

AN ABSTRACT OF THE THESIS OF

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Santa Barbara, California

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In presenting a plan for apprenticeship training in Santa Barbara, the writer has taken into consideration the following pertinent factors:

1. Santa Barbara is a relatively small non-industrial city depending for its existence upon attractiveness as a resort and residential center.

2. The number of new workers entering the skilled trade fields represented in the community is inadequate to replace the older workmen dropping out. A current need for approximately 150 trainees is indicated.

3. There is a widespread and urgent need for employment for youth.

4. The training of new workers should be a joint responsibility of labor, employers, and public vocational education.

5. The existent program of apprenticeship training in the city is inadequate to meet the current and potential needs.

6. Only a carefully planned and well organized program may be expected to succeed.

7. Organized labor, employers and the public schools have shown a willingness to cooperate fully in the program.

8. Apprenticeship offers the most feasible and satisfactory solution to the problems presented.

A survey of the local employment situation has been made and a study of the problems of local youth is under way. Both labor and employer groups have asked for increased service in the apprentice training field and the public schools have provided the services of a full-time apprenticeship coordinator.

Statewide participation by the State Apprenticeship Council, established under authority of the "Shelley-Maloney Apprentice Labor Standards Act of 1939," has given impetus and support to the local program. The wording of this act, however, permits only the larger trade groups with local organiza-

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tions of employers and employees to be included under its provisions.

Santa Barbara has long been an outstanding center for experimentation and advanced practices in education. The local department of vocational education is well established and expertly directed. The necessary school facilities for expansion of the apprenticeship program are available.

The plan proposed would provide for (1) rejuvenation of the existent but practically dormant part-time cooperative apprenticeship course at the high school; (2) expansion of the services offered for full-time apprentices; and (3) development of a new program of full-time apprenticeship training in diversified occupations. Each phase of the program should be developed and maintained with the advice and cooperation of an apprenticeship committee representative of the trade group or groups involved. One committee with a membership selected from several trade groups could work with both the cooperative part-time and full-time diversified occupations programs. A separate joint apprenticeship committee should be established for each of the larger trade groups included in the full-time apprenticeship program.

Pre-apprentice training, whether received in trade training courses at the high school, college courses in engineering and industrial education or employment in the trade field to be learned should be considered in rating new apprentices. All available sources of information should be checked in the selection of apprentices for placement in training. Final placement should be a joint project of the coordinator, the apprenticeship committee, and the employer.

A definite agreement between the apprentice and his employer covering all phases of the training situation should be worked out. Apprentice agreement forms provided by the State Apprenticeship Council would be used for all apprentices trained under provisions of the Shelley-Maloney Act.

Related instruction for cooperative part-time apprentices should be provided for at least one clock hour of each school day. For all other apprentices, at least 144 hours of technical and non-technical related and supplementary instruction should be provided annually. Trade technical course instructors should be selected from the trade groups involved. General related courses such as "Industrial Relations" might be taught by any qualified instructor.

The coordinator serves as secretary to each apprenticeship committee; aids in the selection and placement of apprentices; visits each apprentice on his job at frequent

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intervals; maintains complete and accurate records of the entire program; and keeps the committees, the school administration, the state council, and the general public informed about the local apprenticeship training situation.

Success of the program is insured when it is maintained in compliance with the regulations set forth in the California Plan for Trade and Industrial Education.

Reorganized

OLD RELIANCE BOND

AS CONTENT

A PLAN FOR APPRENTICESHIP TRAINING
IN THE CITY OF
SANTA BARBARA, CALIFORNIA

by

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A THESIS

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A PLAN FOR APPRENTICESHIP TRAINING

IN THE CITY OF

SANTA BARBARA, CALIFORNIA

CHAPTER I

INTRODUCTION

We hear much today of unsolved social and economic problems confronting our nation. Stories of millions of ambitious youths vainly seeking employment and reports of unfilled vacancies in the ranks of skilled labor appear in the same issues of the daily press. Obviously, no one agency or any one single program will prove a panacea for our economic ills. Full cooperation between labor, industry, and the public schools in a program of training young people to fill the thinning ranks of the skilled craftsmen will make a valuable contribution to the solution of our problems. The schools must play a leading part. In this regard, Dr. Walter F. Dexter, Superintendent of Public Instruction, California State Department of Education, makes the following statement:¹ "The problems of youth naturally concern all educators. The problems of satisfactory employment, of efficient production, of wise

1. Editorial--California Industrial Education News Notes, California State Department of Education, Bureau of Trade and Industrial Education. Vol. II, No. 1, May 1939, p. 11.

distribution of wealth and of maintaining security certainly are matters on which the people are justified in expecting real help from their schools."

Apprenticeship as the most ideal means of providing new skilled workers for industry has attained a new importance during the past few years. Vocational education departments in the public schools are striving to expand their programs to include more cooperation in such progress. The attitude of modern industry was expressed by R. Randall Irwin, Manager of Industrial Relations, Lockheed Aircraft Corporation, when he said, "Apprenticeship provides industry with a practical method--not only of meeting its need for skilled craftsmen but of meeting one of its social obligations."²

A STATEMENT OF THE PROBLEM

The program of apprenticeship training in the city of Santa Barbara is in need of reorganization, development, and expansion to meet the needs of the community. The number of new workers being trained in the skilled trades

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2. R. Randall Irwin, Manager of Industrial Relations, Lockheed Aircraft Corporation in an address at the Third Institute of Industrial Relations, Lake Norconian Hotel, Norco, California, May 8, 1940. "A Practical Procedure for Apprentice Training by Industrial Employer Groups." Available in mimeographed form from Archie J. Mooney, Secretary, California Apprenticeship Council, State Building, San Francisco, California.

is inadequate to replace the journeyman workers dropping out. In some trades, no new workers have been enrolled for several years.

The existing program of coordination and related or supplementary training falls far short of filling the need. In the past such services have been provided for only a limited number of the larger trade groups and almost nothing is being done for the trades which employ only a small number of persons.

The Vocational Education Staff of City Schools Enlarged

Until September, 1939, the personnel of the department of vocational education of the city schools had been so limited that adequate time for proper development and maintenance of the apprenticeship program was impossible. Since that time, however, a full-time apprenticeship coordinator has been provided and charged with the responsibility of building up a suitable program.

School Courses Cannot Meet the Need

There is neither a trade school nor a junior college in the community. Day-unit vocational trade and industrial courses offered in the senior high school are necessarily limited in number and scope. Obviously, it would be im-

practical to attempt to expand that program to include all trades in which training is needed.

Apprenticeship Can Best Meet the Need

An apprenticeship program designed to fit the peculiar needs of the community should provide an almost ideal solution to the situation. Such a program would adjust almost automatically to the employment needs and would involve a minimum of capital outlay and cost of maintenance.

Program Must Be Well Organized

To insure satisfactory results, the proposed program must meet the needs of labor and employers and be within the limits of finance and personnel provided through the city schools. It must train new workers for every trade in which a current or potential need exists. It must produce fully qualified and efficient workers and provide each with a broad knowledge of his respective trade.

A New Factor in the Program

In September, 1939, the Shelley-Maloney Apprentice Labor Standards Act became effective in California.³ This

3. See Appendix A, page 62, for provisions of this act.

law sets up a new definition of an apprentice and provides a considerably revised plan for establishing local apprenticeship programs. Employer and employee organizations play much more important roles and the State Department of Industrial Relations becomes an active participant in the program.

An Increased Interest in Apprenticeship

Labor groups, employer groups, and the general public have shown a rapidly increasing interest in apprenticeship during the past year. Requests for increased service in the field influenced the school board to employ a full-time coordinator of apprenticeship and to provide additional funds for offering units of related and supplementary instruction for apprentices.

Problems Peculiar to the Community

Problems of apprenticeship in the smaller, non-industrial communities differ greatly from those in larger centers. In Santa Barbara there are only a limited number of trade groups large enough for the maintenance of separate apprentice training programs. There are many trades, however, in which a small number of apprentices may find profitable employment. Although Santa Barbara has no

really large industrial enterprises, it has the normal complement of building tradesmen, mechanics, and workers in the service trades. The need for skilled craftsmen in these fields is, of course, the same as in other centers.

NEED FOR THE STUDY

In the past, the apprenticeship program in Santa Barbara has only partially filled the need. Before a re-organization and expansion can be accomplished efficiently, a new plan acceptable to those involved must be formulated and presented. The problem must be studied and the new plan based upon a practical solution to all factors in the problem. This logically involves a survey of the community, including a study of its needs and of the facilities available for meeting those needs. Little progress may be expected in the development of the program until a suitable plan is available.

SCOPE AND MANNER OF CONDUCTING THE STUDY

Limitations

This study is confined to those factors which have a direct bearing upon the problem of apprenticeship training. Since Santa Barbara as a community has a number of peculiarities which differentiate it from larger and more

industrialized centers, a rather detailed study of the community is necessary. To give a better understanding of the background of the local problem, there are included the historical background of vocational education and participation of the city schools in apprentice training.

Survey Material

During the 1939-1940 school year data upon the local situation were compiled by the writer. These data are combined with the results of study, research, experiment, and experience in developing a proposed solution to the problems presented. The following chapter presents the results of a partially formal and partially informal survey of factors pertinent to this study.

The Role of the Public Schools in Apprenticeship Training

As a basis for establishing the part that the city schools may be expected to play in the program, a brief history of vocational education in Santa Barbara is included. No other local agency is in a position to furnish either the coordination service or the related and supplementary instruction which a successful program of apprentice training would require.

Experience and Experiment

Experience in the field and in semi-experimental projects carried on in Santa Barbara during the past year, have aided in formulating the new plan. An effort has also been made to utilize the experience of other communities with similar problems.

Presentation of a Plan

In this study, an attempt has been made to formulate a plan for a program which might be expected to meet all phases of the problem presented. The plan includes provision for (1) part-time cooperative training in diversified occupations, (2) training for full-time apprentices in diversified occupations, and (3) full-time apprenticeship in the larger trade groups.

The cooperative part-time program would permit students to begin training on a half-time basis before graduation from high school. Full-time apprenticeship in diversified occupations would open a program for those in the trade fields too small for the maintenance of separate programs of training. Graduates from the cooperative part-time program in the high school would logically complete their apprenticeship training in the full-time diversified occupations program.

For the trade groups large enough to maintain separate units of related instruction, two slightly different groups must be provided: (1) the group which would come under the provisions of the Shelley-Maloney Act and (2) the group which would not be subject to the provisions of that act. These two phases of the full-time apprenticeship program are given a more detailed treatment in Chapter IV of this thesis.

CHAPTER II

A SURVEY OF THE CITY OF SANTA BARBARA

Santa Barbara is looked upon as an almost ideal residential and resort community. The 1930 census recorded a population of 33,544 persons. Preliminary figures of the 1940 census indicate a growth to more than 37,000. Of these, approximately 87 per cent are native or foreign born whites, 1.4 per cent are colored, and 11 per cent are orientals and others. Almost 25 per cent of the white population is made up of Spanish and Mexican people.

Although there has been a considerable reduction within the past five years because of numerous transfers of residence to out of state addresses (to avoid payment of California taxes), the per capita wealth remains very high. Current estimates indicate that more than 125 millionaires reside in the community.

Industrial Development

Santa Barbara has not proved to be an attractive location for industrial enterprise. Heavy manufacturing and mechanical industries have shunned the community entirely. With the exception of a relatively meager oil development from a few low production wells in one sector of the city, lemon packing is the only local enterprise

employing more than a few workers.

Local tradition and community policy frown upon any industrial development which might adversely affect the attractiveness of Santa Barbara as a resort city. Remote from adequate sources of raw materials and from the larger markets, there is little probability of any great change in the industrial status of Santa Barbara in the near future.

The building trades, service trades, and the occupations connected with the marketing and distribution of goods make up most of the employment opportunities. Activity in these fields is quite normal for a community of the size of Santa Barbara. There is also the normal number of small specialty shops such as dental laboratories, upholstery shops, "fix-it" shops, etc. Building permits for 1939 totaled more than \$1,033,000.00 and bank clearings were more than \$76,500,000.00.⁴

Resources of the Community

No further description of the industrial resources is necessary. As a result of the lack of water for irrigation and because of the mountainous character of the back country, agricultural land in the surrounding area is ex-

4. "Facts about Santa Barbara," Santa Barbara Chamber of Commerce, Santa Barbara, California, June 28, 1940.

tremely limited. Lemons, walnuts, and beans are the principal export crops, but an adequate quantity of poultry and dairy products for local needs are produced in the vicinity by feeding dry forage almost entirely. The lemon industry is growing rapidly and promises to attain major importance.

The major source of local wealth is the resort or residential attractiveness of the healthful climate and the excellent ocean beaches. An indication of the value of these resources is found in the fact that the city's 29 hotels have a total of 2,247 rooms.⁵ These are in addition to fifteen apartment houses and numerous groups of furnished cottages available to visitors.

Educational Resources

There are 40 educational institutions in Santa Barbara, including the senior high school, two junior high schools, nine grade schools, and nine kindergartens of the public school system. Santa Barbara State College has an enrollment of 1650 students. Also included are a Catholic seminary, and many private and parochial schools.

Enrollment in the public schools, including the evening high school and the emergency education program

5. "Facts about Santa Barbara," Santa Barbara Chamber of Commerce, Santa Barbara, California, June 28, 1940.

(WPA), totals more than 8,600 pupils.⁶ Unlike the majority of California communities of its size, Santa Barbara does not have a junior college. A limited number of classes on the same educational level are provided, however, at the high school.

There is a well established and expanding department of vocational education in the city school system. Apprenticeship education is the specific responsibility of this department.⁷

Geographical Location

Santa Barbara is located on the coast and in a sort of natural amphitheater formed by a range of mountains 4000 feet high. Excellent transportation facilities--rail, air, and modern highway, as well as water--between Santa Barbara and the metropolitan Los Angeles area only 90 miles away, have a marked effect upon business and employment conditions in the community.

The Apprenticeship Situation

Preliminary informal surveys made by the coordinator

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6. "Santa Barbara City Schools," issued by the Santa Barbara City Schools, Santa Barbara, California, April 1, 1939.
 7. See Appendix B, page 101, for Organization Chart.

indicate that there is an impending need for skilled workmen far in excess of the number now in training. Apparently, the approximately 50 apprentices now involved in organized training programs are less than half of the number needed to supply potential demands. A survey of employment opportunities, carried out in the fall of 1939, listed 70 occupations which might be learned by apprenticeship in local shops or businesses.⁸

The Problems of Youth

Recently published figures based upon a state wide survey indicate that more than 160,000 youths between the ages of 16 and 25 years are out of school and seeking employment in California. Santa Barbara evidently has a proportionate share of this group. More than half of these young people have no specific occupational training. The majority of the jobs they occasionally get are only temporary. The average employer wants his new employee to be not only trained but also experienced in his field. This condition results in a paradoxical situation: experience is prerequisite to getting a job and a job is prerequisite to obtaining experience.

