

AN ABSTRACT OF THE THESIS OF

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ENRICHMENT AT THE EIGHTH GRADE LEVEL

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Exploration of job opportunities and student involvement in learning are important principles of education. Congress recognized and emphasized these principles through recent legislation expanding education in several fields. Expanded vocational education has especially stressed job exploration and involvement in work programs. In many cases, however, this has come too late in the life and education of the student.

The State of Oregon loses approximately 6,000 students through dropout annually from its secondary schools. With the number of school dropouts remaining relatively constant, the search for desirable programs to help alleviate the problem is constantly expanding. The increasing number of work observation programs in conjunction with existing vocational programs at the secondary level seems to be attacking the problem; however, the tendency is for elementary schools to refrain from use of vocational programs. Schools which choose

not to use vocational programs need to evaluate their ability to influence students to remain in school. Literature shows that potential dropouts may be identified as early as the fourth grade by considering reading levels, social achievement, family influence, and scholastic ability.

The author in undertaking this study is proposing a work observation program at the eighth grade level for Wallowa County, School District 12. The primary objective of the program is to instill in eighth grade students a better understanding of the world of work and some of the particular skills required for specific occupations. Concurrently the student is motivated by firsthand learning experiences that in effect enrich and accelerate his education. With proper coordination of the program, it will enrich classroom studies and, hopefully, prevent some high school dropouts.

#### Initiation of the Work Observation Program in District 12

The work observation program includes steps for organization, student selection, selection of observation sites, student placement, supervision, coordination with classroom studies, and evaluation. Initiation of the work observation program in District 12 consisted of selection of students and work observation sites.

A WORK OBSERVATION PROGRAM FOR CLASSROOM  
ENRICHMENT AT THE EIGHTH GRADE LEVEL

by

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A WORK OBSERVATION PROGRAM FOR CLASSROOM ENRICHMENT  
AT THE EIGHTH GRADE LEVEL

I. INTRODUCTION

Exploration for new approaches is needed to improve education and meet the needs of a changing society. Specific areas for improvement need identification and encouragement. Recent National legislation has stressed the need for more vocational experience at all levels of education.

More students than ever before are completing 12th-grade education today. Oregon statistics concerning the number of high school graduates show steady improvement. In 1952, 64 percent of the ninth grade enrollment completed high school. By comparison, 81 percent of the potential class of 1964 graduated from high school.

In the past decade Oregon's dropout rate decreased 17 percent. During the same period the public school enrollment increased approximately 130,000. These statistics show improvement, but there still are approximately 6,000 students dropping out of the Oregon public schools each year. These school leavers have more to offer society and the community than will ever be realized. The communities' agent for education, the public school system, has, in effect, failed certain groups in society. Failure to succeed in school combined with possible disappointment in seeking employment may create unhealthy attitudes in the early school leavers. These persons are parasitic on the

not likely to become responsible citizens.

President Kennedy in his 1963 State of the Union Address said 40 percent of the fifth graders then enrolled would not finish high school. Oregon's State Department of Education statistics show Oregon has always fared better than the National average. The high school survival rate in this State has improved from 64 percent in 1952 to 81 percent in 1964.

Even if the dropout numbers stay consistent the problem will grow more serious. The President's Committee on Youth Employment in 1963 estimated that from 1960 through 1970 26,000,000 youth would enter the Nation's labor force. Approximately 30 percent of these will have less than a high school education. These 7,500,000 young men and women will be seeking employment in areas which do not want nor need their limited skills. For example, from 1960 to 1970 farm work opportunities will decrease 20 percent. Employment for unskilled workers will remain the same or decline slightly. During the same period the need for sales workers and managers will increase 20 percent while technical and professional opportunities will go up 40 percent. Simply stated, the manpower force is not meeting the demands of the employer. Schools must not only find improved methods of preparing students for employment, but continue to improve methods to motivate

students to continue to learn in the schools presently provided them. The challenge to the public schools has never been greater nor more demanding. Schools must help students in the area of their influence to better prepare them for the world of work they must enter. Work observation and experience may be an educational tool for increasing students' interest in the world of work and in the curricular offerings of the school.

#### Statement of Problem

The author in 1964 transferred from teaching vocational agriculture in the secondary school to teaching seventh and eighth grade science and mathematics. During the tenure of secondary teaching, the author became aware of the student dropout problem in Wallowa County. The students apparently lacked interest in school offerings and/or had little knowledge of skills required of employees in the changing field of occupations. The school leavers were primarily underachievers.

During the school year 1964-65 the author became increasingly cognizant of a general lack of knowledge in the area of occupations among eighth graders. Seemingly, students gave little or no thought to high school courses they might take in preparation for post high school employment or education. A definite lack of understanding about the opportunities for gainful employment in

professional and vocational occupations prevails among certain students. Researchers point out that lack of interest and underachieving in school are the stated causes of many dropouts. The author feels that there is good reason to suspect a correlation between the students' lack of interest and their lack of knowledge of the world of work. Further, the author proposes that this combined deficit affects underachievement and dropout rates.

Student underachievement is a fact and has always plagued educational systems. The major reasons for the dilemma are complex and have never been explicitly stated and isolated. It has been generally conceded, however, that some of the major reasons for underachieving are lack of interest in the school classrooms; low reading level; poor attendance; and, combined with the previous three, poor attitudes. Each individual student who is underachieving has a background which has in some manner led him to the unproductive state. Sorenson (40, p. 425) in his book, Psychology in Education, mentions that gifted students as well as the below average students are among those classified as underachievers.

Underachieving is a many-sided problem. A simple, all-encompassing plan to remedy the problem cannot be expected. Plans by which grade schools may approach the problem are in need of study. With attention given to work observation and work experience at the grade level,

the answer in part may be reached.

In 1963, the President's Committee on Youth Employment made several recommendations regarding inclusion of work experience in more school curricula. The first recommendation included strengthening teaching methods and curricula for young people going directly to work from high school. This recommendation should in part stimulate action to:

- "a. Identify nonachieving children early, with the reasons for failure.
- b. Institute remedial teaching where this is indicated.
- c. Broaden curricula to provide courses and teaching techniques aimed at meeting the needs of children who are not academically oriented.
- d. Provide work experience courses for pupils at ages under sixteen where such courses seem advisable as an aid in teaching work habits and holding the interest of children who might otherwise drop out of school."

