

THE IMPLICATIONS OF THE CURRICULUM
FOR WORK EXPERIENCE PROGRAMS IN SECONDARY EDUCATION

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C. E. E.

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CHAPTER I

INTRODUCATION

Purpose of the study

In these times, one of the more important problems that the youth of the land have to face is that of learning to work. In our complex society there is a multiplicity of occupations. It is estimated that there are thirty thousand to thirty five thousand separate jobs or occupations (32, p.95). The Dictionary of Occupational Titles alone contains over twenty one thousand job definitions. This, coupled with the fact that there has been relatively little provision made for preparation of youth for entry into those occupations, has been cause for concern for some time.

As the secondary school has gradually changed its role from that of providing education for only a select group of young people to that of providing education for all youth it has been realized that the function of the high school is not only that of preparing for college entrance but also that of the more general objective of training for life. If education is to be thought of as training for life, the occupations which men and women follow are of major concern.

Educators, as they have been re-defining the

objectives of secondary education, especially during these past few years, have propounded the fact that it is the responsibility of the high school to prepare youth for entrance to their vocations. It is to be the bridge between classroom and occupation for as many high-school enrollees as possible. As a result of this kind of thinking there has emerged the work-experience program which employs on-the-job training as a part of the high-school learning experience. Such an innovation in an institution that has historically limited its activity to classroom instruction cannot help but have a marked effect upon the curricular activities of that institution. This study has been made with the objective of determining what are some of the implications of the work-experience program for the curriculum in secondary education.

Definition of a "Work-Experience Program"

The fact that work experience as a part of secondary education is still relatively new and still somewhat in an experimental stage in many schools has been cause for a great variety of conceptions as to the nature of a work-experience program. In some cases, any incidental work that the student may do outside of school hours is designated as work experience. As long as the school is cognizant of the fact that the student has a job and recognizes the experience as a learning experience, it is felt by the school administrators in these cases that they are justified

in saying that they have a work-experience program. Between this kind of a so-called work-experience program and the program which is rigidly controlled by the school there are a great variety of attempts to, in some way, link up work-experience with the school program.

However, the writer believes that if a program is worthy of being included in the curriculum of the secondary school it will have definite criteria by which to define itself. The work-experience program based upon such criteria will insure that experiences of the participant are genuine learning experiences and it will provide an introduction to a worthwhile vocation. Therefore, for the purposes of this study, the work-experience program is conceived of as work activity under the direction of the school by the learner for pay on an actual productive job.

This makes the program an integral part of the curriculum. It becomes a functional part of the school program. It is not some borderline activity that is being tied to the offerings of the school by some weak thread of wishful thinking on the part of administrators. It is one of the more important educational processes and, as such, rightly deserves a prominent position among curricular activities.

Definition of the "Curriculum"

The term "curriculum" is also one that has had some flexibility of meaning. Hence, it has been thought well to

clarify the sense in which it will be used in this thesis. Harl Douglas makes the statement that "The curriculum is no more than the provision by means of which appropriate educative experiences are assured". (10, p.27) The thinking in this study will be based on that definition.

Method of Procedure

The study has been carried out by means of:

1. A survey of representative literature in the field of work-experience programs with the objective of determining what criteria have been developed as an outgrowth of usage of these programs in schools throughout the nation.
2. Letters sent to heads of fifty school systems who were known to have work-experience programs in operation in their schools. These fifty schools are located in thirty two states. There have been replies from nineteen of these schools located in fourteen states.

CHAPTER II

THE ORIGIN OF WORK-EXPERIENCE PROGRAMS

Work experience has played a very significant part in the education of the youth of our nation since the early settlers first set foot upon the shores of this continent. In order to make any progress toward economic security - in fact, in many cases, in order to survive - during those hard years of pioneering it was necessary for every able bodied person, child and adult, to put his hand to the plow and not turn back. Everyone learned to work and that at an early age. In multitudes of cases there was neither time nor facilities for academic study, and work experience or learning on the job was the only preparation that youth received toward the end of vocational efficiency. It might be further pointed out that no further training was necessary. The occupational structure of the colonies, and later the nation, was largely agricultural. If a man knew how to work the land, how and when to plant seed, and how to take care of and to harvest his crops he had the essentials for making a living. Relatively speaking, there were not so very many other occupations that he could have entered if he had wanted to do so. If he did enter them, he entered by way of an apprenticeship.

As the need for academic education became manifest as the colonies grew and developed and formed the federation,

the problem of preparation for vocational efficiency was not among those which had to be faced. The most evident reason for the development of schools was to promote citizenship and civic responsibility. For a democracy to survive and progress, for a nation to be "of the people and by the people" it was evident that it presupposed the understanding by the people of the functions of government and of their duties as citizens and participants in such a system of governing principles. But that the school should have anything to do with the problem of the individual's ability to earn a living by teaching him to work was not contemplated because that need had not become evident. This was even more pronounced in the secondary schools. Their function was strictly that of preparation for college and the professions. Thus, traditionally the school has avoided the introduction of physical work or project work on real life problems, limited its sphere of activity to the study of books and practice in general skills (24, p.7).

However, with the passing of time, circumstances arose to make manifest a need for change in this policy. As the economy of our country gradually changed from an agricultural economy to an industrial economy and more of our people moved to urban areas, the opportunity for youth to get work experience became increasingly less. True, as industry developed and the processes of manufacturing were divided into simple tasks, it was found that children could perform those tasks, and multitudes of them were pressed into

the shops. They received work experience but on monotonous tasks which afforded almost no learning experience. They worked long hours in unfavorable and unhealthy circumstances. They had no interest in their jobs and no desire to learn because they had been pressed into them by circumstances beyond their control. Needy parents, eking out a bare subsistence and feeling the imperative need of making every member of the family a productive member, had more than likely contracted the child's services to help feed the empty mouths.

