are the effects of welfare on family life?
Do they completely disappear after finding a job?
What is the image of the male role vis-a-vis employment,
vis-a-vis supporting a family?
Is it different for blacks, for Africville residents?
- c) Use of multi-media kit for health services so that each person
could pick matters of most interest to him. Also cover
compensation information re injuries and UIC information re
pregnancy, sickness etc.

The NB note to inclusion of social aspects is that it must be proven to relate not only to the individual circumstances but also to employment. This is not a nicety. It is a necessity.

- 9. There is one area in the course that requires the inclusion of new subject matter. This is the area of job opportunities.
 - a) Exploration of more types of jobs and training - this includes showing the trainee the many types of training available and the many types of jobs with considerable explanation of what is involved in the job, how a person could get training etc.
 - b) Aptitude tests - these should be done possibly right in the class with a counsellor available to explain the meaning of the tests. This may help to broaden a person's concept of what they can do.
 - c) Field trips to vocational training institute and to some job opportunities - not to apply for work or training but to get an idea of what training or a certain job involves.
 - d) Some concentration on having trainees widen the scope of their job searching. This is a proven problem with low income persons. Attempts have not been very successful in other projects but some effort (a more concentrated one) is warranted.
 - e) More concentration on how to handle grievances with colleagues and employers. This was gone into but deserves more exploration.

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and employers. This was gone into but deserves more exploration.

LIST OF AFRICVILLE SENIOR CITIZENS

NAME

AGE

1. Mrs. Howard Byers 80

2. Mrs. Sarah Byers 75

3. Aaron Carvery 69

4. Hattie Carvery 80

5. Dorothy Carvery 65

6. Milton Carvery 69

7. M.M. Doug Chisholm 55-60

8. Mrs. Elsie Desmond 62

9. [REDACTED] [REDACTED] n 63

10. [REDACTED] 60

11. Mrs. Theresa Dixon 83

12. Kenneth Elcock 71

13. Mr. Ralph Jones 67

14. [REDACTED] 59

15. Mrs. George Mantley 64

16. Matilda & Granville Newman 64-67

17. Mr. James Parris 80

18. Leona Emma Sieede 70

19. Mrs. Ella Thomas 82

PHILOSOPHY OUTLINE - It is possible to alleviate to a large degree the poverty situation in Nova Scotia without causing the tax-payer more burden but indeed lessening that burden and improving tax spending.

Not only will the poor be able to improve their own desperate situation but aid the Province in a direct manner by becoming less of a burden. To accomplish this objective a Provincial Economics for the poor has several important points which must be realized and acted upon.

POINT (1) - All poor people are brothers fighting the same enemy. The enemy being poverty.

POINT (2) - That some races stand a better chance of changing their poverty conditions because of their racial origin, area of location and available opportunities.

P.E.P.

PROVINCIAL ECONOMY FOR THE POOR

P.E.P. CONSISTS OF FOUR DEPARTMENTS:

COMPTROLLER'S DEPARTMENT: - This department will serve the following purposes:

- (1) To assist in the control and operation of all departments in the P.E.P. Organization.
- (2) To serve as co-ordinating body to all departments when necessary.
- (3) To serve as a link between departments within the association and be responsible for public information and press releases, etc.
- (4) To establish organizational tactics and research programs where necessary.

P.E.P.

PROVINCIAL ECONOMY FOR THE POOR

COMPTROLLER'S DEPARTMENT:
(CONTINUED)

- (5) To establish offices throughout the Province and program those offices to fit their area of location.
- (6) To insure a speedy effective and accurate association.
- (7) To act as liason between funding agencies and P.E.P.
- (8) To share control and distribute all funds in the association with the elected Treasurer and Board Members.

P.E.P.

PROVINCIAL ECONOMY FOR THE POOR

DEPARTMENT OF ECONOMICAL
GROWTH:

- Designed to create and implement business and industrial programs in Nova Scotia that will accomplish these aims:

- (1) To aid regional disparity.
- (2) To assist the poor to become involved and participate in the economical growth of this Province.
- (3) To create more permanent employment.
- (4) To aid race relations by several races co-operating in business ventures of a community nature.
- (5) To design and organize such business programs that are acceptable and workable within the poverty cycle.

P.E.P.

PROVINCIAL ECONOMY FOR THE POOR

DEPARTMENT OF SOCIAL
ASSISTANCE:

-

Designed to aid Government and Social agencies in the execution of their respective offices. This department will attempt to accomplish the following:

- (1) To establish co-operation and communication with Government and Welfare Agencies, Canada Manpower Offices, Anti-Poverty Organizations and Service Clubs for the purpose of attacking induced poverty at it's source.
- (2) To provide advocating services to the poor and direct specific problems to proper agencies.
- (3) Direct participation in community improvement projects and extensive field work in rural areas of the Province.

P.E.P.

PROVINCIAL ECONOMY FOR THE POOR

DEPARTMENT OF SOCIAL
ASSISTANCE
(CONTINUED)

- (4) To assist in the battle against the non-medical use of drugs and alcohol in the Province.
- (5) To implement fund raising projects within the communities for the benefit of those communities. Projects that raise funds, provide interest to the residents and aid racial relations which in turn betters community understanding.

P.E.P.

PROVINCIAL ECONOMY FOR THE POOR

DEPARTMENT OF EDUCATION
AND TRAINING:

- Designed to accomplish the following purposes;

- (1) To create and implement educational programs that are attractive in design as well as structure so as to entice people in poverty situations to participate thus improving their abilities and learning of new vocations.
- (2) To implement training programs in co-operation with intended businesses and industrial projects designed by the Department of Economical Growth.

P.E.P.
PROVINCIAL ECONOMY FOR THE POOR

A Province wide economic association designed in such a manner as to utilize and develop any and all areas of positive economical possibilities within the poverty cycle of this Province.

P.E.P. has designed several plans to alleviate the poor economical situation of this Province. Plans that are designed to show positive results while countering induced poverty and deteriorating the poverty cycle.

Preliminary studies have been completed on one of those plans and the results encouraged the association to adopt it as it's first major program. This program includes five tourist resorts and five to eight businesses.

P.E.P.

PROVINCIAL ECONOMY FOR THE POOR

A FEW OF THE PERTINENT
FINDINGS ARE AS FOLLOWS: -

- (1) Between eighty to one hundred thousand dollars per year in assistance payments to welfare recipients will not be necessary commencing January 1, 1973.
- (2) Increased tourist trade with a minimum increase of twenty (20) million dollars per year after the resorts are established (approximately 24 months) or no later than June 1, 1974.
- (3) Approximately 150 to 300 people employed during the first three months of operations or that is to say construction operation employment.

Provincial Economy For The Poor
We Mean To Do Real People Business
P.E.P.

2137 Gottingen Street,
Halifax, N. S.
August, 1972.

Dear Future Member:

Gyovanne Carvey,

In the last three months a group of concerned men and women have sat down to put together their problems and we now have quite a lot of our problems settled.

We feel our problems are your problems and the best way to get to all the problems is to get for once in history "United". We are not in any way connected with any political party or any other organization or firm. Our only aim is to let you know that any problems you might have which needs to be corrected will be done fast in your favour to the best of our abilities.

We now have several businesses ready to start in different communities, such as yours! We would, therefore, like to have your name on the enclosed form for membership. This is not just for the purpose of a strong membership organization, but to let you know there are people who care about you. In doing so we help each other in all matters.

We need no money or anything else from you - only your membership support which is more than valuable to fight these problems of ours.

The name of this newly formed organization is "Provincial Economy for the Poor" as we call it "PEP". We need your membership now to "PEP" up our fight in all matters you and I might have.

Thank you for your understanding.

Yours truly In Unity,

Eric M. Husbands

Eric M. Husbands
Comptroller's Dept.
Provincial Economy for
the Poor

EMH/bl
Encl.

PROVINCIAL ECONOMY APPLICATION

(MEMBERSHIP FORM)

2137 Gottingen Street

Halifax, Nova Scotia.

I have read the letter for your newly formed organization and feel

I would like to be a part of such an organization.

I am applying for membership to help the aims of (PEP), to help
all Nova Scotians live a better life style.

I am more than pleased to be part of a truly dedicated group,
for the purpose of support, which I feel is necessary and over
due, to help achieve PEP'S ultimate goals.

PLEASE PRINT

NAME: - - - - -

ADDRESS: - - - - -

PHONE: - - - - -

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NAME: - - - - -

ADDRESS: - - - - -

PHONE: - - - - -



Provincial Economy For The Poor,
2137 Gottington St.,
Halifax,
N.S.

Estimated Costs

PROJECT	NEED	COST three months	+ one year	TOTAL COST
Recreation	— ARTS + Crafts Supplies	\$75 ⁰⁰	+ \$125 ⁰⁰	= 200.00
	— Film Projector Bell & Howell model 8399	625 ⁰⁰	+	= 625.00
	— Cost of Special Events	\$50 ⁰⁰	+ \$100 ⁰⁰	= 150.00
Dial-a-friend	Phone installations	7 ⁰⁰ each x 10 = 70 ⁰⁰	+	= 70.00
Meals & Wheels	2 part-time cooks 1 day per wk.	15 ⁰⁰ wk. x 2 = 30 ⁰⁰ wk (2) 30 ⁰⁰ wk. x 4 = 120 ⁰⁰ month (2) 120 ⁰⁰ x 3m. = 360 ⁰⁰ (2)	+ 120 ⁰⁰ m. x 12 = 1440.00	= 1800.00
All PROJECTS	transportation	① wkly visits to N.S. Home	15 ⁰⁰ mile x 20 miles = 3.00 wk.	+ 12 ⁰⁰ month x 12 = 144.00 = 156.00
		3 ⁰⁰ x 4 = 12.00 month		
		12 ⁰⁰ x 3 = 36.00		
		② 3 longer drives = ? [15 ⁰⁰ x ? miles] + 10 longer drives		= 90.00
		③ miscellaneous trips 15 ⁰⁰ x 10 miles wk = 1.50 + 15 ⁰⁰ x 40 x 12 = 72.00		
		1.50 x 4 x 3 = 18.00		

PROJECT	NEED	COST three months + one year		TOTAL COST
TRANSPORTATION	VAN DRIVER 5 afternoons a wk.	$40^{\text{oo}} \text{ wk} \times 4 = 160^{\text{oo}} \text{ mo.}$ $160 \times 3 = 480^{\text{oo}} \text{ mo.}$	$+ 160^{\text{oo}} \text{ mo} \times 12 = 1920$	\$ 2400 ^{oo}
TOTAL PROJECT	2 part time co-ordinators on 1 full time.	$40^{\text{oo}} \times 2 = 80^{\text{oo}} \text{ wk.}$ $80^{\text{oo}} \times 4 = 320^{\text{oo}} \text{ m.}$ $320 \times 3 = 960^{\text{oo}}$	$+ 320^{\text{oo}} \text{ month} \times 12 = 3840^{\text{oo}}$	\$ 4800 ^{oo}

Africville Youth Project

This project seeks to involve those few Africville youths who have achieved significant education. We want to put our education to use to assist other Africville youths who have been less fortunate and who are presently underemployed or unemployed. More generally we want to assist all the former residents of Africville (relocated by the City of Halifax) and the Black community of Nova Scotia.

Basically our task will be three-fold. First we will obtain information on unemployed or underemployed youths/adults from Africville as well as data on job opportunities in the community. This information will include aspirations, grade equivalence, tradesmen with whom employment might be found and techniques of educational upgrading. In this way we will be able to work effectively with the Africville Action Committee and local Manpower officials, providing a resource base for the youths/adults and supporting them in their new venture!

Second, we will assist the Africville

1. See enclosed, brief recently presented by the

Action Committee in the several projects it has been developing with Canada Manpower and the department of Social Planning of the City of Halifax. These projects include housing, credit union and financial compensation. Our work in these regards will entail both research and organization.

Thirdly, we will devote some time to revitalizing the Black community of Nova Scotia and Africville by researching and making available historical sketches of some of our Black leaders of the past. This work will involve research on the ministers of the Mother Church of the African Baptist Association and discussion of the historical sketches with young and old in the Black Community.

In effecting these objectives we can count on the support of the department of Social Planning of Halifax, the Africville Action Committee and the sociology department of Dalhousie University. Since we will be working closely with the above groups our evaluation should be direct and easily achieved. Progress reports will be available at the

end of each of the three months. A final report is to be submitted at the end of the three months. Mr. Archie Dixon of the Africville Action Committee, Dr. Donald Clairmont of the sociology department at Dalhousie and Mrs. Alexa McDonough of the department of Sociology Planning have agreed to assist in seminars wherein the results and actions of our project group will be assessed. Financial records will be kept by the group and supervised by the Africville Action Committee.

Budget:

Personnel:

② high-school graduates
~~high school~~ currently in
Transition Year Program
Dalhousie University

3 months ~~\$~~ 1000.00

3 senior high school
graduates

3 months = \$3000

Subtotal = \$6000.00

Supplies:

Stationery, Pens

\$300.00

Total = 6300.00

Thurs, Jan. 30 - didn't receive regular cheque
so went to office
- told that "everybody was cut back
due to gov't interference"

Mrs. B. states - were receiving \$64-68 w. wk.
for 3 years

H. began work at O'Connors Cleaners in Oct. '67
@ \$64 wkly. or \$248 monthly

Mrs. B. says Co. has known all along &
cont'd. to pay \$64-68 wkly.
until last Thurs.

Bud,

questionnaire returned to Social Planning
Nov. 25 /68 shows social assistance
from County to be \$40 monthly -
the exact same amt. as she is presently
receiving

? | ? |

See budget sheet attached

CREDIT UNION FILES IN DRAWER. (31)

FILE NO			
1	ACTION FILE	28	MINUTES OF CREDIT COMMITTEE
2	ACTS, BY-LAWS, REGULATIONS.	29	MINUTES OF SUPERVISORY COMMITTEE
3	Canadian Mutual Insurance Society	30	MANAGER'S SPARE.
4	AUDITING.	31	CENTRAL MORTGAGES & HOUSING.
5	N.S.C.U.L. - QUINPOOL RD - HFX.	32	SEAVIEW CREDIT COMMITTEE
6	N.S.C.U.L. - ANTIGONISH - N.S.	33	SEAVIEW CREDIT UNION.
7	N.S.F. CHEQUES.	34	MANAGER'S REPORT
* 8	AFRICVILLE ACTION FILE.	35	BANK STATEMENTS.
9	REGISTRAR OF CREDIT UNIONS.		
10	SOCIAL ACTIVITIES: CREDIT UNION.		
11	SEAVIEW CREDIT UNION SHARE LETTERS		
12	FOLLOWUP PROGRAM		
13	BILLS		
14	RECEIPTS.		
15	MINUTES OF BOARDS OF DIRECTORS		
16	SEAVIEW CREDIT UNION ARREARS LETTERS		
17	CREDIT UNION BLANKET DISCOVERY BOND ⁵⁷⁶		
18	DELINQUENT BORROWERS.		
19	CO-OP GROCERY DEPOT.		
20	RE HOUSING.		
21	CO-OP HOUSING.		
22	CREDIT UNION LEAGUE SHARE.		
23	LETTERS OF CORRESPONDENCE.		
24	MANAGER'S LOAN APPLICATION		
25	NOTICE OF MEETINGS MANAGER'S		
26	CANA MUTUAL INSURANCE SOCIETY		Notes.
27	EDUCATION PROGRAMS: CREDIT UNION		Bank Statements.

R.P. - RESIDENTIAL REALTY

R.S. - FIRE PROTECTION ONLY

C.P. - BUSINESS REALTY

B.P. - BUSINESS OCCURANCY

429-7930
423-6676

Bucci

LIST OF TAX RATES

<u>YEAR</u>	<u>R.R.</u>	<u>SEC. 409(b)</u>	<u>B.R.</u>	<u>B.T.</u>	<u>FIRE PROT.</u>	<u>SCHOOL REBATE</u>
1965	2.35	2.25	5.10	5.00	.10	-
1966	1.81	1.73	4.29	4.21	.08	-
1967	1.93	1.85	4.58	4.50	.08	-
1968	2.05	1.98	4.70	4.63	.07	-
1969	2.35	2.27	5.00	4.92	.08	-

JOHN WRIN - 226 - deputy police - on board of directors abo of N.S. Credit Union
League

~~MR. GUNER - 310 (S. L. FORDS)~~

CUNA INS - 463-7013 (MR. FRANCIS HOURIHAN)

MR. VIAU + MR. PORTER - 424-4317 (Prov Insp.) anything Technical

JOE KENNEDY - 423-8900 works in league office - ^{500 on} bookkeeping

LINDA - 422-1738

LLOYD Farrell - 453-0059 pres of Seawen C.U.

~~ROSE WRIN (B. W. F.)~~ - 423-7136

Meas-on - Wheels - 453-1068 Mrs. Sumarah ~~422-6751~~

[REDACTED]

Work Experience

[REDACTED]

Position - Sorting

Duties - Every morning at 8.00 a.m. I had to sort towels & sheets.

References - Mrs. [REDACTED]
[REDACTED] from [REDACTED]

Reason for leaving - Returned to Halifax

Objectives - To take a business course my school grade is VIII to be upgraded to the proper academic requirements to take training.