The work experience programs which keep so many secondary students interested and attending their classrooms may be revised and modified to produce a valuable tool for stimulating grade students who for various reasons may become future dropouts. For some students the possible motivating factor of work experience comes too late. Several studies point out the many benefits of a comparable program for gifted and retarded students at the grade level. Strangely enough, little has been done in this area to

apply to the average, normal eighth grade student who is not reaching his potential. Sorenson (40, p. 404) refers to learning by activity as the following process: "learning is not a filling-up process; correspondingly, teaching is not a pouring-in procedure. Learning is a change in responding that involves abilities, emotions, attitudes, and all other behavior that results from activity of the learner." All other research points out that students' interest, attitudes, and attendance in relation to the classroom improve when their classwork is made meaningful by relating it to personal educational experiences.

Recent Federal legislation in the form of Public Law 88-210 and 89-10 points out the concern of Congress about the dropout problem existing nationally. Public Law 88-210 recognizes the problem in part by allotting funds for increased improvement of the guidance, testing, and counseling of students in grades seven through 12. Public Law 88-10 in part allots additional monies for initiating new programs for supplementary educational opportunities for elementary and secondary schools in communities of low economic level.

Wallowa County shares in the problem of early school leavers. In undertaking this study the author is formulating a practical program which will enable the elementary schools of Wallowa County to instill new interest in students for school offerings.

## Purpose of the Study

The purpose of this study is to strive to enrich, accelerate, and improve the educational system for eighth grade students by development of a work observation program. Such a program is to be incorporated into the schools' present curricula to provide enrichment of classroom activities. The review of related literature infers that work experience programs properly administered stimulate a student's interest in school offerings. Advantages of a work experience program may be realized at the eighth grade level when properly planned and made appropo to that grade level. Bristow (31, p. 13) notes the lack of such programs in saying schools have "rejected early vocational training as undesirable and impractical but with no large plans in sight to relate young people to the world of work they struggle to reach and must enter." It is hoped the proposal made in this paper will give teachers a tool to help eighth grade students connect their classroom to the community of work surrounding them. Major areas of the study are: 1. List objectives of work observation program for eighth grade level; 2. Develop flexible guidelines to initiate a work observation program into eighth grade course of study in District 12, Wallowa County.

## Definition of Terms

The author has attempted to minimize terms which are unfamiliar to the field, and for effective communication the following terms are defined:

In-school work programs-Programs where students are assigned jobs within the school system to coincide with classroom training.

Out-of-school work programs-Programs where students are placed in jobs within the business community in order to provide on-the-job training in coordination with vocational programs within the school.

Teacher-coordinator-Teacher who coordinates the placement of students into the work observation situation.

Underachieving-Student is not achieving in school subjects in relation to his ability or capacity to learn.

Vocational education class-A school class specifically designed to train a student at the secondary level for a specific job upon completion of his schooling.

Work experience-Student is placed in a job for exploring the field of work, general job training, or regular vocational training for a specific job. Length of the experience varies as to the objectives of the placement.

Work observation program-Student is placed in a business for varying lengths of time to observe work procedures; while observing, the student is to meet definite

objectives previously outlined in cooperation with the teacher-coordinator and businessman.

Work observation station-A business in which a student is placed to observe work procedures.

### Limitations

The nature of this type of study categorizes the limitations into two primary groups. They are: 1. Limitations as provided by the situation; 2. Limitations imposed by the author.

Limitations of the situation include availability of germane research and time. There is a lack of research in the area of elementary and junior high school work observation and/or experience programs. Time available in the school curriculum for such a program limits the study in this respect.

The author has imposed the following limitations upon the study: 1. The geographical boundaries of the Wallowa Valley set it apart as a different social and economic group; 2. Since the author is employed and working with the eighth grades of District 12, the study will apply only to the eighth grades in the towns of Wallowa and Lostine; 3. Due to time, initiating the plan proposed in the study will be limited to selection of students and possible work observation sites.

## History and Background

Wallowa County is known to many as the "Switzerland of America" because of its jagged, snow-capped peaks and canyons up to a mile deep. The name "Wallowa" is derived from the Nez Perce name for the triangular supports used to anchor fish nets in the many fast-running rivers and streams.

Prior to 1870, what is now Wallowa County was inhabited in the summer and fall by the Nez Perce Indians and, according to an 1855 treaty, was always to remain a part of the Nez Perce domain. By 1871 the pressure for new grazing lands and homesteads pushed pioneers into the formerly inaccessible Wallowa Valley. It's inaccessibility is attested to by its rugged boundaries. The County is bounded on the west by part of the Wallowa Mountains, with the Minam and Grande Ronde Rivers flowing through deep canyons. The northern boundary is the continuation of the Grande Ronde River running to meet the Snake. To the south the Wallowa Mountains isolate the Valley from the flatlands of Union and Baker Counties. Roughest of all is the Snake River Canyon gouged deep into the surrounding hills to the east. This impressive canyon completes the encirclement of Wallowa County.

The isolation of the Wallowa Valley encouraged a self-reliant group to be even more so. Except for a few

items of machinery, the ranchers were self-sufficient. This ability proved a blessing many times - both in times of depression and other times. The Valley suffered very little in the 1930's. At present, the Valley has two paved highways leading into it. Highway 82 enters from the west and Three from the north.

Settlers had so populated the Wallowa Valley by 1877 that Indian and white conflicts were erupting. At this time an Amendatory Treaty was signed by many of the Nez Perce chiefs returning the Valley to the U. S. Government. Old Chief Joseph and his son, Young Joseph, never recognized the Treaty. After the Nez Perce were ordered to a reservation in Idaho, Chief Joseph started the history-making march to Canada. The entire tribe fought its way across Idaho, Wyoming, and Montana. Failing to reach his destination by only a few miles, inside the Montana border Joseph closed his part of the war. He stated, "from where the sun now stands I will fight no more forever."

With the growing settler population came increased demand for better government. As a result, in 1887 the present Wallowa County split from Union County and set up the county seat in Enterprise. The four principal towns then and now include Wallowa, Lostine, Enterprise, and Joseph. For decades the County's population has remained approximately 7,000 people. In 1960 the census showed a population of 7,102.

Wallowa County is currently undergoing a socio-economic change. Five years ago the author compiled a rural survey study of Wallowa County with attention to major occupations and sources of income in the County. At that time lumbering and sawmills were considered equal with ranching and farming. In 1962 the largest sawmill in Wallowa County, employing approximately 250 men, closed operations and liquidated all holdings. As of this writing, no comparable industry has entered the County and Wallowa County's population has declined by approximately 1,000 people since 1963.

Wallowa County's schools enroll approximately 1,700 students each year. The census of school-age children has varied little from 1958 to 1963. In 1958 school-age children numbered 2,236 as compared to 2,089 in 1963. Enrollment in the eighth grade for the County continues to be about 150 students each year. The decrease in County population has produced only a slight decrease in total school enrollment.