Far-seeing leaders of our nation realized that something must be done. The health of the nation was in danger of being impaired, to say nothing of the shame of exploitation of the children. Thus, Child Labor Legislation came into being and children were shut out of the factories. The results of this were not entirely good, however. Children were left with nothing to do. They ran the streets, they got into mischief, they came under bad influences, and delinquency and crime were the logical outcome.

Therefore, partly to meet the need of keeping the children occupied and partly to improve the educational norm of the nation and provide better citizens more adequately trained for living in a democratic society, compulsory school attendance was instituted. From this beginning, the age for compulsory attendance advanced steadily until we arrived at the norms which we now have established. As the age limit for compulsory attendance became increasingly

higher, the school became a substitute for work. Barred from industry by law and compelled to be in school until having reached an advanced adolescent age, there was no opportunity to obtain work experience.

Unfortunately, courses of study require only intellectual activity. Consequently they do not train for manual labor. Youth were said to be getting "soft" and were even accused of not wanting to work. Business men complained of their lack of responsibility, their incompetence in the skills, lack of initiative, and even of their resistance to sustained work. Then came the great depression and youth could find no work, even at ages beyond adolescence. Out of these conditions came the realization that secondary education was not meeting the need for all of the learners. This became increasingly clear as compulsory attendance reached to higher age levels for all pupils and as it was realized that only about twenty percent of high school pupils went on to college. What was happening to the other eighty percent? What was the high school doing for them during the four years that they were in school? As educators asked themselves these questions and investigated to find the answers they began to realize that the high school must expand its function to wider areas of training. The introduction of Industrial Arts and Home Economics into the curriculum was an attempt to broaden the usefulness of the school and to meet the need of students who would

naturally terminate their formal education at the end of high school. Later, classroom courses in Business and Distributive Education were added in an attempt to further meet this need. Vocational schools were established with the same end in view. But from this effort has come only another twenty percent who have gone out from the high school having been prepared for entrance to gainful employment in the vocations. This still leaves sixty percent of high-school youth whose need in this respect has not been met and who have not gained their entry to wage earning as a direct result of their school experiences.

Because of the need for something to be done about the situation and probably because they knew of nothing better to do, multitudes of attempts were made to relate learning experiences in out-of-school work with the learning in the classroom and thus establish a link between the school and occupational experience. Many of them, however, have not resulted too well. They have, in reality, been nothing more than jobs which the student happened to have after school hours or on Saturdays of which the articulation with the school curriculum is almost impossible because supervision and guidance are beyond the realm of the school. Such so-called work-experience programs have done little more than to deprive the student of many in-school activities which he should have been experiencing if he were to be a well-rounded, socially mature and civically competent individual.

Gradually, out of these educational experiences, educators are coming to realize that work experiences are educationally important, and as such, should be incorporated in a very definite way into the school curriculum. They are coming to the conclusion that "for every honest hour of work which develops in youth an ability deemed desirable, he should receive the same recognition which he gets from pouring over a book" (24, p.10). Douglass and Mills make a significant statement which bears on this question: "It has often been said that 'experience is the best teacher'. That cannot but be true, for experience is the only teacher" (11, p.41). If work is an important part of life for most people, and it is, then the best way to learn how to work is by experience in working. If we accept the seven cardinal principles of education, of which preparation for vocational efficiency is one, as the objectives of secondary education, then the incorporation of work experience into the curriculum as an integral part of it is the logical result. Now, the more advanced thinking along these lines makes provision for a work-experience program that is a component of the high-school curriculum.

CHAPTER III

MARKS OF A GOOD WORK EXPERIENCE PROGRAM

For lack of a clear understanding of the nature of work-experience programs and for lack of recognition of the place of work in the preparation of youth for life adjustment, many administrators assumed that they had a work-experience program in connection with the school if some of the students happened to have a job outside of school hours. But the ultimate value of such work experience may be seriously questioned. Since the school has no means of measuring learning in such cases, it cannot be assured that worth-while learning does take place. Furthermore, if it is assumed that the school load carried by a student is what he can do during any given day, it may be inferred that the extra time and effort necessary to do work over and above that load may be actually detrimental to the total learning experience.

Thus it becomes apparent that if work experience is to have positive educational values, it must be incorporated into the curriculum on an equal basis with other school subjects. It cannot be treated as incidental or as of lesser importance than academic subjects. Its values cannot be taken for granted nor can its acquisition be left to chance. It must be taken into the school program and given a

position of equal importance with academic learning. Every effort should be made to build into the hours of work as much learning as would ordinarily be built into them in the classroom. As much careful thought and planning should go into it from the standpoint of the administrator and the teacher as into any other phase of the curriculum.

A large majority of youth is going to have to earn their living by manual labor but until work experience is given proper emphasis as a part of the educational process and until it is treated on an equal basis with other in-school learning experiences, youth are liable to think that work is unimportant. J. Paul Leonard observes:

If a youth has to carry four 'solids' and then add two hours of work on a job daily, he feels rightly that the work is unimportant. It takes more than talk to sell an idea to youth. We must match our verbal citation of values with the conditions which prove our thinking. (18, p.105)

But if learning from work is put on an equal basis with learning in the classroom the student will learn the importance of work, he will learn how to work, and he will correspondingly be better prepared to face that reality when he finally steps from the schoolroom to find his place among the wage earners of the nation.