Personal Data-

Age: 17+ single

Height: 5:7

Health: Good

Weight: 128



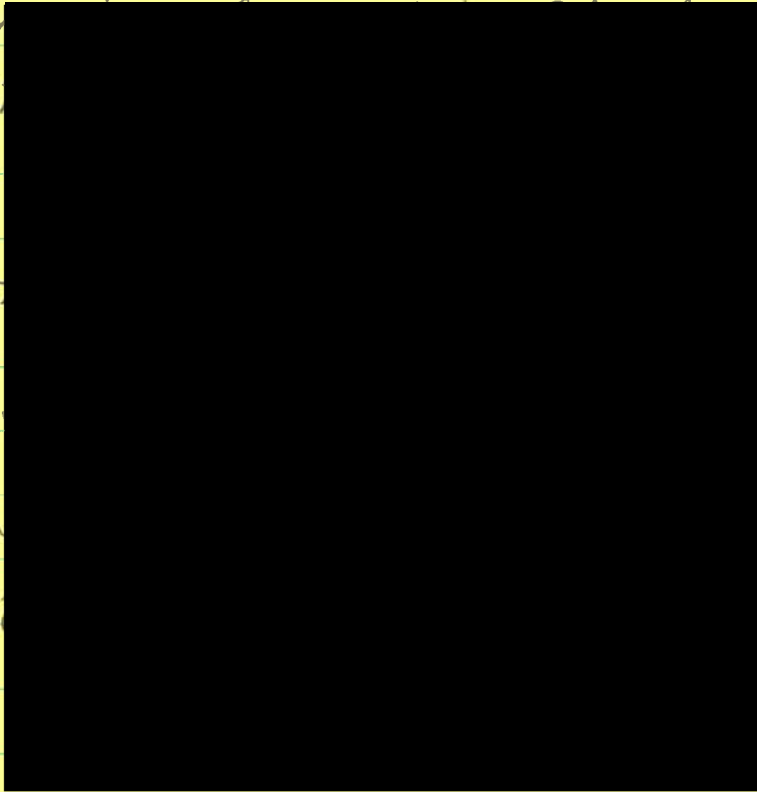
Hobbies - Dancing

Reading (Typing)

Valley Ball

Basket Ball

References - 7



Jan 16/72



1. What things have I done to any degree of success:

Paid- Modern Cleaners: cleaning offices

Faster Lined Services: sorting

Household help: cleaning peoples' houses

Unpaid Work- Magazine Rd: selling magazines over the phone

Study: reading, cooking and sewing

Play- baseball, basketball, volleyball

2. What things have I done that others have commended me for doing in an exceptional manner:

Paid- house cleaning

faster lined services

Unpaid Work- selling magazines over the phone

Study- cooking, typing

Play- basketball, volleyball

3. What jobs have I held (Describe in detail)

Paid- Househelp I held because what I had to do

to do was to help my mother

Unpaid Work- I held Magazine Ad long because I didn't have anyone supervising me.

Study- Reading because I like to read interesting books.

Play- Basketball I find is a very interesting game because it can be played all year round. Volley ball also is interesting.

4. What kind of equipment say I operate:

Pair- When working at [redacted] I had to use a presser or marker which puts their brand on the things. ~~It is~~

Unpaid Work- I would consider a phone equipment because I had to know how to operate it. Also a television, tape recorder and record player.

Study- If a book is equipment show I can handle it.

Play- In Basket ball & volley ball I had to know how to aim and throw it so I could get points.

5. What are the things I really like to do:

Pair- I like cleaning offices because I would say I'm experienced in it.

I would like to work in an office as a secretary because it's something I want to do.

What kind of job I'm interested in doing?

III

I only read books on it so I haven't got any experience in it.

Unpaid Work - I like to help people in anyway that I can like volunteering for work.

Study - Reading, history and typing

Play - Basketball volleyball

2. What are the things that I do not like to do:

Paid - explain my mistakes
describing things

Unpaid Work - minding the house
don't like to fight or argue

Study - arithmetic, science, spelling and pench

Play - football and hockey.

76/ Canada Manpower Acco - recommendation re
the LIP proposal. ✓

The Cornwallis St. Baptist Church is requesting funds for the construction of new facilities to adequately house its present social action programs and to implement additional programs. Because of the nature of the Social Planning Department, Rev. J.C. Mack, pastor of the Cornwallis St. Baptist Church, has requested that the department address itself to the social needs of his church and community area and the validity of programs sponsored by the Church. The following is an explanation of the role of the Church in the community.

The Cornwallis St. Baptist Church is located in the core of a low-income depressed area of Halifax city. The area is characterized by a high concentration of families subsisting on welfare

~~and~~ and social assistance, poor and overcrowded housing, broken homes, many one parent homes, deprived families and underprivileged children. Church membership is about 950 ~~sets~~ ministering as they are able to a community of about 2,000 ~~persons~~ people.

~~At~~ At present, the church is the only one in the area serving a large number of black parishioners, in particular the older black community. Also many persons from the displaced Africville community, formerly located on the shores of Bedford Basin, ^{are now attending} have found a new spiritual home within the Cornwallis St. Baptist Church. The ~~integration of an~~ ^{persons from} old established community to a new community and a different way of life is slow and painful. This transition has been greatly facilitated through the

interest and concern shown to the Africville relocates by Rev. J.C. Mack on behalf of his Church and the incorporation of these persons into the life of the Church.

The Church not only provides for a spiritual life but also involves its community in many social events such as suppers and trips to other churches outside the area. All this serves as a strong social support to the church community.

In addition, the Church runs a pre-school several afternoons a ~~is~~ week, operates a clothing distribution depot and serves lunches to school children who do not normally have a proper breakfast or lunch of any kind. The Church hoped to start a day care but space is a ~~is~~ severe

obstacle to the starting of this project

Rev. ~~W. Mack~~, ~~pastor of " "~~

states ; "our church has a unique opportunity and a christian responsibility to meet the challenge of social action that the needs of our area present."

In particular, Rev. Mack is ~~is~~ very

interested in encouraging the older members of his

Church to run projects to involve and benefit

themselves and other senior citizens not involved in

the Church . Rev. Mack has seriously discussed with

representatives from the Social Planning dept. of the

City of Halifax



the operation of a dial-a-friend program^{and} a broad version of ^{the} meals-on-wheels concept combining the serving of meals to older citizens with an afternoon of social activities and recreation, for example arts and crafts.

Particularly for the older black community, the church is the one social institution they have come to know ~~and~~ to love and to trust. It is very appropriate then that the church be the agent to solicit their involvement in projects designed to call forth their talents and experience.

~~For all that~~ The ~~churches~~ existing church facilities are not only inadequate for the operation development of new projects but are the source of considerable confusion now as youth groups collide with spiritual revival programs and space and times

are juggled in an effort to accommodate all groups in the one church hall. It is important to note also that ~~the~~ facilities for meetings and for adult recreation and youth activities is severely limited in the area so that other facilities cannot be utilized to ~~effect~~ alleviate the space problem.

~~Facilities for meetings and youth activities~~

In summary, because of the validity of existing and proposed socially oriented projects of the Cornwallis St. Baptist Church, and because of the lack of space either in church-owned facilities or in the larger community, ~~it would~~ construction of new facilities is necessary and worthwhile.

Therefore, the Social Planning dept. of the City of Halifax endorses the request of the Cornwallis Baptist

Church for sufficient funds to expand its facilities
for the betterment of the church members and the
community at large.

Senior Citizens

visit Clarke in Abbots Lane. Linda

Check with Jesse Dillard re use of swimming.

BUF - better contact.

- What's happening to MOVE.'s worker.

✓ ~~major leader is disgusted.~~

✓ ~~who is to go in under Home-Aid.~~

✓ ~~Statement of acct. for Connors.~~

4231371 Mrs Romans
Red Cross Arts & Crafts

Lt. Com. A. F. Roland.

4530962

Mrs. Locke - Peri 4297861

movie

cards

art class

Birthday party

Bingo

Buo ride

dance · orchestra on occasion.

meals 35¢ nite

new TV.

jute box to dance

bowling

Cultural Activities

at Dal. Student Rm.

Nov 23-26 Dunn Bldg.

Plots of Bull medicinal
Evening

how T.V. is produced

at dmth. high school. Country Time

Atlantic Winter Fair

ICCNPADES

Mrs. Maye Senior Cit. Club

Walter Kallou Coaches.

services · Transportation free, donation
every so often.

K. Mani · Bedford Shopping Mall.

Xmas Shopping.

Jesse Dillard ^{the cook} · Cooke Hudson.

429 / 1540

4531068 Sumarah.

Up to last 3 mos. gone to capacity.

36 people 3 days wk. Mo. W. F.

expansion either another 18
or 5 days wk.

from St. Vincent to Civic Hospital

no waiting list

only peninsular area - excludes Spyfield,
Rockingham, Fairview

non-agencies - very proud - missing these.

people who didn't want to go yet to manor
" who get better.

public health officer is a real stinky.

Volunteers use periodic ~~setups~~ tests
may need a health set-up

1.25 dinner including no cooks.

60¢ dinner.

get cost of dinner from senior citizens.

1-1.25

will send in mail 4244393

✓ Jesse Ray dept. of nutrition. public health:

plan menus.

single men on weekends.

Public Health
424 3230
Mrs. Sutherland.

✓ ~~Thursday Yvonne.~~

50¢-60¢ cleaning utensils 2.00 wk.

labor or expenses for table covering
napkins.

foster grandparents

Jo Williams - Preston

Sewer services
Septic tank
if so another
services
with the street

To: Central Mortgage and Housing

must connect to
service.

A proposal for Financing Mortgage Loans
for former Africville Reboaters.

Jimi Murray

N.S. College Art &
Design.

✓ Senior Citizens.

Meat on Wheels.

women who run present church program.

(2023) copies of Red Cross
Senior Citizens.

- projector

1-2 days wk. 1:30 - 4 or 4:30

an activity each week.

Meat on Wheels - St. Vincent's Home

Mrs. Samara

421-5320

Mon. Wed. Fri.

Mail forms to Red Mack for LIP
& New Horizons.

453-1068 -
Sister Anne.

nearest Cogswell

RAPID
RELIABLE

gott St.
T.U.

For
our
group
only

INVESTIGATION OF SERVICES FOR SENIOR CITIZENS WITHIN THE
CHURCH AREA OR SERVING THE ENTIRE METRO AREA

1. Senior Citizens Club serves all of Halifax. They serve meals each nite for 35¢ each. They have other recreation activities like movies, cards, art classes, Bingo, dances sometimes with an ochestra, and bus rides to places of interest outside Halifax. Their New Horizons project will include requests for a new T.V., bowling materials and a jukebox. Sometimes the group goes to Dartmouth Highschool to see Country Time (a T.V. production); they often get tickets for things like the Atlantic Winter Fair or Ice Capades.

2. Meals-on-Wheels - serves meals to persons who can't prepare them for themselves and have no close relative who can do it. They serve 36 people right now 3 days a week. They are thinking of maybe going to 5 days a week or maybe serving meals to another 15 people. Some people use the service when they are sick and stop it when they are better.

3. Red Cross Senior Citizens -
 - a) visits to Camphill - a group of old and young visit patients in Camphill.
 - b) helping group ^{=> anyone can join or start their own group.} mend clothes, make swabs (for bandages) and do other things that help the Red Cross work.
 - c) a small project is going to Train those who are good at a craft to teach senior citizens. This is just starting.
 - d) they have a new book out that tells all about pensions senior citizens can apply for. It explains in detail.
 - e) every saturday thru spring, summer and fall, buses took senior citizens to some place of interest.

4. Northwood Manor - Sunrise Manor

These groups are submitting projects to New Horizons. I don't have details on these.

Hope Cottage:

Serves meals about 30 men of all ages in the evenings. The men can then remain for a social evening. The men do all the cleaning up. It is designed to serve men in an emergency situation or in recurring tight financial situations. The meals are donated by various charitable groups and interested volunteers in the metro area..

Salvation Army:

Serves breakfast, lunch and dinner to men either staying at the hostel or those who wish to come in from the outside. The men pay a small amount for each meal.

Johanna
Angele

March 21/72

①
Items to be discussed as

Africville

A Credit Union

- (1) ~~⊗~~ mtg. of Executive to discuss present position & possible alternatives - incldy. hiring of fulltime t/klpr. (perhaps Cass from May to Sept?)
- (2) ~~⊗~~ Find out what members really want re Credit Union
- (3) ~~⊗~~ calling of general Mtg.

B. Education & Employment C'ttee

- (1) ~~⊗~~ Johanna's evaluation of last pre-employment session
- (2) ~~⊗~~ mtg. with Cda. Manpower representatives re. next pre-employment session: also getting
 - (a) the objectives of this ^{type of} session programme to be clearly defined; ^(b) setting date for next session;
- ~~(3) mtg. of the Education C'ttee to report on (2) above.~~
- ~~(4) mtg. with e~~
- (d) Possibility of hiring someone from Africville who ~~took~~ ^{participated in} the first training programme to assist Cda. Manpower representatives in presenting the course & doing outreach work until May 31/72;
- (e) Social Planning's input to be concerned with social problems ~~the~~ the necessary counselling, and not in ~~the~~ the actual presentation of the course.
- (e) Possibility of using Job's students during the course.

(3) Mtg. of the Education C'ttee to report on

C. Other

- (1) ^{Comprehensive} Report to date on what has taken place since October 1971
(to be ready for April 20/72)
- (2) List ^{+ comment on} other projects in which you are involved in the Africville
~~City~~ Community (April 5/72)
- (3) ~~Final~~ ^{Short} rept. on the present state of the Housing C'ttee.
(April 5/72)
- (4) Any other relevant information re your work with the Africville community

ORIENTATION

Here to do what?
Why are you here?

Feedback

- Job - career - chance for advancement.
- Job only - money
- Pressure from Parents
- Stability - marriage? security? family?
- Material things
- Freedom
- Learning
- Confidence
- Respect (Self + from others)
- ~~Self~~ Testing self (ability)
- to get off welfare → independence
- Broaden interests
- Second chance for a job
- Purpose in life
- to get more background[†] or experience for getting
+ holding a job.

NB Compare this \bar{c} opinions
at end of Program??

Questions raised by Peter McFonnell re. Job Opportunities prg

1. Proposal states two objectives. Were there others?

2. Selection Criteria

- I) a) Were clients literate? How do you know?
b) Marketable skills?
c) Disabilities? How do you know?
d) Potential to adapt? How do you know?
e) Motivated?

II) Who did the selecting of clients?

3. E & C Groups

- a) How many of the control group are employed? Is it full time or part time?
b) How were they placed in E or C groups? Who did this?

4. Program

- a) What was done to the E group and not done to C group?
b) Were there changes made in the program after it started?
c) How did the program differ from the outline in the proposal?
d) Was it intended to have a program package?

5. Job Recruitment and Placement

How did you go about searching for jobs? What were the inducements to the prospective employer? How did you know he would be willing to give proper OIT?

How did you match the client with the job? Was any work done with family during program and follow-up?

6. Follow-up

- 1) Are forms being used to collect the follow-up information?
a) Is the employer interviewed? Or the employee? or both?
b) If both are interviewed does the same person interview both?
c) Is the follow-up on a regular basis?
i.e. weekly, every two weeks, or is the schedule irregular? or is there a schedule at all?

- d) Were any questions asked of the employer or employee that were related to the program? This would be a method to see just what the client learned in the program?

7. Evaluation

- a) What were the plans for Cost-Benefit Analysis?
b) Just how was the effectiveness of the program evaluated?
c) What changes would you want to make to improve the program?

Regulations under O T A

Training in Industry Regulations - phone Ed Leclair
for copy ↗ (on July 23 or so).

July 14/71

/ see
over

Before referring any person to the test they should be:

- 1) well motivated
- 2) do the screening exercises (this should be done by a counsellor)
- 3) had a good rest the night before
- 4 under no circumstances be under the influence of alcohol.
- 5 be informed what they can expect (vision + hearing test - reading - arithmetic - Part III of CAFB and a non-verbal test).

The administrator requires full co-operation from the examinees (this is very important)

If for any reason they do not want to write the test, they should not be referred. In other words, they should not be forced into writing the test.

Resumes

2 tasks - 2 groups

Arch. we're with you.

Arch = Joh. what we saw.

Boyle has to have a class:

combine job interviews + role play

sec 2 less 5

there are
1) jobs available
2) how much money earn in diff categories

- Day 1 - introduction ^{beatfoot} ← s) how you can change forward helped themselves in person
- introduce person sitting next to you - getting to know
- card game ^{b)} helping each other ^{or put life skills in here}

Can Boyle do this - pictures - what you see is how you judge + Ernie

- Day 2 - a) movie - Things I cannot change (look for life skills)
- (1) b) what life skills have you. (xerox the list)

- Day 3 - creative job search ^{ask what Boyle did} what employment skills ^{name} have you?
44 tapes - what have I done well.

- video - role play employer. applicant + dress manners etc.

- Day 5 - aptitude tests in class - in middle of course
(field trip to vocational institution ^{see 2 less 2}
exploration of more types of jobs + training ^{see 1 less 3}

- Day 6 - discussion and problem solving (film The Pursue or how to conduct a job on the job - ^{alcohol}
1. fight fairly
2. helpful behaviors in groups
3. rating behaviors in groups ^{good work habits}

- Day 7 - more ideas of what jobs entails - help each other ^{to be realistic, films?}

- Day 8 - ✓ to work or not to work ^{video} ^{immed after a j.s.}

- Day 9 - family vis avis employment

- 10 - health compensation: UIC: ^{social + health services}

- 11 - how to look for a job ^{Boyle} widen scope - letter of applic.

- 12 - mobility ^{look} how to call an agency ^{careers for job if you choose}

- 13 - Can. Max. (Becheran) ^{letter of applic. → how here. to be}

- 14. - (Field Trip to Employers ^{exploring expectations of employers.}

- 15 - good work habits → appearance (or with video)

- 16 - ^{union in employer} employer + employee ^{sec 1 less 1} respons. ^{Union Rights}

- 17 - alcohol drugs ^{union}

- 18 - money management ^{xerox this}

16 March

Jim Boyle

1) printed materials.

o Thurs. ~~morning~~ mom. 9:30

35 min slide projector

Day 1 - [faded text]

Day 2 - [faded text]

Day 3 - [faded text]

Day 4 - [faded text]

Day 5 - [faded text]

Day 6 - [faded text]

Day 7 - [faded text]

Day 8 - [faded text]

Day 9 - [faded text]

Day 10 - [faded text]

Day 11 - [faded text]

Day 12 - [faded text]

Day 13 - [faded text]

Day 14 - [faded text]

Day 15 - [faded text]

Day 16 - [faded text]

423-7498

NAMES Sid Harold Crowell

Austin Lowell White Cross Centre coach for retarded children

- Bank of Montreal age limit ~~40~~ Archer
salesmanship clerk. get someone who knows sales

- Dockyard can't get friction wrench
washing machines

- job City Field 2.15 hr. wants dockyard

- Tried Volvo ~~lost~~ can't get in dockyard
wants mechanical helper

record: video. gr. 10 apprentice

- Tried Volvo welding - not out of town
call WSIT get list of trades

- chauffeur • New Options didn't suggest upgrading a trade
can't read Benchmarking. did we try cleaning at Scotia Sq.