Expanding industries, such as airplane manufacturing,

8. See Appendix B, page 103, for list.

offer an outlet for the services of qualified youth in the larger centers but such employment is not available in Santa Barbara. Training for production line jobs may be given in a few weeks. Many who can afford to do so attend private trade schools at Los Angeles, San Francisco, and other centers for preparation for such jobs.

Most of the jobs offering attractive employment to youth in Santa Barbara require extended training in the requisite skills and knowledge. Limited offerings of trade training in the public schools and the total lack of private trade schools in the community leave apprenticeship as the logical solution to most of the local training needs.

More than 500 Santa Barbara youths have been registered for employment training with the National Youth Administration during the past two years. Placement by this agency on a training basis is limited to jobs in public service situations, however, and therefore only occasionally fits the needs of the mechanically inclined. The great majority of such placement is in clerical occupations.

More than 150 Santa Barbara employers in more than 70 occupations contacted in surveys during the past year indicated a feeling of responsibility for solution of the problems presented. Seventy-three indicated that they could use apprentices when their business conditions would

permit. Approximately 75 learners who might be classified as apprentices in trade and industrial occupations are now employed in the community. The indications are that this number can be increased to more than 100. Specific programs of related and supplementary instruction were provided for 50 of these apprentices during the 1939-1940 school year.

The Santa Barbara Youth Conference

A group which promises to be a potent and valuable factor in the solution of the problems involved in the employment of youth is the Santa Barbara Youth Conference. This organization, which is made up of representatives of 23 local institutions and public service organizations, was originated with the specific purpose of finding some solutions to the problems facing youth. Included are representatives of the schools, the Chamber of Commerce, organized labor, the Parent-Teacher Association, N.Y.A., churches, the Santa Barbara Woman's Club, and similar groups.

Preliminary discussions and investigations convinced the group that one of the greatest needs of youth was the security provided by a job. Their efforts have therefore been concentrated upon surveys intended to find a basis for solution of the problem presented. The first of these

surveys was made in cooperation with a similar effort already initiated by the State Council of the Parent-Teachers Association. Questionnaires were mailed to approximately 300 local employers listed as employing four or more persons. Analyses of returns received indicate the following conclusions:

1. Employers are continually adding employees to their staffs. New positions created during the past year averaged almost one for each employer contacted.

2. Almost all of the new employees hired during the past year were obtained from sources other than the State Employment Service, the high school, or the state college. For obvious reasons, employees taken on by "closed shop" employers were obtained through the local unions.

3. More than half of the employers contacted indicated they could use people with special training in their fields of work.

4. Twenty-seven of those returning questionnaires indicated that they now employ apprentices and an additional ten indicated they could use apprentices.

5. The number preferring to train their own new workers in service was more than double the number who preferred to have the schools furnish trained people.

The second project of the Santa Barbara Youth Conference was an attempt to survey the economic and educational

status of the out of school, 16 to 25 year age group in the community. Preliminary studies of the case records on file with the National Youth Administration and of the registration data for boys recorded at the State College were made but these sources yielded very little usable information. Mailing lists have been prepared from the records of those who have left the high school, either by drop out or graduation during the past seven years. Plans under way provide for complete coverage of this list by special questionnaire. Any reasonable percentage of returns should give valuable data upon which accurate estimates of the situation may be based. The final result may well be a list of tangible recommendations for meeting the problems involved.

Organized Labor

There are 27 active labor unions in Santa Barbara in addition to the Central Labor Council and the Building Trades Council. These groups exert a marked influence in the community and are represented in almost every trade and industrial occupation in the city. A notable exception is the automotive mechanics group which is normally affiliated with the now dormant machinist's local.

These groups have given almost 100 per cent cooperation in the apprentice training program. In those trades

for which apprentice training programs have been initiated under the new program, union members of the joint apprenticeship committees have been most enthusiastic workers and have had the full support of their local organizations.

An informal check made in May, 1940 indicated the number of building tradesmen nearing the retirement age to be far in excess of the number of apprentices being trained to replace them. Apprentices are being placed in these fields as rapidly as employment opportunities can be found to absorb them. These boys are being given some preference over the older journeymen in job assignments in an effort to advance them in the trade as rapidly as possible.

When related and supplementary classes have been offered, the labor unions have required their apprentices to attend, even though such classes were sometimes held at the same time as regular union meetings. Changes in apprentice wage schedules, apprentice-journeyman ratios and similar matters of local policy have in some cases been altered to facilitate apprentice training.

There has been no serious disagreement between organized labor and employer groups in Santa Barbara for several years. Occasional minor difficulties are usually settled quickly in joint meetings of representatives of the groups involved. Employment for skilled workers has been relatively plentiful and steady. Regardless of the fact

that few Federal Housing Administration loans have been granted locally, building permits for 1939 totaled more than \$1,033,000.00. Business in other fields also compared favorably with the so-called prosperous years of the late 1920's.

Individual employers and individual employees in trade fields and individual shops not involved with organized labor show a friendly and cooperative attitude toward apprenticeship. Most of such shops are small and relatively few openings for apprentices will be found in them.

SUMMARY

The opportunity and need for providing training for a group of approximately 150 apprentices in Santa Barbara is apparent. With an average training period of four years this would turn out approximately 35 journeymen a year. Although Santa Barbara is not an industrial community, it could easily absorb at least this number of new workers annually. The need for a plan for providing the training indicated is definitely indicated and the essential facilities are available.

CHAPTER III

HISTORICAL BACKGROUND OF TRADE AND INDUSTRIAL EDUCATION
AT SANTA BARBARA

GENERAL EDUCATION

Santa Barbara has been an outstanding center for experimentation and advanced practices in education for many years. As early as 1910, the "Santa Barbara Plan" for differentiated assignments in secondary education courses received national recognition. Since that time there has been a continued growth and development in the system until it now stands near the top of the list of exemplary school systems of the nation.

VOCATIONAL TRADE AND INDUSTRIAL EDUCATION

Early Development

Two vocational unit day trade classes in Auto Repair were opened at the Santa Barbara High School in September, 1918. This was the beginning development toward the present program of trade and industrial education. A half-time local director of vocational education was employed in 1927 and in the same year a unit day trade class in printing was opened. As the need developed, trade extension courses for journeyman workers were offered from

time to time during the ensuing years. Part-time cooperative apprenticeship training in the diversified occupations was added in 1928.

Instruction in architectural landscaping on a unit day trade basis was added to the offerings in 1937. This course was designed to supply much needed experts in the fields of plant propagation and care of home or commercial ornamental plantings. Employment in this field in Santa Barbara is second only to the retail sales occupations.

PART-TIME COOPERATIVE APPRENTICESHIP

Early History

The Santa Barbara city schools, in opening a part-time cooperative apprentice training program in 1928, were among the first to follow the original experiment in this field initiated at Roseburg, Oregon in 1926.⁹ A coordinator was designated for the program and the number of trainees enrolled rapidly increased to a peak load of 50 in the school year 1930-1931.

Decline

The business depression of the early 1930's began to be seriously effective in Santa Barbara in the latter part

9. See page 33 for definition.

of 1931. A rapid decline in the number of placements of part-time apprentices began at that time. When the number of enrollees diminished to a point at which full-time service of the coordinator was not required, a part of his time was assigned to other teaching work. As the load of other work increased, the time available for building up the part-time apprenticeship program decreased.

No revival of the program has as yet been accomplished. During the 1939-1940 school year only three apprentices were working in the part-time program and no separate time was provided the instructor for coordination service.

Related Instruction

A very fine program of related and supplementary instruction for cooperative apprentices was developed and maintained in the high school. Most of the material used in these courses is still valid and available for use in a revived program when and if such a revival is attained. Other facilities necessary could undoubtedly be made available when needed.

FULL-TIME APPRENTICESHIP TRAINING

Preliminary Plans

Extensive development of the local full-time apprenticeship program was not initiated until the 1939-1940 school year. Trade advisory committees representing the larger building trades groups began serious consideration of the apprenticeship problem in their trades during 1937 and 1938. Tentative local plans for apprentice training for the carpentry, painting, and sheet metal trades were developed by such committees. Some units of technical related instruction were opened but met with only moderate success in securing attendance of the apprentices. The most successful unit was the course in sheet metal pattern drafting initiated in the fall of 1938 and continued through the 1939-1940 school year.

1939-1940 Development

Prior to the fall of 1939 no serious attempt was made to include training for any apprentices except those in the largest trade groups. During the spring of that year, numerous requests for increased vocational education services were received from labor groups and employers. Heeding these requests, the city school board added co-

ordinators for distributive occupations¹⁰ and trade apprenticeship. Coordinators for both of these services began work in September, 1939. During the past year much progress has been made toward the development of the full-time apprenticeship program.

Local Joint Apprenticeship Committees

Application of the procedures prescribed in the Shelley-Maloney Apprentice Labor Standards Act passed by the 1939 session of the California legislature was made in the programs for several of the larger trade groups. Employer and employee groups designated representatives to serve on local joint apprenticeship committees for the carpentry, plumbing, sheet metal, electrical, and meat cutting trades. Apprentice labor standards have been formulated in keeping with the new law, and related instruction for apprentices has been provided in all these except the meat cutting trade. A local joint committee for the automotive service and repair trade aided in setting up a program for that field. The fact that the employee organization for auto mechanics was in a dormant state prevented the program from receiving official approval of the State Administrator of Apprenticeship.

10. Distributive Occupations Education as authorized under the George-Deen Vocational Education Act.

In addition to formulating apprentice labor-standards agreements, these committees aided in selecting trade teachers, laying out instructional material, and approving apprentice agreements arranged between individual apprentices and employers.

Forty-seven trade apprentices were enrolled in the program during the year and 16 of the carpentry apprentices were brought under signed agreements with their employers. Preliminary arrangements were made for extending the program to the printing, painting and decorating, plastering, and architectural landscaping fields during the next school year. Approximately 30 additional apprentices should be added to the enrollment in the total program when the programs for the latter four trades are in operation.

Trade Extension Classes

Units of trade extension education offered for the purpose of increasing the skill or technical knowledge of journeyman workers have done much to develop an interest in apprenticeship training. Many such units are offered in Santa Barbara each year. Classes in related and supplementary subjects may often enroll both apprentices and journeymen workers. Such combinations tend to strengthen the entire trade training program.

The Use of Trade Advisory Committees

Trade advisory committees set up to safeguard and aid in the development of other trade training programs are frequently converted into joint apprenticeship committees. In many cases the same committee has functioned as both a trade advisory and a joint apprenticeship committee, performing the two functions separately but with the same personnel.

The principle of using advisory committees in the development and maintenance of vocational education programs has long been accepted in Santa Barbara. The California Plan for Trade and Industrial Education has for many years required the use of such committees in all vocational trade and industrial programs.

Other Vocational Education Programs

The program of education in distributive occupations in Santa Barbara has made exceptional gains under the direction of the coordinator for this field employed by the school board in September, 1939. Classes in the high school on the 13th and 14th year levels, and trade extension type classes for those working regularly in the business fields, enrolled more than 400 persons during the past school year. Employed learners in the distributive

occupations fields (sometimes referred to as apprentices) receive their related and supplementary instruction under this program. One class for cooperative part-time learners in distributive occupations is maintained with the 13th and 14th year courses at the high school.

Several units of vocational Homemaking education for both high school students and adults are maintained by the Santa Barbara school system. As the relationship of this program to trade apprenticeship is rather remote, a more detailed description is omitted.

Public Relations

Local policies and local politics in the city of Santa Barbara require a very careful and cautious development of new phases of the programs of education. A well developed and continuously maintained public relations program is necessary to assure support and approval of the apprenticeship program.

The most effective unit of any such public relations program is that which keeps the public aware of the tangible benefits attained or provided by the program involved. When the taxpayer, the employer, the laboring man, the parent, and the school administrator are conscious of the fact that an effective and much needed piece of work is being done, their support is assured.

During the 1939-1940 school year every effort was made to keep the entire community informed as to the progress made in and plans formulated for the future of the apprenticeship program. Bulletins describing the proposed program were produced and distributed. Talks were made before labor and employer organizations and parent-teacher groups. Frequent stories were released through the local newspapers and the local organ of the Building Contractor's Association. The two local radio stations were used for broadcasts describing the program at various times and the school staff was kept informed through talks at supervisory staff and school faculty meetings.

Joint apprenticeship committees provide an indirect contact with the organizations they represent which should not be minimized. Almost without exception every apprenticeship committee member is an enthusiastic salesman for the Santa Barbara program.

Contacts made in the progress of surveying employment opportunities provided a most valuable opportunity for developing good public relations during the past year. The prospective employer must always be given some understanding of the plan and program before it can be determined whether or not he might train an apprentice. In almost every case, to understand is to endorse the plan.

Participation of the coordinator in the work of the

Santa Barbara Youth Conference did much to promote the development and public support of the apprenticeship program.¹¹ The fact that this organization was made up of designated representatives of a large number of local institutions and organizations, coupled with the fact that its work was concerned with the training and employment of youth, made it an exceptionally potent public relations contact.

So far as the writer can determine, not a single adverse reaction to the entire local program developed during the past year. The stage is now set for the next step forward in reorganization and expansion of the program.

11. See Chapter II, page 16.

CHAPTER IV

A PLAN FOR APPRENTICE TRAINING

PRE-APPRENTICE TRAINING

Courses in the High School

Trade training courses such as those offered at the senior high school provide one of the best opportunities for prospective apprentices to prepare for entry into the trades. The most effective units are the vocational trade and industrial courses combining shop practice with related and supplementary instruction. The courses of this type are necessarily limited in number and now include only the following:

1. Auto and Metal Work
2. Printing
3. Architectural Landscaping

Completion of even part of one of these courses gives the student a decided advantage over other applicants for employment as an apprentice in the field he has studied. Graduation from such courses should enable the student to begin his apprenticeship with an advanced standing in keeping with his skill and knowledge of his trade.