Prior to 1963, early school leavers had ready accessibility to employment opportunities offered by the lumber industry. At the present time there is a void of job opportunities except for summer employment. Local school superintendents say that the rate of underachievers leaving the Wallowa County schools seems to be continuing about the same as before with less opportunity for satisfactory

local employment. This economic change puts a greater responsibility than ever before on the public schools to keep each individual in school. The author believes that interesting the student in his future and acquainting him with good job and educational opportunities are increasingly becoming the schools' responsibilities.

### Procedure

The author reviewed literature in journals, periodicals, and other incidental sources found in the Oregon State University Library. In addition, a survey of the files of the Oregon Education Association provided several papers and pamphlets concerning this study. The several reports and recommendations included in the Report of the Panel of Consultants on Vocational Education prepared by the U. S. Department of Health, Education and Welfare for the President of the United States are included as well as data concerning Wallowa County taken from a Rural Survey made of Wallowa County in 1960 by the author. Other sources related to this study but too numerous to mention here will be found in the Bibliography.

Little of the related literature dealt specifically with work observation and/or experience programs for the junior high level. Some information concerning enrichment programs in lower grades is germane to the study, however.

Basic principles and practices necessary to the work experience programs in the secondary school are thought to apply to work observation at the eighth grade level.

Initiation of a work observation program for the eighth grades in District 12 started in the early fall of 1965. Two phases of the program are underway - those of selecting the students and the work observation stations.

## II. REVIEW OF RELATED LITERATURE

### Introduction

A review of the literature reveals more studies concerning work experience in secondary education than in elementary. The use of work experience programs vary according to grade level since certain secondary goals for placement programs differ from goals for elementary programs. For ease of reading, the literature review will be discussed under the following subheadings:

1. Purpose of Placement Programs
2. Values
3. Selection of Students
4. Organization
5. Supervision
6. Problems
7. Summary

#### 1. Purpose of Placement Programs

Placement is generally considered an exceptional educational tool to keep potential school leavers in the classroom, prepare for vocations and provide class enrichment. Bristow (4, p. 145) writing on curriculum problems for early school leavers states the challenge, "A good school program shall provide for growth, challenge, and adaptation." He states, "Modern curriculum planning, for

children in general, or the early school leaver should embrace the following principles:

- "1. The child acts and learns as a whole.
2. Learning best takes place through experiences which are meaningful to the child and related to purposes which he can accept.
3. Children at any age level differ from each other in many respects. They are sufficiently alike to make group handling possible, but they vary in all traits and characteristics.
4. Growth of individual children takes place at different rates. A child may be far advanced in languages but immature in social or physical development.
5. The rate of growth of a child of same age, sex, or environment varies.
6. Children must have an opportunity to come to grips with real problems, to experience success or failure, and to recognize the consequences of their acts so they might grow and profit from their experiences.
7. All children have certain basic needs (for security, for expression, etc.) which furnish a beginning for curriculum enterprises. Needs vary with community, age level, social and economic conditions."

All of the educational purposes for starting a work experience program embrace Bristow's curriculum principles. Work experience programs are playing an important role by increasing the schools' holding power.

Christenson and Bick (5, p. 209) state in summary regarding the role of the school in work experience that, "the work experience program is: first, to keep children in school; second, to keep marginal students closer to school; third, help attendance; fourth, aid guidance; and fifth,

aid character education and offer an excellent opportunity for public relations." Savitsky (38, p. 158) writes that work guidance or experience should be introduced to students before dropout occurs. He poses the provocative question, "could dropping out of school be less severe, damaging, and hopeless than it is today?", which implies more strenuous efforts must be made at the correct time to reach and motivate the future dropout. Savitsky (37, p. 91) states in another article that the school dropout problem is serious but need not be overwhelming if initiative is used in expanding programs such as work experience.

Saltys (35, p. 268) developed and implemented a unit on occupations with a group of identified potential dropouts at the junior high level. The successful results of Saltys's program encouraged expansion of the project. Public Law 89-210 (29) exhibits the National desire for expanded vocational and guidance programs in grades seven through 12 with monies and priority given areas and schools with high dropout percentages.

The writings of many authors indicate that lack of interest in and knowledge of the world around him permitted the student to fall into the class of the underachiever. This conclusion led these writers to endorse some type of work experience program to combat the school dropout problem. It appears worthwhile to attempt to retain potential dropouts for further schooling. Becken and Associates

(2, p. 18) found that about 60 percent of Oregon's high school dropouts were of average or higher I. Q. A study conducted by the Guidance Services Section of the Oregon State Department of Education (26, p. 2) found that rural and rural-industrial areas have the highest percentages of dropouts.

#### A. Guidance and Enrichment

Several work experience or observation programs were started for reasons other than curbing dropout rates. Eisen (11, p. 372) noted that work and observation experience were excellent occupational guidance tools. Drippner (21, p. 304) found at the junior high level that more girls than boys based vocational preferences on work experience. At the elementary level, Eggert (10, p. 365) found that children assigned work tasks of building school projects learned how to work. The difficulty in learning how to work stems from our society's changing to automated living where the actual work responsibilities are often few or non-existent. Also at the elementary level, Russell (34, p. 417) and Rein (32, p. 152) used work observation programs for gifted students to enrich their classroom work. In the work observation programs the pupils were placed in a situation to observe for a short period of time - an hour to three hours each day for varying numbers of days allowed the students time to observe and visit

with employees about occupational requirements and responsibilities. The students then reported to the class. Many schools conduct field trips to encourage creativity and individual growth. In stating a case for work experience in the secondary school, Anderson (1, p. 7), summarizes several reasons for incorporating a work experience program into the curriculum. He found that work experience has a "positive effect on students' attendance, scholarship, and attitude," which affects their knowing, feeling, and doing.

Many schools have implemented in-school work programs for slow learners. Taylor (44, p. 185) and Stahlecker (42, p. 299) both report that work experiences are an integral part of guidance and work placement for the retarded learner.

### B. Vocational Training and Placement

Vocational departments across the country have employed the work experience program for many years as a necessary method of vocationally training and placing students. The need for work experience has been with man since he began to toil but now is even more important. Hampton (15, p. 102) in listing principles for work experience in secondary school concludes that "work activities have always been fundamental to the building of the culture of America. That which contributes to the culture of the Nation can contribute to the education of the individual

within it. Education is inherent in work. Work is education." He further states that work experience programs are to correlate education and work experience. Seemingly, man has always been inseparable from the need of work experience and now education is placed directly between man and his work.

Vocational departments which are using the work experience programs on a secondary level are: vocational agriculture; business education; distributive education; and, recently, trades and industry. Public Law 88-210 (29) reinforces the need for vocational education by providing aid to states for work-study programs in relation to existing vocational programs. Vocational agriculture departments are realizing the value of work experience in addition to home farm experience. At the same time, many instructors feel the work experience program is still in it's infancy.