Supervision

If work experience is to be on an equal basis with academic learning and a component part of the school program

we are forced to the conclusion that school supervision of work experience is essential. It may not be left to the student to determine the conditions under which his work experience is to be carried on. It may not be left to the employer to provide, or not to provide as the case may be, work which gives opportunity for real learning experiences which will meet the student's need. It must be, as our definition of a work-experience program suggests, a co-operative project under the direction of the school between the student, the employer, and the school. Jacobson says:

The first step toward the success of the project work is to insure proper supervision of all types of work and training offered (18, p.105)

The American Association of School Administrators in their year book make this statement:

If school administrators believe in work as a part of general education, adequate supervision must be provided. No school administrator would think of furnishing instruction in English without competent teachers, nor would he consider organizing a football team without someone to coach it. (1, p.59)

Supervision is necessary to insure jobs which provide real learning activity. Mason and LeSuer in their description of work-experience programs in Philadelphia schools note that:

It has been found necessary to place several restrictions on the present prospect to make sure that it really affords legitimate educational experience. (26, p.53)

Too often it is the tendency of the employer to put the beginner on a job that requires a minimum of supervision on

his part. Such jobs also usually provide a minimum of learning experience. An example that will serve as an illustration was cited (25, p.81) where two schools were employing students for landscape beautification on the grounds. In the one school project a boy was employed to go around over the grounds picking up papers with a stick with a nail in the end of it. This was a job that required no training nor supervision. It was monotonous and unproductive. It provided little, if any, learning opportunity. It, in reality, was more conducive to the breaking down of morale.

In the other school, a group of boys, in cooperation with some landscape architects in the city, were planning the development and beautification of the grounds as well as carrying out the plans and doing the actual work of landscaping. In this case, there was the development of occupational efficiency, of creative ability, and of other desirable traits in the worker.

Mann also suggests that supervision is necessary to prevent the development of attitudes of irresponsibility on the part of the learner (25, p.81). Within the experience of this writer, this very thing has been observed to happen. A group of boys were participating in an agricultural work program. Due to lack of personnel for supervision of the project, the boys were told what was to be done and then sent out on the job with no one to direct them in their work. In the particular instance the job

was picking tomatoes. It was soon noted that boys, who had generally shown healthy work habits on supervised projects were developing undesirable qualities. They grew careless and failed to pick the vines clean. They even arrived at the point of throwing the ripe fruit at one another, entirely disregarding the fact that they were throwing away the employer's profit. The sad part of the picture is that this type of activity did not cease at the end of that particular task but was carried over into other tasks, thus fostering this attitude of irresponsibility rather than building a sense of responsibility until the learner could work in an acceptable manner without supervision.

To protect the student-worker, supervision of hours and working conditions is necessary. The American Association of School Administrators in its year book states:

Through school supervision, the students are placed in more appropriate, lawful jobs, with shorter hours and better working conditions (3, p.164).

Long hours or late hours may not only affect a student's performance in his studies or on the job and limit his capacity to learn and to retain knowledge but it may be detrimental to his health. One of the seven cardinal objectives of secondary education as expressed by the National Education Association is to promote health. At this very point, two of those expressed objectives - health and vocation - are very liable to conflict with each other. Without careful supervision of the work-experience

program, the one may be attained at the expense of the other.

From a conference of school administrators held at Purdue University in 1943 came the recommendation that students from sixteen to eighteen years of age ordinarily should not work more than four hours on school days and eight hours on Saturday, Sunday and holidays and in no case should the school work day exceed ten hours. Also it was recommended that this age group should not work later than ten o'clock in the evening unless they were to begin their school work not earlier than nine o'clock on the following morning.

For students from fourteen to sixteen years of age the combined day of school and work should not be more than eight hours which should fall between the hours of seven A. M. and seven P. M. (19, p.80)

It is furthermore necessary to regulate the conditions under which a student may work. Many jobs are of such an unhealthy nature that they are injurious to even the strongest bodies of mature individuals. To allow a physically immature youth to work under those conditions would most likely be especially detrimental to his growth and development. It would, for example, be unwise to allow a youth to work in a factory where lead poisoning is an ever present threat. Some jobs are of a more violently dangerous nature. It is neither desirous nor right that an immature worker, who may not realize the dangers and

guard against them as would an older person, should be exposed to that which might injure him or even incapacitate him for life.

To safeguard the student's moral health, as suggested in the study by Legg, Jessen and Proffitt, is of equal importance with safeguarding physical health. They suggest:

There are usually numerous work places in a community that especially seek the services of young boys and girls, but because they are likely to be surrounded with harmful influence should be eliminated from any list of possible jobs for use on a school-and-work program. Certain types of jobs are recognized in State and Federal laws as being physically hazardous or morally unsafe for young people to engage in. Counselors should be familiar with such laws and should acquaint themselves with local ordinances, if any, concerning such places as bowling alleys, skating rinks, theaters, and places selling or serving alcoholic liquors.
(23, p.51)

Another reason for school supervision of work experience is to prevent exploitation of youth by unscrupulous employers. Some have only their own interests in view and care not at all for the welfare of others. Their one objective is to obtain cheap labor. The authors of the above quoted study make this observation:

Wages of part-time workers should be commensurate with those of any others employed at comparable work. School boys and girls should never be a source of cheap labor supply. While underpaid child labor may not have been so special a problem in the war years when manpower was scarce, there is a great danger, as adult

labor becomes plentiful, that the young worker will be sought at low rates.
(23, p.52)

It is important that a student-worker be supervised to insure, as much as possible, satisfactory performance on the job and success in the mastery of it. Because of weakness in some phase of his academic training or because he has not taken the right approach to the job his performance is often handicapped. An individual working, for example, on retail sales would be handicapped if he had not learned to figure rapidly and accurately. Given plenty of time he might get along very well but during a rush period he would not be able to serve as many as the employer would expect from his personnel. Furthermore, he would be prone to make mistakes under this kind of pressure. Hence, his performance would not be up to requirements and his chances for success on the job would be impaired. An alert supervisor would be able to detect this and the school could help the student to acquire speed in calculation and thus improve his performance and provide much greater insurance for success. This would have concomitant values also. The student would be freed from the threat of failure, he would work under less pressure and nerve strain, and his attitude toward work of that nature would quite likely take on a different hue than it would have had he been allowed to continue without help.