- upgrading? before welding course - may get it
~~cancel if not~~

- B. of Montreal or upgrading of secretary

- Secretary (may not need upgrading
- Taking equivalency) program

- B. of Montreal (is in) or upgrading of IBH
Sept. Survey

- upgrading - art.

- grade to secretary B. of H.
can she get right in to see.

Tuesday

wednesday

th. Thursday. for resumes

ask them to fill in what life skills they feel they have
which ones they want
to improve on.

1. a) ^{then} introduce person next to you
b) pictures or helping each other

2. creative job search - cover how to search for a job

3. Review resume

4. finish anything - tape on (what I've done best)

5. to work or not to work

6. money management - towards the end

{ check with
Ernie Rafuse
re film shown
at his leadership
course

7. Health Day

8. group work (video 1)

9. Video (2)

10. Exploring job preferences

11. visit to Training centre⁴ or to jobs

12. Mobility

13. exploring your chosen career or job - letter of application

14. ^{job building} good work habits

15. How family affects your job

16. problems on the job. - alcohol

17. expectations of an employer (a) what quest. will we ask
(b) visit by employers)

18. job finding - manpower & cover how to search for a job

19. visit to employers to apply for a job

20. recap of visit to employers. - Human Rights

21. wind up. - Jim Boyle.

Appendix 5:

EVALUATION OF ORIENTATION AND ASSESSMENT PHASE

Part I.

1. Recruitment

2. Testing

(a) I Q Testing

(b) Psychological Testing

(c) Aptitude Testing

3. Initial Interviews

1. Recruitment:

The Employment Subcommittee held one meeting of all the Africville relocatees to inform them of the employment project. All relocatees were notified by a mailed letter. In addition, each Africville relocatee on the Subcommittee took responsibility for spreading the word and encouraging persons to attend the meeting.

The meeting was held November 23, 1971 at 8:00 p.m. in the North End Library with approximately fifty in attendance. Arch Dixon as head of the Africville Action Committee explained the project, representatives from Canada Manpower and Social Planning Department of the City of Halifax were present to answer questions concerning their involvement in the project. To prepare for this meeting

- a) Arch Dixon and Johanna Aucoin, Social Planning held a smaller meeting at which ten selected Africville community representatives were informed of the project and then all helped to finalize the agenda.
- b) Irvine Carvery, Africville Action Committee, and Alex Warren, Canada Manpower finalized an explanation of the course content for the upcoming meeting. This was not presented however at the meeting as Mr. Carvery was not in attendance.
- c) Marion Howe, Africville Action Committee, and Angela Julien, Social Planning met with Dr. Oliver of the N. S. Adult Education Department to gain information on equivalency testing and to prepare an explanation for the meeting. Marion Howe subsequently explained the tests at the meeting.

At the next meeting of the Subcommittee, a proposal was made that groups be formed from among those persons who expressed interest in the project at the meeting. These groups were to be divided according to age. The groups were to serve as a local point to further explain the project, to keep interest alive and to encourage new members. Each grouping would remain intact for the duration of the project. However members from the Africville Action Committee were opposed to this feeling that it was too structured. Therefore Arch Dixon and Johanna Aucoin, the project co-ordinators attempted to contact as many prospective applicants for the project as possible. At the start of January 1972 Clarence Carvery, Jr. recently hired by MOVE as a community worker assisted the co-ordinators in this task. At the same time the Bank of Montreal was starting an employment project and an attempt was made to interest the Africville people in this program.

The course commenced January 12, 1972 with Mr. Arch Dixon and Mr. Alex Warren, Canada Manpower and Johanna Aucoin, Social Planning, directly assisting in the running of the course.

2. Testing:

- a) Forms of I Q tests were investigated. It was found most feasible to go ahead with the regular battery of tests of Canada Manpower. These tests were
 - 1. A hearing pre-test in which vision and hearing is coordinated with the identification of objects to solve oral problems quickly
 - 2. The standard G.A.T.B. series that rates an individual on the percentile formula whereas the deviation factor of equivalents possessed by segments of the general working population has a percentage base but is expressed in percentiles.

This test is much more extensive and is suitable for those possessing or functioning at grade VIII and better

Testing was done in small groups previous to the start of the program and everyone who entered the program was tested. Although it was expected that apprehension would run high, the care and small group attention provided produced a noticeable decrease in anxiety over the tests among those first tested and this carried over to other recruits. Some difficulty arose when three applicants who could not read were sent for the tests. This caused the three some embarrassment. All three were retested using the non-verbal G#. No reading is required to be done by the individual taking the test . . . his comprehension will depend upon the detailed explanation of the administrator . . . this type of test is usually administered to those who have a minimum or no reading skills.

- b) Aptitude testing was to be done but to avoid lengthy tests at the start of the program this was delayed until later. This testing never was done.
- c) No testing was done on the psychological needs of the trainee or on his needs within the course. If this type of testing were done, it would have facilitated the co-ordinators work with the group as the co-ordinators would be more aware from the start of the psychological makeup of the trainees. It would also have facilitated personal counselling. While the trainees should not be subjected to testing for the sake of testing, the short duration of

the course makes it important not that we dispense with testing to save time but that we use testing to get to problem areas faster.

3. Initial Interviews:

Interviews were scheduled to be conducted the first day. This however was altered as such interviews create a time gap for other trainees waiting. These interviews were conducted in the first week and half of the sessions. However it would have been preferable if these had been done previous to the start of the sessions.

The interviews were originally set up to be a prelude to any counselling necessary, that is to inform the co-ordinators of the needs and aspirations of the trainee both in employment and "social" areas. The co-ordinators would have been more aware of the needs of the trainees if the interviews were conducted earlier. It is recommended that the interviews become an integral part of the orientation and assessment phase with recruitment and testing.

Evaluation of Pre-Employment Training:

1. Setting for the course
2. Provision for financial maintenance for the trainees
3. Method of presentation of the course
 - a) allocation of daily responsibilities
 - b) length of topics
 - c) use of audio-visual material
 - d) participant involvement
 - e) depth of presentation
4. Course Content
 - a) Changes in Course Content in past course
 - b) Recommendations for changes in Course Content in future courses
5. Counselling
 - a) individual personal counselling
 - b) individual employemtn counselling
 - c) family counselling
 - d) recommendations re Social Planning co-ordinator's role
 - e) recommendations re small group counselling
6. Follow-up
 - a) method of approach
 - b) lag between course and job or training
 - c) confusion of terms
7. Definition of objectives

8. Evaluation of the course

- a) student's assessment of the course
- b) co-ordinator's assessment of the total project
- c) psychologist - Canada Manpower - final evaluation
- d) factual records on number and type of job placements

Pre-Employment Training:

Group sessions began January 12, 1972. Attendance rates ran on an average about 75% during the course.

1. Setting: The premises chosen were in the downtown area of Halifax, in the City Hall. Basic administrative work of city departments is carried on in this building. The training course operated from one medium-sized room and two smaller ones for small group discussions. The rooms were adequate but not in the least fancy. Several trainees were asked about the premises. All felt it was quite satisfactory and that they felt "at home". However both co-ordinators felt that a somewhat more attractive setting was preferable. Also the main room should be somewhat larger allowing for breakup into smaller groups within the room. This has the advantage of one group driving the other to come up with ideas.

2. Provision for Financial Maintenance: The provision for financial maintenance of those trainees with no other means of support was processed through the regular Social Assistance method. It was felt that if special emphasis and concern were given to the trainees that they would see the maintenance as one step towards a new start and that the concept of independence would be reinforced. However some trainees voiced considerable distaste towards approaching the Social Assistance office even though they understood they would receive special emphasis. Also the means scale in itself serves to reemphasize the welfare concept. When some trainees proved to be eligible for more money, others felt they were not treated fairly.

When both the Social Assistance setting and the means scale were seen to be creating difficulties, the Social Planning Department had the remaining trainees visit a separate office and receive a set amount of money which was termed a course allowance. This was a much more satisfactory arrangement.

3. Method of Presentation of the Course:

- a) Allocation of daily responsibilities - difficulties arose in the actual running and day-to-day presentation of the course. The division of responsibilities was not adequately spelled out either in the project proposal or by common agreement among the co-ordinators. This led to some confusion. It is strongly recommended that these details be worked out at the start of the course.

- b) Length of topics - this is often difficult to gauge. As a result, several sessions were too short. Lengthening and shortening of presentations varies with each group so it is recommended that the co-ordinators review upcoming course presentations about a week after the start of the course.

- c) Use of audio-visual material - group discussions were paramount in the course and they were effective. Some more extensive use of audio-visual material is recommended to keep the interest of those with shorter attention spans. The emphasis in the creative job search on the written word through the use of slides proved a frustration for illiterate trainees.

- d) Participant involvement - all trainees were actively involved throughout the course. However more emphasis should be placed on each taking a leading role at some time. This is not possible immediately at the start of the course but with the co-ordinator's encouragement as well as that of other trainees can be a reality later in the course. This benefits the leader and reinforces leadership role possibilities in the group's mind.

- e) Depth of presentation - the co-ordinators often did not know where the group was "at" vis-a-vis a certain topic of discussion. This made course presentation difficult. Information should be gathered from the trainees as to their present level of thinking on various topics before the start of the course.

The interest of the young ones waned at times throughout the course as their concentration span appeared shorter. They were also inhibited in their expression by the presence of elders several of whom were ten to fifteen years older.

The inability of some members to read materials presented was a serious drawback to their involvement and resulted in embarrassment, frustration and boredom as they could not make out what was going on. Age groupings originally intended to be held to, were broken to allow the course to start on schedule.

4. Course Content:

a) Changes in Course Content: A representation from the past course

Canada Manpower planned the course curriculum six weeks in advance of the starting date. Some recommendations were not voiced early enough by the Social Planning Co-ordinator leading to difficulties in implementation. It is recommended that unless the research nature of the project necessitates the strict adherence to the original curriculum, it is preferable to make changes in course content and method in line with the nature of the particular group becomes apparent. This can of course be done only if the change can be prepared for and carried out in the available length of time.

The only revisions in resource persons were made in the program to include a speaker from the Nova Scotia Human Rights Commission and an employer. Both dealt in their respective areas employer-employee relations. Rather than the originally scheduled home economist, a representative from the Orderly Payment of Debts came as it was felt the subject of debts usually enforces the urgency of budgeting. Only minor variations from the original curriculum occurred in the presentation of course content.

b) Recommendations for Course Content changes in future groups

The course laid considerable emphasis on how to find a job exploring all the necessary areas such as grooming, job-interview Canada Manpower interviews, how to approach an employer, etc.

Emphasis was also laid on motivating persons to work by emphasizing their own worth as a human person and their actual or potential value in the labor market.

There are two areas in the course that requires the inclusion of new subject matter. The first is the area of job opportunities. Considerable emphasis was placed on discovering what work a trainee had previously done well but not enough on the types of work the trainee might want to consider for the future. It is recommended that the following inclusions be made into the curriculum.

- a) Exploration of more types of jobs and training - this includes showing the trainee the many types of training available and the many types of jobs with considerable explanation of what is involved in the job, how a person could get training etc.
- b) Aptitude tests - these should be done possibly right in the class with a counsellor available to explain the meaning of the tests. This may help to broaden a person's concept of what they can do.
- c) Field trips to vocational training institute and to some job opportunities - not to apply for work or training but to get an idea of what training or a certain job involves.
- d) Some concentration of having trainees widen the scope of their job searching. This is a proven problem with low income persons. Attempts have not been very successful in other projects but some effort (a more concentrated one) is warranted.
- e) More concentration on how to handle grievances with colleagues and employers. This is not only useful for the future jobs of trainees but it also means an exploration into past difficulties and frustrations which are harmful to the trainees attitude to any work or any employer and may impede his job-search outlook.

The second is the area of "social" aspects related to employment.

The former course did include a session on debt counselling, budgeting and banking. It is recommended that other social areas which affect the life of the trainee also be discussed.

Three possible examples are cited:

- a) How to call on an agency whether employment or otherwise. (Many persons in the last course exhibited considerable apprehension towards calling on an agency. Others never got around to it; this co-ordinator feels that such apathy is normally indicative of considerable apprehension).

- b) Does family life affect one's job?
This is merely an opening up to many other discussions.

Does one's job affect family life?
What are the effects of welfare on family life?
Do they completely disappear after finding a job?
What is the image of the male role vis-a-vis employment, vis-a-vis supporting a family?
It is different for blacks, for Africville residents?

- c) Use of multi-media kit for health services such as nutrition, family planning so that each person could pick matters of most interest to him. Also cover compensation information re injuries and UIC information re pregnancy, sickness etc.

5. Counselling:

There are three types of counselling involved in a project such as this (1) individual personal (2) individual employment and (3) family. These three necessarily overlap.

- a) Both co-ordinators took responsibility for personal counselling. Initial interviews were divided and completed by the second week of the course. Individual counselling continued on the course site and also outside course hours. It is recommended that initial interviews be conducted before the start of the course to speed up the process of counselling.

- b) Individual employment counselling was handled mostly by the Canada Manpower Co-ordinator. Inevitably personal and employment counselling merged. However the Social Planning Co-ordinator acted more as a referral agent to the Manpower Co-ordinator in this regard.
- c) Family counselling was the responsibility of the Social Planning Co-ordinator. Time was a serious limiting factor in this regard.
- d) It is recommended that the Social Planning Co-ordinator be freed from the actual running of the course in order to concentrate on individual and family counselling. The Social Planning Co-ordinator must necessarily be involved with the project to the extent of sitting in on some lessons but would not assume responsibility for the operation of the course. The Canada Manpower Counsellor is more familiar with the psychology of the unemployed trainee and has been trained in employment counselling. As the sessions actually represent in-depth group counselling for the disadvantaged unemployed, they more appropriately come under the heading of Canada Manpower.
- e) Also it is recommended that small groups be set up on an informal basis outside the course setting. Problems related to employment can often be talked through at that time. This would form a supplement to the individual counselling and would allow for peer group support and pressure in the resolution of trainees individual problems. Time often prohibits the exploration into individual problems within the course.

6. Follow-Up:

a) Method of Approach

Insufficient clarification over what constitutes follow-up proved a difficulty. Differences of opinion as to how much support and assistance the trainees should be given arose between the two co-ordinators. The two views were: (a) waiting for self-initiative so as to avoid possible dependence on the project co-ordinators versus (b) active support and assistance to cut through poor self-concepts undermining job seeking efforts. This difficulty was not resolved resulting in two different approaches to the trainees.

b) There was no definition over a reasonable time lapse between the completion of the course and entry into jobs. This resulted in considerable frustration for the trainees affected. It is recommended that some reasonable time span be decided upon and that this be communicated to the trainees.

The minutes of October 7th read.

Mr. Warren stated that at least three part-time placement people will be available so there won't be a lag between job training (i.e. the course) and job placement.

There was also an unavailable lag between the course end and training. This affected two persons who are presently unemployed. The minutes of October 17th read:

The next difficulty brought up was that of a waiting for training of up to 6 months. After phase one and two were completed. Mr. Warren suggested that most persons would require upgrading before training or else they would go on-the-job training so this problem would not occur.

Don Clairmont suggested that the minimum to be offered to those if any awaiting training would be on-the-job training.

Also Angela expressed the concern that some of the program's participants could not complete upgrading requirements for training in the 52 weeks allotted. Mr. Crowell suggested that whatever solutions were found this committee take it upon themselves to fill the gap.

Confusion of Term "follow-up":

As a point of clarification, the term "follow-up" is used in the project proposal to denote a 6 week check on the trainees to judge the retention of course content and to observe any behavior changes resulting from the course. There is no term used to designate the continuing work of the co-ordinators in the area of employment and family counselling.

7. Definition of Objectives:

Lack of clear cut objective for the project has been a major drawback to the course. The Social Planning Co-ordinator saw the objective as "the development of trainees to their potential". This means not only the finding "a" job but the placement of the trainee in on-the-job training, training or employment according to his potential. This is seen as a means for long term rehabilitation of the individual.

The objectives as stated verbally by the Canada Manpower Representative is that of "the finding of employment to break the cycle of welfare dependency".

The two objectives are not alien. However, that of Social Planning goes one step further. The project has proven to be a success under the definition of Canada Manpower.

Under the definition of Social Planning only those who are entering training are successful.

It must be noted here that the recommendations for inclusion of more aspects of "job opportunities" for a future course would greatly facilitate the reaching of the objective as stated by Social Planning.

8. Evaluation:

Evaluation was done (a) by student's assessment of individual progress and value of the course (b) by co-ordinator's assessment of the total project (c) by factual records on number and type of job placements and (d) by a final evaluation by staff psychologist of Canada Manpower.

- a) The feedback from student's was generally very positive both on individual course units and also on their own progress vis-a-vis self-confidence, knowledge of how to relate to an employer, ability to communicate one's thoughts. All but one verbalized growth in these general areas. One cannot be more specific as their comments were a free expression of feelings.

Student evaluation took the form of personal comments made and one written anonymous evaluation of the course very near its completion. It is recommended that students be encouraged to criticize content and format every few days. This is particularly important as the students played no role in the formation of the course. This could be explained to the trainees as a growth process for themselves by determining their own needs.

The feedback on specific course lessons was too diverse to point out any trends. No lessons consistently showed up as being most or least helpful.

Informal feedback from students about 2½ weeks after course end has been generally apprehensive, negative or express a feeling of being lost or dropped after the course was through, in regards to employment.