Industrial arts courses offered in woodworking, auto mechanics, printing, mechanical drawing, and electricity

also have value as preparation for apprenticeship. In these courses, the skill and technical knowledge gained is probably of less importance than the opportunity provided for a tryout experience. The recommendation of the industrial arts instructor should carry a definite weight in the selection of apprenticeship applicants who have taken his courses.

College Courses

Engineering and industrial education courses in colleges or universities furnish excellent candidates for apprenticeship in the mechanical and building trades. Many students decide not to complete their professional work because they prefer to enter one of the skilled trades. For financial or personal reasons others find it impossible to complete degree courses and turn to apprenticeship in the trades as an alternate.

Employment in the Field to be Learned

Quite frequently prospective apprentices find employment in the field of their choice before an opening for an apprentice is available. Such jobs as deliveryman, stock clerk, building laborer, or draftsman give opportunity to learn much about the trades with which they are

connected and serve as a stepping stone into apprenticeship.

13th and 14th Year Courses in the High School

Postgraduate or junior college level courses offered at the high school now include only general education and education in distributive occupations. Pre-apprentice training for the trades and industries might also be included and would provide a valuable source of candidates for employed training.

PART-TIME COOPERATIVE TRAINING

Definition

Part-time cooperative apprenticeship programs in diversified occupations may be operated in connection with regular high school programs.¹² The plan usually followed is patterned after the program first developed in Roseburg, Oregon, in 1926. Under this plan, carefully selected students are permitted to accept regular employment as part-time apprentices in the trade occupation they wish to learn. They usually spend approximately half time in such employment and half time in school pursuing academic

12. See Appendix A, page 73.

subjects required for high school graduation and studying special subjects related to their particular trade fields. High school credit is normally awarded for the trade experience gained in part-time employment.

The most popular time arrangement is for the cooperative apprentice to spend half of each school day on his job. This permits daily attendance at the high school on a half time basis. In some centers, two apprentices are placed on each job, working alternately on a week-about or two-weeks-about plan. This gives the employer continuous full-time service but has the disadvantage of training two apprentices for one job. It also makes necessary the establishing of separate class sections in required academic subjects and limits the choice of such subjects to those offered in the special sections. The half-day-about plan is recommended for the Santa Barbara program as the most practical and economical for the local situation.

Rejuvenation Needed

A reorganization and rejuvenation of the part-time cooperative apprenticeship program at the Santa Barbara senior high school is most desirable. In many of the diversified occupations of the community, a part-time apprentice is more acceptable than a full-time learner. Few if any of those apprenticed under this plan would

complete their training before graduating from high school. Under ideal conditions each part-time apprentice would become a full-time apprentice when his high school course was completed. He would then come under the full-time apprenticeship training program in diversified occupations described later in this chapter.

Recommendations

The following recommendations for change from the existing plan for the cooperative part-time apprenticeship program are offered:

1. Transfer of the basic responsibility for the part-time cooperative apprenticeship program now in operation at the high school to the apprenticeship coordinator.

2. Appointment by the city superintendent of schools of an advisory committee for apprenticeship in diversified occupations to safeguard the program and aid in its promotion, development, and maintenance. This committee should include an equal number of representatives of employers and employees selected from trade fields in which cooperative part-time apprenticeship may function efficiently. There should be not less than three employers and three employees, each from a different firm or shop. If possible, each should represent a different trade field. The coordinator should serve as secretary and the committee

should select its own chairman from among its membership.

The committee should serve in an advisory capacity in the selection of apprentices and the layout of related and supplementary courses. It should also aid in the development of training agreements between apprentices and employers. Any disagreements between an apprentice and his employer, not readily settled by the coordinator, should be referred to the committee for arbitration. Committee meetings should be held at stated intervals throughout the school year. The coordinator should keep the committee up to date on all training situations and obtain the recommendation of the committee for any advancement or other change of status on the part of any apprentice. This same committee could also function in connection with the full-time apprenticeship program in diversified occupations described later in this chapter.

3. Specific courses should be established at the high school to provide related and supplementary instruction for cooperative part-time apprentices. Not less than one class hour per school day should be provided for such classes. The instruction provided should include both technical and general related material.

4. Coordination for cooperative apprentices should be carried on by the instructor of the related classes.

Selection of Apprentices

Candidates for part-time cooperative apprenticeship must be carefully selected. The advice of the school placement officer should be obtained and the complete school record of the individual applicant should be carefully scrutinized. Final selection of apprentices should be a joint project of the prospective employer, the coordinator, the high school placement officer, and the advisory committee.

Selection of Employment Opportunities

A thorough canvass of the community should be made to locate every possible opportunity for a placement of cooperative part-time apprentices. Careful records should be made of all contacts with trade and industrial employers in this canvass. Only those shops where a proper and well rounded training will be given should be selected. It is equally important that the employer have a current or potential need for a journeyman employee so that the successful apprentice may be insured employment upon completion of his training.

Placement

No apprentice should be placed on a job until a

definite agreement as to wages, hours, and working conditions has been reached. This need not be a written agreement but the schedule of operations to be learned by the apprentice should be definitely established. Placement should be made only when both parties are fully satisfied with the conditions.

Coordination

The instructor who teaches the related and supplementary courses for the part-time cooperative apprentices should be responsible for coordination of the program. He should visit each apprentice on his job as often as possible--at least once every two weeks. Adequate time should be provided for this service in the instructor's schedule. Each visit should take at least one half hour. The apprentice, his employer, his foreman, and occasionally his fellow workmen should be interviewed to determine the need for special instruction, counseling, or adjustment of difficulties. A careful record of all such visits should be maintained by the coordinator.

Related and Supplementary Instruction

A peculiar problem is presented in providing related and supplementary instruction to apprentices in diversified

occupations. In a group of 20 apprentices the instructor may have trainees representing 12 or 15 different trades. There are many subjects which may be of value and interest to the entire group. Instruction in such units may be offered on a group basis. All supplementary instruction in technical subjects must necessarily be given on an individual basis as no two apprentices are likely to have the same needs at the same time.

The coordination contacts should guide the instructor in determining the needs of each apprentice at any given time. Great care should be taken to insure the functioning of each unit of technical instruction in the daily work of the apprentice. His future needs should be anticipated only far enough ahead to assure a maximum efficiency of his work on the job.

Temporary special committees recruited from the specific trade groups in which cooperative apprentices are employed should be used to help in the development of technical content for the related courses. These committees need be maintained only for the period necessary to develop the necessary instructional material.

An outline for a general related course in "Industrial Relations," adaptable to diversified occupations groups, will be found in Appendix C, page 111.

FULL-TIME APPRENTICESHIP IN DIVERSIFIED OCCUPATIONS

Definition

Apprentices employed full-time in trades where the groups are too small to permit the establishment of separate programs of related and supplementary training should be grouped under a diversified occupations program. Those graduates from the cooperative part-time apprenticeship program in the high school who have not completed a full period of apprentice training will naturally continue with such a full-time diversified occupations group.

The basis of training for these apprentices would differ from that of apprentices in larger trade groups in only two respects. One apprenticeship committee would function for all trades included, and related or supplementary classes would necessarily function for mixed groups of apprentices.

Apprenticeship Committee

The joint apprenticeship committee selected to advise in the conduct of the cooperative part-time apprenticeship program would also function for the full-time program in diversified occupations. Its function would be essentially the same as with the other group. The problems involved in the training of both groups would be so similar many of

them could be considered jointly in meetings of the committee.

Related and Supplementary Instruction

Related and supplementary instruction for full-time apprentices would include a minimum of 144 hours of class work per year. This would normally be offered in two two-hour sessions per week during the regular school year. Only occasionally would such groups of apprentices be available for class work during the working hours of the day. For this reason most units of instruction would be offered on an evening school basis as a part of the evening high school program. One two-hour session per week would normally be devoted to individual units of trade technical instruction. The remaining session would cover general related work applicable in solving the problems of apprentices in all trades represented in the group. When a special class organized for full-time apprentices in any of the larger trade groups fits the needs of any apprentice in the diversified occupations group he should be permitted to enroll in that special class in lieu of one class offered for a mixed group of apprentices.

Coordination

Coordination of the program for this group would be a responsibility of the full-time apprenticeship coordinator. He should keep accurate records of all visits to places of employment and make regular reports to the apprenticeship committee. These reports should indicate the progress and problems of each apprentice. The coordinator should make recommendations to the employers regarding the training and advancement of the trainees. All disagreements not readily adjusted by the coordinator should be referred to the advisory committee.

FULL-TIME APPRENTICESHIP IN THE LARGER TRADE GROUPS

Definition

When the individual trade groups are of such size that separate classes in related and supplemental subjects may economically be maintained for them, such classes should be established. Whenever possible, this type of program should be developed under the provisions of the Shelley-Maloney Apprentice Labor Standards Act of 1939.¹³ In any case, a joint apprenticeship committee would be set up for each separate trade. This committee would develop a local

13. See Appendix A, page 62.

code of apprentice labor standards for the trade represented and serve in an advisory capacity in the solution of all apprentice training problems arising in that trade.

Size of Classes

A vocational class must have an average attendance of 16 or over in order to be financially self supporting. Funds received by the school district in the form of subsidy from the State Bureau of Trade and Industrial Education are combined with "Average Daily Attendance" funds received from the state treasurer to pay the costs of such instruction. The income from larger classes makes possible the maintenance of separate classes for some smaller groups. The requisite number of enrollees for a separate class related to a specific trade may, in some cases, be obtained by opening the registration to journeymen who wish to take the course on a trade extension basis.

Two Possibilities

Separate programs of training for individual trade groups may be set up and maintained on either of the following bases: They may (1) conform with the policies and regulations of the State Apprenticeship Council and the Shelley-Maloney Apprentice Labor Standards Act or

(2) they may be set up as local, independent programs.¹⁴ In the latter case every program so constituted should be closely patterned after the State Council program. It is possible for such programs to be identical in every respect except that independent programs could not execute state council approved apprentice agreements or use other State Council forms.

There would seem to be only one valid reason for setting up a local independent program. In the absence of a recognized organization representative of either the employers or employees in the trade, a State Council approved joint apprenticeship committee could not be established.

The Shelley-Maloney Act

Interest in the whole program of apprenticeship training in California has been greatly stimulated by the passage of the Shelley-Maloney Apprenticeship Labor Standards Act of 1939. As the title infers, this is a labor standards rather than an education act. It becomes part of the Labor Code of California and is administered by the State Director of Industrial Relations.

Vocational education administrators have in the past

14. See Appendix A, page 83, for excerpt from California Plan for Trade and Industrial Education.

carried the responsibility for organizing and directing practically all phases of apprenticeship training. The effect of the Shelley-Maloney Act is to remove from the educational authorities the responsibility for apprentice wages, hours, and working conditions. Under the new law the local joint apprenticeship committee sets the local apprentice labor standards without any direct participation upon the part of the representatives of the schools. This factor tends to strengthen the position of the schools in the program and leaves the coordinator free to cope with the problems of education and training exclusively.

Acceptance of the Shelley-Maloney Act by any local trade group is optional. A local program may be established parallel to but entirely independent of the provisions of the law. It is, however, desirable to include every possible training situation under a plan acceptable to the State Apprenticeship Council.

Main Provisions

The Shelley-Maloney Act provides for the governor of the state to appoint an apprenticeship council composed of four representatives from employer and employee organizations respectively and one representative of the general public. The Director of Industrial Relations and the Chief of the Bureau of Trade and Industrial Education of

the State Board of Education are also designated as members.

The Director of Industrial Relations is ex-officio Administrator of Apprenticeship, and a member of his staff serves as Secretary of the Apprenticeship Council.

The law provides for selection by employer and employee organizations of local and state joint apprenticeship committees whenever the apprentice training programs justify such selection. Such joint apprenticeship committees must be composed of an equal number of employer and employee representatives.

State and local boards of education are made responsible for (1) the preparation of trade analyses and outlines of instruction; (2) the administration and supervision of related and supplemental instruction for apprentices; (3) coordination of instruction with job experiences; and (4) the selection and training of teachers and coordinators for such instruction.

The term apprentice is defined as a person at least 16 years of age who has entered into a written agreement with an employer, an association of employers, an organization of employees, or a joint committee representing both, which agreement provides for not less than 2000 hours of reasonably continuous employment for such person and for his participation in an approved program of special train-

ing through employment and education in related and supplemental subjects.

The wording of an approved apprenticeship agreement is carefully stipulated. In addition to the signatures of the contracting parties and pertinent data regarding date of birth of the apprentice, trade or craft to be learned, and designation of the period of apprenticeship, the agreement must provide for the apprentice to attend classes in related and supplemental subjects not less than 144 hours per year. Each such agreement is subject to the approval of the local joint apprenticeship committee.

Other provisions of the act include the responsibilities of the administrator, of the state council, and of the local joint committee for the investigation of any violations of the apprentice agreements and the settlement of any disputes between the apprentice and his employer.

Joint Apprenticeship Committees

The entire success of the local apprenticeship program in any trade or craft hinges upon the efficiency of the local joint apprenticeship committee.¹⁵ The wording of the Apprentice Labor Standards Act makes necessary the designation by existing employer and employee organizations of

15. See Appendix B, page 102, Chart of Responsibilities.

members of joint committees operating under the act. The absence of either type of organization in any trade makes it virtually impossible to bring the program for that trade under the provisions of the act. Fortunately, employer and employee organizations exist in nearly every larger trade group in Santa Barbara. Although there must be an equal number of representatives of employers and employees on the committee, the number of each is optional. It is recommended by the State Apprenticeship Council that a representative of the schools serve without vote on each local joint committee. The coordinator should ordinarily be the school representative and should serve as secretary of the committee. The same general principles should apply whether the committees are set up in keeping with the Shelley-Maloney Act or not.

Apprentice Labor Standards

The first duty of each local joint committee is to formulate a local code of apprentice labor standards.¹⁶ Such codes should provide the basis of organization of the committee and a statement of its duties and responsibilities. They should also include the definition of an apprentice; a statement of the length of the term of ap-

16. See Appendix A, page 86, for typical apprentice labor standards.

prenticeship; the qualifications of apprenticeship applicants; the provisions for school instruction, work training, and conditions of employment; the schedule of wage rates to be paid the apprentice; the ratio of apprentices to journeymen; and other regulations governing the local training program. Models for the formulation of local apprentice labor standards are furnished by the state council. When the provisions of the local code have been approved by the employer and employee organizations involved and by the State Administrator of Apprenticeship, they become effective upon all apprentices in training in the particular trade in the locality.