This borders on the function of supervision as the factor which assures that pupil-employer relationships are satisfactory. (3, p.161) Some times the employer and the employee just do not get along. There is a personality clash involved which injects an unpleasant element into their relationship. Try as the worker might he perhaps cannot seem to do anything to please. In this case it is obvious that the worker should be removed from the job and assigned to another employer. If there were no supervision by the school, the youth would probably go along until he were dismissed from the job. Under supervision, the situation can be remedied before it has gone to those lengths which might create in the learner a sense of frustration as well as to ruin his chance of securing another job on recommendation of his employer.

It is quite conceivable that an entirely inexperienced worker might not even understand what should be the relationship between employer and employee. Again the supervisor can step into the situation and help the learner to find his rightful place in that relationship.

That a balance of learning should be provided is another reason for school direction of work activities. A student who was not particularly apt in the learning of academic material, or who had more interest in work than in study, would be inclined to neglect that part of his education and put more emphasis on his work. It is necessary,

however, to have a proper balance of the two if the individual is to make a satisfactory adjustment in our socio-economic system and if he is to have sufficient general education to be a good citizen under a democratic system.

Much too often young people who are going to school and working simultaneously will drop school altogether. They are tempted to give up school with its intangible values and remote rewards and to keep the job with its very tangible pay envelope and immediate rewards to which they have become accustomed. What they do not realize is that they are likely to find, too late, that their earning capacity throughout life is limited by their lack of school training (20, p.2). While they may make relatively good wages in the beginning, they tend to remain always at the same level of earning capacity rather than to rise steadily as is the tendency of those who remain to finish school. Consequently there is a greater percentage of job dissatisfaction among the school drop-outs than among graduates.

In the 1947 study of youth employment problems undertaken by the United States Department of Labor, it was found that with inadequate educational preparation, few of the individuals under sixteen years of age were finding real vocational satisfaction in their jobs.

Only about one in four, as a matter of fact, was well satisfied with the type of work he was doing, and one in three was actually unhappy in his job. Those in the eighteen and nineteen year old group, who had either more education to

start with or a longer time in which to fumble toward congenial work by the trial and error method, were on the whole better content with the type of work they were doing. But even in this age group, only two in five seemed to feel a keen satisfaction in their jobs, and one in four was markedly dissatisfied with the kind of work he was in (20, p.3)

The school can do much to correct this situation by having work experience supervised and being in a position to build into the learner an understanding of the need of balance in education and to help him to acquire a set of true values in this respect. Furthermore, if there should come a critical time in the student's life when he is on the brink of sacrificing his training for an immediate pay check, the school will be in a position to step in and put its influence on the side of keeping him in school.

Guidance Services

The cry of many a worker, after he has been on his first job for some time, is "I wish that I had discovered before I chose this vocation some of the things that I know now about it. I would have chosen something different". By so saying, he simply is declaring that he failed to receive assistance from whatever institution or agency was supposed to have been responsible for preparing him to live in this highly complex society of ours. If the school is to assume the responsibility of providing vocational training for youth the implication is that a

reasonable effort will be made to help the individual find the vocation where he can be most efficient and successful. All people are not alike. The old idea that one can do anything if he wants to has been debunked. Individual differences are now being recognized and emphasized. The high incidence of job dissatisfaction among workers is in part due to the fact that many are in occupations for which they may not be fitted emotionally, for which they have not had adequate training, or for which they may not have interest, aptitude or capacity.

The school, if it is to help the learner discover the vocation in which he is most likely to succeed and in which he can best earn a satisfactory livelihood, must have some plan for provision for so doing and some plan for translating that provision into actual accomplishment.

The work-experience program provides for training in vocations but without the use of a program of guidance services it does not provide that the training may be in the right vocation for any given individual. Hence, the incorporation of a work-experience program into the curriculum implies that the guidance program must also become a part of the curriculum.

Strange as it may seem, although studies indicate that administrators of schools offering vocational training recognized the need for this kind of help for the student, yet the indication is that not very much was actually done about it before 1941 (19, p.15) and (29, p.83). However,

there are also indications that since the end of the war much more effort is being made to provide for such services (23, p.21) and (15, p.20).

Guidance has been defined as "The process of helping the individual discover and use his natural endowment in addition to special training obtained from any source, so that he may make his living, and live, to the best advantage to himself and society" (33, p.11). However, in such a large and vital undertaking such as the guidance program is in this case, it should not be dependent upon indefinite methods and uncertain procedures. It should be so planned and organized as to produce the desired results. The above quoted publication defines a guidance program as "A set of devices which provides opportunities for the attainment of the guidance objectives" (33, p.11). Therefore, the school which has a good work-experience program, will also embody a "set of devices", a program, which provides opportunities for helping the student discover and use his natural endowment and training.