- b) Each co-ordinator is preparing a report of evaluation on the project. The outline has not been specified but it is expected that it will be a comprehensive one.
- c) Final evaluation will be done by staff psychologist of Canada Manpower Peter McGonnell after all three areas of evaluation are covered.
- d) Following is a list of the course participants with a record of their present status vis-a-vis employment and training as of April 4, 1972.

Present Status - April 4, 1972

- ██████████ - applied for jobs as city janitor
- ██████████ - referred to Vocational Rehabilitation - looking for work
- ██████████ - hired with City Field until May
- ██████████ - hired with employment project L.I.P. program home management aid
- ██████████ - awaits upgrading
- ██████████ - hired with City Field until May
- ██████████ - hired on Bank of Montreal project
- ██████████ - pregnant - awaits upgrading
- ██████████ - awaits upgrading - employed as waitress
- ██████████ - employed in dockyard as painter
- ██████████ - employed in dockyard - full time?
- ██████████ - awaits welding upgrading employed with city as labour under L.I.P. program.

Subcommittee on Employment for
Africville Relocates

Arch Dixon - Canada Manpower Cornwallis Street
Africville Action Committee

Alex Warren - Regional Office Canada Manpower

Bill Kane - Canada Manpower Cornwallis Street

Johanna Aucoin - Social Planning
Community Worker for Africville relocates

Angela Julien - Social Planning
Special Projects Supervisor

Harold Crowell - Social Planning
Social Planner

Yvonne Carvery - Africville Action Committee

Lloyd Farrell - Africville Action Committee

Marion Howe - Africville Action Committee

Edward Carvery, Jr. - Africville Action Committee

Don Clairmont - Sociology Department
Dalhousie University

JPE

EVALUATION OF PRE-EMPLOYMENT & ORIENTATION PHASE

Part I Recruitment, Testing, Initial Interviews and Evaluation of the Program.

The Employment Subcommittee decided to recruit applicants for the course in the following manner.

- (1) Each person on the committee who was an Africville resident would take responsibility for spreading the word around and encouraging persons to attend the major meeting.
- (2) A major meeting would be held on November 23 at 8:00 p.m. in the North End Library. Representatives from Canada Manpower and City of Halifax, Social Planning Department would be there to answer questions concerning their involvement in the project. Arch Dixon as head of the Africville Action Committee would explain the project. To prepare for this meeting
 - a) Arch Dixon was to hold a smaller meeting to finalize agenda material. Johanna Aucoin, Social Planning was to assist. This was done on schedule at Neighborhood Centre prior to the major meeting.
 - b) Irvine Carvery was to meet with Alex Warren, Canada Manpower to finalize an explanation of the course for prospective applicants. This was to be presented at the major meeting.
 - c) Marion Howe was to meet with Angela Julien, Social Planning to prepare an explanation of the equivalency tests.

- (3) The next phase was to be one of actual recruitment for the project. It had been suggested at the Employment Subcommittee meeting that groups be formed from among the prospective applicants and that these groups be divided according to age. These groups would be used in the time between the major meeting and the start of testing to help applicants gain a clearer understanding of the course, to keep up the enthusiasm for the course. Members from the Africville Action Committee were opposed to this feeling that it was too structured. Their assumption was correct; however, no format was set up to recruit persons and a delay ensued of about two weeks. When more recruits did not come forth, the two co-ordinators Arch Dixon and Johanna Aucoin split the list of all Africville residents and attempted to contact as many names as possible. At the same time the Bank of Montreal was starting an employment project and an attempt was made to interest the Africville people in this program.

Fifteen began - one dropped out after getting money. The result of all this was that in order to obtain the first fifteen recruits and to get the project off the ground within Canada Manpower time limits (personnel had been recruited for certain dates) the age groupings were broken. This, coupled with a very wide range of educational levels proved a problem. The interest of the young ones waned as their concentration span appeared shorter and their powers of intellectual thinking and problem solving were not as perfected as the older ones. They were also inhibited in their expression by the presence of elders, several old enough to be their parents.

The intellectual level was also a problem as some grasped points under discussion very quickly and then became bored. This was not however a serious problem. But the inability of some members to read materials presented resulted in a sense of embarrassment, frustration and boredom as they could not make out what was going on.

Testing:

Forms of tests were investigated. It was found not feasible to go ahead with the regular battery of tests of Canada Manpower. Testing was done in small groups previous to the start of the program and everyone who entered the program was tested. Although it was expected that apprehension would run high, the care and small group attention provided a positive outcome. The difficulty came when three applicants who could not read were sent for the tests. This was an error on the part of the co-ordinators and could have been avoided as the danger had been spoken of. The three were retested under appropriate tests. Aptitude testing was to be done but to avoid lengthy tests at the start of the program this was delayed until later. This testing never was done.

No testing was done on the psychological needs of the trainee or on his needs within the course, (that is his specific areas of ignorance or non-competence). If either of these were done, the co-ordinators would not have been so much in the cold when counselling or in the group sessions and emphasis could be placed where needed most. This co-ordinator is not in favor of subjecting trainees to testing for the sake of testing but the short duration of the course makes it important not that we dispense with testing to save time but that we use testing to get to the problems faster. This co-ordinator in a review of each trainee will attempt to show where such knowledge of the trainee's personality could be beneficial.

Interviews:

Interviews were to be conducted the first day. This however proved not to be feasible timewise. These interviews were conducted in the first week and half of the sessions. However it would have been preferable if these had been done previous to the start of the sessions.

The interviews were originally set up to be a prelude to any counselling necessary, that is to inform the co-ordinators of the needs and aspirations of the trainee both in employment and 'social' areas. The co-ordinators would have been more aware of the needs of the trainees if the interviews were conducted earlier.

Evaluation:

Forms were filled out the first day. However these forms required considerable assistance to be filled in as the interviewer was originally going to do them. It would be preferable if all such forms were completed before the start of the course.

Evaluation was set up to be done (1) by co-ordinator's assessment of individual progress (2) by student's assessment of individual progress and value of the course (3) by factual records on number and type of job placements.

The feedback from student's was generally very positive both on individual course units and also on their own progress vis-a-vis self-confidence, knowledge of how to relate to an employer, ability to communicate one's thoughts. All but one verbalized growth in these general areas. One cannot be more specific as their comments were a free expression of feelings.

Student evaluation took the form of personal comments made and one written anonymous evaluation of the course very near its completion. This co-ordinator feels that students should be encouraged to criticize every few days, content and format. This is particularly important as the students played no role in the formation of the course. This could be explained as a growth process for themselves.

The feedback on specific course lessons was too diverse to point out any trends. No lessons consistently showed up as being most or least helpful.

The feedback from students on employment has been generally apprehensive, negative or express a feeling of being lost or dropped after the course was through.

Each co-ordinator is preparing a report of evaluation on the project. The outline has not been specified but it is expected that it will be a comprehensive one.

Final evaluation will be done by staff psychologist of Canada Manpower Peter McGonnell after all three areas of evaluation are covered.

Present Status - February 28, 1972

- [REDACTED] - awaits Bank of Montreal *did not get*.
 may become employed in next employment project - *hired*
- [REDACTED] - *Trying for job as city janitor* ~~manager~~. ~~also possibility with LIP DAY CARE~~
Programs
- [REDACTED] - full time work until May with City Field
Job
- [REDACTED] - full time work until May with City Field
- [REDACTED] - awaits word from Volvo, is being encouraged to
 consider training, is employed in dockyard as painter
- [REDACTED] - full time work until May with dockyard
 anticipate continuation in this area of his choice
- [REDACTED] - awaits upgrading and eventually art training -
May be taking art classes at N.S. college of art in meantime.
- [REDACTED] - awaits upgrading and eventually secretary. *presently*
works nites as waitress at Zodiac
- [REDACTED] - took grade 10 equivalency passed - very close to 11
 (has babysitting problems) *now with Bank of Montreal.*
- [REDACTED] am - awaits Bank of Montreal *did not get* - *now in upgrading*
 IBM work is to take equivalency tests - April 3
- [REDACTED] - pregnant - took equivalency tests
- [REDACTED] - went to high pressure welding course February 28
 Sydney, returned and will take first part of welding
 course as brushup. *applied in interim for job with LIP*
city as labourer. is on welding list but could be anywhere
from June to September
- [REDACTED] *visited New Options. didn't want it. is now looking for job*
has application in at Vocational Rehabilitation
- [REDACTED] - *application at Vocational Rehab. - Allen of*
Inuro Training School tried to get piano tuning - no luck.
now employed looking for work.

*now
registered*

The ^{premises} room chosen were ~~an~~ one medium sized room and 2 smaller ones for small group discussions *

Part II Pre-Employment Training - An Overview

This section deals only with major items. The revision of course content and method and the rationale for this form another section.

Group sessions began January 12, 1972. Attendance rates ran about 75% during the entire course. Difficulties arose because of the speed with which the project started. Projected dates had to be adhered to in order to obtain resource people on certain dates but the recruitment phase had experienced difficulty.

~~both co-ordinators~~ ^{the place was} Although ~~basically adequate~~ ^{both} ~~the place chosen~~ ^{that a more attractive setting} for the sessions could have been a more attractive one. This co-ordinator is presently getting feedback from the trainees on this and will comment at a later date. * A larger room allowing for breaking up into smaller groups within the room has the advantage of one group driving the other to come up with ideas and if large enough would not impede discussion because of noise etc. Originally this co-ordinator felt that one fairly large room and two smaller would have been preferable. ~~the feedback from the trainees~~ ^{was preferable} Several trainees were asked about the premises ~~but~~ ^{and} all felt it was quite ~~at least~~ ^{not} satisfactory. However ~~both co-ord.~~ ^{the co-ord.} felt that

Some equipment was not immediately available due to lead time i.e. flip chart of type desired, window blinds (one could not be secured for the large type of window).

The provision for financial maintenance of those trainees with no other means of support was processed through the regular social assistance method. It was felt that if special emphasis and concern were given to those trainees that no problems would arise. Difficulties however rose in determination of eligibility. It is important for future courses that such maintenance and transportation assistance not be handled through regular social assistance.

Dept. from Canada Manpower

The curriculum

The ~~curriculum~~ had been planned ^{six} weeks in advance of the starting date. This co-ordinator was remiss in not voicing earlier ~~some recommendations for changes~~ although ~~basically the co-ordinator felt the course was a very good one.~~ * The main area of difficulty lay in the inclusion into the project of some topics more properly termed social than employment but which this co-ordinator nevertheless felt to be of importance. Examples: alcoholism, communication in families, nutrition, etc.

which served to make some trainees feel they were not treated as well as others. Also the ~~variation~~ means scale used in itself serves to emphasize the concept of welfare concept, rather. It is preferable to standardize the amount of ~~money~~ ^{money} to be given so that the money maintenance

are seen as a course allowance. ~~emphasize~~ This is closer to the concept of ~~pay~~ ^{pay} from employment and emphasizes independence

Some recommendations were not voiced early enough
by the Social Planning Co-ordinator leading to difficulties in
implementation. ~~However, unless~~ ^{*KATIS recommended that} ~~because of the research~~
nature of the project ~~forces~~ necessitates the adherence to the ^{strict}
original format, it is preferable to make changes in course
content and method as the ~~so~~ varying nature of the particular
group becomes apparent. This can of course be done only if the
change can responsibly be ^{planned for and} carried out in the available length of time.

Change in

- a) social and life skills
- b) attitude to employ
- c) knowledge of labor market opportunities

Variables

- 1) achievement level
- 2) social adjustment
home
social
emotional
occupational
- 3) attitudes towards vocational
employ.

Methods of Evaluation

- 1 Counsellors Records - must have categories to write notes on
- 2 clients feelings . verbal maybe written
- 3 one pre + post questionnaire to be done by counsellor previous to project
- 4 one OK
pages

1. Resumes - finish these

2. VIDEO - 1) can they use it

2) for what purpose do we run it.

Monday - slides
-

Resumes

Tel. 4 [REDACTED]

[REDACTED] [REDACTED]
[REDACTED] [REDACTED] [REDACTED]
Hfx. N.S.

Objective: to find employment and to work well at it.

Work Experience: Paid and Unpaid

^{manual training and work -}
1) ~~upholstery~~ work - received training and made foot stool and Chesterfield. This involved carpentry and upholstery. also made ^a fences.

2) presently singing in a band. Have done mostly dances.

3) housepainting

Equipment
Things I can operate - an automobile, power drill, ^{can} direct power box (to do with manual training) bass and drums (musical instrument)

Hobbies: sports, (baseball, swimming, Track & field)

Personal Data - age 16 single health & physical conditioning good.

[REDACTED]

[REDACTED]
Armdale, N. S.

phone 4 [REDACTED]

Objective: Having finished a welding course, I seek employment in this field.

Present Related Work Experience: Had about five months
Acetylene welding in training school.
Training included pipe welding, joint
welding and a little aluminum and copper welding.

Future Related Work Experience: Complete welding course.
(to be completed by 1973)

Other Work Experience: Post office - cleaner - 2½ years
maintenance man - fixing lights - 1 year
laborer - construction - pouring cement

References: Nova Scotia School of Technology

Equipment I can operate: Acetylene welding equipment, cement vibrator,
cleaning equipment polishers, scrubbers,
buffers, vacuum cleaners.

Personal Data: Age: 26 Marital Status: single Height: 5'9"
Health: good SS # [REDACTED]

Hobbies: sports (baseball etc.)

Education: Grade X

Added Comment: I think I can complete the welding course and then do that work.

UNSATISFACTORY

COMPETENT

EXCELLENT

A. Performance

- ability to understand directions
- ability to follow directions
- ability to take the initiative
- interest shown in the task
- accuracy, precision in my work
- efficiency
- lateness
- absenteeism

B. Personality

- ability to adapt to a new situation
- rapport with clients
- rapport with colleagues
- rapport with supervisors
- manner of dress
- mature behaviour

C. Expression

- French
 - oral
 - written
- English
 - oral
 - written

D. Overall rating

--	--	--

8. Total weeks in program _____

9. State skills acquired as a result of participation in the program

1. _____

2. _____

3. _____

10. Commitment to trainee after exit

1. _____

2. _____

3. _____

4. _____

5. _____

Writing: Composition (Narration, description, exposition)	0	1	2	3	4	5	6	7	8	9
Verbal discourse: face to face	0	1	2	3	4	5	6	7	8	9
Verbal discourse: groups	0	1	2	3	4	5	6	7	8	9
Listening skills: to listen to and select from oral presentations and discourse the main idea(s) and supporting details and to mould the material into an organized whole concept	0	1	2	3	4	5	6	7	8	9
Information-seeking skill	0	1	2	3	4	5	6	7	8	9

C. HUMAN RELATIONS

The capacity to relate to peers: _____

The capacity to accept and respond favorably to authority and to take
 appropriate action following constructive criticism: _____

The ability to conceptualize and apply these concepts to differing situations: _____

The ability to define problems and to plan, organize and schedule their
 resolution: _____

The ability to arrive at a realistic self-concept and concept of others : _____

The ability to perceive needs felt by others and adequately deal with those
 needs : _____

The capacity to care and, through caring, help others ; _____

The capacity to lead others in meaningful ways and have those led trust the leadership given: _____

Attempts to maximise potential : _____

The capacity to work on own without direct supervision : _____

The potential to work in business environment : _____

D. SUPPLEMENTARY SKILLS

Standards of judgment

- 0 Undeveloped
- 1-3 Fair
- 4-6 Competent
- 7-9 Excellent

Ability to operate adding machine	0	1	2	3	4	5	6	7	8	9
Ability to operate calculator	0	1	2	3	4	5	6	7	8	9
Ability to operate typewriter	0	1	2	3	4	5	6	7	8	9
Ability to operate dictaphone	0	1	2	3	4	5	6	7	8	9
Possession of automobile operator or chauffer licence (underline which)	0	1	2	3	4	5	6	7	8	9
Ability to speak other languages (specify)	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

W E I G H T I N G S U M M A R Y

CATEGORY I

Attitude -

Maturity -

Total = X 5 = Weighting _____

CATEGORY II

Communications Ability -

Personal Need -

Aspirations -

Total = X 3 = Weighting _____

CATEGORY III

Interests -

Appearance -

Total = X 2 = Weighting _____

TOTAL WEIGHTING = _____

Candidate's Name: _____

Interviewer: _____

I

Attitude

Attitudinal judgements may be formed by soliciting comments on the following subjects, among others:

- Candidate's application to the Youth Project.
- Views on "Establishment/Anti-establishment".
- Views on various social problems (drugs, minority rights, separatism, poverty, etc.)
- Social responsibility of business community.
- Views on becoming a "white collar" worker.

Commentary: _____

Summary Rating: 1 2 3 4 5

Maturity

Judgements in this area may be formed by pursuing the following questions with the applicant:

- Of the applicant's many experiences (personal, work or school), which are regarded by him as being the most significant? Or the most successful? Why?
- Which of his life experiences engaged in does he regard as having proved a failure? Why did he fail in this experience, or why does he regard himself as having failed?
- How does he view himself? Does he see deficiencies as well as strength in his abilities? Skills? Personality? Social relations?

- Does the applicant appear confident? Overconfident? Withdrawn? Is he poised? overly nervous?
- Generally, is the applicant able to perceive life's grey areas or is life for him a black and white affair?

Commentary: _____

Summary Rating: 1 2 3 4 5

II

Communications Ability

Judgements about the applicants communications ability may be tied to:

- The range and appropriateness of the applicant's vocabulary in the interview.
- The logic of the applicant's statements.
- The conviction and persuasiveness of the applicant's discourse.
- The questioning of the applicant i.e. are his questions relevant and to the point.
- The comprehension of the applicant i.e. does he appear to understand and respond to the interviewer's questions and statements.

- The applicant's responses i.e. are his responses clear and to the point or does he ramble to no particular purpose?

Commentary: _____

Summary Rating: 1 2 3 4 5

Personal Need

Judgements in this areas of concern will be partially formed by the data obtained from the applicant's employment application i.e. number of dependents, etc. Additionally the following items may be pursued:

- Family milieu - is it supportive of the applicant's present endeavour? Non supportive?
- Is the applicant in any stage of rehabilitation from drugs? From criminality?
- What road, if the applicant is not accepted?
- Is the economic support and/or support offered by the Youth Project environment likely to provide the applicant with an opportunity to escape from an adverse social milieu? i.e. are his friends working? Do they do hard drugs? Do they have criminal histories?