Selection and Placement

As the need for added apprentices develops in any trade, carefully selected trainees should be found to fill the existing openings. The high school placement office, the state employment service, and the application files of the coordinator should be canvassed for the best qualified applicants available. Whenever practical, the records of such applicants should be considered by the apprenticeship committee for the trade before a recommendation is made. Special consideration should always be given to those with specific preparatory training in school or practical experience as employees in the trade field. The employer

should always be the final judge of the applicant.

The parents of the applicant for apprenticeship should always be consulted and their cooperation assured before placement is made. The active interest of the parent in the training will help greatly to solve many problems.

The relationship with organized labor should be carefully guarded. Every apprenticeship situation in a trade which is predominantly unionized must be acceptable to the local labor organization. Quotas or ratios of apprentices to journeymen should be maintained in accordance with union regulations.

Apprentices should always be placed on a probationary basis. The length of the probationary period should vary from one to three months, depending upon the total length of the training period. During this probationary period the training agreement may be terminated at any time by either the apprentice or his employer. After the probationary period has been served, the local apprenticeship committee should be consulted before any change in the employment status of the apprentice is made. Only those who show aptitude, interest, and special ability in the trade field should be retained. Irreparable damage to the program will almost always be the result of the retention of an unsatisfactory apprentice.

Each new apprentice should be immediately enrolled in

related and supplementary training classes. The coordinator should keep careful check especially during the probationary period to see that the apprentice is cooperating fully and to see that the employer is providing a suitable opportunity for the new worker to adjust himself.

Apprentice Agreements

Standard forms for apprentice agreements (indentures) are furnished by the state council.¹⁷ All apprentices employed under provisions of the Shelley-Maloney Act must sign such agreements with their employers. It should be the responsibility of the coordinator to execute and obtain signatures upon these agreements. The local joint apprenticeship committee should have final approval of all agreements before they are placed in effect.

In the situations in which the forms furnished by the state council are not usable, a verbal agreement based upon a general plan of apprentice training should suffice. Signatures of the contracting parties upon copies of the apprentice labor standards or the specific plan of training for any such trade would constitute a suitable agreement. In any case, the cooperative attitude of the employer and the effectiveness of the coordination program will be the

17. See Appendix A, pages 98 and 99.

factors most affecting the thoroughness and suitability of the training on the job.

Identification Cards

Each apprentice employed under provisions of the Shelley-Maloney Act will carry an identification card issued by the California Apprenticeship Council.¹⁸ The face side of this card bears the seal of the state and the signatures of the chairman of the state council and of the administrator of apprenticeship. The reverse side, which is printed locally to suit conditions in the community, provides information pertinent to the current status of the apprentice. In addition to his signature, it lists his wage rate, experience rating, school enrolled at, and social security number. New cards are issued at six-month intervals and each bears a date of expiration. The signatures of the secretary of the local committee and the instructor for technical related courses for which the apprentice is enrolled serve to validate the card.

Examination and Promotion

It should be the duty of the joint apprenticeship committees to make recommendations as to the promotion of

18. See Appendix A, page 100.

apprentices from one wage and training level to the next. At least every six months the individual apprentice should be examined as to his proficiency and the progress he has made. Recommendations for advancement should be based upon the results of such examinations, upon the reports of the coordinator, and upon any other evidence obtainable. In accepting an apprentice, the employer agrees to abide by any such recommendations but care should be taken to insure the fairness and acceptability of any decisions made.

Related and Supplementary Instruction

Courses in related and supplementary subjects offered for apprentices in the larger trade groups should be carefully worked out to meet the specific needs of those enrolled. Full participation of the trade committee in the selection of instructional material is most helpful and will effectively safeguard the entire program.

Each unit offered must function specifically in the daily work of the apprentice. The needs of each should be checked by examination or conference with his employer.¹⁹ Whenever a group is of sufficient size to be maintained as an exclusive apprentice class, no others should be admitted. If, however, the group is small and journeymen

19. See Appendix C, page 107, for check list used in determining needs of carpentry apprentices.

workers in the trade wish to enroll, effective instruction for the combined group can and should be provided. In any such cases, the apprentice should receive first consideration in laying out the course. Frequently it will be found that the combined enrollment of journeymen and apprentices permits the offering of specific courses for apprentices when maintenance of small separate classes would be impossible.

Instructors in trade technical subjects should always be drawn from the trade. They should be given teacher training and assistance in organizing their courses of instruction. Non-technical related material may be taught by the coordinator or any other qualified person with the necessary background of experience and training.

A total of not less than 144 clock hours of instruction in related and supplementary subjects should be provided for each trade group each year. Every effort should be made to arrange for attendance by the apprentices at such classes during the regular working hours of the day. This would necessitate their release from work for at least one half day per week during the school year. Such an arrangement should not entail loss of pay during the time spent in school.

In the absence of such an arrangement as that mentioned above, related classes would logically be offered

as a part of the evening high school program. Two sessions of two hours each during the regular school year would meet the requirement. One of these classes might well be devoted to specific technical instruction and the other to a course such as "Industrial Relations."²⁰ Under California school laws Saturday morning classes may not be offered as a part of a high school program.

Coordination

The apprenticeship coordinator employed by the city schools should keep in constant contact with every apprentice in the full-time apprenticeship program.²¹ His primary function should be to keep the training of each apprentice progressing smoothly and efficiently. He should visit each apprentice on his job as often as his time schedule will permit. In no case should the interval between such visits be longer than one month. Doubtful or troublesome cases should be contacted much oftener.

On each visit, the coordinator should determine and record all available facts pertinent to the progress of the apprentice. He should interview the employer, the foreman, and occasionally the journeymen with whom the apprentice works. Suggestions for improvement of the training

20. See Appendix C, page 111, for proposed outline.

21. See Appendix B, page 102, Chart of Responsibilities.

should be made and subsequent check made to see if the suggestions are applied. He should consult with the teacher of technical related subjects regarding the proficiency of the apprentice and check upon the regularity of his attendance at classes.

The joint apprenticeship committee should be kept fully informed on the entire training program in the trade. Any lack of cooperation on the part of either an apprentice or his employer should be reported, and recommendations as to handling the problem should be obtained from the committee. A detailed report should be made at each committee meeting.

PROMOTION OF THE PROGRAM

The present program of public relations should be maintained and vigorously followed.²² The school administration, organized labor groups, employer groups, service clubs, and key individuals in the community should be kept in constant friendly contact with the program.

Extreme care should be taken to insure the success of each training situation entered into and the complete satisfaction of all those involved in it. Weak or doubtful cases should be immediately replaced. Contacts with in-

22. See Chapter III, page 28.

dividual apprentices and their employers should be frequent enough to prevent the continuation of unsatisfactory situations for undue periods of time. The very best type of promotion is a thoroughly successful program.

Records and Reports

Detailed and accurate records covering every phase of the entire apprenticeship program should be made and kept. The files kept by the coordinator should include a cumulative record of each apprentice and of his training program. There should be a continuous record of contacts made in public relations activities, in surveying employment opportunities, and in carrying out coordination work. The proceedings of all apprenticeship committee meetings should be faithfully recorded in well organized minute books. A file of information about applicants for apprenticeship training should be maintained and should include the information derived from interviews with the applicant. The other information, such as school attainment records which might be used in making local, state, and federal reports, should be obtained so that it may be available when such reports are called for.²³

Frequent reports upon the status of the apprenticeship program should be made to the school administration. Such

23. See Appendix C, page 106, for interview form.

reports should always pass through the hands of the local director of vocational education. Reports to the Bureau of Trade and Industrial Education of the State Board of Education should be accurately and promptly executed whenever called for. Forms for such reports are ordinarily furnished by the bureau.

An annual report of progress should be made to the State Administrator of Apprenticeship. In this report, the coordinator should feel free to make any suggestions regarding the improvement of the state-wide program which he may have to offer. Suggestions and information for such reports should come naturally from the proceedings of the local joint apprenticeship committees.

LAWS AND REGULATIONS

No attempt is made in this thesis to explain the operation of federal laws governing apprenticeship or other programs of vocational education. It should suffice to say that the standards promulgated under these acts should be carefully maintained as a safeguard to the program. To be sure he is maintaining the standards, the coordinator should be intimately familiar with the provisions of both the Smith-Hughes and George-Deen Acts and the policies governing the administration of these acts.²⁴

24. See footnote page 59.

State Labor Laws

The coordinator should be thoroughly familiar with provisions of The Shelley-Maloney Apprentice Labor Standards Act described earlier in this chapter. Other sections of the Labor Code affecting the program should also be carefully studied so that violation by employers or apprentices may be guarded against.²⁵ The sections most pertinent are the child labor laws, minimum wage laws, workman's compensation act, public works act, employment relations act, and the laws governing safety in places of employment.

School Laws

The compulsory attendance law of the School Code of California has a marked effect upon the apprenticeship program.²⁶ Under this act, pupils must continue in school until they have graduated from high school or have reached the age of 18 years. This limits full-time apprenticeship to high school graduates and in most cases to those over 18 years of age.

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24. Office of Education, United States Department of the Interior. "Statement of Policies for the Administration of Vocational Education," Revised February, 1937. (U. S. Government Printing Office, Washington, D. C., Vocational Education Bulletin No. 1)
 25. Labor Code, State of California. Issued by Supervisor of Documents, Sacramento, California, 1939.
 26. School Code, State of California. Issued by Supervisor of Documents, Sacramento, California, 1937.

Other sections of the school code such as those governing the time of day at which certain types of classes may be held, and those governing the distribution of "Average Daily Attendance" funds should be studied. Lack of familiarity with these regulations may permit errors that will deprive the local school district of needed income from these funds.

"The California Plan"

The California Plan for Trade and Industrial Education²⁷ is the coordinator's infallible guide to compliance with regulations of the Bureau of Trade and Industrial Education. Strict adherence to these regulations will not only assure qualification of the local program for subsidy from state and federal vocational education funds but will also preclude the possibility of maintenance of a program not in keeping with accepted principles of sound vocational education. Strict compliance will be an all-important factor in assuring a successful apprenticeship program.

27. Bureau of Trade and Industrial Education, State Department of Education, "The California Plan for Trade and Industrial Education." Revised 1938. (Sacramento, California, Bulletin No. C-3)

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APPENDIX A

Appendix A

Excerpts from the

LABOR CODE

STATE OF CALIFORNIA

1939

Division III--Chapter 4

THE SHELLEY-MALONEY APPRENTICE LABOR STANDARDS ACT

1939

LABOR CODE
State of California
1939

Division III--Chapter 4

3070. The Governor shall appoint an Apprenticeship Council, composed of four representatives each from employer and employee organizations, respectively, geographically selected, and of one representative of the general public. The Director of Industrial Relations and the State official who is in charge of trade and industrial education under authority of the State Board of Education shall also be members of the Apprenticeship Council. The chairman shall be elected by vote of the Apprenticeship Council. The terms of office of the members of the Apprenticeship Council first appointed shall expire as designated by the Governor at the time of making the appointment: Two representatives each of employers, employees, and the public representative shall serve until January 15, 1941. Two representatives each of employers and employees shall serve until January 15, 1942. Thereafter each member shall serve for a term of two years. Any member appointed to fill a vacancy occurring prior to the expiration of the term of his predecessor shall be appointed for the remainder of said term. Each member of the council shall receive

his actual and necessary expenses incurred in attendance at the meetings of the Apprenticeship Council.

3071. The Apprenticeship Council shall meet at the call of the Director of Industrial Relations and shall aid him in formulating policies for the effective administration of this chapter. Thereafter the Apprenticeship Council shall meet quarterly at a designated date and special meetings may be held at the call of the chairman. The Apprenticeship Council shall establish standards for minimum wages, maximum hours, working conditions for apprentice agreements, hereinafter in this chapter referred to as labor standards, which in no case shall be lower than those prescribed by this chapter; shall issue such rules and regulations as may be necessary to carry out the intent and purpose of this chapter, shall foster, promote, and develop the welfare of the apprentice and industry, improve the working conditions of apprentices, and advance their opportunities for profitable employment. The Apprenticeship Council shall make biennial reports through the Director of Industrial Relations of its activities and findings to the Legislature and to the public.

3072. The Director of Industrial Relations is ex officio the Administrator of Apprenticeship and is author-

ized to appoint such assistants as shall be necessary to effectuate the purposes of this chapter.

3073. The administrator, or his duly authorized representative shall administer the provisions of this chapter; act as secretary of the Apprenticeship Council; cooperate in the formation of joint apprenticeship committees and advise with them on problems affecting labor standards; supervise and recommend apprenticeship agreements as to these standards and perform such other duties associated therewith as the Apprenticeship Council may recommend.

3074. The preparation of trade analyses and outlines of instruction, and the administration and supervision of related and supplemental instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for such instruction shall be the responsibility of State and local boards responsible for vocational education.

3075. Local or State joint apprenticeship committees may be selected by the employer and the employee organizations, in any trade in the State or in a city or trade area, whenever the apprentice training needs of such trade

justifies such establishment. Such joint apprenticeship committees shall be composed of an equal number of employer and employee representatives.

3076. The function of the joint apprenticeship committee shall be to work in an advisory capacity with employers and employees in matters regarding schedule of operations, application of wage rates, working conditions for apprentices, the number of apprentices which shall be employed in the trade under apprentice agreement under this chapter, in accordance with labor standards set up by the Apprenticeship Council; and to aid in the adjustment of apprenticeship disputes as they affect labor standards.

3077. The term "apprentice" as used in this chapter, means a person at least 16 years of age who has entered into a written agreement, in this chapter called an "apprentice agreement," with an employer or his agent, an association of employers, or an organization of employees, or a joint committee representing both, which apprentice agreement provides for not less than two thousand hours of reasonably continuous employment for such person and for his participation in an approved program of training through employment and through education in related and supplemental subjects.

3078. Every apprentice agreement entered into under this chapter shall contain:

- (a) The names of the contracting parties.
- (b) The date of birth of the apprentice.
- (c) A statement of the trade, craft, or business which the apprentice is to be taught, and the time at which the apprenticeship will begin and end.
- (d) A statement showing the number of hours to be spent by the apprentice in work and the number of hours to be spent in related and supplemental instruction, which instruction shall be not less than 144 hours per year. In no case shall the combined weekly hours of work and required related and supplemental instruction of the apprentice exceed the maximum number of hours of work prescribed by law for a person of the age and sex of the apprentice.
- (e) A statement setting forth a schedule of the processes in the trade of (or) industry divisions in which the apprentice is to be taught and the approximate time to be spent at each process.
- (f) A statement of the graduated scale of wages to be paid the apprentice and whether the required school time shall be compensated.
- (g) A statement providing for a period of probation of not more than five hundred hours of employment and instruction extending over not more than four months, during

which time the apprentice agreement may be terminated by the local joint apprenticeship committee at the request in writing of either party, and providing that after such probationary period the apprentice agreement may be terminated by the administrator by mutual agreement of all parties thereto, or canceled by the administrator for good and sufficient reason.