In this program there needs to be ample provision for acquainting the student with the different occupations or, at least, with families of occupations. With the multiplied number of vocations which has resulted from our division of labor and from the continual development of new industries, it is more than probable that the high-school pupil will have no knowledge of the vast majority of them. Therefore before he could be expected to manifest an

interest in one, it logically follows that he must be introduced to it. And if he is to choose between occupations, he must be introduced to as large a sampling as possible.

This may be done in a variety of ways. A good collection of literature about occupations which is placed where the pupil can have ready access to it and, better yet, where it will attract his attention, will be an effective method.

Career days, when speakers, representative of various occupations, are brought into the school room to describe the actual conditions encountered in those occupations and thus give to the student the viewpoint of the worker, are effective devices.

Field trips, in which the pupils go to the working establishments and where they can actually observe the operations done in a job and see the conditions under which the work is performed, is a very graphic and fruitful means of acquainting the learner with prospective jobs (15, p.9).

The guidance program will also include adequate facilities for psychological testing to discover the individual's interests, aptitudes and abilities. This is exceedingly important as it may eliminate a considerable amount of trial and error in an attempt to find a suitable occupation. Such testing should not be used to "pigeon-hole" the pupil in any certain category. It should only be considered as supplementary data as far as possible.

In the report made by Gilchrist and Gilles (15, p.9) there was quite general agreement that other factors may enter in to make the person happy and fairly successful in one line of work while his greatest potential might lie in some other in which he would not be happy at all.

Declared interest alone in an occupation is not a reliable basis for placing a pupil in that job or any guarantee that he will make a success at it. There may be extraneous factors which influence that declaration. One such case of an outstanding nature came to the writer's attention recently. A student, who was being interviewed in a counseling bureau insisted that he wanted to be a watchmaker. He was a large man, had big clumsy hands, and all of his actions manifested the lack of fine coordination that would be necessary in such an occupation. To help convince him of his lack of ability along those lines, the counselor gave him manual dexterity tests. The results were exceedingly poor on every one. On further questioning it finally came out that the individual was interested in the occupation because he could sit down to work and the job paid good money. High-school students are very liable to have just such absurd reasons for being interested in a particular occupation and unless thorough testing is done by competent people there will probably be a high degree of frequency of just such cases.

However, interests, based on knowledge of one's aptitudes and abilities and coupled with an acquaintance

with an occupation, are of great importance in the selection of a suitable occupation. Interest inventories are also helpful in uncovering those interests.

Perhaps an indication of what lack of guidance may do is indicated in the study made by Bateman of 1575 high-school students. The students in the experimental group were working on part time jobs not under school supervision. Comparing the indicated choice on a student checklist with the interest areas revealed by the Kuder Preference Record, he obtained results that indicated that students who do not work tend to select occupations which are more consistent with their interests than do students who are working (4, pp. 453-456). Adequate guidance in the field of selection of occupation should help to materially reduce the possibility of such a result.

Adequate guidance can only be undertaken if the guidance program is carried out by trained personnel. Interpretation of test results, for example, can only be done by people who understand tests and testing.

As a part of the guidance program, placement of pupils will be of major importance. One of the problems of youth is to get contacts with employers. Having had no experience in job seeking, their contact with employers in need of employees is largely chance rather than the result of any systematic method of procedure. Still more likely, is the fact that a job obtained in this way will not have any particular relation to interests and aptitudes.

Therefore, the school is obliged to be responsible for providing these job contacts if work experience is to be well organized within the school instead of a hit and miss program. Gilchrist and Gilles observe that, "The placement office provides a clearing office for students wanting jobs to discover employers seeking help". (15,p.41).

Placement has the further value of helping to promote healthy relationships between the school and the employer and helps to reverse the feeling that the school has lost contact that business and is failing to provide prepared youth to meet its needs. The above quoted authors state that, "The school endeavors to give employers in the community dependable service while it gives its students valuable training for the time when they become adult full-time workers" (15, p.41).

Placement further assures that illegal employment of youth may be materially reduced. Dillon found that in one city on a check of 3500 working students not on work-experience programs, nearly fifty percent were working in excess of three hours beyond the school day of six hours and that thirty eight percent worked in excess of four hours beyond the school day. Many youth had more than one job and reported quitting times from 10:00 P.M. until midnight (9, p. 254).

Placement can facilitate the supervision of work experience by assigning youth to jobs that are within as near a radius of the school as possible. This enables the

supervisor or coordinator to spend much less time traveling from one job to another, gives him more time for giving help to the individuals, and enables him to supervise more than he might otherwise be able to do.

Placing the youth in this radius has one other advantage. In considering the youth's school-work day, the time factor of travel to and from school and work must be taken into consideration. This would be particularly true in metropolitan areas where travel to the job would necessarily be by public conveyance which is a slow means of travel at best.

In conjunction with the testing program of the guidance service, placement has a very significant implication. Simply knowing what aptitudes and abilities may have been indicated by psychological testing is of no particular value in itself if there is no way of placing the possessor of those aptitudes and abilities in an occupation that is consistent with them. The placement service within the school is the practical means of helping the youth to enter that field since it may provide a much wider selection of jobs than the youth would have access to otherwise.

That the school is assuming the responsibility of placement has been demonstrated by Gilbert in his report of the results of a study of sixty six schools. Nearly two-thirds of these schools had designated a special school agency or representative to deal with pupil employment (14, p. 40).