Instructors of business and secretarial training courses point out the value of incorporating work experience programs in business education. Kappel (20, p. 65) found that in-school work programs were just as valuable as outside work programs in giving secretarial students actual experience. Dunton (9, p. 48) in a review of a six-year vocational program for grades seven through 12 in Ohio stated that work placement was an integral part of his school's total vocational program.

Little disagreement was found in the literature reviewed concerning the value of work placement in existing vocational programs. Many authors felt that the work experience programs were just beginning to be recognized as an important tool in vocational education. When analyzed, the work experience programs which were started primarily to fill one purpose returned to the school and the students many benefits. Authors continually pointed out that their work experience programs helped with placement as well as occupational guidance and motivation by increasing learning. While stimulating interest in occupations, they increased interest in classroom activities. When work experience is used for enrichment and for acceleration, it in turn creates healthier student attitudes toward total school programs.

## 2. Values

All the work experience programs studied showed definite values gained for student, school, and community. The outstanding value mentioned in articles was that students stayed in school. Anderson (9, p. 7) at secondary level said, "work placement has a positive effect on students' attendance, scholarship, and attitudes." Several writers noted the dropout rate in their schools decreased substantially. Job placement of high school students proved more satisfactory after implementing work experience

programs. Cunningham (6, p. 45) placed all of a select group of vocational agriculture students in jobs or positions for higher education.

The value of retaining and helping to place students in responsible roles in society cannot presently be measured, however, the development of responsibility, self-reliance, and generally healthful attitudes by students helps prepare them for society.

### 3. Selection of Students

Articles reviewed showed a variety of criteria by which schools selected participating students for work observation or work experience. At the elementary level, little selective preparation was indicated. Junior high, where programs became increasingly larger, showed selection by several methods. Secondary schools exhibited a variety of methods for identifying the student and placing him in an experience situation. All three levels indicated using one or more of the following selective methods: teacher referral, guidance counselor referral, I. Q. tests, poor achievement in classes, and poor attendance. Generally the elementary schools used the least number of selection techniques.

Student selections varied with the major purposes for using the work experience program. The few elementary programs reviewed were primarily interested in class

enrichment. Major purposes mentioned at the junior high level were: classroom enrichment, plus retaining possible school dropouts. The primary purposes of occupational training, job placement, and retaining dropouts concerned the senior high schools.

#### A. Student Selection at Elementary Level

The literature revealed little on methods used for identifying the possible elementary school candidates for work experience. Russell (34, p. 417) and Rein (32, p. 152) reporting on work experience for classroom enrichment noted that the teacher selected the students, using an undisclosed criteria. They did state that high intelligence quotient was important in their selections.

Identification at the elementary level is possible as recent research by Farrar (13, p. 34) indicates. Some of the danger signals in the elementary school to which one must be alerted, he feels, are: repeated social disappointments, non-promotion, and trouble with juvenile authorities, which seem to exist at all levels of intelligence.

#### B. Junior High School

Work experience at the junior high level is an important guidance tool used as an interest builder for potential school dropouts. Davey (7, p. 351) suggests that any student exhibiting dropout symptoms at eighth-grade level

be selected for an individual work experience program.

Saltys (35, p. 268) in selecting students believed to be potential dropouts at the junior high level found some consistent criteria. Some of the signs are: reading grade placement three levels below grade placement, poor participation in playground activities, failure to work after school or to study at home and expression of dissatisfaction with grades attributed by the students to work which was too difficult. Other research confirms these findings and generally agrees that low reading level and lack of interest are major reasons given for dropping out of school.

General agreement on identification of students with problems which may lead to early termination of schooling is cited above. A majority of the same research indicates a possible value of work experience for increasing the students' interest in school. Beckett (2, p. 21) stresses that the entire school system, not just the high school, should periodically assess both content and scope of its program. The assessment must be in the light of meeting the needs of students at the time these needs develop and to provide for a possible continuing program of improvement.

Dunton (9, p. 48) indicates tools for selecting students at the seventh grade level include I. Q., low reading level, low mathematics level, and teacher's statement.

### C. Senior High School

Information concerning work experience in the senior high school is expanding rapidly. The passage of Public Law 88-210 (29) with its inclusion of monies for work experience has increased interest. Much of the literature concerns possibilities for expanding the existing educational programs by incorporating work experience into the curriculum.

Students currently enrolled in vocational education classes would by nature of their course work be benefiting from work experience programs. Vocational agriculture instructors are increasingly accepting use of work experience for training in agricultural occupations. Kappel (20, p. 65) indicates the same trend for students enrolled in business and secretarial classes. Because many students are accepted into a vocational class, the same students are simultaneously selected for work experiences.

Procedures for counseling students into vocational classes can readily be modified and adapted as helpful guidelines in placing students for work experience to enrich general education. Several cases of further selection inside the vocational class are noted. Cunningham (6, p. 44) and Wieggers (51, p. 27) selected vocational agriculture students for work experience other than farming. They placed individual students for specific work

experience in occupations related to farming.

Secondary schools are placing students with special educational problems in work experience programs. One author, working with slow learners, found increasing acceptance by employers of these students when they applied for jobs after completion of work experience in high school. Taylor (44, p. 189), reporting on work experience with the mentally retarded in Portland, Oregon, says that employer acceptance of students has increased. The Portland program is so successful that demand for students in the work experience program exceeds the supply.

O'Connor (24, p. 20) suggested the following criteria in selecting average high school students for participation in work experience programs:

- "1. Normal school attendance
2. Good school behavior
3. Passing in all classes"

O'Connor includes work experience as enrichment for the total program of the average high school student.

Methods for retaining students who appear to be potential dropouts are receiving increased study. Several programs, including work experience, are known to help. The problem is selecting the potential dropout. The Guidance Services Section of the Oregon State Department of Education (26, p. 4) received a list of dropout factors from the Michigan State Curriculum Committee on Holding Power. The list includes characteristics to be alert to in

selecting potential dropouts:

- "1. Consistent failure to achieve in regular school work.
2. Grade level placement two or more years below average age for grade.
3. Irregular attendance and frequent tardiness.
4. Active antagonism to teachers and principals.
5. Marked disinterest in school, with feeling of "not belonging".
6. Low scholastic aptitude.
7. Low reading ability.
8. Frequent changes of schools.
9. Non-acceptance by school staff.
10. Non-acceptance by schoolmates.
11. Friends much younger or older.
12. Unhappy family situation.
13. Marked difference from schoolmates, in regard to size, interests, physique, social class, nationality, dress, or personality development.
14. Inability to afford the normal expenditures of schoolmates.
15. Non-participation in extra-curricular activities.
16. Inability to compete with, or ashamed of brothers and sisters.
17. Performance consistently below potential.
18. Serious physical or emotional handicap.
19. Record of delinquency."