(h) A provision that all controversies or differences concerning the apprentice agreement which can not be adjusted locally, or which are not covered by collective bargaining agreement, shall be submitted to the administrator for determination as provided for in section 3081.

(i) A provision that an employer who is unable to fulfill his obligation under the apprentice agreement may with approval of the administrator transfer such contract to any other employer, if the apprentice consents and such other employer agrees to assume the obligation of said apprentice agreement.

(j) Such additional terms and conditions as may be prescribed or approved by the State Apprenticeship Council, not inconsistent with the provisions of this chapter.

(k) A clause providing that there shall be no liability on the part of the other contracting party for an injury sustained by an apprentice engaged in school work at a time when the employment of the apprentice has been

temporarily or permanently terminated.

3079. Every apprentice agreement under this chapter shall be approved by the local joint apprenticeship committee, a copy of which shall be filed with the State Apprenticeship Council. Every apprentice agreement shall be signed by the employer, or his agent, or by an association of employers, or an organization of employees, or a joint committee representing both, as provided in section 3080, and by the apprentice, and if the apprentice is a minor, by the minor's parent or guardian. Where a minor enters into an apprentice agreement under this chapter for a period of training extending into his majority, the apprentice agreement shall likewise be binding for such a period as may be covered during the apprentice's majority.

3080. For the purpose of providing greater diversity of training or continuity of employment, any apprentice agreement made under this chapter may in the discretion of the State Apprenticeship Council be signed by an association of employers or an organization of employees instead of by an individual employer. In such a case, the apprentice agreement shall expressly provide that the association of employers or organization of employees does not assume the obligation of an employer but agrees to use its best

endeavors to procure employment and training for such apprentice with one or more employers who will accept full responsibility, as herein provided, for all the terms and conditions of employment and training set forth in said agreement between the apprentice and employer association or employee organization during the period of each such employment. The apprentice agreement in such a case shall also expressly provide for the transfer of the apprentice, subject to the approval of the State Apprenticeship Council to such employer or employers who shall sign a written agreement with the apprentice, and if the apprentice is a minor, with his parent or guardian, as specified in section 3079, contracting to employ said apprentice for the whole or a definite part of the total period of apprenticeship under the terms and conditions of employment and training set forth in the said agreement entered into between the apprentices and employer association or employee organization.

3081. Upon the complaint of any interested person or upon his own initiative, the administrator may investigate to determine if there has been a violation of the terms of an apprentice agreement, made under this chapter, and he may hold hearings, inquiries, and other proceedings necessary to such investigations and determinations. The

parties to such agreement shall be given a fair and impartial hearing, after reasonable notice thereof. All such hearings, investigations and determinations shall be made under authority of reasonable rules and procedures prescribed by the Apprenticeship Council.

3082. The determination of the administrator shall be filed with the Apprenticeship Council. If no appeal therefrom is filed with the Apprenticeship Council within ten days after date thereof, as herein provided, such determination shall become the order of the Apprenticeship Council. Any person aggrieved by any determination or action of the administrator may appeal therefrom to the Apprenticeship Council, who shall hold a hearing thereon after due notice to the interested parties.

3083. The decision of the Apprenticeship Council as to the facts shall be conclusive if supported by the evidence and all orders and decisions of the Apprenticeship Council shall be prima facie lawful and reasonable.

3084. Any party to an apprentice agreement aggrieved by an order or decision of the Apprenticeship Council may maintain appropriate proceedings in the courts on questions of law. The decision of the Apprenticeship Council shall

be conclusive if such proceeding is not filed within thirty days after the date of such order or decision.

3085. No person shall institute any action for the enforcement of any apprentice agreement, or damages for the breach of any apprentice agreement, made under this chapter, unless he shall first have exhausted all administrative remedies provided by this chapter.

3086. Nothing in this chapter or in any apprentice agreement approved under this chapter shall operate to invalidate any apprenticeship provision in any collective agreement between employers and employees setting up higher apprenticeship standards.

3087. This chapter does not apply to employers who, with their employees, are subject to the Railway Labor Act of Congress or any act amendatory thereof.

3088. If any provision of this chapter or the application thereof to any person or circumstances is held invalid, the remainder of the chapter and the application of such provision to other persons and circumstances, shall not be affected thereby.

3089. This chapter shall be known and may be cited as the Shelley-Maloney Apprentice Labor Standards Act of 1939.

Appendix A

Excerpts from

CALIFORNIA STATE DEPARTMENT OF EDUCATION
COMMISSION FOR VOCATIONAL EDUCATION
BUREAU OF TRADE AND INDUSTRIAL EDUCATION

THE CALIFORNIA PLAN FOR
TRADE AND INDUSTRIAL EDUCATION

BULLETIN NO. C-3

Revised, 1938

By JOHN C. BESWICK, Chief
Bureau of Trade and Industrial Education

TRADE AND INDUSTRIAL COOPERATIVE EDUCATION COURSES
ORGANIZED UNDER THE PROVISIONS OF THE
CALIFORNIA PLAN FOR TRADE AND INDUSTRIAL EDUCATION

Trade and industrial cooperative education courses are educational programs in which industry, labor and the schools work together toward a specific training objective; the learners alternating for equal periods of time between school and employment on payroll jobs, with two learners for each payroll job. During the period they are on the job these learners are receiving manipulative and trade technical instruction, and during the time they are in school they are receiving trade and related technical instruction, counselling and coordination service, and general education.

Cooperative programs may be organized to provide that learners alternate training on the job with training in the school on the half-day, day, week, or two weeks about basis, but courses may be organized to alternate on the six-weeks about basis, where desirable.

This type of trade and industrial program fits into the secondary school program very easily, and is very economical. It may do away with the necessity for maintaining expensive school shops and the purchasing of expensive equipment. The cooperating industries serve as shop laboratories for the course, and the students are put into real environment of the occupations or trades.

Under this type of program the learners are regularly employed and are pursuing their education at the same time. This permits them to complete a large part of their apprenticeship and to graduate from high school. Industry and working groups profit by obtaining a better grade of apprentices, and a very desirable and fine cooperation is brought about between schools, industry, and working crafts.

Through the opportunity to offer a more diversified program of training, greater service is rendered to more people in the community.

The enrollment in a cooperative training program should be based upon a generally accepted quota of apprentices as set up by the skilled trades in the zone in which the training is given. To be eligible for enrollment in

such a program persons must be sixteen years of age, as a minimum, and in some of the hazardous occupations they must be eighteen years of age. Such persons must be physically fit and give promise of qualifying for the occupation for which they seek training. A written agreement is generally drawn up securing the consent of the parents.

Cooperative courses may profitably be organized for girls as well as boys in a local community, and very efficient courses for girls may be organized in a large number of occupations on this basis.

Cooperative students must, as a minimum, spend the same amount of time in the trade or industrial occupation as they spend in the school classes. They must be considered as employed workers, and must spend the standard number of hours on the job required by the specific trade or occupation, during the period they are employed. During the time they are in school they must devote fifty per cent of the time to trade and related technical instruction, counselling with the coordinator, and trade problems; and fifty per cent of the time in general education courses. On the week about basis, they must devote a minimum of fifteen clock hours during the week in school to trade and related technical instruction, counselling with the coordinator, and trade problems; and a minimum of fifteen clock hours in general education courses.

Cooperative students are paid as apprentices on a sliding scale, based on a percentage of the prevailing wage of the trade or occupation, the amount increasing according to the standard practice in the trade or in agreement between the school and the cooperating agencies.

In most cases all time spent in trade instruction is given full time credit towards the apprenticeship time requirement in the particular trade or occupation.

To determine the need for cooperative courses a study or survey of the industries and occupations of the local community and of the students' needs must be made, with a view to determining desirable employment and training possibilities. Individual and group conferences must be held with the parents, employers and employees, civic organizations, service clubs, manufacturing organizations, etc., to secure their interest and cooperation.

To adequately safeguard the program, the California Plan for Trade and Industrial Education requires that a

representative trade advisory committee, made up of persons from the employer and employee groups and educational groups in the community, shall be organized. Such committees are to be organized to act in an advisory capacity, only, and have no direct administrative or supervisory responsibility for approved trade and industrial courses.

Cooperative courses may be conducted very profitably in small communities when there are more than ten payroll jobs, such as jobs in garages, print shops, building trades, or a dominant industry, using apprentices in more than one trade.

Communities in which there are a number of small manufacturing concerns which could profit greatly through organized cooperative apprenticeship courses, as well as other trade and industrial occupations which would offer desirable employment opportunities to secondary school students have found this a very desirable type of trade and industrial program.

In large communities cooperative apprenticeship courses may be maintained in individual plants or corporations; in groups of smaller plants or occupations; and in cooperation with local working groups and local and national associations where apprenticeship training is needed.

Coordination is absolutely essential to cooperative education courses. The coordinator's supervision of the pupil during the period of his adjustment to life in industry is a most valuable feature.

A person holding a coordination credential may be employed as trade coordinator upon application for authority to maintain a cooperative education course submitted to the Commission for Vocational Education, to be approved by the Bureau of Trade and Industrial Education. In small communities where it is not possible to employ a person definitely trained and qualified as a coordinator to perform this service for cooperative courses, it is possible, by securing special approval from the Bureau of Trade and Industrial Education, for the secondary school principal or a designated school administrator to act as coordinator. For full information concerning the duties and responsibilities of the coordinator, please refer to the section of this bulletin devoted to coordination service.

The coordinator of an approved cooperative course must be authorized by the employer at all times to have access

to the plant or trade where the students are working, so that he may advise with the employer, plant executives and foremen as to procedures best for the pupil in his capacity as a learner and for the purpose of assisting the learner, so that he may render his employer the most efficient service and may advance in the trade or occupation.

It has been found very satisfactory to have the coordinator spend a half day in teaching a pre-employment class, meeting generally accepted standards, and a half day in giving coordination and teaching the trade technical and trade problems to the cooperative students.

The content of the trade instruction must be based upon surveys and analyses of each trade or occupation in which the training is given. Uniform methods or standards of apprenticeship should prevail. There should be assurance that training under such programs will lead to a recognized degree of skill and proficiency, acceptable anywhere. The training should be well-rounded and well-organized, and should follow the standard practice of the trade or industrial occupation on a commercial or productive basis. Such trade and related technical instruction and academic instruction should be provided as will give the learner the most intelligent understanding of the trade or industrial occupation.

If the local board of education employs the trade instructor to teach the students at work in the industry or trade, on the job, he must hold a Class D Credential in Trade and Industrial Education, requirements for which are given in State Department of Education Bulletin No. 12, June 1935, "Regulations Governing Granting of Credentials and Certificates for Public School Service in California," and in the reprint from this bulletin, entitled, "Special Secondary Credential in Trade and Industrial Education." If the trade instructor is on the company's payroll, and is only approved by the local board of education for instructing cooperative education students when they are in the trade or occupation, he must be able to qualify for the vocational arts type credential, as indicated above, but does not have to hold such a credential. It is recommended, however, that such trade instructors do apply for and secure the vocational arts type credentials for which they may be eligible. Teacher training will be rendered such trade teachers while on the job, by supervisors of trade and industrial teacher training, under the direction of the Bureau of Trade and Industrial Education.

All such trade teachers must have an understanding and a knowledge of the rules and regulations governing the organization and maintenance of approved trade and industrial programs and classes, and the objectives of the program. Such understanding and knowledge may be obtained through study of Vocational Education Bulletin No. 1 of the Office of Education, United States Department of the Interior, "Statement of Policies for the Administration of Vocational Education," which also includes copies of the Smith-Hughes and George-Deen Vocational Education Acts; and through study of this Bulletin No. C-3 of the Bureau of Trade and Industrial Education, State Department of Education, "The California Plan for Trade and Industrial Education."

The instructor of trade and related technical subjects for such a cooperative program must hold a Class B Credential in Trade Technical and Related Technical Subjects, requirements for which are given also in State Department of Education Bulletin No. 12, June, 1935, and in the reprint from this bulletin, mentioned above; or he must hold a general secondary credential and be approved by the Bureau of Trade and Industrial Education as having the necessary training and qualifications to efficiently carry on such instruction.

In order that a cooperative education course may be approved for reimbursement, cooperative students must be enrolled in separate classes for the trade and related technical instruction, and must not be included in the enrollment in courses organized for other students of the school.

The trade teacher and the teacher of the trade and related technical courses must submit, over their signatures, detailed outlines of the course of study to be pursued by the learners enrolled for the instruction. Such outlines must be submitted to the Bureau of Trade and Industrial Education within thirty days after the filing of the formal application for authority to maintain the program under the provisions of the California Plan for Trade and Industrial Education. These outlines should show:

- a. The proposed aim of the course
- b. The proposed scope of the course
- c. The content of the course
- d. The order of the presentation of the content
- e. Time allotment-trade technical, related technical, and academic instruction

The cooperative program must conform to the child labor laws of the state, to the provisions of the California compensation insurance laws, and to all other laws affecting employment.

The school district, the learner, and the employer must be protected in case of accident. Attention is called to Question 10, Page 51, Vocational Education Bulletin No. 1, Office of Education, United States Department of the Interior, Revised, February 1937, "Statement of Policies for the Administration of Vocational Education," and to Bulletin No. 157, Trade and Industrial Series No. 45, "Trade Preparatory Training for Small Cities and Rural Communities," prepared by the Federal Board for Vocational Education in 1931, and distributed through the Office of Education, United States Department of the Interior. Copies of these bulletins may be secured by writing to the Office of Education, Washington, D. C.

Sufficient funds for the maintenance of the program must be provided by local school districts. Adequate plant and equipment for efficient training must be furnished, and must be approved by the Bureau of Trade and Industrial Education.

The California Plan for Trade and Industrial Education provides that a maximum reimbursement up to one-half the actual cost of approved instruction and up to one-half the actual cost of approved coordination service may be approved for cooperative education programs meeting all standards of the state plan.