A further aspect of the guidance program that is of indispensable value to make the work-experience program a success, is that of a follow-up program. Berry, Hayes, and Landy say:

Any school which is making a determined effort to adjust its program to the assured and probable future needs of its students wants to know as much as possible about the activities these youth are going to engage in and about the problems they will have to face. One way of going about this is to try to find out these things about the youth who have already left the school . . . (5,p.7)

A further value of follow-up is to determine the needs of employers and to learn trends in occupations. The school needs to know what the employers are requiring in the way of school training and where the general run of students may be lacking in qualifications to meet those needs. It is only by keeping up in this respect that the school can hope to adequately prepare pupils for the general requirements which will be required when the pupil goes on a part-time job in the first place.

Trends in occupations are important to the school. It is necessary to anticipate, as much as possible, what will be taking place in the future. It is important to a school to know what will be required of its graduates four years hence. Austin, Minnesota lists as one of the duties of the coordinator, "To make surveys and keep informed regarding employment opportunity for students and the needs of the employers" (21, p.32).

Related Training

Related training must be a part of the program if the school is to conceive of the program as providing the maximum of learning opportunity for the part-time worker. If the school's duty was limited to getting a job for the pupil and seeing that working conditions were conducive to learning, there would not be such need for the close integration of the plan into the curriculum. But if the school is serious about preparing these youth for occupational efficiency, it then becomes necessary that some in-school subject matter be as much as possible directly applicable to the job experience which the youth is receiving. In this light, the on-the-job training is conceived of as the laboratory experience for the in-school training except that it is somewhat reversed with the imperative need coming out of the laboratory and the classroom learning taking the supplementary position. Dillon states, "The curriculum should be so organized that the student sees a relationship between what he is doing on the job and what is taking place in school. This may not necessarily be limited to a vocational relationship."

(9, p.255)

Jacobson observes: "The related program of activities should be directed toward the development of skills, knowledge, and attitudes necessary for occupational adjustment." (18, p.19)

Adequate related training can only come out of the follow-up procedure because in no other way can the school discover that which is desired by the employer and that which will most benefit the student. Beery, Hayes and Landy's report of occupational follow-up demonstrates this:

In a considerable number of schools co-operating in the program, new courses were being worked out as a result of the follow-up study. These courses were not new in the sense that nothing like them had been known before but they were new in the sense that nothing like them was being offered in those particular schools. Some new courses were inaugurated as a result of talking with the employers.
(5, p.7)

CHAPTER IV

WORK-EXPERIENCE PROGRAMS IN ACTION

The following case studies are the results of the letters from the respondents to the questionnaire sent for the purpose of gathering information about work-experience programs as they are found to be in operation in cities in various part of the nation. These cities are scattered throughout the nation from the Pacific coast to the Atlantic seaboard and from the Canadian border to the Gulf of Mexico. They thus give an indication of the extent to which work-experience programs are used in American secondary education as well as to provide information about the actual operation of them.

Kalamazoo, Michigan

According to Mr. Herbert Snow, Coordinator for the program, the public schools have been conducting a work-experience program on an experimental basis for the past year. It has proven highly successful with the result that plans are being laid to expand the program next fall.

The program is looked upon as a part of the high-school curriculum with the objectives of the program being the same as for the rest of the curriculum. The basic goal, as stated, is to "develop in each pupil, according to his abilities and capacities, such habits, attitudes, knowledge

and skills as will enable him to live usefully, successfully and happily in a democratic society. By inclusion of the work-experience as a part of the curriculum, it is believed that these ends are better achieved.

The program operates under the plan whereby the student works one half day and attends classes one half day. Students participating in this program take three classes plus their work experience. One full credit per year is given for work experience for which the student must work at least fifteen hours per week.

Evaluation of the student's performance on the job is done by the employer on a report form sent out by the school. He is rated as superior, very good, average, fair or unsatisfactory on seven characteristics: quality of work, adaptability, punctuality, dependability, appearance, attitude toward fellow workers, and attitude toward job.

The immediate benefits of the program as expressed are:

1. Provides a source of income for individuals in need of funds.
2. Emphasizes individual differences among pupils.
3. Stimulates the development of the individual.
4. Gives more flexibility to the regular school program.
5. Emphasizes relationships between the school, community, and industry for cooperative purposes in educational undertakings.
6. Encourages individuals to remain in school.

7. Tends to improve school attendance.
8. Aids in school adjustments.
9. Reveals the necessity for qualifying for life's work.
10. Develops a more wholesome attitude toward work.
11. Provides a sense of security and independence.
12. Students are trained under actual working conditions.
13. School does not have to purchase expensive equipment but can utilize the resources of the community.

The suggested unfavorable results are:

1. Some individuals would not benefit from this type of training and would be better served by attending school full time.
2. Some individuals are deprived of the chance to participate in some school activities.

Eugene, Oregon

Mr. Paul F. Potter, Vice-principal, indicates that the work-experience program is not as well developed as in some other schools. The program has been operating for some two years but very few students participate in the program. Although a great many students do work outside of school time, they do not need additional credits toward graduation and therefore are not included in the project.

The high school and the employer must agree to the work credit arrangements before credit will be allowed. Credit is allowed only for those jobs which are deemed to offer good job training opportunities. For this purpose a

list of approved and unapproved jobs is made up.

Registration and arrangements for work credit must be done by the end of the second week of the semester. One unit of credit is allowed for three hundred and sixty hours of work completed on the job. Two of the fifteen credits required for graduation are permitted to be for work experience.

If the student wishes to earn work credit as a sixth subject he must earn a grade point average of 2.50 in his school subjects. However, if he is carrying less than the five subjects required as a normal load, this grade requirement does not apply.

Fifteen years of age are required before work credit is allowed. A student program may not be longer than a forty eight hour school-work week with the schedule to include one study hall.

Rochester, New York

According to Mr. H. C. Seymour, Coordinator, two years ago this school system inaugurated its part time co-operative office training plan. Work experience is limited to twelfth grade pupils who have, through study in the Business Education department, acquired the ability to perform some type of office work.