The list confirms statements by several authors that there is no single reason for dropout and no easy way to identify or retain potential dropouts in school.

#### 4. Organization

Organization of work experience programs varies in complexity depending on grade level and objectives. In initiating a work experience program, Hampton (15, p. 63) writes that conducting a visual survey of number and kinds

of businesses is helpful in planning. He further suggests that an informal survey of interested students be taken before organizing a program. A loosely defined structure was indicated at the elementary levels, with the grade teacher handling the student placement with administrative assistance. Other literature noted that all in-school work experiences and field trips are organized by the teachers with little assistance from other school personnel.

Junior and senior high schools with large numbers of placements use a highly structured system. Davey (7, p. 361) states that teachers, counselors, and teacher coordinators are active in placement. With the highly organized placement staff, the new level for work experience in Davey's school will be the eighth grade for 1965-66. Work experience programs need to be organized to fit the situation in any school and community. Eisen (11, p. 373) outlined guiding principles for organizing work experience in the school system. They must be:

- "1. Educationally enriching and justifiable.
2. Concurrent with classroom education.
3. Under supervision of school personnel. "

These principles are given in a manner which makes them applicable to any level of education. Eisen further cites axioms to follow in offering work experience. They are:

- "a. Define objectives.
- b. Keep prerequisites to a minimum.
- c. Tasks done are educationally meaningful.
- d. Allow sufficient non-teaching time for community contacts.

- e. Avoid program solely because it is reimbursed.
- f. Use lay advisory committee.
- g. Keep program flexible.
- h. Status of program is important.
- i. Follow law."

The value of public relations in starting new programs is often overlooked. Hampton (15, p. 104) concludes that both the community and the school system need to be sold on a new program. Effective use of news media such as radio and newspaper should be considered.

Success of any work experience program relies on the ability of schools to incorporate support of the administration, teachers, community, and citizens by involvement. The supervision and administration must also be of high quality and conscientious in manner to keep the school and community work program beneficial to students. Oliverio (25, p. 15) lists fourteen prerequisites for successful operation of a work placement program. The following is not in order of importance:

- "1. School administration and faculty understand objectives of program.
2. Objectives educational in nature.
3. Teacher-coordinator visualizes the objectives broadly.
4. School curriculum is flexible so participating students can be active in other school activities.
5. Parents thoroughly understand purposes of program.
6. Teacher-coordinator makes careful plans with cooperating companies so that there is thorough understanding of undertaking.
7. The businesses provide carefully selected opportunities for constructive experiences.

8. Students are provided with a thorough orientation to work experience.
9. The teacher has some independent check on the effectiveness of students' situation.
10. The teacher provides direction for experience on the job by aiding the students in developing awareness of the human relationships, the production of standards, and the range of responsibility.
11. Teacher is fully aware of what is happening on the jobs and is able to integrate the work experience with classroom learnings.
12. Careful attention is given to the development of self-evaluation on the part of the student.
13. Teacher-coordinator is allowed sufficient time to visit students to talk with them in personal conferences and talk with work supervisors.
14. Teacher-coordinator evaluates the total program periodically to determine the extent to which objectives are met."

#### A. Financing Work Experience

Financing education programs is the concern of each school district. Work experience seems to add little extra cost to existing educational programs. Many authors noted the valuable increase of students' knowledge using resources available only in the community. Addition of work observation for enrichment at elementary levels received no more mention in the literature reviewed. Both programs were operated with existing staff primarily. Taylor (44, p. 185) and Cunningham (6, p. 44) both stated that student transportation and uniform (if any) were furnished by the schools.

## B. Types of Placement

Opportunities for work experience are many and varied for the schools which have an operational program. Placement varies with the individual student's placement abilities, grade level, and goals. One partial list of placements includes in-school and out-of-school opportunities. Some in-school opportunities are: cafeteria, bookroom, school office, library, and student store. Out-of-school placement includes restaurant, convalescent home, service station, garage, and store sales. Dunton (9, p. 48) placed below-average achievers in low-skilled jobs. Russell's (34, p. 417) placements for enrichment at the elementary level include: banking, newspapers, and medicine, and vocational agricultural business that matched a particular student's interest and abilities. Placement of any individual at any grade level should be with careful counseling. This insures students' interests and abilities coinciding with work placement. Juergenson and Davis (19, p. 45) cited agricultural businesses as readily available and cooperative for work experience placement. Several other authors found community acceptance increased as programs continued, and found that the public generally had a favorable attitude toward work experience programs.

## 5. Supervision

Work experience is enrichment of the regular course work wherever it is implemented. Educationally, if a task that is done and observations that are made are to be meaningful, adequate and conscientious supervision must be incorporated as learning by doing, without supervision, is valueless. Supervision, according to Russell (34, p. 481), at the elementary level would be done by teachers and cooperating businesses. Rein (32, p. 152) and Eggert (10, p. 368) reporting on in-school work said teachers filled the supervisory capacity. Supervision in junior and senior high programs was handled by classroom teachers, teacher-coordinators, and the cooperating business. Alloting proper time to adequately supervise the program regardless of who supervises it is important. The cooperative effort of supervision for educationally meaningful experiences is the goal of the supervising person or staff.

## 6. Problems

Work experience programs present the school system with various problems. Taylor (44, p. 187) noted that at the inception of Portland's program, businesses were hesitant to accept students. Cunningham (6, p. 44) and Taylor found that students' transportation and uniforms had to be provided by the school district. Staff problems would be

among the most serious. A prominent number of writers reported the vital necessity for work experience programs having understanding and support from the entire teaching staff. Problems deriving from work experience programs may be kept to a minimum writes Hampton (15, p. 105) if schools remain alert. Some steps to eliminate problems:

- "Keep alive original contacts with periodic visits.
- Avoid wasting employers' time.
- Adjust complaints promptly.
- Pass back commendable news.
- Keep employer reports to a minimum.
- Eliminate, remove, or transfer misfits.
- Careful, well-prepared placement.
- Adequate supervision.
- Careful referrals.
- Proper follow-up.
- Adequate counseling.
- Adequate records."

## 8. Summary

Close surveyance of pertinent literature reveals that work experience programs are being used at all levels of education. Extensive use is seen in secondary vocational programs, moderate use in junior high, and infrequent use at the elementary level. Organization, scope, and goals differ according to grade level, but student growth at all grade levels is evident when appropriate placement is obtained.