Certain very definite data are required by the federal and state offices in regard to cooperative programs for which reimbursement is approved from the vocational educational funds. In order that these data may be furnished in the most efficient and accurate manner, the trade teacher and coordinator must set up records including the following information for each person enrolled. Reports required by the Bureau of Trade and Industrial Education covering such cooperative programs must be signed by the trade instructor and trade coordinator.

Name of learner
 Address of learner
 Age of learner
 Present occupation of learner (machinist, welder, etc.)
 Whether apprentice, apprentice helper, special

apprentice, or journeyman worker
 Name of employer
 Name and address of company or organization in
 which employed
 Occupational or trade field of company or or-
 ganization
 Date of enrollment in course
 Date dropped out of course

In maintaining enrollment records care must be exercised that no person be counted more than once on one application for reimbursement for an approved program. No person should be counted a second time for any month of the school year, even though he may have left the course for some reason before completing the training, and have returned at a later date in the year. Enrollments in approved trade programs indicate the different persons enrolled for the entire school year, and there should be no duplication of the first semester's enrollment in the figures supplied for enrollment during the second semester of the school year.

One of the most efficient measuring sticks of the success of a trade and industrial education program is the placement record. Definite placement service must be established for persons completing all or part of such training programs, and a report on the placement of students must be submitted to the Bureau of Trade and Industrial Education at the close of each school year. Such placement records should be maintained over a period of years, to determine whether the training programs are really functioning to meet the needs of the community.

All plant training programs maintained in local school districts should be adequately safeguarded through the organization of representative advisory committees of employer and employee groups, educators, and laymen, and through careful observation of SPECIAL STANDARDS AND SAFEGUARDS--CONDITIONS UNDER WHICH A PUBLIC SCHOOL SYSTEM MAY OR MAY NOT BE JUSTIFIED IN ESTABLISHING TRAINING PROGRAMS WITHIN A PRIVATE INDUSTRIAL PLANT DURING THE WORKING DAY AT PUBLIC EXPENSE FOR WHICH FEDERAL REIMBURSEMENT MAY BE GRANTED, as included in Vocational Education Bulletin No. 1, Office of Education, United States Department of the Interior, "Statement of Policies for the Administration of Vocational Education, Revised, 1937."

Paragraph 1, of Section B of this statement has been amended to read as follows:

- "1. Where the training program is for the purpose of the initial training or breaking in, for a specific plant, of workers not previously employed in the industry no matter whether the demand for training the new workers arises from plant migration or relocations, labor turnover or replacements."

UNIT DAY TRADE AND TECHNICAL INSTITUTE PROGRAMS ORGANIZED
UNDER THE PROVISIONS OF THE CALIFORNIA PLAN FOR
TRADE AND INDUSTRIAL EDUCATION

(Pre-Apprentice Training)

Pre-apprentice training is offered under the provisions of the California Plan for Trade and Industrial Education in unit day trade and technical institute programs to fit individuals for profitable employment in trade or industrial pursuits providing training in the standard practices of such trades or occupations using the apprenticeship method of instruction.

Persons who are fourteen years of age or over may be admitted to such programs, provided that they can profit by the instruction.

A study or survey should be made in the local community of community needs, students' needs, etc. with a view to determining desirable employment and training possibilities, in order that the most efficient vocational trade and industrial programs may be established in the local community.

It has been found that the most efficient training programs are maintained in those communities which have set up representative advisory committees in each trade or occupation in which a trade or industrial program has been organized. The organization of such trade advisory committees is therefore a requirement of the revised California Plan for Trade and Industrial Education, to adequately safeguard the program. Such committees are organized to act in an advisory capacity only and have no administrative responsibility for trade programs.

Such pre-apprentice training programs may be arranged on a one year, two year, three year, or four year basis, according to the needs of the community and the learners, so that if a person leaves school at the end of any year he will have completed a definite part of his apprenticeship. Students are able to meet all of the State Board of Education requirements for secondary school graduation and receive the regular secondary school diploma and also complete a part of an apprenticeship period during the

regular school period. Adequate plant and equipment for efficiently maintaining the program must be furnished by the local school district, to be approved by the Bureau of Trade and Industrial Education.

LOCAL SUPERVISION AND COORDINATION IN APPRENTICE TRAINING
UNDER THE PROVISIONS OF THE CALIFORNIA PLAN
FOR TRADE AND INDUSTRIAL EDUCATION

Because of the importance of apprenticeship training at this time, special provision has been made in the California Plan for Trade and Industrial Education, under the Smith-Hughes and George-Deen Vocational Education Acts, for reimbursement to school districts for the promotion and development of programs of apprenticeship in trades in which there is evidence of need for such training. It is highly recommended that local school administrators develop more indentured apprenticeship training, as this is real vocational education.

Under the provisions of the California Plan for Trade and Industrial Education federal and state vocational education funds may be used for reimbursement to school districts for part-payment of the salaries of trade instructors, and supervisors, and coordinators for approved apprentice training programs.

Supervisors or coordinators of apprentices in a local apprentice training program must meet the State Board of Education requirements for either a general or a special coordinator, as outlined in the section of this bulletin devoted to coordination service. They must also possess the additional qualifications listed.

The method of reimbursing for approved apprenticeship coordination service as provided in the California Plan for Trade and Industrial Education is indicated below:

For a general coordinator of apprentice training in a local community the Bureau of Trade and Industrial Education will approve of reimbursement to the school district for one hundred per cent of the salary of the coordinator for the first year in which the approved apprenticeship program is maintained; for seventy-five per cent of the salary for the second year of the program; and for fifty per cent of the salary for the third year of the program, and thereafter.

For a trade coordinator of apprentices, one who is employed as coordinator of an apprentice training program in one particular trade or industrial occupation, the

Bureau of Trade and Industrial Education will approve of reimbursement to the school district for fifty per cent of the salary of the coordinator.

The apprentice coordinator should work with the local supervisor of trade and industrial education in the local community, if such a supervisor be employed, in organizing trade advisory committees. Success of local apprentice training programs will depend in large measure upon the cooperation of functioning advisory committees, which however, are appointed to service in an advisory capacity only, and have no supervisory or administrative responsibility for apprentice training programs. If there is no local supervisor of trade and industrial education, the coordinator of apprentice training is responsible for the organization of such advisory committees.

Apprentice coordinators, whose salaries are to be paid in whole or in part from the federal and state vocational education funds must make monthly reports on their activities and accomplishments to their local school administrators who are responsible for the local trade and industrial education programs, and they must submit an annual report to the Bureau of Trade and Industrial Education, over their own signatures, showing trends and needs in trades and industries, contacts made with employers, employees, parents and school people, the amount of time devoted each month to coordination service, definite conclusions reached and recommendations made. The reports should be statistical, and should also include human interest stories of instances in which coordination service has been of particular importance in assisting persons for whom such service has been rendered. Such annual reports are to be submitted at the close of the school year with the formal reports on approved trade and industrial programs. Monthly reports to the local school administrators should contain all of these data, and the annual report of each apprentice coordinator to the Bureau of Trade and Industrial Education should be a composite of the reports submitted monthly by him to the local administrator.

In order that the most accurate reports on all approved trade and industrial programs may be submitted to the Bureau of Trade and Industrial Education at the close of the school year, the coordinator shall cooperate with trade instructors responsible for instruction in apprentice training programs in maintaining accurate records of enrollment, instruction, and placement.

A thorough understanding and knowledge of the rules and regulations governing the organization and maintenance of approved trade and industrial programs and classes and the value of coordination service for successful trade and industrial training is essential to an efficient coordinator of apprentice training. Such knowledge and understanding may be obtained through a study of Vocational Education Bulletin No. 1, of the Office of Education, United States Department of the Interior, "Statement of Policies for the Administration of Vocational Education" and of this Bulletin No. C-3, of the Bureau of Trade and Industrial Education, State Department of Education, "The California Plan for Trade and Industrial Education."

APPRENTICESHIP LABOR STANDARDS IN THE CARPENTRY TRADE
FOR THE
CITY OF SANTA BARBARA AND CONTIGIOUS AREA

There is hereby established a Local Joint Apprenticeship Committee for the above mentioned trade, hereinafter referred to as the Local Committee, which shall be understood to mean a committee of seven (7) members, three (3) of whom shall be employers and members of the employer organization signatory hereto, three (3) of whom shall be journeymen employees or their representatives who are in good standing in the employee organization signatory hereto, and one (1) member who shall act without vote, appointed by local director of Vocational Education.

The members of the Local Committee shall be selected by the group they represent and shall formulate Apprenticeship Labor Standards, which, when approved by the interested parties and the Administrator of Apprenticeship, shall be effective upon all the parties hereto. The jurisdiction of the Local Committee shall extend over the area described above.

With the approval of the Administrator, any of the work of promulgating these Labor Standards may be assigned to a competent person selected for that purpose by the Local Committee.

COMMITTEE MEETINGS AND DUTIES:

Local Committee meetings shall be when and where the Committee may decide, but not less than once each month during the school year. The first meeting for organization may be called by any interested party who has the approval of the Administrator of Apprenticeship. The first order of business of the organization meeting shall be the election of temporary officers and thereafter the election of permanent officers.

It then becomes the duty of the Local Committee:

1. To supervise the enforcement of the provisions of these Standards.
2. To work out rules and regulations for the control of apprentices in the Carpentry trade.
3. To see that each apprentice is correctly indentured according to the provisions of these Standards.
4. To hear and decide on all complaints not covered by a collective bargaining agreement and having to do with labor standards of apprenticeship; subject to an appeal of the Administrator should there be an aggrieved party.
5. To offer constructive suggestions for the rotation of job experience for apprentices and endeavor to have these suggestions applied.
6. To accept from duly recognized responsible employers, not included within the signatory organization,

indenture agreements; providing said indenture agreements are predicated upon and conform to the standards and conditions which are agreed to by members of the organizations herein committed.

7. To make an annual report to the Administrator of Apprenticeship of the activities of the Committee and the progress of the apprentice training program within its field.

8. To have sufficient number of apprentice agreements (indentures) properly signed for the office of the Administrator, the School Department, and the Local Committee.

9. To secure the necessary amount of publicity to develop the active interest and support of the general public in the apprenticeship program.

DEFINITION OF APPRENTICE:

A Carpentry apprentice is a person who begins his apprenticeship between the ages of sixteen and twenty-two, and:

- a. who, as his principal occupation, is engaged in learning and assisting in the trade of Carpentry work; and
- b. who has entered into a written agreement (indenture) with an employer, or his agent, an association of employers, an organization of employees, or other respon-

sible agency, which agreement provides for at least 8000 hours of reasonably continuous employment for such persons, and for his participation in an approved program of training in skills and related technical and general subjects for at least 576 hours.

The apprentice, and if the apprentice is a minor, the parent or guardian, and the employer or his agent, shall be required to sign this agreement, which shall conform to and be predicated upon these Standards and bear the approval of the Administrator. Said agreement shall contain a brief summary of the trade processes to be learned by the apprentice; a clause providing that there shall be no liability on the part of the other contracting party for an injury sustained by an apprentice engaged in school work at a time when the employment of the apprentice has been temporarily or permanently terminated; and otherwise conform to the State law governing apprentice labor standards.

TERM OF APPRENTICESHIP:

The term of apprenticeship shall be no less than four calendar years. However, if for reasons outside the control of any of the parties hereto, the required minimum of hours cannot be consummated in the specific number of years then the Local Committee is authorized to make such arrangements as it deems equitable under such circum-

stances.

The hours spent in related school work shall be counted as part of the total hours of the apprenticeship period. The contracting parties to these Standards shall determine the time of and compensation for school hours.

The apprentice shall have the right to appeal to the Local Apprenticeship Committee if in his opinion he is being given insufficient or improper training. It shall be the duty of the Apprenticeship Committee to hold a hearing and make such adjustment as it deems necessary.

QUALIFICATIONS FOR APPRENTICESHIP APPLICANTS:

The Local Committee shall give special consideration to applicants having pre-employment training in mechanical activities. When new apprentices are to be selected the advice of the school placement service and the public employment service may be helpful. Applications may be received from those having experience in the trade or unusual educational training even though past the age of twenty-two, and if accepted, the Local Committee shall determine the qualifications of such applicants and determine the amount of credit to be given for either work-training or education.

PROBATIONARY PERIOD:

All apprentices employed in accordance with these Standards shall be subject to a tryout or probationary period of ninety days. During this probationary period, annulment of the apprentice agreement (indenture) will be made by the Local Committee upon request of either party without the formality of a hearing, and the Administrator so notified.

WORK TRAINING:

During his apprenticeship the Carpentry apprentice shall receive instruction and experience in all branches of the Carpentry trade, including the preparation of material for such installation as is necessary to develop a practical and skilled mechanic versed in the theory and practice of the Carpentry trade. He shall perform such other duties in the shop and on the job as are commonly related to a Carpentry apprenticeship.

SCHOOL INSTRUCTION:

The courses for Carpentry apprentices shall be limited to those who are actually engaged in the Carpentry trade with properly qualified employers.

The apprentice shall enroll in and attend classes not

less than four (4) hours weekly for a minimum of 144 hours per year.

In cases of failure on the part of any apprentice to fulfill his obligation in respect to school attendance or deportment, the Local Committee shall, after a hearing and the facts have been conclusive and supported by evidence, have authority to enforce discipline or to suspend his employment for a period of not more than thirty (30) days, but revocation of the indenture must have the approval of the Administrator, and the employer hereby agrees to carry out instructions in this respect, and in case the apprentice is a member of the Carpenters Local Number 1062 UB of C & J of A., said employee organization hereby agrees to comply with such recommendations.

IDENTIFICATION:

Each apprentice upon indenture shall be furnished an identification card which shall be signed by the designated representative of both the Local Committee and School Authority. This card shall show the apprentice's name, occupation, period of apprenticeship, current wage and date of expiration, record of school attendance, and shall bear the signature of the apprentice. Said card shall be furnished by the State Apprenticeship Council and dis-

tributed through the Local Committee.

It shall be the duty of such persons who issue, sign, and approve the registration and attendance card to see that the record thereon is satisfactory. The apprentice shall be required to carry this card while in school and/or at work, and must present it for inspection upon request from the Local Committee.

At the end of each six months, or prior to each wage advancement period, this card shall be presented to the Committee so that it may properly determine whether or not the apprentice is entitled to advance to the next wage schedule.

An examination of the apprentices shall be given before each period of advancement. In these examinations, consideration shall be given to school attendance, progress, and daily employment record of the apprentices.