Two units of credit are granted for completion of the co-operative program - one for classroom work and one for on-the-job work of a minimum of fifteen hours work

per week.

Placement is not made through a central agency operated by the school. Of the students registered during the course of one year fifty three percent of the students were placed through contacts made by the coordinator, thirty one percent were already employed before being incorporated into the plan, and sixteen percent were placed through calls sent to the office of Business Education.

Thirty one firms were co-operating, ranging from very large offices to small offices employing only one person. Wage rates are not stipulated but the school does check from time to time to insure that the pupil is being paid a fair wage. The average wage was fifty cents per hour (in 1946), ranging from forty five cents to seventy six cents.

Evaluation on the job is done by the employer who reports three times per year. Rating is done in three major areas: Reaction on the job, personality, and reaction to supervision. Under these areas are several characteristics in each division. These evaluation forms are filed by the coordinator and a report is sent to each teacher. The reports are kept on file by the teacher until the end of the year when a summary of the three reports is made and filed in the personnel office.

Work hours are arranged by employer and pupil but if unreasonable or excessive hours are expected, the

coordinator consults with the employer and an adjustment is made.

The regular Business Education course of study is usually followed but if the employer requests special training in some phase of office work for the pupil employed in his establishment, such is given. ✓

This plan leads to full time employment in the co-operating firms in many cases. In the year reported, sixty four and five tenths percent of the class went into full time work.

Desirable results of the plan as listed are:

1. The school becomes acquainted with community needs.
2. Business men are looking more to the high school for trained employees.
3. Pupils get more well-rounded training.
4. Pay for students.
5. Gives opportunity for guidance.

Knoxville, Tennessee

Mr. Curtis Gentry, General Supervisor of Secondary Education, indicates that the work-experience program is limited to Distributive Education for high-school seniors. The immediate purpose is to prepare the student for a full time job in his chosen career while at the same time providing a good orientation field into the business world.

Three and one half hours are spent in the classroom each day and a minimum of fifteen hours on the job during

the week are required. One and one half hours of the classroom time each day is devoted to Distributive Education training. The other two hours are given to two required high-school subjects; i. e., history and English.

Two credits are given toward graduation, theoretically one for class work and one for work experience. However, if the pupil fails in one area, he fails in both. Hence, he must make a satisfactory rating in school and on the job to receive any credit for the course. Credit is acceptable for college entrance.

On-the-job evaluation is done by the employer who fills out a rating sheet every six weeks. This covers three areas: personal, performance, and other factors. Each area consists of numerous characteristics which are rated on the 1-2-3-4-5 basis by definite statements; e. g., appearance: always well groomed, neatly and appropriately groomed, satisfactorily groomed, careless about grooming, definitely unsatisfactory.

Student participation in extra-curricular activities is limited but, to compensate, each class is organized on a club basis and much of the work is done through committees following parliamentary procedure. However, as evidence that students do not suffer too much in this area, it is pointed out that some participants are ROTC officers, leaders in glee clubs, school choruses and dramatic clubs, and that 42.5 percent make scholastic honors.

The work-experience program does not replace any part of the present curriculum but adds opportunities for vocational experiences and for the development of mature attitudes of living and of getting along with people, thus facilitating personal adjustment.

Nashville, Tennessee

Mr. T. L. Keyes, Head coordinator of Diversified Occupations, says that senior high-school students in the eleventh and twelfth grades are eligible for this program. It is primarily designed as a two-year program for both boys and girls sixteen years of age or over.

Students are selected by a coordinator in each high school. The selection is based on individual interests, approval of employer, personal qualifications, school records, approval of parents, and the probability of individual profit from the program.

The establishments selected for training purposes are carefully considered with reference to the opportunities for training, the interest of the employer in an organized training program for his future employees, and the possibility of employment after the training period is over. Each establishment agrees to give the student-learner a broad experience by routing him through various training opportunities rather than confining him to a few routine experiences. In each case a definite training

agreement is worked out for each establishment and approved by the school and employer.

One half of each school day with a minimum of fifteen hours per week is required for each student. This does not mean that students meet the requirements by working fewer days per week with longer hours for each day. The minimum of three hours per day is adhered to, making the total of fifteen hours. During the student's time in school one and one half hours per day are devoted to the study of material definitely related to the occupation in which the student is being trained. This time is spent in school under the direct supervision of a qualified coordinator. This study of related material is so conducted that the student is trained in ability to do logical thinking and planning as it is related to the employment. Definite progression records are maintained. Complete reference material is available, student conferences are conducted and procedures are used to correlate the experiences received on the job with the study of related material.

Approximately two hours each day are spent by the student pursuing the regular high-school subjects and, as far as possible, these are made to apply to the training program. Full high-school credit is allowed for both training on the job and the related instruction. Students taking this program graduate from high school with the regular high-school diploma.

Butte, Montana

Pupils over sixteen years of age are placed in stores, offices, and plants in the local community for a part of the school day. The employer accepts them as regular members of his working force and usually pays a small wage in order to cement the employer-employee attitude. A part of the day is spent in school under the direction of trained teachers where instruction is given in subjects directly related to their job duties and responsibilities. On the job, the trainee secures practical experience and uncovers many problems relating to that field and individual help is given in their solution. Each trainee is recognized as an individual problem and his school course is mapped out for the sole purpose of increasing his efficiency and making him more employable. The coordinator is responsible for the development of course outlines for each one. Instruction in workman's compensation, employer-employee relations, employment responsibility, personal efficiency, personal appearance, public relations, and occupational requirements form a part of the daily class procedure.