Commentary (including notes on dependents, employment status, economic need and other application data):

Aspirations

Judgements in this area may be formed by asking the following questions (the data received from the applicant on his application form will be helpful here):

- What sort of job interests you most?
- Have you any idea how you will get this job?
- Have you any personal ambitions, that is, apart from employment ambitions?
- If you are selected for our program how do you see it as helping you? i.e. what do you expect to happen as a result of being chosen for our program?
- Describe the sort of person (your job, social life, economic life, etc.) you think that you will be in ten years.

Commentary: _____

Summary Rating: 1 2 3 4 5

III

Interests

Questioning in this area towards the end of forming

judgements should draw on application data. The general question that may be asked to the effect:

- What turns you on in the area of work? Social activities? Cultural activities?

Commentary: _____

Summary Rating: 1 2 3 4 5

Appearance

Present appearance: _____

Potentially suitable for business world: _____

Applicant's attitude towards conforming to "straight" appearance: _____

Commentary: _____

Summary Rating: 1 2 3 4 5

	SCALE
	MIN---MAX
- Openess to receiving communication	1 2 3 4 5 6
- Readily engaged in conversation/ discussion	1 2 3 4 5 6
- Satisfactory participation in conversation/discussion	
a. Security	1 2 3 4 5 6
b. Recognition	1 2 3 4 5 6
c. Rapport	1 2 3 4 5 6
d. Confidence	1 2 3 4 5 6
- Problem Solving	
a. Problem definition	1 2 3 4 5 6
b. Seek Information	1 2 3 4 5 6
c. Give Information	1 2 3 4 5 6
d. Seek Opinion	1 2 3 4 5 6
e. Give Opinion	1 2 3 4 5 6
- Roles (functional and non-functional)	
a. Following	1 2 3 4 5 6
b. Supporting	1 2 3 4 5 6
c. Digressing	1 2 3 4 5 6
d. Recognition	1 2 3 4 5 6
e. Blocking	1 2 3 4 5 6
f. Evaluate/Test	1 2 3 4 5 6
g. Out of Field of Communication	1 2 3 4 5 6
h. Initiating	1 2 3 4 5 6
- Emotional Content	
a. Dependency	1 2 3 4 5 6
b. Fight	1 2 3 4 5 6
c. Flight	1 2 3 4 5 6
d. Trust	1 2 3 4 5 6
e. Pairing	1 2 3 4 5 6

lane, Robert

Feb. 3/71
1 st.

EMPLOYMENT OPPORTUNITIES PROJECT

Individual Progress

- I. Personal Adjustment 1. Very Good 2. Good 3. Fair 4. Poor
- a) General Appearance ① 2 3 4
- b) Punctuality and attendance ① 2 3 4
- c) Participation and cooperation 1 ② 3 4
- d) General attitude 1 2 ③ 4
- e) Personal characteristics (self-esteem, self-reliance, withdrawn, feeling of belonging, nervous, degree of responsibility) 1 2 ③ 4

- II. Family Adjustment 1. Very Good 2. Good 3. Fair 4. Poor
- a) Family relations (roles) 1 ② 3 4
 (i) Husband - wife
 (ii) Parent - child
- b) Ability to manage 1 ② 3 4

- II. Social Adjustment 1. Very Good 2. Good 3. Fair 4. Poor
- a) Peer relationships 1 2 ③ 4
- b) Community relations and involvement 1 2 3 4
- c) Activity of Family Members 1 2 3 4
- } insufficient information

- IV. Occupational Adjustment 1. Very Good 2. Good 3. Fair 4. Poor
- a) Range of jobs 1 2 3 4
- b) Employment stability 1 2 3 4
- c) Relationship with supervisor and co-workers 1 2 3 4
- d) General work habits 1 2 3 4

16. Sports
17. When I was younger
18. My nerves
19. Other kids
20. I suffer
21. I failed
22. Reading
23. My mind
24. The future
25. I need
26. Dating
27. I am best when
28. Sometimes
29. What pains me
30. I hate
31. At school
32. I am very
33. The only trouble
34. I wish
35. My father
36. I secretly
37. I
38. Dancing
39. My greatest worry is
40. Most girls

There are a number of specific recommendations concerning course content which do not fall into broad categories for easy discussion. Each will be discussed separately.

Running of the course

- b) Length of topics - this is often difficult to gauge - some attempt should be made to have each session long enough - in the former course our difficulty was that the sessions were sometimes too short.
2. Incorporation of problem solving method - as one of the main areas of non-competence appears to be inability to think logically and

Content

progressionally, the inclusion of problem solving methods to be taught once and then referred to throughout the course could aid this problem.

d) Participant Involvement

3. Encouraging all to take not only an active but a leading role. While most were involved actively throughout the course, more encouragement should be given to each person by the co-ordinators and the co-ordinators should attempt to precipitate ~~for peer~~ encouragement for each person so that all at some time take the lead.

4. Use of indigenous leaders in the illiterate group - particularly in the illiterate group, leaders from the group should be encouraged to take the lead in lessons. This is not for the benefit of the leader but so that they can draw experience of themselves and help them to help themselves.

5. Use of more audio-visual material. *Method of presentation*
Emphasis on seeing, hearing etc. as opposed to the written word call for more use of audio-visual materials. Also this is a help for those with short attention spans who cannot concentrate on group discussions.

6. Build on what they know. *Depth of Presentation*
Using information gained from tests, frame discussions to build from what the group knows. This method could not be well used during this course as the co-ordinator was not aware of what the group knew or did not know about a given topic until after the topic was given.

7. Possibility of some form of group work throughout the course, to be continued after the course. This might only be for certain members (i.e. in the last group it appeared the males were most in need of group work). It would allow:

- 1) for further discussion more involved issues.
- 2) for exploration of problems to be termed social marriage, family
- 3) for continued support through the first phases of employment
- 4) for peer group pressure, confrontation and support for those individuals particularly in need of this.

This could be set up once a week for the four weeks of the course in the evening and assume a much more relaxed posture. Outside group leaders, not involved in the regular program, might aid group discussions.

~~The inclusion into the course of "social" aspects related to employment.~~

Counselling

list as appendix who committee is proposed to attend ~~at~~ at which time the employment project which would be explained.

EVALUATION OF PRE-EMPLOYMENT & ORIENTATION PHASE

Part I Recruitment, Testing, Initial Interviews and Evaluation of the Program.

background material.

The Employment Subcommittee decided to recruit applicants for the course in the following manner.

held one major meeting involving all Africville relocatees

All Africville relocatees were notified by a mailed letter of ~~the~~ meeting to discuss the employment project

(1) Each person on the committee who was an Africville resident would take responsibility for spreading the word around and encouraging persons to attend the major meeting.

(2) A major meeting would be held on November 23 at 8:00 p.m. in the North End Library. Representatives from Canada Manpower and City of Halifax, Social Planning Department would be there to answer questions concerning their involvement in the project. Arch Dixon as head of the Africville Action Committee would explain the project. To prepare for this meeting

a) Arch Dixon was to hold a smaller meeting to finalize agenda material. Johanna Aucoin, Social Planning was to assist. This was done on schedule at Neighborhood Centre prior to the major meeting. About ten community residents were further informed of the project and they

helped to finalize the agenda.

b) Irvine Carvery was to meet with Alex Warren, Canada Manpower to finalize an explanation of the course for prospective applicants. This was to be presented at the major meeting.

c) Marion Howe was to meet with Angela Julien, Social Planning to prepare an explanation of the equivalency tests.

met with dr. Oliver
Marion was given an
took respons. for preparing an explanation

b) Irvine Carvery, an Africville resident and Mr. Alex Warren, regional representative from Canada Manpower took responsibility for explaining the course in detail at the major meeting.

c) Marion Howe, an Africville resident, and Angela Julien, special projects supervisor from Social Planning met with dr. Oliver, ~~to~~ of N.S. dept. of adult education to gain information on equivalency tests. Marion then presented an explanation of the tests at the major meeting.

(3) The next phase was to be one of actual recruitment for the project. It had been suggested at the Employment Subcommittee meeting that groups be formed from among the prospective applicants and that these groups be divided according to age. These groups would be used in the time between the major meeting and the start of testing to help applicants gain a clearer understanding of the course, to keep up the enthusiasm for the course. Members from the Africville Action Committee were opposed to this, feeling that it was too structured. ~~Their assumption was correct; however, no format was set up to recruit persons and a delay ensued of about two weeks. When more recruits did not come forth,~~ the two co-ordinators Arch Dixon and Johanna Aucoin split the list of all Africville residents and attempted to contact as many names as possible. At the same time the Bank of Montreal was starting an employment project and an attempt was made to interest the Africville people in this program.

The 2 co-ordinators attempted to contact as many persons as possible.
 separate lines stand out

^{fifteen} Fifteen began - one dropped out after getting money. The result of all this was that in order to obtain the first fifteen recruits and to get the project off the ground within Canada Manpower time limits (personnel had been recruited for certain dates) the age groupings were broken. This, coupled with a very wide range of educational levels proved a problem. The interest of the young ones waned as their concentration span appeared shorter, and their powers of intellectual thinking and problem solving were not as perfected as the older ones. They were also inhibited in their expression by the presence of elders, several old enough to be their parents.

throughout the course
 it also opened wide their eyes to solve problems

The intellectual level was also a problem as some grasped points under discussion very quickly and then became bored. This was not however a serious problem. But the inability of some members to read materials presented resulted in a sense of embarrassment, frustration and boredom as they could not make out what was going on.

level

Testing:

what were they - in full.

Forms of tests were investigated. It was found not feasible to go ahead with the regular battery of tests of Canada Manpower. Testing was done in small groups previous to the start of the program and everyone who entered the program was tested. Although it was expected that apprehension would run high, the care and small group attention provided a positive outcome. The difficulty came when three applicants who could not read were sent for the tests. This was an error on the part of the co-ordinators and could have been avoided as the danger had been spoken of. The three were retested under appropriate tests. Aptitude testing was to be done but to avoid lengthy tests at the start of the program this was delayed until later. This testing never was done.

elaborate

what is appropriate

Present Status - February 28, 1972

- ██████████ - awaits Bank of Montreal
may become employed in next employment project
- ██████████ -
- ██████████ - full time work until May with City Field
- ██████████ - full time work until May with City Field
- ██████████ - awaits word from Volvo, is being encouraged to
consider training, is employed in dockyard as painter
- ██████████ - full time work until May with dockyard
anticipate continuation in this area of his choice
- ██████████ - awaits upgrading and eventually art training
- ██████████ - awaits upgrading and eventually secretary
- ██████████ - took grade 10 equivalency passed - very close to 11
(has babysitting problems)
- ██████████ - awaits Bank of Montreal is investigating other
IBM work is to take equivalency tests - April 3.
- ██████████ - pregnant - took equivalency tests
- ██████████ - went to high pressure welding course February 28
Sydney, returned and will take first part of welding
course as brushup.

Part II Pre-Employment Training - An Overview

This section deals only with major items. The revision of course content and method and the rationale for this form another section.

Group sessions began January 12, 1972. Attendance rates ran about 75% during the entire course. Difficulties arose because of the speed with which the project started. Projected dates had to be adhered to in order to obtain resource people on certain dates but the recruitment phase had experienced difficulty.

Although basically adequate the place chosen for the sessions could have been a more attractive one. This co-ordinator is presently getting feedback from the trainees on this and will comment at a later date. A larger room allowing for breaking up into smaller groups within the room has the advantage of one group driving the other to come up with ideas and if large enough would not impede discussion because of noise etc. Originally this co-ordinator felt that one fairly large room and two smaller would have been preferable.

Some equipment was not immediately available due to lead time i.e. flip chart of type desired, window blinds (one could not be secured for the large type of window).

The provision for financial maintenance of those trainees with no other means of support was processed through the regular social assistance method. It was felt that if special emphasis and concern were given to those trainees that no problems would arise. Difficulties however rose in determination of eligibility. It is important for future courses that such maintenance and transportation assistance not be handled through regular social assistance.

The curriculum had been planned six weeks in advance of the starting date. This co-ordinator was remiss in not voicing earlier some recommendations for changes although basically the co-ordinator felt the course was a very good one. The main area of difficulty lay in the inclusion into the project of some topics more properly termed social than employment but which this co-ordinator nevertheless felt to be of importance. Examples: alcoholism, communication in families, nutrition, etc.

- is it an objective of the program for growth in the "social" areas (as opposed to personal i.e. self-confidence, motivation, etc.)
- if it is an objective to deal only with that which significantly affects employment, are the "social" areas considered to so affect employment and to what extent.

Individual Counselling

Because this co-ordinator did not know any of the trainees prior to the session, and because initial interviews were not conducted prior to the start of the course counselling was made difficult. Interviews were to be divided between both counsellors but through an error an overlap occurred so this coordinator did interview the majority of the trainees. Considerable counselling was also done by the Manpower counsellor as he knew the trainees prior to the program the men in particular. On the whole, the trainees tended to ask for assistance on employment problem only with a few going deeper. There was no time allotted for this individual counselling and by the end of sessions at 11:30 or 12:00 most wanted to be off. There was no easy access to the trainees to facilitate an opening up situation. This co-ordinator also sensed a certain amount of suspicion when more personal matters were gone into. The view of Africville residents towards the city of which this co-ordinator was an employee may have been a factor. The rambling nature of this paragraph is indicative of the lack of clear cut view on this situation. It may be that counselling experience perse is not enough in a short period of time to facilitate expression of individual problems (it may be that the difficulties pertained to the individual counsellor) and that ways of speeding this up or assisting this process should be inquired into vis a vis planning and also investigating other programs. This is not to say that considerable counselling was not done but that this co-ordinator is not satisfied with the extent and depth of it.

Employment

Lack of a clear cut objective in the obligation of Manpower to provide employment or on the job training on completion of the course (and no definition over what is a reasonable time lapse between this course and the finding of employment) has been a major drawback to the course. This co-ordinator feels that more extensive follow-up is an absolute necessity for two reasons.

1. So that prospective course applicants see that former takers are better off.
2. That the newly built up aspirations and self-confidence are not allowed to be lost.

7.

~~with option to purchase, but all designed with a view to incentives for responsibility and independence.~~ In this regard, it is suggested that the dissatisfactions associated with conventional public housing work: an added hardship on the Africville relocatees due to certain deeprooted socio-cultural factors. Based on a long tradition of home ownership, there is high value attached to independence and privacy. Reinforcing this disposition is the continued prevalence of the extended family household composition, which is regarded as generally unacceptable or at least unsuitable for public housing occupancy. In addition, the fact that Africville residents were generally unaccustomed to paying rent in any amount, coupled with less stable employment patterns prior to relocation, makes them more vulnerable to the psychological disincentive imposed by the rent-to-income formula than the general tenant population, with the result that public housing occupancy could in some circumstances have the effect of working at cross-purposes with rehabilitative efforts being made to increase earning potentials.

3. That programs designed to meet the housing needs of the poor should aim to upgrade the existing housing stock through provisions for acquisition of older dwellings, their rehabilitation, and maintenance, as well as to add new units to the supply of housing available to lower-income families.

In this regard it should be noted that at

INTRODUCTION

The Africville Action Committee, in cooperation with Social Planning staff of the City of Halifax, make this submission in response to the recent announcement by the Honorable Robert Andras, Federal Minister responsible for Housing, in which he invited proposals for experimental approaches to the provision of housing for low income families, and designated substantial Federal funds for their implementation.

First, the former residents of Africville, a people most drastically affected by the current shortage of housing in this area, wish to commend you on your commitment to the goal of eliminating the housing problems of the poor, and for the priority assigned to this matter in budget allocation for the forth-coming year.

Before proceeding to the specific details of what we offer as a unique approach to meeting housing needs of low income families, and therefore of demonstration value in the greater assignment of building a comprehensive national policy on housing - we wish to review, briefly, the history of events leading up to the current life circumstances of the former residents of Africville. Such an historical account, serves not only to lend perspective to some of the specific measures incorporated into the proposal, but also adds strength, we suggest, to the argument for urgent and far-reaching remedial action being taken with respect to the provision of housing for this population group in particular.

AFRICVILLE RELOCATION

On January 16, 1964, Halifax City Council committed itself, by unanimous consent of its members, to a program of relocation, rehousing, and rehabilitation of the community of Africville in the ensuing three years. Thus, by the end of 1967, approximately four hundred persons who comprised the population of this predominantly - Negro urban fringe ghetto were moved from their dilapidated, but nonetheless single-family dwellings which were subsequently demolished. The

The goal of achieving adequate housing for a specific number of low income families is scarcely unique, and its merit is not even subject to question. However, the opportunity of driving towards the realization of this goal in a manner consistent with the philosophy so ably articulated by Marvin Lipman, that -

The experience of having a part in shaping the future of one's community can significantly effect the outlook of people accustomed for the most part to feelings of powerlessness in the face of events.⁵

does not present itself readily. It is this essential fact that prompts the relocated residents of Africville to propose than an already-established organizational base exists in the form of the Seaview Credit Union, from which to involve this group in a meaningful experiment aimed at the solution of the housing problems which beset them.

STATEMENT OF PRINCIPLES

This proposal is guided by at least basic principles, namely -

1. That no single blanket solution can be applied to meet the housing needs of any population group, any more than a single-barrelled governmental policy can solve the housing problems of the nation. Rather, the Africville relocatees are a heterogeneous population group in respect to family compositions, and economic circumstances - a fact to be taken into account in devising any realistic housing scheme for persons living in an urban renewal area.
2. That, a sound proposal for the provision of housing for low income families must, therefore, offer a diversity of options for tenure, ranging from condominium ownership to tenancy

5. Lipman, op.cit., p. 26.

There are ^{two} areas in the course that requires the inclusion of new subject matter. The first is the area of job opportunities. Considerable emphasis was placed on discovering what work trainees had previously done well, but not enough on the types of work the trainees might want to consider for the future. It is recommended that the following inclusions be made into the curriculum.