CONTINUOUS EMPLOYMENT:

It shall be the duty and responsibility of the Local Committee to provide, in so far as possible, continuous employment to all apprentices. This may necessitate the transfer of registered apprentices from one employer to another. Such transfer must be satisfactory to both employer and apprentice, and, in cases where the apprentice agreement is between an association of employers or an

organization of employees and the apprentice, the agreement shall expressly provide that the association of employers or organization of employees does not assume the obligation of an employer, but agrees to use its best endeavors to procure employment and training for such apprentice with one or more employers who will accept full responsibility, as herein provided, for all the terms and conditions of employment and training set forth in said agreement during the period of each such employment.

If for any reason beyond the control of the apprentice, such as a strike, or lockout or loss of business, a lay-off of the apprentice is effected, the agreement of the apprenticeship is automatically suspended, but not revoked, pending adjustment of such matter, except that opportunities for school attendance shall be available for the apprentice.

APPRENTICE WAGES:

Apprentices shall be paid not less than the following percentage of the journeymen's wages:

| | |
|-----------------------------|------------------------------|
| First 3 months 25 per cent | Fourth 6 months 50 per cent |
| Second 3 months 30 per cent | Fifth 6 months 60 per cent |
| Second 6 months 35 per cent | Sixth 6 months 70 per cent |
| Third 6 months 40 per cent | Seventh 6 months 80 per cent |
| | Eighth 6 months 90 per cent |

AGREEMENT FOR APPRENTICE HOURS:

The work day and work week for the apprentice and conditions associated therewith shall be the same as that of the journeymen.

RATIO OF APPRENTICES TO JOURNEYMEN:

Every employer may employ one apprentice who employs three or more journeymen, and one additional apprentice for every three additional journeymen employed.

GRANTING A CERTIFICATE:

The State Apprenticeship Council, in cooperation with the Local Committee, will issue a certificate to graduate apprentices upon the receipt of satisfactory evidence of successful completion of such apprenticeship.

MODIFICATION OF RULES AND REGULATIONS:

Subject to the approval of the Administrator, these rules and regulations may be modified at any time by action of the majority of the Apprenticeship Committee, provided, however, such modification shall not alter or affect indentures in effect at the time of the change, without the express consent of both parties to such

indenture.

AGREEMENT OF APPRENTICES TO ABIDE BY RULES:

Every apprentice regularly enrolled under these Standards shall be required to sign an agreement (indenture) which is predicated upon and conforms to these Standards. Four copies of these Standards, when filled out and signed, shall be forwarded to the Administrator for his approval. When approved, three will be returned; one each for the signatory organizations, and one for the Local Committee.

These Apprentice Labor Standards have been adopted this sixth day of March, 1940, by Santa Barbara Chapter, Building Contractors' Association of California, and Carpenters' Local Union Number 1062.

Signed: For the Employer Organization

Peter Davidson, President
L. W. Maxson, Secretary

For the Employee Organization

Frank Field, President
W. H. Callis, Secretary

The following are the names and addresses of this Local Joint Apprenticeship Committee as selected by the respective signatory organizations:

Employer: J. W. Needham, 22 West Ortega Street
Nels Oakeson, 520 East Haley Street
G. E. Green, 1255 West Valerio Street

Employee: Paul E. Moline, 65-A Crescent Drive
Armond Gauthier, 1321 Euclid Avenue
Frank Johnston, Jr., Vandever Riding
Stables

The foregoing Apprentice Labor Standards, being in conformity with the rules and regulations of the California Apprenticeship Council, are hereby approved this _____ day of _____, 194 .

George G. Kidwell
Administrator of Apprenticeship
State Building, San Francisco



APPROVED:
California Apprenticeship Council
October 14, 1939

APPRENTICE AGREEMENT STATE OF CALIFORNIA

For the Trade of CARPENTRY in SANTA BARBARA and CONTIGUOUS
Define geographical area AREA

THIS AGREEMENT entered into this 24th day of June 1940

between Jack Bramlage, hereinafter referred to as the EMPLOYER, and
Name of employer or employer's agent

Jack K. Green, hereinafter referred to as
Name of apprentice

APPRENTICE (and if a minor) _____, hereinafter referred to as
Name of parent or guardian

his PARENT (or GUARDIAN). (NOTE.—With the approval of the Administrator a recognized and authorized agent of an employer may sign this agreement for the employer.)

WITNESSETH: That the EMPLOYER, the APPRENTICE and his PARENT (or GUARDIAN) desire to enter into an agreement of apprenticeship in conformity with the standards of the California Apprenticeship Council, hereinafter referred to as the Council, and therefore, in consideration of the premises and of the mutual covenants herein contained, do hereby mutually covenant and agree as follows:

That the EMPLOYER agrees to employ the APPRENTICE for the purpose of enabling said APPRENTICE to learn and acquire the trade or craft of CARPENTRY, upon the terms and conditions contained in the schedule on the reverse side of this agreement and made a part hereof.

That the APPRENTICE agrees to perform diligently and faithfully the work of said trade or craft during the period of apprenticeship, complying with the training program contained in the said schedule.

That the PARENT (or GUARDIAN) covenants with the EMPLOYER that the APPRENTICE will duly perform all obligations undertaken herein.

That this agreement conforms to and is predicated upon a local trade agreement on apprenticeship labor standards approved by the Council; that the agreement may be annulled by the said Council upon the mutual consent of all parties to the agreement, or upon the Council's own motion after giving all parties notice and opportunity to be heard; that in the event of any disagreements or difference in relation to any of the terms of this agreement, such disagreement or difference shall first be submitted to the local joint trade apprenticeship committee for adjustment, provided either party may appeal the decision of the said local committee to the Council, whose decision shall be final and conclusive upon the parties to this agreement if supported by the evidence.

During the probationary period, stated in schedule (1) of this agreement, annulment may be made by the said local committee after notice to the Council, upon the written request of either party.

IN WITNESS WHEREOF, the parties hereunto set their hands and seals.

[Seal] _____
[Seal] _____
Date of birth _____
Address _____
Parent or guardian [Seal] _____
Employer [Seal] _____
By [Seal] _____
Address _____

Approved by the SANTA BARBARA CARPENTRY Local Apprenticeship Committee
City Trade

by Secretary on June 25th 1940

IMPORTANT.—On the reverse side of this agreement open spaces are to be filled in by the local committee. The material must be identical with similar provisions in labor standards agreement already approved by the Administrator.

SCHEDULE

1. **PERIOD OF APPRENTICESHIP AND PROBATION** (Must include time of starting and ending apprenticeship period) The term shall be no fewer than four (4) years - 8000 hours is minimum requirement. The probationary period has been completed. Apprenticeship starts May 4 1937, and ends May 4 1941 provided the apprentice works regularly at the trade during this period.

2. **SCHEDULE OF MAJOR PROCESSES AND APPROXIMATE NUMBER OF HOURS FOR EACH PROCESS**

- | | | |
|----|---------------------|------------|
| 1. | Form work | 1500 hours |
| 2. | Framing | 3500 hours |
| 3. | Shop work | 500 hours |
| 4. | Finishing | 2500 hours |

3. **WAGE PROVISION**

| | | | |
|--------------------|----|---------|---------------------|
| First three months | 25 | percent | |
| Second " | 30 | " | Journeyman Rate |
| Second six " | 35 | " | \$1.12½ per hour or |
| Third " | 40 | " | \$9.00 per day |
| Fourth " | 50 | " | |
| Fifth " | 60 | " | |
| Sixth " | 70 | " | |
| Seventh " | 80 | " | |
| Eighth " | 90 | " | |

The apprentice shall be paid not less than the above percentages of the journeyman rate.

4. **HOURS OF WORK, AND HOURS OF APPROVED INSTRUCTION**

The work day and work week for the apprentice and conditions associated therewith shall be the same as that of the journeyman. The apprentice shall enroll in and attend related classes not less than four (4) hours weekly for a minimum of 144 hours per year.

5. **SPECIAL PROVISIONS**

Should the employer become unable to fulfill the provisions of this agreement, or by mutual consent or to provide greater diversity of training or continuity of employment, the Local Joint Apprenticeship Committee is authorized to transfer the apprentice from one employer to another; such transfer is hereby agreed to by the signatories hereto with the following provisos:


(a) Each employer, in accepting a transferred apprentice for employment agrees to carry out the provisions of the original contract of agreement between the apprentice and the first employer.

(b) No apprentice will be transferred to an employer who has not signed such an agreement.

(c) If such transfer is made for the purpose of diversity of training, the apprentice, when he shall have completed the work for which he was transferred, shall return to his original employer.

(d) There shall be no liability on the part of the other contracting party for an injury sustained by an apprentice engaged in school work at a time when the employment of the apprentice has been temporarily or permanently terminated.

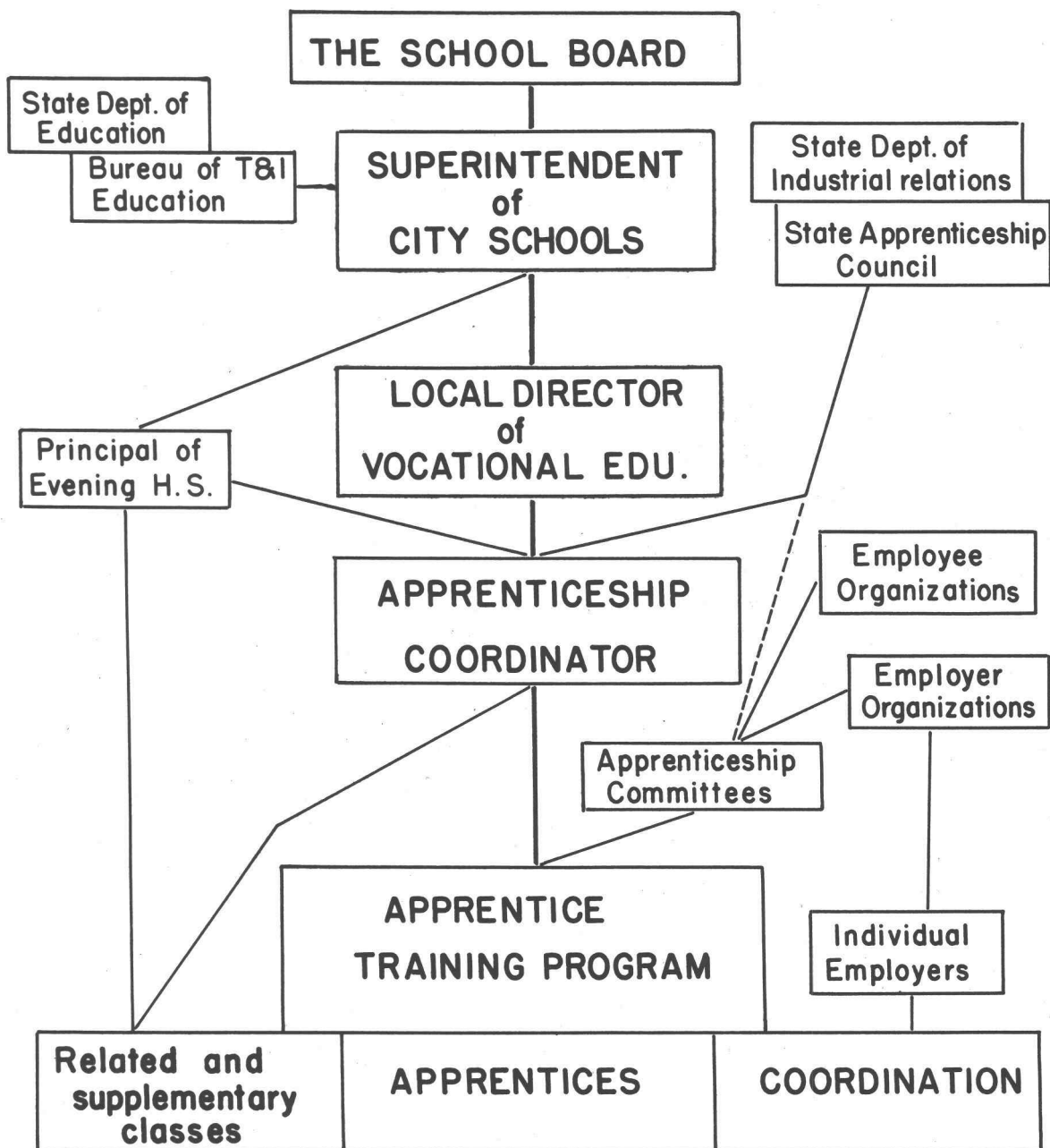


| | |
|------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| ALWAYS CARRY THIS CARD | REVOCABLE FOR CAUSE |
| Apprentice Identification Card NOT TRANSFERABLE | |
| ISSUED BY CALIFORNIA APPRENTICESHIP COUNCIL STATE BUILDING—SAN FRANCISCO | |
|  [Redacted] ADMINISTRATOR | [Redacted] CHAIRMAN [Redacted] SECRETARY |
| FORM NO. 377 | 83372 SPO |

| | |
|----------------------------------------------------------------------------------------------------------------------|----------------------------|
| Electrical | Local Joint Apprenticeship |
| (Trade) | |
| Committee of | Santa Barbara and |
| (Describe Area) | |
| Southern Santa Barbara County | |
| whose signature appears below is indentured under provisions of Apprenticeship Labor Standard Act of California, and | |
| is enrolled at the Evening High School | |
| School of | Santa Barbara |
| (Locality) | |
| (Signature of Apprentice) | |
| Pay per day | \$6.00 |
| Expires | Sept. 20, 1940 |
| Experience | 6 Mos. |
| Soc. Sec. No. | 2N433698 |
| Secretary Local Committee | Instructor |