### III. A WORK OBSERVATION PROGRAM FOR CLASSROOM ENRICHMENT AT THE EIGHTH GRADE LEVEL

#### Introduction

Expanding the walls of the classroom to include the community as an educational tool is valuable in both the elementary schools and the secondary schools. Most elementary schools subscribe to the use of out-of-class activities for enrichment of classroom work. In turn, secondary schools have for many years used the surrounding community to help educate students for occupations upon graduation. The proposed classroom enrichment plan for the eighth grades will be derived from related programs on both the elementary and secondary level.

Work experience programs vary in intensity. The three major categories of work experience are: exploratory, vocational, and general - or a possible program with inclusion of all of these. As the name implies, the exploratory program provides the student with an overview of any one occupation. In this program the student spends a short time, usually not more than a few hours each day during the week for several weeks, observing a certain occupation. This procedure continues until the student has enough information to aid him in selecting an occupation. From the exploratory work experience the student may go into either the vocational or general work experience programs for

actual training in a given occupation.

Field trips are constantly used in elementary schools to give students actual experiences in relation to present classroom activities. Here the student, with a definite objective and procedure, is introduced to an educational experience from which to draw conclusions. These personal observations will be shared with the teacher and other students for evaluation and inclusion into the education of the individual.

Several reviews of enrichment programs at the elementary level illustrated the use of individual student field trips. In these cases, the students brought back their observations and experiences to share with the entire class. Values observed were educational growth of the individual as well as of the entire class - Russell (34, p. 417).

The values of both work experience in the secondary school and classroom enrichment at the elementary level are stated many times in the literature review. These include improved interest, attendance, and attitude; as well as an increase in knowledge. The proposed enrichment program for the eighth grades will attempt to include the best features of successful elementary and secondary work observation and experience programs.

## Initiating the Work Observation Program

Any work observation program should begin with the local district school board's approval of the idea. Step two should include a comprehensive community survey. This survey should include: number of businesses, kinds of businesses, number of businesses willing to place students, how they plan to cooperate in student selection, and types of work observation offered by each.

Once the survey is completed, an important aspect of the entire work observation program is that the school directors, faculty, and parents understand the objectives of the program. The initiating teacher and/or school principal must present in detail the particular aspects of the program to the school directors, clearly stating the objectives and methods by which they will be attained. Faculty members - especially the teachers who are responsible for any of the eighth-grade curricula - must be familiarized and informed and thus supporters of the work observation program at the start.

When the school directors approve the program, the time is correct for a public information program. Such a program would include use of newspapers, radio, and public appearances before P. T. A. and other public service organizations. Information disseminated by these means should contain the following:

Need for the program

Objectives of the program

Brief outline of the program

One need not overelaborate or become excessively involved in details in the public information area.

Student and parent orientation may be accomplished later as individual students are selected for placement.

### Objectives

The primary objective of work observation is to increase the eighth grader's knowledge of and interest in the working world of which he will become a part while motivating him in his schoolwork. This objective may be subdivided into the following:

- (a) Develop wholesome attitudes toward fields of work.
- (b) Make the child aware of the wide variety of workers.
- (c) Aid pupils to see the interdependence of workers.
- (d) Bring out varying rewards of work.
- (e) Acquaint the child with some of the abilities as well as the personal qualities needed in occupations.
- (f) Acquaint the child with some of the general broad problems encountered in

choosing a vocation and holding a job.

- (g) Help the child to accept the necessity of giving careful study to making a choice of a future career.

A secondary objective which is inseparable from the first is to correlate the student's increasing understanding of work with current classroom activities.

### Selection of Participating Students

Flexibility will be needed in the criteria for choosing participating students. This work observation program is designed for enrichment of the whole class as well as the individual placed. There are a variety of reasons a student should be selected. The following list illustrates some:

1. underachieving student
2. overachieving student
3. student with a special interest
4. potential dropout

The underachiever is a student who for any number of reasons is not reaching his potential. This student may be doing adequate work but sees no reason for really applying himself.

The overachiever may be typified by the student who achieves beyond expectations in regard to ability. This individual always finishes assignments early and needs

extra work to keep busy, but often needs purpose or acceleration with purpose and enrichment.

The student with a special interest may be achieving adequately, but would derive additional benefits from pursuing the specific interest.

The potential dropout may show little interest in any of the school's curricula and experience other problems too.

The criteria for selecting the students who would benefit most by being placed for work observation must rest with the teacher. The ability to be flexible in objectives and student selection criteria must be understood. Students need not be educational problems to be considered for placement. Generally, the teacher in referring to the students' permanent school records would be able to make satisfactory student selections.

#### Teacher-Coordinator

One eighth grade teacher would be designated to serve as the teacher-coordinator. This teacher would be freed from teaching duties for time spent coordinating his school's work observation program. Amount of release time would depend upon the number of students participating in the program. While initiating the program one teacher could handle 15 to 20 students. Specific duties would include selecting and procuring work observation

cooperating agents, placement of students into work observation situations, assisting in coordinating placement experience with classroom work, and assisting in supervision and evaluation.

### Selecting and Procuring Work Observation Sites

The teacher-coordinator would select the area for observation in accordance with the students' interests and abilities and time needed for the successful completion of the observation period. The best observation site would then be chosen from the list of businesses canvassed during the community survey.

Students, depending on ability, would benefit from observing occupations they might enter with proper training. Examples of this type of placement would include: service stations, garages, farm implement service, convalescent home, warehouse labor, school services and other service occupations. Placement for the average and above average students may include observing in hospitals, law offices, Government offices (county, state, and Federal), banks, and management of stores.

In procuring the cooperation of the community for the work observation program, the objectives of the program must be made clear. If the students are to gain maximum benefit from the observation period, the cooperating agents must be active in supervision with the teachers. This may

be accomplished by thoroughly outlining with the cooperating agents definite procedures and practices relative to the occupation the students are to observe. One illustration might be a student observing banking. He would be expected to report back to his classes on requirements for employment in that field. Many of these requirements would be obtainable only by use of a checklist and instruction from a bank employee.

### Student Placement

The students would be acquainted with the immediate objectives of their work observation. This would include information regarding what they are to look for (checklist) during the observation period. The primary orientations would be done cooperatively by the homeroom teachers and teacher-coordinators.

The teacher-coordinators would make the actual student placements in regard to transportation, introductions, time of observation, length and number of repeated observations. Time limits would remain flexible, but certain guides may be established:

1. Parental release of students for activity outside of school.
2. Work observation need not be only scheduled during school hours.
3. Work observation for one day should not

exceed the number of school hours in any one day.