- a) Exploration of more types of jobs and training - this includes showing the trainees the many types of training available and the many types of jobs with considerable explanation of what is involved in the job, how a person could get training etc.
- b) Aptitude tests - these should be done possibly right in the class with a counsellor available to explain the meaning of the tests. This may help to broaden a person's concept of what they can do.
- c) Field trips to vocational training institute and to some job opportunities - not to apply for work or training but to get an idea of what training or a certain job involves.
- d) Some concentration on having trainees widen the scope of their job searching. This is a proven problem with low income persons. Attempts have not been very successful in other projects but some effort (a more concentrated one) is warranted.
- e) More concentration on how to handle grievances with colleagues and employers. ~~This was gone into but deserves more exploration.~~ This is not only useful for the future jobs of trainees but it also means an exploration into past difficulties and frustrations which are harmful to the trainees attitude to any work or any employer and may impede his job outlook.

The second is the area of 'social' areas related to employment.

The former course did include a little on debt counselling, budgeting and banking. It is recommended that other social areas which affect the life of the trainee also be discussed where possible examples are cited.

a) How to call on an agency whether employment or otherwise (Many persons in the last course exhibited considerable apprehension towards calling on an agency. Others never got around to it; this co-ordinator feels that such apathy is normally indicative of considerable apprehension).

b) Does family life affect one's job.
This is merely an opening up to many other discussions.
Does one job affect family life?
What are the effects of welfare on family life?
Do they completely disappear after finding a job?
What is the image of the male role vis-a-vis employment vis-a-vis supporting a family?
Is it different for blacks, for Africville residents?

c) Use of multi-media kit for health services ^{such as nutrition, family plan} so that each person could pick matters of most interest to him. Also cover compensation information re injuries and UID information re pregnancy, sickness etc.

LESSON 12
Day 17

REVIEW

The objective of this session is to review what has been gone over in course.

1. Review Field trip and discuss experiences in interviews. Any who have notes should explain to the group what happened on their interviews and what mistakes if any have been made.
2. Review any subjects of previous lessons clients want to talk about.
3. A series of topics are available for discussion in remaining available time.
 - (a) Problems of alcohol and drugs on employability -
 - (b) Human Rights and its relationship to employment
 - (c) Interpersonal relations in employment -
 - (d) Workmens Compensation
 - (e) Unemployment Insurance.

Resources -

UJC Regulation
W.C. Legislation
Human Rights Act

Comments

Field Trip Review - Some had to go, some went for training so not really like job interview. Some good discussion.

Workmens Compensation explanation was good and also necessary but it does not take enough time to be dealt with alone.

Discussion on alcohol - very good.

Suggest attached format for alcohol

1/10/10

Discussion on what happens if a person
wants to work.

(2) Tried on our drinking behaviour

(3) role play of how to handle a job
situation of various.

(4) pushing out of questionnaire

Drinks. If he chooses this procedure he refers to the lesson, Debating the Topic: To Work or not to Work, to guide him in organizing the debate. The students use the materials from the multi-media kit to help them prepare the debate.

The coach says, "We have now ~~read~~, ~~discussed~~ ~~and debated~~ many things about drinking. I want us now to discuss our own drinking behaviors. Listen carefully to my words! I'm not talking about whether we're alcoholics or whether we drink too much. That suggests some kind of judgement and I might not want to admit to either of those. Let's talk about our drinking behavior. Form triads, groups of three. I'll show you what to do."

The coach demonstrates the use of the triad. He may illustrate as follows, "In the triads, one person talks, another helps him speak and the third observes. The third person also stops the interview and then tells what he observed. If the speaker says, 'I don't drink so it's no problem,' it sounds like the end of the interview. But the second person comes back saying something like, 'You don't drink, but do you know anyone who does drink? How does that affect you? Do people ask what you think of drinking? What do you say? Does anyone ever offer you a drink at a party? How do you refuse? Have you seen a drunken person on the street? What do you do?' The interviewer helps the person express himself. He makes no judgements. He listens attentively and asks questions. The observer stops the interviewer at the agreed upon time and then starts the feedback. He may say things like, 'It seemed that you had some trouble

discussing the question. The interviewer had to draw you out.' Then the observer may add, 'Do you want to say anything about that?' He may ask the interviewer if he felt some difficulty in getting a response. The coach may end his discussion or demonstration by saying, 'Do you remember what happens in the triad? One person helps another express himself and the third person helps the speaker understand his reactions during the interview.'

The coach keeps the individual sessions in the triad limited as to time: he allows about five minutes for the interview and about two minutes for the interpretation. The work in the triads requires a total of about 20 minutes.

Application

After the students complete their work in the triads, the coach asks them to describe troubling situations related to the use of alcohol. He records the nub of the descriptions on the flip chart, leaving space beneath each for further writing. When he has recorded a number of situations, the coach says, "Let's practise handling some of these problem situations through role play." He asks the group to propose helpful behaviors to practise in each situation. He asks the students to choose partners to demonstrate some of the situations and the helpful behaviors. The coach videotapes the role plays and plays each situation immediately. He directs skill practise as indicated by study of the videotape.

To serve as a stimulus for further practise or to improve the quality

of helpful behaviors, the coach can use the Situation Cards. He asks the students to choose a partner once again for role plays. He assigns a situation to each pair and gives each student a situation card. For example, in the first situation "On the Job" the coach gives the Card for the Employee to one partner and the Card for the Employer to the other partner. He asks each student not to show his situation card or discuss the situation with his partner explaining that this will make the role play like a real life encounter between two people. To ensure that the group members understand the procedure the coach asks a student to paraphrase what he has said. He allows each student 5 minutes to study his situation card and prepare for the role play. The coach videotapes the role plays. The students view the videotape to identify the helpful behaviors used and to describe others that could have been used. (If the students require further practise the coach may use the Suggestions for Role Plays included in the Resources required.)

If the coach observes behaviors caused by drinking, such as lateness, absences on Mondays or following pay-day, frequent bangeovers, or leaving early, he deals with them as they occur. He stresses-behaviors rather than causes; he seeks acceptance of the feedback without alibis; he measures effectiveness by changed behavior rather than promises. When a student shows improvement, the coach reinforces this change by support and encouragement. When a student admits to a drinking problem and expresses the need for help, the coach assists him to contact help in the community.

Lesson: Handling Drinking Problems

Situation 1

Situation Card: "On the Job"

Card for Employee

Situation: You missed work the last two Mondays because of a hangover. Your wife phoned to say you were sick. You do your work well and are surprised when your boss calls you to his office.

Lesson: Handling Drinking Problems

Situation 1

Situation Card: "On the Job"

Card for Employer

Situation: An employee missed work two Mondays in a row. You suspect he stayed home with a hangover. He is a skilled employee but you feel his drinking interferes with his job performance. You call him to your office to discuss the matter.

Advice to the Employer: As in the case of an employee whose job performance is affected adversely by another illness -- the boss should direct the problem employee toward diagnosis and treatment. The boss should explain to the employee that:

1. his job performance is not satisfactory
2. he must have his problem diagnosed by competent medical people
3. he must take treatment for his condition
4. failure to report for diagnosis and to take treatment will put his job in jeopardy
5. you--the boss-- will co-operate with the treatment agency in his rehabilitation

From: The Problem Drinker - Management Can Help
Ontario Department of Health

Lesson: Handling Drinking Problems

Situation 4

Situation Card: "George and Ann"

Card for Husband

Situation: Your boss has warned you to quit drinking, or quit your job. Last night you were out "drinking with the boys." This morning, you wake up too sick for work. You ask your wife, Ann, to phone your boss and make an excuse for you. When you finally get up, you find out she has not called the boss.

Lesson: Handling Drinking Problems

Situation 4

Situation Card: "George and Ann"

Card for Wife

Situation: Your husband, has been warned by his boss to quit drinking or lose his job. Last night he was out "drinking with the boys." This morning he wakes too sick for work. He asks you to phone his boss and make an excuse for him. When he gets up, he finds you haven't phoned.

Advice to Wife: "It may take a severe crisis to convince the alcoholic of the need for help--the loss of a job, an accident or an arrest.

Steel yourself against coddling and over-protectiveness at such a time. The crisis may be necessary to recovery.

Do nothing to prevent such a crisis happening - don't take up the bad checks, pay overdue bills or go to bat with the boss. The tensions you ease by such actions may be the very thing needed to bring the alcoholic to a realization of the seriousness of the situation--literally a blessing in disguise."

From: So You Love An Alcoholic
Al-Anon Family Group Headquarters, Inc.
P.O. Box 182, Madison Square Station
New York, New York.

Lesson: Handling Drinking Problems

Situation 5

Situation Card: "In the Family"

Card for Alcoholic Son

Situation: You and your wife have had a fight about your drinking. She told you she plans to leave you. You go to your parents and ask them to talk to your wife.

Lesson: Handling Drinking Problems

Situation 5

Situation Card: "In the Family"

Card for Parents of an Alcoholic

Situation: You realize that your son has been drinking a lot. You know he and his wife fight about it. He comes to you complaining that his wife has threatened to leave him. He asks you to talk to his wife.

Advice to Parents: "The responsibility is not yours; no one is responsible for another's drinking. Don't be ashamed to stand by without protest while his wife seeks help from a social agency, or even police. Exposing the problem often brings about a crisis that makes the alcoholic want to seek help. He may not go to A.A. to please you, but if his home life is threatened and he fears he may lose his wife and children, then he may take the first step towards sobriety."

From: To the Mother and Father of an Alcoholic
Al-Anon Family Group Headquarters
P.O. Box 182, Madison Square Station,
New York, New York.

Evaluation.

The coach asks the students, "What would help us complete our study of skills to handle drinking problems?" He helps the students arrange at least one follow-up activity: an invitation to a guest speaker; formation of an A.A. group; provision of counselling services for individual students; the making of specific contracts with individual students; a workshop organized by the Bureau of Alcoholism.

The coach asks the students to examine the confidential questionnaire, How Alcohol Affects My Life, which they completed at the start of the lesson. He says, "Have you changed your mind about anything on the questionnaire as a result of what we have done in this lesson?"

Lesson: Handling Drinking Problems

How Alcohol Affects My Life

In the lesson Handling Drinking Problems you may ask yourself, "What role does alcohol play in my life? Could I get along without it? Could I help someone else give up drinking if he wanted to?" To help you describe your situation, ask yourself if you ever say or do any of the things listed below. During the lesson, you can check to see what these things mean.

This form is confidential. That means you don't have to show your answers to anyone unless you wish to do so.

MY DRINKING HABITS

YES NO

1. I drink more than I intend to drink. I have said these words, "I can't drink them all under the table!"
2. Occasionally I can't remember everything I said when I was drinking. I have said these words, "Did I really do that last night?"
3. I sometimes drink more than I intend to drink. I have said these words, "Boy! did I get smashed. Shoulda had eaten something."
4. I find I need a drink more often. I have said these words, "I can't wait . . . I've got to have a quickie."

YES NO

5. I sneak drinks. I have said these words, "I needed that extra one . . . who's to know?"
6. I think about alcohol several times a day. I have said these words, "I better pick up a bottle on my way home . . . just in case I need a drink."
7. I don't like people to talk about how much people drink. I have said, "It's none of their business . . . I can handle it."
8. I try to quit drinking. I have said, "I've got to go on the wagon . . . I've just got to."
9. I make excuses about my drinking. "If they had my problems, they'd drink too."

MY BEHAVIOR TOWARDS THE PROBLEM DRINKER

1. I check to see how much he drinks. "Isn't that your fourth drink?"
2. I nag him about how much he drinks. "Are you having another drink? You've just finished one. Don't you think you've had enough?"
3. I keep telling him I won't have him in my house again. "If you're going to drink you're not welcome in my house."
4. I talk to him as if he were a child. "You know you're not supposed to be drinking. Can't you get anything through your head!"

YES NO

5. I hide the liquor. "Where can I put this bottle so he can't find it?"
6. I make excuses for his drinking. "I'll call you're boss and tell him you're not feeling well."
7. I coax him to drink when he says no. "Have a drink. One drink can't hurt you."
8. I try to persuade the alcoholic to give up drinking because of his love for his family. "Look what you're doing to your family. You've got to quit drinking for their sake."
9. I believe the problem drinker when he says he won't drink again. "You're on the wagon . . . That's wonderful! . . . I knew you could do it."
10. I encourage the person who wants help by helping him talk to someone who can help. "I know someone you might like to talk to. Let me introduce you to him."

Dealing with Problems on the Job

Day 16

new lesson.

after discussion on group interaction

Phase: IV

Area: Job

Lesson: Quitting the job *Dealing with problems on the job*

Time: 3 hours

Overview

Success on the job requires skills in two broad classes: job skills and life skills. An employer buys effective job skills in his employees, but often finds them handicapped by a lack of life skills. Employers say of such an employee, "well, he does his job well enough, but he quarrels all the time and just can't seem to get along; I have to let him go."

This lesson provides stimulation for students to draw on their own experience for reference; it confronts them with the need to predict, and test their predictions against outcomes, accounting for any differences; it provides group action, giving the students opportunity to move into risky behavior.

Resources Required

An employer to discuss the film Person to Person Communication

Film: Person to Person Communication

Eight Projectuals: Pete is late for Work, The Situation

Pete is late for Work, First Course of Action

Pete is late for Work, Second Course of Action

Pete is late for Work, Third Course of Action

Pete is late for Work, Results of the First Course of Action

Pete is late for Work, Results of the Second Course of Action

Pete is late for work, Results of the Third Course of Action

Quitting the Job: A Summary of Simulation

Objective

The student predicts the outcome of certain behaviors using the skill of role play as a problem solving process.

Stimulus

The coach arranges to have the guest employer see the stimulus portion of the film Person to Person Communication before the Life Skills session. He asks the employer to come into the group at the start of the objective enquiry phase.

The coach presents the first five minutes of the film, Person to Person Communication, a sequence which ends when Bob Wheeler says,

"I quit! Get yourself another boy!" and the boss is seen phoning the personnel office.

Evocation

After presenting the stimulus, the coach asks, "How does Bob feel now? How did he feel when he first came to see Mr. Lewis? Was he right to quit? What will happen now? What will happen when he applies for another job? What would you have done in his place? What else might Bob have done?"

The coach makes the discussion personal for the students by asking: "Have you ever quit a job because you were mad? How did you feel? Has your quitting like that ever hurt you in applying for another job? Did you ever want to quit a job when you were angry but didn't? Why not? What did you do?"

The students write a short description of any time they quit a job when angry, or were fired after an argument. If some students have never quit a job in such circumstances, the coach asks them to describe the problem situation in the film Person to Person Communication. By now, the students have practised the skill of describing a problem situation using the 5 Ws system to guide them. The coach searches for someone to suggest that procedure: "Do we know a way to do this? Have we ever had to describe a situation before?" If no one responds to his questions, the coach asks, "How do we describe a problem situation?" If still no response comes, he tells them, "Well, write an account using the words who, what, when, . . . to guide you."

When the students complete their accounts, the coach tells them to set them aside for a moment.

Objective Enquiry

The coach introduces the guest and invites him to comment on the stimulus portion of the film Person to Person Communication. The students ask him how people in his business quit their jobs, how he learns of staff grievances, and what he thinks when he knows an applicant has quit another job after an argument. They discuss with him the alternatives they decided Bob Wheeler might take. The coach may play the rest of the film and ask the guest and students to discuss the alternative shown on the film.

The coach asks the group to prepare a list of factors to consider before quitting a job and to rank-order them from the most important to the least important. The coach asks the students to refer to their stories written in the evocation on how they quit a job and to analyse these using the lists they have just prepared as a check list.

Application

The application phase of this lesson provides the students with a situation which forces them to consider what actions to take, causes them to consider the consequences of each action and to choose a course of action. To complete the study, the students compare the consequences in the simulation with those they predicted. The coach may wish to initiate

analysis of differences between outcomes predicted by students, and those presented in the simulation.

The coach prepares the group for the simulations by forming teams of two or three students so that they can compare their findings at appropriate times in the analyses.

The coach reads each situation to the students. He uses a projectual carrying the text of the simulation during the reading of the situation. The letter "P" indicates a projectual.

As the simulation develops, the coach uses the projectual, Quitting the Job: A Summary of Simulation, to keep the development of the simulation clearly in the minds of the students. He exposes this stage by stage as the discussion develops.

PETE IS LATE FOR WORK

The Situation P

Yesterday, Pete had trouble at work. He came late and his boss told him off. He said, "Pete! You're late! And you're a lazy son of a bitch as well!" Ever since yesterday, Pete has sulked about this, and last night, he made up his mind to quit. He considers three courses of action.

* * * * *

First Course of Action P

Pete talks to his boss in front of fellow employees. He admits he came late yesterday, but says it wasn't his fault. He says he couldn't start his car and his wife didn't have breakfast ready. He says, "I can't see why you got so mad. I was only a few minutes late! And, oh yeah, I don't mind what you call me, but when you called me a son of a bitch, you say things about my mother - so watch it. I've had enough of this crummy place, I quit!"

* * * * *

The coach writes these questions on the flip chart.

Questions on the Results of the First Course of Action

1. How might Pete feel after saying this to the boss?
2. What does Pete expect the boss to do after he hears what he has to say?
3. What do you think the boss will do?
4. Pete decides to tell off his boss in front of other men. What do you think of this idea?
5. What else do you think might happen?
6. How might this affect Pete's chances of getting another job?

The coach reads the text carefully helping the students follow by using a pointer. He says, "Notice that Pete tells his boss off in front of the other men; notice too how he explains his lateness; he says that he was not to blame, but his car was, and his wife was." He suggests that the students can discuss the questions in their groups. He encourages them to write their answers. The coach tells them they will compare their answers with his after they have done the rest of the simulation.

"When the students answer the questions, the coach presents the details of the second course of action."