APPENDIX B

ORGANIZATION CHART of APPRENTICESHIP PROGRAM

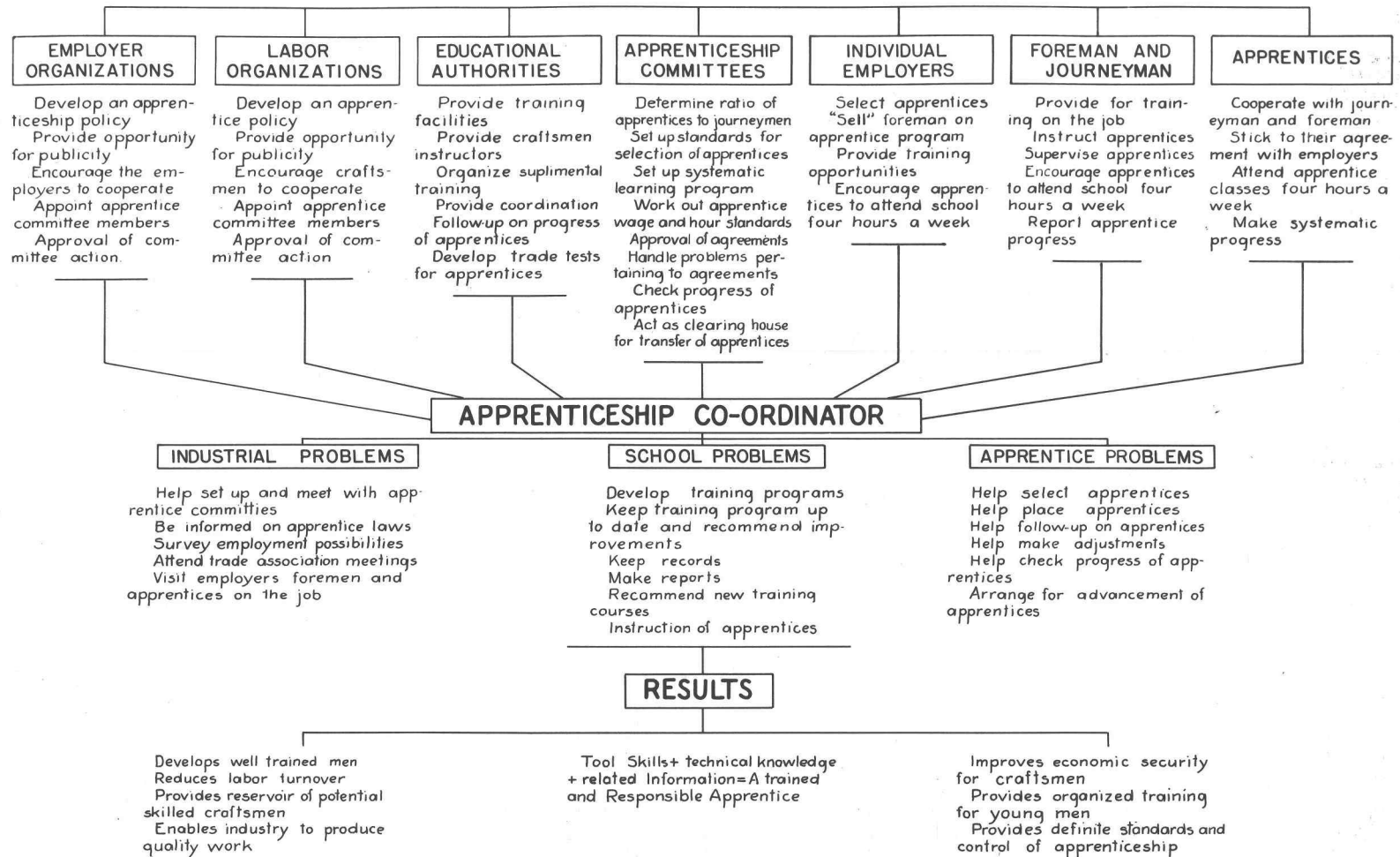


APPRENTICESHIP

AN ORGANIZED PLAN OF TRAINING

A COOPERATIVE ENTERPRISE

RESPONSIBILITIES OF



PARTIAL LIST OF MISCELLANEOUS TRADES

In Which

Apprentice Training Would Be Possible In Santa Barbara

Air Conditioning
Auto Battery Service (rebuilding)
Auto Body and Fender (auto sheet metal)
Auto Chassis and Brakes Service
Auto Electric (tune up)
Auto Mechanics
Auto Parts Service

Baking
Bar Tending
Bicycle Repair
Blue Printing
Boat Building
Book Binding
Bottling Works
Brick Laying
Butter Making (creamery work)

Cabinet Making
Carpentry
Cleaning, Pressing, and Dyeing
Cold Storage (ice manufacture)
Commercial Refrigeration

Dental Laboratory Work

Electrical Wiring
Electrical Appliance Service
Electric Motor Service
Embalming

Fountain Clerking
Furniture Manufacturing
Furniture Repair

Gas Appliance Service
Gas and Electric Welding
Glazing

Ice Cream Manufacturing

Jewelry Manufacturing

Partial List of Miscellaneous Trades (Continued)

Landscaping
Leather Tooling
Locksmiths ("Fix-it" shops)

Machine Shop Work
Marine Engines Service
Mattress Factory Work
Meat Cutting
Motion Picture Projection

Neon Signs (sheet metal)
 (glass bending)
 (installation)
Novelty Manufacturing

Office Appliance Service
Optical Glass Grinding
Ornamental Iron Work

Painting and Paperhanging
Photographic Trades
Plastering and Cement Finishing
Plating Service
Plumbing
Pottery Manufacturing
Printing

Radio Service
Restaurant Cooking

Saddle and Harness Manufacturing
Sheet Metal Work
Shoe Repair
Sign Painting

Tailoring
Tent and Awnings
Tile Manufacturing (concrete)
 (clay)
Tile Setting
Tire Service (retread)
 (vulcanizing)

Upholstering

Venetian Blind Manufacturing

Partial List of Miscellaneous Trades (Continued)

Watch Making

Window Display

Wood Mill Working

APPENDIX C

SANTA BARBARA CITY SCHOOLS
VOCATIONAL EDUCATION DEPARTMENT

APPRENTICE QUESTIONNAIRE

1. Name _____ Date _____
2. Address _____ Phone _____
3. Age ____; Height ____ft. ____in.; Weight ____lbs. Glasses _____
4. Date of birth _____ Place of birth _____
5. General health _____ What physical defects? _____
6. Living at home? _____ With _____ at _____
7. Dependents? _____ Paying own expenses _____ % _____
8. Father's name _____ Occupation _____
9. Organization memberships _____
10. Police records (if any) _____
11. Public school completed _____ grade. Majored in _____
12. Advanced or special training _____ Church preference _____
13. Can drive a car? _____ Truck? _____ Hold driver's license? _____
14. Past employment record:

| Employer | Where | Job | From | To |
|----------|-------|-----|------|----|
| | | | | |
| | | | | |
| | | | | |
15. Character references:

| Name | Occupation | Address | Phone |
|------|------------|---------|-------|
| | | | |
| | | | |
16. Remarks:

SANTA BARBARA
CARPENTRY APPRENTICE COMMITTEE

Date _____ Age _____

APPRENTICE WORK EXPERIENCE OUTLINE Name _____

Address _____

Approximate length of time in trade: Entered _____

Time served: _____ Yrs.

_____ Mos.

Employed by: _____

Directions: Estimate your own ability and knowledge of each item by placing a small x in the proper column.

| DIVISIONS | EVALUATIONS | | | |
|------------------------------------------------------------|-------------|------|--------------|------------------------|
| | None | Weak | Aver- age | Good Excel- lent |
| 1. Building straight concrete forms for columns and beams. | | | | |
| 2. Lining up and bracing concrete walls and columns. | | | | |
| 3. Setting girders. | | | | |
| 4. Setting floor joists. | | | | |
| 5. Erecting walls and partitions. | | | | |
| 6. Lining up and bracing framed walls and partitions. | | | | |
| 7. Laying pine floors. | | | | |
| 8. Building curved concrete forms. | | | | |
| 9. Cutting rafters. | | | | |
| 10. Building staging. | | | | |
| 11. Setting plaster grounds. | | | | |
| 12. Laying wood shingles, and composition roofing. | | | | |
| 13. Cutting and fitting siding. | | | | |
| 14. Building frames. | | | | |
| 15. Building cornice work. | | | | |
| 16. Laying out building lines. | | | | |

APPRENTICE WORK EXPERIENCE OUTLINE (Continued)

| DIVISIONS | EVALUATIONS | | | | |
|-----------------------------------------------------|-------------|------|---------|------|-----------|
| | None | Weak | Average | Good | Excellent |
| 17. Using builder's transit. | | | | | |
| 18. Laying out walls and partitions. | | | | | |
| 19. Laying out rafters. | | | | | |
| 20. Cut stair horse for wood stairway. | | | | | |
| 21. Lay out window and door frames. | | | | | |
| 22. Cutting and fitting base. | | | | | |
| 23. Cutting and fitting mouldings. | | | | | |
| 24. Setting door jambs. | | | | | |
| 25. Casing openings. | | | | | |
| 26. Construct form for concrete stairway. | | | | | |
| 27. Fitting and hanging double hung windows. | | | | | |
| 28. Laying out stair horse. | | | | | |
| 29. Laying out difficult rafters. | | | | | |
| 30. Building forms for concrete cornices. | | | | | |
| 31. Fitting hardware and fastenings. | | | | | |
| 32. Fitting and hanging doors and casement windows. | | | | | |
| 33. Building casework. | | | | | |
| 34. Building stairs. | | | | | |

SANTA BARBARA
CARPENTRY APPRENTICE COMMITTEE

Date _____ Age _____

APPRENTICE SCHOOL EXPERIENCE OUTLINE Name _____

| UNITS | DIVISIONS | EVALUATIONS | | | |
|----------------------------------------------|---------------------------------------------|---------------------|------|---------|-----------|
| | | Technical Knowledge | | | |
| | | None | Weak | Average | Excellent |
| KNOWLEDGE OF TOOLS AND MATERIALS | 1. Hardware | | | | |
| | 2. Parts of building | | | | |
| | 3. Tools | | | | |
| | 4. Mill work | | | | |
| | 5. Lumber | | | | |
| | 6. Nails, screws, etc. | | | | |
| READING BLUE PRINTS | 7. Recognizing plan symbols | | | | |
| | 8. Reading | | | | |
| | 9. Plan views | | | | |
| | 10. Elevations | | | | |
| | 11. Sections | | | | |
| | 12. Details | | | | |
| ABILITY TO DO CONSTRUCTION DRAWINGS | 13. Foundations | | | | |
| | 14. Framing de- tails | | | | |
| | 15. Exterior finish | | | | |
| | 16. Interior finish | | | | |
| ABILITY TO LAY OUT | 17. Buildings | | | | |
| | 18. Walls, parti- tions, and openings | | | | |
| | 19. Common rafters | | | | |
| | 20. Hip and valley rafters | | | | |
| | 21. Jack rafters | | | | |
| | 22. Stairs | | | | |

APPRENTICE SCHOOL EXPERIENCE OUTLINE (Continued)

| UNITS | DIVISIONS | EVALUATIONS | | | | |
|--------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| | | Technical Knowledge | | | | |
| | | <div> <div>None</div> <div>Weak</div> <div>Aver-</div> <div>age</div> <div>Good</div> <div>Excel-</div> <div>lent</div> </div> | | | | |
| ABILITY TO ESTIMATE MATERIALS FOR | 23. Foundation materials | | | | | |
| | 24. Framing | | | | | |
| | 25. Exterior finish | | | | | |
| | 26. Interior finish | | | | | |
| | 27. Hardware | | | | | |

SANTA BARBARA CITY SCHOOLS

GENERAL PLAN
for
"INDUSTRIAL RELATIONS" COURSE

UNIT: APPRENTICESHIP AND VOCATIONAL EDUCATION

CONTENT: History--Present status
Federal, state and local participation
California Council
Local Advisory and Apprentice Committee

METHOD: Talk by vocational instructor
Discussion led by coordinator
Motion picture on Apprenticeship

UNIT: JOB APPLICATION

CONTENT: How to get, keep, and advance on a job:
Use of voice
Personality development
Attitudes
Health
Dress
Habits
Applications
Speed vs accuracy
Making the right impression
Self-inventory
Loyalty
Etc.

METHOD: Talks by:
Employers
Personnel men
Nurse or doctor
Employment service representative
Tradesmen
Public speaking instructor
Open discussion

"INDUSTRIAL RELATIONS" COURSE (Continued)

METHOD: Practice exercises and projects
Standards tests and forms
Reference and report

UNIT: TRADE ETHICS

CONTENT: Responsibilities to:
Employer
Fellow workers
The trade
The public
Relations:
Employee-employer
Employee-employee
To organizations
Conduct on and off the job:
Cooperation

METHOD: Talks by:
Employers
Others
Forum discussions
Reference reading and report

UNIT: LABOR LAW

CONTENT: Federal Laws:
Labor Standards and Welfare
Social Security
Inter-state Commerce Relations
Relief and "Make-work" projects
Wage hour laws
State Laws:
Labor Standards
Welfare acts
Limitations on labor
Local and State Codes

"INDUSTRIAL RELATIONS" COURSE (Continued)

METHOD: Talks by:
Social Security agencies representative
Unemployment compensation
P.W.A., W.P.A., N.Y.A. representatives
Lawyer
Building inspector, etc.
Question and answer sessions
Use of pamphlets, state and federal bulletins

UNIT: LABOR PROBLEMS

CONTENT: History of Industry
History of Labor Movement
Principles of Labor Organizations
Viewpoint of Labor
Viewpoint of Employers

METHOD: Reference reading and report
Discussion led and controlled by coordinator
Talks by:
Organized Labor representative
Employer representative

UNIT: LABOR ECONOMICS

CONTENT: Wages:
Basis of
Factors in setting
The Business Cycle
Money
Unemployment

METHOD: Talks by:
Speakers from high school or college Social
Science Department
Banker
Representative of Federal Agency for unemploy-
ment relief

"INDUSTRIAL RELATION" COURSE (Continued)

METHOD: Question and answer sessions
Reference reading

UNIT: PERSONAL ECONOMICS

CONTENT: Budget Making and Using
Savings:
Insurance
Investments
Avocational Activities

METHOD: Practice preparation of personal budget
Talks by:
Insurance man
Banker
Discussion:
Question and answer

UNIT: INDUSTRIAL TRENDS

CONTENT: Factors effecting employment:
Changes in manufacturing methods
Mechanization
Development of power sources
Ascending and Descending occupations
New fields developed and developing
Changes in the nature of occupations

METHOD: General discussion

UNIT: SAFETY AND FIRST AID

CONTENT: Safety principles
Safe practices
Analysis of typical jobs for safety factors
Red Cross First Aid Course

"INDUSTRIAL RELATION" COURSE (Continued)

METHOD: Talks by:
Safety specialists from industry or associations
Apprentices on safety making posters
Get Red Cross First Aid Course for the group

UNIT: ORGANIZATION OF THE JOB PROCEDURES

CONTENT: Efficiency factors
How to study
Use of library
Job analysis
Trade analysis

METHOD: Talk by librarian
Practice in use of library
Practice in analysis
Make analysis of trade