4. Students may be excused from class for work observation.
5. Length of observation period may vary from several hours for a period of two or three weeks to a period over several months, depending on the operation under observation.

### Coordinating Work Observation with Classroom Activities

The teacher-coordinator, homeroom teacher, and teachers of the other classes to whom the students are responsible should help the students prepare their lists of objectives. For example, a student placed to observe banking would be able to increase his knowledge in several subject areas. The mathematics teacher might ask for a report concerning:

1. Mathematical preparation needed for banking.
2. Types of mathematics used, such as percentages and decimals.
3. Amounts of money handled.
4. Information on loans, mortgages, etc.
5. How to figure interest.
6. How can a bank pay interest on savings accounts?

During the same observation period, the student could be noting items for his social studies class. Some examples here might include:

1. Length of working day.
2. Working conditions: clothing, worker relationships (courtesy), is the work pleasant?
3. Customer-employee relationships.
4. Honesty and ethics involved in banking.
5. Education for different level jobs.
6. Replacement of employees by automation.

Each teacher might have specific questions for the observing students to answer. The teacher-coordinator would be responsible for informing the cooperating agents of the questions so that they could help the students in obtaining complete and satisfactory answers.

After completing their periods of work observation, the students would then be responsible for reporting back to their classes the observations that apply to each.

As each cooperating teacher incorporates the students' reports into his classwork, benefit from the work observation is disseminated to the entire class. The students must have definite objectives in order for work observation to be of an educational nature. When the observation

period is completed, they must be able to recount it into meaningful observations for their classes.

### Supervision of Work Observation

Responsibility for supervision of the observing students would be shared by the cooperating teachers, teacher-coordinator, and cooperating agent, however, the main responsibility would be with the cooperating teachers.

Cooperating teachers' supervision would consist of meeting with the students between periods of observation. During this time, teacher and student would evaluate progress to date. If further assignments are made after the evaluation, the students would undertake them during the next observation period. It is most important that time be reserved for the cooperating teachers to counsel with students who are placed for observation.

The teacher-coordinators' chief responsibility would lie in liaison between teachers' assignments and learning opportunities offered by the cooperating agent. The duty might include changing periods and types of observation and informing the agents of students' progress.

During the periods of work observation, the cooperating agents would do the supervision. It remains their obligation to provide the correct opportunities and supervision for learning during the work observation period.

Many factors may play a role in the degree of

supervision required to provide a meaningful work observation period. Some of these would include: individual student differences, type of work observation, placement and length of placement. The ability of the school to provide supervision of the work observation experience, however, will greatly influence its success.

### Evaluation

Evaluation of the work observation program as well as the participating students must take place periodically. All programs need the revitalizing influences of evaluation. The important thing is to see if the stated objectives are being met.

Student evaluation may be accomplished by three of the four principals involved. They are: student, cooperating teacher, and cooperating agent. Each of these three should take part in evaluating the students' progress toward objectives stated by the cooperating teachers and students. This evaluation would come periodically during and after the observation experience.

Frequent evaluation of the total program, to see if it is meeting the objectives set down on page 36, should occur. The danger of remaining static with a moderately successful work observation program at any time is present. Currently, information on successful work observation programs at the eighth grade level is slight.

Therefore, as new programs are initiated and procedures improved, the more successful techniques should be incorporated into the existing programs. Attention should be given to obtaining an evaluation of the work observation program from the cooperating agent. Consideration should be given to any remarks concerning needs for improvement.

The evaluator should remember that the program is intended to be flexible. Ability to change the work observation to fit the needs of the students is the most important aspect of the total program. The reverse - molding the students to fit an existing situation - is not consistent with objectives of the program.

#### Organizing District Program

The author visited with District 12 school directors during a regular meeting to explain the proposed work observation program. The directors granted their approval for initial student and observation site selection with another review of the program before actual student placement was effected.

#### Selection of Students in District 12

Initial student selection concentrated on those eighth-grade students who exhibited some characteristics common to those of early school leavers. The method included certain information found on the students'

cumulative record and a statement from the homeroom teachers that the students might benefit from work observation.

The most important item of information considered on the students' cumulative records were their average reading grade placement. Farrar (13, p. 34) and Dunton (9, p. 48) both listed a low reading level as a primary factor causing students to leave school. The author felt that a low reading level should be a primary criterion, as it increasingly affects the students' ability to achieve as they continue their schooling. Any student with a reading placement level two years below grade placement was tentatively selected.

The second criterion for student selection found in the cumulative record is scholastic aptitude. Dunton (9, p. 48) refers to using the students' intelligence quotient in selecting students as does the Guidance Services Section of the Oregon State Department of Education (26, p. 4). Any student with an I. Q. measurement less than 90, as tested in the fall of 1964, was tentatively selected. At this point the list of students with low scholastic ability had all previously been tentatively selected under the low reading placement criterion. All poor readers were not necessarily low in scholastic ability, however.

A student's failure to achieve either academically or socially was the third factor which was used from the

students' individual records. Several authors indicated the importance of social and academic disappointment influencing the students to leave school - Saltys (35, p. 268) and Farrar (13, p. 34). Continued nonsuccess, Ringness (33, p. 600) found, may lead to rebelliousness and school dropout.

Academic failure was determined by whether or not students had received a majority of D's in their academic subjects during the previous three years. Failure socially was difficult to determine unless specifically entered in the record by a previous teacher. Evaluation of social success will need to be considered by the homeroom teacher in his referral.

Here, nearly all the students selected as low academically had already been selected as poor readers. No comments were found in the cumulative records relating to social achievement. After a perusal of the cumulative records of the 1965-66 eighth grade classes in the Wallowa and Lostine Elementary Schools, 14 students were tentatively selected for work observation.

### Teacher Referral

Selections were obtained from the homeroom advisors of the eighth grades for 1965-66 and homeroom advisors of the class for the previous school year. The advisors based their selections upon personal knowledge of the

individual student's social achievement, family background, and any other knowledge the teacher had relating to the student's chances for completing high school. The homeroom advisors selected 11 students of average or above average abilities whom they felt would benefit from a work observation program. Two of the 11 were referred by the advisors not because they might be possible dropouts but because the advisors felt their general attitude toward school would be improved.

In comparison with the student list compiled by review of the students' cumulative records with the students' referral by their advisors, seven of the 11 appeared on both. The reasons why advisors disregarded some of the students tentatively selected from their cumulative records varied, however, the two primary reasons given were that the students' reading level and interest had recently improved or that parental influence would keep the students in school.

Nine students were summarily selected by giving preference to the students' advisors' referral and secondary consideration to information in the students' cumulative records. Information considered from the students' records included reading level and comments concerning home influence on ability to keep them in school. Another two students were tentatively referred by their advisors for placement if the situation permitted.