Second Course of Action: P

Pete talks to his boss alone. He tells the boss that he was right in saying that he was late and that he shouldn't have been late. Pete reminds his boss that it is the only time he has been late since he started work. He says that he did not like to be called a "lazy son of a bitch." He says to his boss, "I expected you to bowl me out for being late, and I didn't mind that. When you called me a son of a bitch, I felt like punching you in the mouth. Even now when I think about it, I feel like punching you! Anyway, I just wanted to tell you now that I quit!"

* * * * *

The coach writes these questions on the flip chart.

Questions on the Results of the Third Course of Action

1. How might Pete feel after saying these things to the boss?
2. What does Pete expect the boss to do after he hears what he has to say?
3. What do you think the boss might do?
4. Pete does not go to see his boss in private. What do you think of this idea?
5. What other things do you think might happen?
6. How will this affect Pete's chances of getting another job?

The coach reviews the situation as before. He does not ask the students to answer these questions, but tells them to think about them: "How does Pete confront his boss this time? What does he say about his lateness? How does this Pete differ from the Pete on the first projectual?"

When the students complete the discussion, the coach presents the third course of action, using the projectuals as before.

Third Course of Action P

Pete leaves his house the next day, but instead of going to work and talking to his boss, he goes to the Pool Hall. He shoots a few games and at 11 o'clock goes to the beer parlor planning to go job hunting in the afternoon.

* * * * *

The coach writes these questions on the flip chart.

Questions on the Results of the Third Course of Action

1. How might Pete feel about what he has done?
2. What does Pete expect his boss to do?
3. What do you think his boss will do?
4. What else do you think might happen?
5. How might this affect Pete's chances of getting another job?

When the students have answered the questions, the coach asks each team to recommend a choice of action and tell the rest of the group why they recommend it. He records these recommendations on the flip chart and the reasons for them.

The coach encourages the students to act out the two confrontations between Pete and his boss to expose the different styles of behavior on Pete's part. The exact words of the text do not have to be used.

The coach presents the remaining sections on projectuals. He judges the need to make a quick review of the initial situation and the pertinent course of action before moving to a consideration of the results. He should use the Life Skills Projectual, A Summary of Simulation.

PETE IS LATE FOR WORK

Results of the First Course of Action - P

The boss says, "Pete, you're right. I shouldn't have insulted you or your mother. But it seems to me that you're all mixed up, and you don't really know what it is to be grown up, and my business is propping up plumbing, not people. The fact that we had to argue this out in front of the rest of the men proves to me you are not grown up. I'll have to get someone else. You can collect your pay at the office this afternoon."

Result of the Second Course of Action - P

The boss says, "Pete, you're right. I apologize for calling you names. I shot off my mouth and I had no right to. I like the work you do here, and I'd like you to stay. By the way, I learned something from this too. I'm glad you came to talk to me like this."

Result of Third Course of Action - P

Pete feels miserable. He goes to play pool and ends up in the beer parlor. He stays there all day, and thinks up smart things to say to his boss. He thinks his boss will be hurt and upset by his absence, and that he may wish he hadn't shot off his mouth at him over being late.

His boss missed him at work and phoned his wife to find out what happened. She told him. Pete's boss said, "That's too bad. I expected him in today. Quitting like that makes it hard to give him a good reference for another job."

* * * * *

The coach helps the students search the meaning of the different reactions of the boss. He asks them about the main difference in Pete's actions in the three courses proposed. He asks the students to describe how Pete and his boss feel toward each other when Pete uses the first course of action. The coach asks the students to explain the boss's favorable reaction to Pete when he used the second course of action.

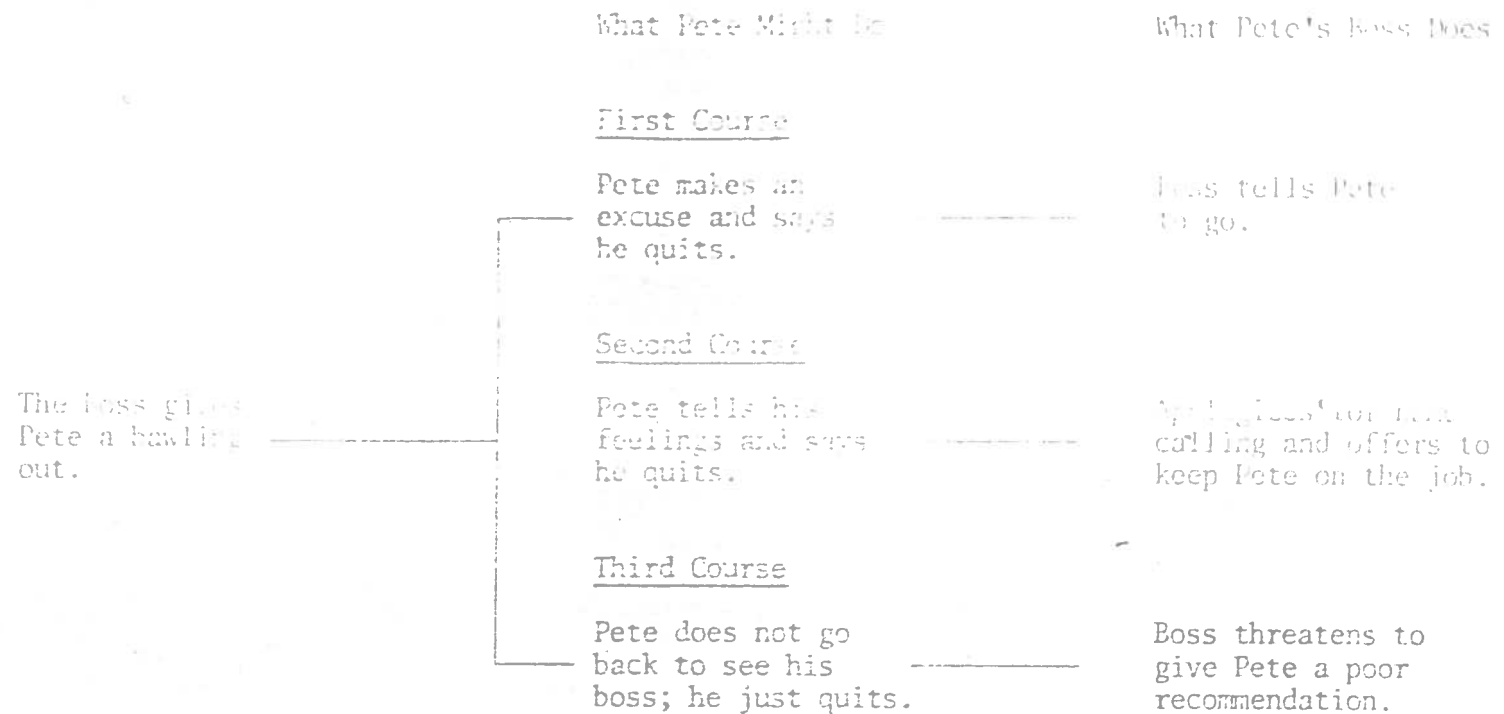
Evaluation

The coach asks the students to describe confrontations they may have had with employers. He invites them to select a partner and act out a mature confrontation for the other students. The coach interprets the willingness of students to do the role play as a favorable evaluation of the lesson.

If no one makes the point, the coach mentions that the application was done in a rather artificial setting. He asks the students, "How do you feel about that?" Someone may comment on the phoniness of the situation. The coach acknowledges that, but asks whether the students

Lesson: Quitting the Job

Projectual: Quitting the Job: A Summary of Simulation



LESSON 12
Day 17

REVIEW

The objective of this session is to review what has been gone over in course.

1. Review Field trip and discuss experiences in interviews. Any who have notes should explain to the group what happened on their interviews and what mistakes if any have been made.
2. Review any subjects of previous lessons clients want to talk about.
3. A series of topics are available for discussion in remaining available time.
 - (a) Problems of alcohol and drugs on employability -
 - (b) Human Rights and its relationship to employment
 - (c) Interpersonal relations in employment -
 - (d) Workmens Compensation
 - (e) Unemployment Insurance.

Resources -

- UJC Regulation
- W.C. Legislation
- Human Rights Act

Comments

Field Trip cases - Some had to go, some went for training, not exactly like job interviews. Some good discussion.

Workmens Compensation - explanation was good and also necessary but it does not take enough time to be dealt with alone.

Discussion on alcohol - very good.

3) Suggest attached format for alcohol
NS. Human Rights

discuss on what happens if a person
wants to leave.

- (2) Trained on our drinking behaviour.
- (3) role play of how to handle a job situation if it arises.
- (4) passing out of questionnaire.

LESSON 2 (Repeat)

Day 18
19
20

Creative Job Search

This is a repeat of days 3,4,5 and will be the final presentation of the course. The resumes drawn up now will form the basis of applications for employment.

Resources -

This presentation will be a package from Dept. of M&I.

~~Decision of going out to employers~~

~~Review of video - can they use it~~

Day 20:

Comments: Only ~~the~~ one day of the three was actually used by creative job search. This proved to be an excellent round up to the sessions.

Suggestions: repeat ~~this day~~ ^{as the last day (day 21)} but do not repeat creative job search as it would be redundant.

Day 18:

1) visit by an employer 2) visit by Human Rights Commission

Comments: This session given on what an employer expects appeared good at start. But some law feedback indicated the trainer didn't agree with a lot of his views but didn't say so. I feel that a number of employers would be better.

The session on Human Rights was asked for by the group but discussion went poorly. This was due to some friction extraneous to the course. The visit was otherwise worthwhile.

Suggestion: a) for second last day have a recap of visit to employers
b) then have a visit from Human Rights

LESSON 11

Day 16

Field Trip

Clients will compile list of one CMC and two employers on whom they will call.

Locations will be pinpointed on map and routes figured out. Clients will make trip to CMC where they will be registered and two employer calls.

Notes will be kept on interviews, if any, and compared next day.

Do you want them to take their resumes.

How many employers?

Beckler.

job ready to try out
employer

LESSON 10
Day 15

divide lessons.

Work Habits

The objective of this lesson is to get clients to realize those traits of workers which are acceptable and those which are not.

Clients will be provided with a list of habits exhibited by workers. Following a short presentation on what is wanted, clients will divide into two groups to arrange list in order of importances.

Margin of
acceptability?

They will identify those which they consider to be good work habits and poor work habits. For the five most important good work habits clients will define those qualities that go to make them up. *If time, what constitutes SWCVT?*

Clients will reconvene and compare and discuss findings.

The Field trip for the next day will be outlined.

On the Field trip each client if not formally registered at the Canada Manpower Centre will do so and even if registered will

arrange to call to up-date registration. *enough time to do this
will employer see them initially?*

In addition each client will call on two employers and apply for work.

Clients will determine overnight the employers on whom they will call and the manner of their presentation.

Resources -

Flip Chart
List of work habits

Job Habits - Comments

Person write well, no comments for improvement.

Suggestions

(1) finish or do letter of applications if necessary.

LESSON 9
Day 14

Job Finding

This is a continuation of previous process aimed at organized approach to finding employment.

The balance of the letters of application will be reviewed for effectiveness.

1. A Manpower Counsellor will present what happens on registration and initial interview.
2. A role-playing interview will be conducted using one of the clients and the Manpower Counsellor.
3. Self Registration forms will be explained and clients can practice on forms.
4. Break up into two groups and discuss list of those things about which they will be honest and those things which they will not.

Groups present findings which will be discussed.

Resources -
Manpower Counsellor
Flip Charts

will this be over?

- 1) goodwht
- 2) alcohol

Comments
excellent.

Suggestion

Have counsellor use reference sheet

The counsellor ^{an application} initiates questions about the parts of ~~the~~ form they find difficult: "What does 'chronic ailment' mean? Do you put 'I wear glasses' under physical disability'? If you live common-law, do you say you are single or married? How do you answer, 'Why' did you leave your last job' or 'Reasons for leaving last job'?"

After this discussion, the coach asks each student to take one of the forms, "Complete the form as well as you can and put an 'x' beside those items which trouble you. Try it yourself first, then get help from another person. Help each other find solutions to the difficulties. ~~Use the multi-media kit as a resource.~~" The coach draws particular attention to bond applications, noting that many companies require this. He points out that the John Howard Society or the National Parole Service can sometimes arrange bonding for applicants with a criminal record. He tells them that not all employers may know of this possibility, and therefore the job application should have the information. He suggests those concerned should get this information from one of these organizations.

The coach asks each student to get application forms for further training or the job of his choice. ^{Try to get these ahead of time.} The student may have to make a special trip to get the forms, or write a letter requesting them. When the student has these, he completes one form for criticism by the group and saves the second for later in the lesson.

Verbal Communication

LESSON 7
Day 10

Role Playing

end time for video.

The objective of this lesson is to impress upon the clients how their physical communications supplements verbal communications.

The whole group will have an explanation of the necessity for role playing by everyone in everyday life. It will also be pointed out how important it is to portray appropriate behaviour for the role which is being played.

For instance: Many of those present will be parents and the role that they play as a wife, say, is completely inappropriate for a secretary; or the role that a father plays is completely inappropriate for him at work. The role played by a university professor is inappropriate for a teacher in Kindergarten and so on. *Explain how this relates to employment!*

sure that the group understands this principle and agrees with it. Then two people experienced in role playing can play out a sequence which is capable of two solutions. The group can discuss the significance of the players activities with the earlier presentation on role playing. Two volunteers will then be asked to play out the other solution.

When the complete group is familiar with the technique the clients will be divided into small groups of two, three or four, depending on the topic and each group will be given a topic to play out. A short space of time will be permitted to work out the action and dialogue and then the plays will be presented. Consideration could be given to have one group take the positive and on the

negative of the same question.

Video tape will be used to record role playing and will be played back to the group so that they can see themselves. Following this can be a general discussion on how appropriate were the facial and body expressions to the verbal and how appropriate was the whole attitude to the role being played by the various players.

Resources -

Role Playing Topics
Video Camera

Day 7 - video. job interviews and role play.

Key point - what are employers looking for

- sample interviews without video

- Try your own with video. chance to redo it.

Comments

Group was interested only in employment - their attempt to use video without a specific orientation to employment failed. The connection between playing roles (father or employer) was not understood.

video went well. considerable apprehension was evident but it was a valuable lesson.

Suggestions

- a) make it an interview between employer and applicant. or use roles as above but with considerable explanation. (relating behavior to roles)
- b) use list attached to creative job search. 'how to avoid being hired'

TELEPHONE
TELETYPE
VISIT

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

TO _____

DATE _____ TIME _____

WHILE YOU WERE OUT

M _____

OF _____

TELEPHONE NO. _____

Telephoned	<input type="checkbox"/>	Will Telephone Again	<input type="checkbox"/>
Wants To See You	<input type="checkbox"/>	Please Phone	<input type="checkbox"/>
Called To See You	<input type="checkbox"/>	Returned Your Call	<input type="checkbox"/>

MESSAGE: *This lesson was used by having each person say a good thing he had done i.e. holding or bathing a baby etc. Their voices were taped. It would seem appropriate to go with ~~some~~ creative job search the last half day. if time.*

ENCLOSURE SLIP (OVER)

LESSON 5
Day 8

Verbal Communication

4200 ol-voic-0 ~~Jaye~~

A short explanation of the means of communication between individuals.

- (1) Verbal
- (2) Physical
- (3) Written

Some times what we say with our voices is given the lie by what we say with our facial and body expressions. All will be familiar with the situation of a normal person communicating with one who is deaf and by facial expression, such as smiling , saying one thing while the voice is saying the opposite.

Written communication is the formal method of communication and is not so important to this situation. We are concerned with verbal and physical communication and will explore them to considerable extent.

a) Then explain that four voices will be played to them over a tape recorder, two are male and two are female. Put the list of things they will be required to determine on the flip chart and ask each one to read their findings and explain them. Also display a list of subjects for impromptu speeches on flip chart and those who do not report in the first part of this project are to be asked to prepare a two minute speech.

b) These impromptu speeches will be recorded and the record played back to the group. If time permits, have some discussion on the feelings of those who were suddenly required to say something. If group discussions appear to be indicated use this technique -

Resources -

Tape recorder with one prepared tape
Spare tapes
List of suitable topics for speeches.

Comments

- a) This first part went quite well. It got them familiar with the Tapes.

Suggestions:

- b) The second part went very well. Each person spoke and said described one thing he has done well in his life .ie. caring for children, welding, fixing a car. etc.

Day 2
3
4

LESSON 2

Day 3

Day 4

Day 5

Creative Job Search

This technique will be explained rather briefly to clients and they will then be asked to participate in the project. Those who can cope well with this phase will be encouraged to apply for jobs immediately.

Resources -

This technique will be presented by M & I regional office as a package.

day 3 -

consisted of creative job search covering

1) are jobs available

2) why you need a better job - cost of living etc.

3) how to put your best foot forward
(lead up to resumé)

no comment - not present.

day 4 - checking resúmes - valuable.

day 5 - checking resúmes - video role play was deleted
as it was thought to be too early in the course.
This left this day rather flat.

Use this on
video day

suggest use of role playing on extensive list of
how not to get buried in back of creative job
search book which each trainee will have.

If the trainees consent try it with video to get them
to be more relaxed with it as the first time
round for video is not always so valuable.

use tape recorder - 'what I've done best' - appropriate
after resumé. went over well last time. group was
very supportive.

..

HOW TO AVOID BEING HIRED

The Placement Office of New York University lists the 50 reasons that are most frequently mentioned by employers for rejecting job applicants. The information is based on reports from 153 companies. If you are out to land a job, take inventory of yourself in relation to these facts. If you still have a period of schooling ahead of you, start immediately to work on any traits that may hinder you later in getting a job or being promoted. As you read the reasons for rejection listed below, ask yourself how you would rate in relation to each.

1. Poor personal appearance.
2. Overbearing, overaggressive, conceited, superiority complex, "know-it-all."
3. Inability to express himself clearly - poor voice, diction, grammar.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise, nervousness, ill at ease.
7. Failure to participate in activities.
8. Overemphasis on money - interested only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses, evasiveness, hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy - ill-mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislikes for school-work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy handshake.
21. Indecision.
22. Loafs during vacations - no job experience.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.

33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant, strong prejudices.
38. Narrow interests.
39. Spends too much time at motion pictures.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High-pressure type.
50. Indefinite response to questions.

SOME STRAIGHT TALK ABOUT APPLICATION FOR JOBS

From the Personnel Office of a large business organization:

1. We have hundreds of people coming in and applying for jobs--most times more people than jobs.
2. Often, depending on labour market, we can be very particular. We hold applications for 6 weeks and then destroy -- unless exceptional rating has been put on the application.
3. The following are some of the tips our interviewers have said they consider important when you apply for a job:-
 - A) Be business-like when you apply
 - go alone - not in 2-s and 3-s, i.e. don't go with friends or children,
 - dress appropriately for business, not for school, sports, etc.,
 - be alert to your grooming, e.g. hair, shoes, fingernails.
 - B) Receptionist -- just as important as interviewer.
 - pre-screening done.
 - no chance to get in for interview if correct impression not created.
 - gum - giggle - pokiness -- Taboo!
 - C) Application form.
 - Experience - anything even if just babysitting, berry picking, cutting lawns - anything!
 - Make it out correctly, take time, be careful.
 - D) Interview.
 - The interviewer looks to see if you look her in the eye -- even if nervous.
 - He/she looks for SPARK.
 - He/she looks for WILLINGNESS - must talk, elaborate on questions, not just "yes or no".
 - He/she looks for SINCERITY - some seem eager, they say one thing and later in interview contradict themselves.
 - He/she looks for ENTHUSIASM - INITIATIVE.
 - Interviewer also rates and compares with receptionist.
 - Interviewer if impressed with you and has a job which is a permanent position will then send you as a candidate to be interviewed by the Manager wanting the job filled.
 - Therefore you must impress two before you get a job.

Lesson: Surveying Life Skills

The Life Skills Check List

I do
I have not have
the skill the skill

Code	Situation	I do I have not have the skill the skill	I do I have not have the skill the skill
S.	1. You are late for work. The boss is mad and tells you that you don't do a lot of things right. You do not want to lose your job. You know what to do and you do it.		
F.	2. You fight with your wife and you know she is right. You know what to do and you do it.		
L.	3. You and a friend are having a beer. You know you should go home. He coaxes you to have "one more for the road." You know what to do and you do it.		
C.	4. You visit strange towns without money or friends. You want help. You know what to do and you do it.		
J.	5. You have just had a chance for a good job. The boss asks you for references. You know what to do and you do it.		
S.	6. You helped a friend fix his house. He compliments you and says nice things about you. You are embarrassed. You know what to do and you do it.		
F.	7. Your marriage is not working out. You fight all the time and feel it is best to separate for a while. You know what to do and you do it.		

Code	Situation	I have the skill	I do not have the skill
L.	8. You want to meet new people but you don't want to get into any trouble. You know where to go, what to do and you do it.		
C.	9. You are in a pub when a fight breaks out at the next table. You try to stop it. You are arrested. You know what to do and you do it.		
J.	10. You want a job. Canada Manpower tells you there are no jobs available. You decide to find that out for yourself. You know what to do and you do it.		
S.	11. Your friend does some little thing that annoys you. It annoys others too. You think he would stop it if he knew it bothered people. You decide to tell him about it. You know what to say and you say it.		
F.	12. You are (or know) an unmarried mother. You (or your friend) need help supporting the child. You know where to get help and you ask for it.		
L.	13. You want to find something fun to do but everything you think of seems to need money. You decide there must be some interesting things to do without money. You know what to do and you do it.		
C.	14. You can't find your wallet. You think someone stole it. You want the police to start an investigation. You know what to do and you do it.		

Code	Situation	I have the skill	I do not have the skill
J.	15. You feel your boss has treated you unfairly. You want to talk to him about it but don't want to lose your job. You know what to do and you do it.		
S.	16. You have been asked to make a speech at a community club meeting. You know how to plan a speech and you give it.		
F.	17. You are having trouble making ends meet from one pay day to the next. You always seem to run out of money three days before you get paid. You know how to plan a budget and you stick to it.		
L.	18. You like to play poker once in a while but don't have the money to play often. You can plan when to play, and how much to spend and you stick to your plan.		
C.	19. You want to make a motion at a meeting. You know what to do and you do it.		
J.	20. You don't like your job. You want to quit but don't want to spoil your chances for another job. You know what to do and you do it.		
S.	21. You think you (or a friend you know) may have a drinking problem. You try to quit drinking but always weaken. You know where to get help and you go there.		
F.	22. You have children to support. You do not have a husband (wife) to help you. No one understands your problems. You know where you go to find help from others with the same problems and go there.		

Situation cards

A copy of the form Why Are You Here? for each student

Objective

The student uses the 5MI system to state his expectations for Life Skills training.

Stimulus

The coach tells the students they assess their Life Skills and their problem solving skills during this lesson. He tells the students they see a film showing a family with troubles related to life skills. They use a check list to identify life skills in the film, and then use the list to see what life skills they have.

The coach tells the students they find out what they think they can learn from the Life Skills Course, and that they learn some problem solving skills, using "situation cards" to practise a system for accurately describing problems. The coach lists these five activities on the flip chart as a reference.

After outlining the lesson, the coach explains the meaning of Life Skills, saying something like this: "Can you remember any time in your life when you played a game well, you knocked a home run, won a game of pool over a shark, or bowled over 300? Do you remember how

good you felt? You enjoyed your skill! You walked on air. When you work well with people you have the same feeling, because you have a life skill. Two people working on a serious problem feel good when they solve it. They look at each other, and they enjoy the thought of what they have done so well." The coach gives some examples of life skills: the skills of getting a job, paying off a loan, treating friends to a "round," expressing sympathy, asking for help, even criticizing a friend to his face in such a way that he says, "That hurts, but you're right." He asks the students to think of other life skills, responding to their suggestions with encouragement: "Do you know of others? How about you?"

The coach says he has prepared a list of some life skills and he shows a Life Skills Check List Projectual to the students. He points out that the projectual has a few life skills on it and that the check list has more. He asks students to comment on these.

The coach tells the students they will now watch a film called, Things I Cannot Change. He gives a brief introduction to the film: "This film was made in Montreal. It concerns a family in trouble. They have trouble with the police; the father has no job; they have another child. Although the family have many unsolved problems, they do have some skills. Look for the life skills as you watch the film."

Evocation

When the students have seen the film, the coach asks for comments.

Lesson: Surveying Life Skills

The Life Skills Check List Directions

1. Read over each item and place a check (✓) mark in one of the spaces at the right hand side of the page. You have to read the words at the top of the page to tell if your answer makes sense. Your coach can help you.

2. Go ahead now, and fill out the Check List.

3. When you have done the list, look at the left hand side of the page. You will see that each item has a letter in front of it. S means self; F means family; L means leisure; J means job; C means community. Your coach can tell you more about that. Ask him.

3.1 Count the number of "S-questions" for which you have checked "I have that skill" and the number for which you have checked "I do not have the skill". Put those numbers in the Life Skills Tally.

3.2 Do the same with the questions marked "F," and "L," "J," and "C."

	Answered	
	I have that skill	I do not have that skill
S-questions		
F-questions		
L-questions		
J-questions		
C-questions		

PERIPHERAL SKILL TRAINING

Day 1

Objective - Complete Documentation

The group will gather in the main room at the appointed hour. A brief welcome will be given by the project Co-ordinators and the necessity of the forms which are to be filled out will be explained to them.

These forms will record the name, address, telephone, sex, number of Dependants and such information as may be helpful in the project and analysing its effectiveness afterward. It may be argued that the city already has this information and there may be some truth in the argument. The Course Co-ordinators will insist on them being completed and use the rationale that we want accurate up-to-date information and that each time a client applies for work, he can expect to have a similar form to fill out and he might as well get use to it now.

Following completion of the forms the clients will be interviewed individually by those who will be conducting the course. The interviewer will ensure that the documentation forms are complete or as complete as it is possible to make them. The interviewer will engage the client in conversation and will attempt to establish what urge the client has to improve his circumstances. An attempt will be made to get the client to verbalize his ambitions and what he expects to get from this course. Some leads to interview subjects will no doubt appear on the documentation, more particularly as it applies to employment background or lack thereof, and these should be explored.

Notes of the interview should be kept on each client in his course file along with the documentation completed.

When all forms are completed and all interviews finished, the group will be brought together where the group will be told that the intention of the activities for the next four weeks will be aimed, not at getting a job for them; but rather, at making them able to find, obtain and keep a job that has some potential for satisfaction. No one is being promised anything but the assistance of the Course Personnel to help them better themselves. It is expected that some of the things they will be asked to do may look funny to them. If so, we ask them to have a good laugh and then go ahead and do what they're asked. It is not the intention of the project to single out any one for attention or embarrassment and anything said or done, which may on the surface appear to be critical, is only said or done in the hope of bringing improvement in the individual.

This is a client participation course and to be successful, everyone must get into the act. Much of the time will be spent in exploring what the clients think about things. To be successful, the clients must say what they think and be prepared to defend their views.

Resources - Forms for the Project.

1 - Comments

The format was changed so that there would not be too lengthy a break while each person was interviewed. The form filling was done together but the forms were somewhat complicated. This created some confusion but helping each other (Trainee to Trainee or counsellor to trainee) was a good way to break the ice. For those who couldn't write there was some embarrassment.

Suggestions

- 1) a) Complete forms before start of course and start in with introducing the person next to you" (formerly on day 2) being sure to get some reasons why he is in the course and what brought him here.
- (2) pictures (as form only on day 2) in a card game to practice "helping each other."
- b) have them fill out life skills projectual to start with emphasizing that you are here to learn and we can help if we know where your problems lie.

Possible change to sensitivity day.

Day 2 - Comments

good introductions. trainees inadvertently switched the design to what an employer specifically wants to know. The discussion following was lively.

The pictures produced the desired effect of getting the Trainees to be critical of appearance and what it conveys. This could perhaps be coupled with pictures showing expressions so that total self-presentation is covered.

Suggestions

~~skip this day altogether~~

~~Day 2 will be covered in day 1 so suggest showing of film - the things I cannot change. (see reference sheets)
The questions to be answered by Trainees on their life skills should be helpful to know which problems the Trainees have.~~

LESSON 1

Day 2

~~job search writing~~ ~~1) diary~~
~~activity~~
~~the first day of the week of life~~
Objective - To get the client to take a critical view of himself and see himself as he appears to others.

It is quite possible that many of those in the group will be familiar with each other. Many may be related. Regardless of this, each client is to record what he or she considers to be relevant material concerning the person sitting next to them or in front or behind, as the case may be. Sufficient time should be allowed to obtain this information and then each person is to stand up and introduce the person he interviewed to the group.

This activity may produce some hilarious situations and may relieve some tensions. The Co-ordinators can use their judgement on when to squelch it. After the introductions are completed, the instructor should lead into a discussion of what constitutes useful information that is helpful to the group to know about an individual. Using a flip chart, list the facts as they are brought out. List also those things brought out which contributed nothing to the exercise. The objective of this is to impress upon the clients the need for relevant facts only, about themselves and others.

After the discussion on what is relevant, show the group six pictures of adults in various types of dress. The clients will be told to imagine themselves as an employer in some form of industry or work where dress and appearance are critical. A good example of this would be a bank or some type of office work. Ask the clients to rate the pictures in the

order in which they would employ them, from the most likely to the least likely. Each client should be asked to rate the pictures and give reasons for their selection. If the placing of the pictures begins to assume a pattern, lead into a discussion using a flip chart to record the findings of the group on such things as what characteristics of dress are most likely to impress an employer and which are likely to cause rejection.

When a sufficient number of factors are identified, ask the clients to rate themselves according to the factors which they have used to rate others. If the group wants, perhaps we can get into a discussion on what constitutes appropriate dress and whether appropriate dress is desirable.

Resources - Paper and pens
Pictures (6)

Have a day of aptitude test instead of time with some explanation of what tests involve. How they can be meaningful - what help they can do

Phase: III

Area: Self

Lesson: Writing Tests

Time: 2 hours for the lesson, 8 hours for the testing, 1/2 hour
for each interview

Overview

Students in the Life Skills course receive feedback from several sources: other members of their learning group, the coach, and from videotape recordings; the interpretation of scores in pencil-and-paper tests provides another form of feedback. As an adult, the student has a right to the information contained in the test results; however, the person giving the test results recognizes that the student may put more confidence in them than they merit. He takes care to check his explanations against the students' interpretations.

Although the student writes the tests in this lesson to gather information for himself, job placement agencies, education institutions and employers sometimes require pencil-and paper tests for selection purposes; for the student who has experienced repeated failure in his life, this can cause stress. Practise in test taking rituals helps reduce the anxieties which a test situation generates; this lesson uses the Test Orientation Procedure¹ to provide this practise.

¹ The Psychological Corporation, New York.

The training staff may lack persons to administer the tests and interpret the results. Most communities have people in their schools or Canada Manpower counsellors who will help if called upon. These arrangements should be made well in advance of the scheduled time of the lesson.

Resources Required

Manual: Test Orientation Procedure

Audio-tape: Test Orientation Procedure

A copy of Test Orientation Procedure: How to Take Tests for each student

A copy of Test Orientation Procedure: Practise Tests for each student

Recommended tests: Raven Progressive Matrices, PTI-Oral Directions Test, General Aptitude Test Battery, Kuder Personal Preference Inventory, Kuder Vocational Preference Inventory, others as required

Resource Persons: Persons able to administer standardized tests and interpret the scores, and knowledgeable about vocational courses and job placements

Audio-tape recorder

Multi-media kit

Objective

The student uses the interpretation of the scores on pencil and paper tests to plan realistic goal achievement.

Stimulus

The coach outlines the activities of the lesson and explains the purposes of the Test Orientation Procedure. He invites questions about test-taking, recording some of the questions to put to the resource person.

The coach plays the Test Orientation Procedure tape. The students complete the exercises in the booklet, Test Orientation Procedure: How to Take Tests, following the directions on the tape. The coach assists students to score the practise exercises.

Evocation

The coach invites comments about the tests just completed, the procedure, and feelings related to test taking: "What feelings did you have while you took the tests? What feelings do you have now? Have you had to write tests when applying for a job? Have you missed a job because of tests like these? Tell us what happened. How do Canada Manpower, schools and employers use the test results?" He records questions which students might ask the resource person in the objective enquiry phase.

The coach distributes the booklet, Test Orientation Procedure: Practise Tests and allows the students time to do these. The students keep these booklets.

Objective Enquiry:

The coach introduces the resource person who explains the purposes of the tests students take. He deals with the questions recorded in the stimulus and evocation phases and others which may arise.

The resource person administers the tests according to the schedule prepared by the coach. Following each test, the coach invites discussion of the the students' reactions. He questions students who have shown stress during any test, helping them express their concerns.

For additional practise in test-taking and to stimulate more objective enquiry about tests, the coach directs the students to the materials in the multi-media kit.

Following the completion of all tests the resource person meets with the group. He presents data he feels may be helpful to them, such as a sample test profile, group norms on tests, and the range of vocational aptitudes or interests shown in the group. He invites comments and helps students interpret the data. He asks them to explain how an agency might interpret similar results. He presents the interview schedule and explains how he will conduct the individual interviews.

Application

Each student meets with the resource person who interprets the test results to him in relation to the vocational interests shown in the tests and goals expressed by the student. The resource person recognizes the tendency of some students to see test results in absolute terms, and in every case he explains how emotion, experience, fatigue, can affect a score. He provides information about courses, job placements or, on-the-job training opportunities. He helps the student plan what steps to take to reach a realistic and worthwhile goal. He makes arrangements for follow-up if required.

Evaluation

Throughout the lesson, the coach records comments of an evaluative nature. He notes evidence of changes in behavior towards test taking. When individual interviews have been completed, the coach summarizes his notes and presents his impressions to the students. He asks each student to write the ways test information helps him and others. The coach provides an opportunity for discussion of the responses.

He tells the students, "In this lesson we examined assumptions about ourselves. That means we checked opinions we have of ourselves. In what ways did we do this?"

The second in the area of social aspects related to employment.

The former course did include a session on debt counselling, budgeting and banking. It is recommended that other social areas which affect the life of the trainee also be discussed. Some possible examples are listed.

a) How to call on an agency whether employment or otherwise. (Many persons in the last course exhibited considerable apprehension towards calling on an agency. Others never got around to it; this co-ordinator feels that such apathy is normally indicative of considerable apprehension).

b) Does family life affect one's job.
This is merely an opening up to many other discussions.
Does one job affect family life?
What are the effects of welfare on family life?
Do they completely disappear after finding a job?
What is the image of the male role vis-a-vis employment; vis-a-vis supporting a family?
Is it different for blacks, for Africville residents?

c) Use of multi-media kit for health services ^{such as nutrition, family planning} so that each person could pick matters of no interest to him. Also cover compensation, information re injuries and UIC information re pregnancy, sickness etc.

There are ^{two} reasons in the course that requires the inclusion of new subject matter. The first is the area of job opportunities. Considerable emphasis was placed on discovering what workers had previously done well but not enough on the types of work the trainees might want to consider for the future. It is recommended that the following inclusions be made into the curriculum.

- a) Exploration of more types of jobs and training - this includes showing the trainee the many types of training available and the many types of jobs with considerable explanation of what is involved in the job, how a person could get training etc.
- b) Aptitude tests - these should be done possibly right in the class with a counsellor available to explain the meaning of the tests. This may help to broaden a person's concept of what they can do.
- c) Field trips to vocational training institute and to some job opportunities - not to apply for work or training but to get an idea of what training or a certain job involves.
- d) Some concentration on having trainees widen the scope of their job searching. This is a proven problem with low income persons. Attempts have not been very successful in other projects but some effort (a more concentrated one) is warranted.
- e) More concentration on how to handle grievances with colleagues and employers. ~~This was gone into but deserves more exploration.~~ This is not only useful for the future jobs of trainees but it also means an exploration into past difficulties and frustrations which are harmful to the trainees attitude to any work or any employer and may impede his job-search outlook.

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