## Selection of Possible Work Observation Sites

Selection of work observation sites for student placement was done by the investigator before the 1965-66 school year started. Selections were made from a list of all permanent businesses in School District 12, which includes the towns of Wallowa and Lostine. A variety of work observation sites were desired for several reasons. Among these was the need to determine the business community's attitude toward the program, as well as to select a variety of placement sites.

The author visited each of the possible placement sites previously selected to explain the need for and scope of the planned work observation program in School District 12. The selected placement sites now include:

1. A bulk fuel distributor (service station and garage are located here too)
2. Bank
3. Law and real estate office
4. Pharmacy and drugstore including fountain
5. Wallowa Branch, Wallowa-Whitman National Forest Office
6. Service station and garage
7. Grocery store - foods and dry goods
8. Farm implement dealer

### 9. Transportation and contracting firm

All of the businessmen connected with the above-listed firms expressed sincere interest in helping the schools in the work observation program. Several managers, concerned with their busy seasons, requested that student placement be put off until winter and early spring months so that more personal time could be devoted to the placed students.

### Student Placement

The first actual student placement is tentatively planned for the early spring of 1966. The initial placement will be for one eighth grade student from the Lostine Elementary School to start his observation period with the bulk fuel distributor.

Many reasons prompted this specific selection; however, the primary ones are the enthusiasm shown by the manager and the interest in this field shown by the selected student.

The initial placement was held to one because of limited time available to the author to supervise the program in this year's schedule.

### Summary

The work observation program proposed at the eighth grade level is primarily for classroom enrichment. The

method for enrichment and acceleration is inclusion of the community in educational programs of the elementary schools. Placement of eighth grade students in businesses to observe the community at work is believed to improve their interest in and attitude toward schoolroom activities.

Expanding the students' understanding and interest in the working community they will one day enter is the goal of this enrichment tool. For the tool to be effective, the school; community; and students, with their parents, must cooperate in the program. The students enter the businesses they are to observe with definite objectives. These are set by the students in conference with their teachers. When the work observation period closes, they evaluate their increased knowledge of work and report to their classes.

The flexibility of this type of program to fit the needs of individual students is important. With this understanding, the community and school may cooperatively help prepare students to continue in school today. This, in turn, will enable them to better serve themselves and the community tomorrow.

#### IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

##### Summary

Recent National student dropout and employment opportunity statistics indicate a chasm between many young persons' abilities and the skills required to obtain and hold satisfactory jobs. Further recent figures on early school leavers from Oregon high schools show that 20 percent of the entering freshmen students fail to complete their secondary education.

Researchers find that students who have low reading ability combined with undesirable social traits such as poor family background and poor social achievement consistently make up a high percentage of the student dropout group. Students comprising this group generally have the ability to stay and succeed in school but lack motivation. Much of the same literature reveals that these dropout indicators (low reading ability and poor social achievement) may be found in the elementary school and corrective measures initiated at this level.

Work experience programs, both exploratory and vocational at the high school level, are successfully keeping in school and training many students for existing and future occupations. Literature at the same time shows that elementary schools oftentimes move out into their communities to supplement their educational curriculum,

however, the latter is not as frequent as might be desirable. Several elementary and junior high schools throughout the country have modified the traditional field trip program to include individual student visits to businesses for educational purposes.

The investigator, from past teaching experience in Wallowa County, feels that a work observation program might be beneficial to School District 12. It is further anticipated that at the eighth grade level a work observation program might stimulate and/or provide students' motivation to continue in their secondary education.

At this point in the study a work observation program was proposed for the eighth grades in Wallowa County, School District Number 12. The primary purpose of the program is to expand the classroom walls to include the community. The work observation proposal includes initiating the program, objectives, selection of students, selecting and procuring work observation sites, student placement, coordinating work observation with classroom activities, supervision of work observation and evaluation of the students' placement.

Initiating steps of the program should include informing school directors, faculty, and community of opportunities for placement and the objectives of such. Important objectives listed for the District 12 program include:

- (a) Develop wholesome attitudes toward fields

- of work.
- (b) Make the child aware of the wide variety of workers.
  - (c) Aid pupils to see the interdependence of workers.
  - (d) Bring out varying rewards of work.
  - (e) Acquaint the child with some of the abilities as well as the personal qualities needed in occupations.
  - (f) Acquaint the child with some of the general broad problems encountered in choosing a vocation and holding a job.
  - (g) Help the child to accept the necessity of giving careful study to making a choice of a future career.

The initial student selections for District 12 were limited to those students who might be potential high school dropouts. First priority was given to selection of the student by his advisor with secondary consideration given low reading level, along with signs of underachieving obtained from cumulative records. Using the before-mentioned criteria, nine eighth grade students were selected for initial placement.

After informally surveying the businesses in the two communities located in School District 12 and acquiring school board approval, nine varied businesses in both

towns were selected as the initial work observation sites. All the businessmen showed enthusiastic support for the program. Several employers, however, suggested student placement for winter months to avoid rush months in the farming communities.

Student placement should be effected by the teacher-coordinator whose designated responsibility is to handle the matter. Students should enter the placement situation with definite objectives to accomplish. Time spent in the work observation site would necessarily vary in accordance with the students and the nature of the business. It is further suggested that the students report back to their respective classes any information they found relative to their school work. Coordinating the work observation program with the schoolwork will benefit the placed students and help enrich the classwork for the entire class.

Due to limited time of the investigator, student placement for work observation in District 12 will be initiated by placing one student in the early spring of 1966. Further placements will be effected as time permits.

Supervision and evaluation of the program will be the duty of both the businessman and the teacher-coordinator. It is to be remembered that regular supervision and evaluation generally have healthy and invigorating influences on the program. This, in turn, may better help the community and schools to serve their students and be better

served by their students.

### Recommendations

In view of the lack of literature relating to any type of work experience program at the grade school level, several recommendations may be made for further experimentation:

First, there is a need for more experimentation in actual placement of elementary students in educational situations in the community - specifically, work observation programs. Second, more work should be done on supervision and evaluation of work observation placement and results of this work should be published. Third, further work should be initiated to determine the advisability of vocational programs at the eighth-grade level. Fourth, work is needed to determine adequate time allotments for the teacher-coordinator to effect successful student placement and supervision.

Further studies can be recommended in several areas: First, there appears to be a need for more information in regard to motivating students to continue secondary education. Secondly, studies should be undertaken to determine improved selective methods of identifying the eighth grade students in greatest need of the work observation or work experience at this level.

The above recommendations are made in the hope that future work may be done to expand opportunities for students at the eighth-grade level.



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