Job placements are selected that require a training period of two years. The program is not designed to make skilled workers in any type of specialized employment in the occupation but rather to give the trainee as wide a field of experience as is possible. The job location is his laboratory and he progresses from one station to

another as soon as he has picked up the fundamental knowledge and skill necessary for an intelligent understanding of the processes. On the job, the employer or his delegated supervisor, is the teacher and, with the school representative, works out a schedule of processes and a progress chart that will admit of his obtaining the widest possible experience.

Two and one half credits are given for the course.

Des Moines, Iowa

According to Mr. Ernest Zelliot, Director of Business Education, the co-operative program has been operating since 1936 and now offers training in retailing, stenographic, general clerical, and bookkeeping work. It is offered at the twelfth grade level only. The forenoons are spent in school where the student carries three subjects. A minimum of twenty hours per week are required on the job. Additional work on Saturdays or during vacation periods are optional with student and employer. The plan for credit is three hours per semester for in-school work and one credit for work experience.

Both the employer and the coordinator make monthly evaluating reports with regard to the work on the job. Evaluation is based upon performance, and also by personal judgment.

Students who participate in the co-operative program cannot participate in extra-curricular activities to

the same extent that other students may. However, they are not entirely barred as some such activities are scheduled for pre-school hours and also adjustments are sometimes made by the employer for special occasions. Although co-operative students are limited in this respect, they gain other values which are equally, if not more, important. It is pointed out that students who make other choices have their limitations; e.g., the boy who plays football seldom participates in other activities.

The stated objective of the program is to provide practical training under actual working conditions, especially in those areas where it is difficult to bring actual job training into the classroom.

Atlanta, Georgia

Mr. P. E. Babcock, Executive Director of the Vocational Education Service, says that in the joint Vocational Educational Service there are a total of thirteen cooperative Programs in which the schools work very closely with the State Department of Vocational Education in the fields of Trades and Industry and Distributive Education. There are more than 450 pupils participating and approximately 175 different firms in Metropolitan Atlanta are allowing the schools to use their businesses as training laboratories..

The program is primarily set up for boys and girls

sixteen years of age or over who will not go to college.

They must have completed eight units of school work before being admitted to the program. The student attends school in the morning in which he takes two regular high-school subjects plus one or two periods of related instruction and then he goes out on the job for four hours a day in the afternoon.

The stated objectives of the program are (1) to give the pupil a high-school diploma plus one or two years of work experience in their chosen occupation. (2) Since the majority of boys and girls lose their first jobs because of bad social habits and from not knowing how to get along with their fellow workers and other job situations, this course gives training designed to help eliminate these difficulties.

The program is in charge of a coordinator who is responsible for approximately thirty five students. He coordinates the work experience with the proper adequate related instruction.

One unit of credit is given each year for this experience and one credit for the related instruction. These units have been approved by the Southern Association of Secondary Schools and Colleges.

Regular monthly reports of progress on the job are secured by the coordinators and rotation of job experiences are required in the schedule of work processes. Such an agreement is worked out and is signed by the employer, the

student and the coordinator.

It is realized that co-operative students cannot participate in a number of student affairs. To compensate, clubs have been organized which gives the pupil many activities. Although the students may have to give up certain things, it is felt that they are also gaining many experiences that are equally or more worthwhile.

Phoenix, Arizona

Mr. A. F. Olney, coordinator of Special Activities, says that at the Phoenix Union High School, in the Business Education department, a combined course had been developed before the war in Salesmanship and Retail Selling which allowed the students experience in working in the stores in the city. This program was not revived after the war, largely because of objections from the retail Salesmen's Union. The Phoenix Technical School has solved this problem by entering into apprenticeship contracts in various trades, which agreements are approved by the Union, by management, and by the Board of Education. In all cases students are paid the agreed apprenticeship rate. No more students are assigned to this work than are allowed under the apprenticeship agreement.

The values of the program are listed as:

1. To learn actual job relations.
2. To gain the experience of doing quality work quickly.
3. Closer job supervision can be had in a business

establishment than in the class laboratory because of the number of students that each instructor must teach.

4. More actual problems can be learned on the job.
5. Student gets true picture of what industry demands.
6. Student learns to cooperate with and respect his fellow employee and his employer.

Only those who are competent enough to be of some value to the employer are allowed to enter this program. Hence, for the most part it is limited to seniors.

Full credit is given for a student's work experience. He obtains the same amount of school credit that he would if he had taken his work in the class room.

On-the-job learning is evaluated by the school instructor who contacts the employer and checks on the student's progress. Visitation on the job permits the instructor to check the working conditions under which the student is training.

Lansing, Michigan

Mr. Forrest says that students spend one half day in school and are employed the other half in a store, industrial plant, retail establishment, or an office. A coordinator sees that the school subjects and the work experiences are such as to give the desired training for the occupation selected. Co-operative students are chosen as they arrive at an employable age and as openings in the trade occur. Advisory committees of trade representatives

help the coordinator to select and place the cooperative pupil.

The student's in-school training consists of three hours. One of these is an academic subject and two are training related to the job. One credit is allowed for on-the-job training of a minimum of fifteen hours per week.

Progress on the job is evaluated by the coordinator of the department under which the student works.

Two plans are in operation, whose objectives are somewhat different. In the Cooperative Occupational Training plan the pupil accepts the job for the purpose of learning some phase of an occupation in which he thinks he would like to engage upon leaving school. The training opportunities on this job are continuous and lead to an accumulation of knowledge and skills related to the occupation. The students are assigned to related subject classes for at least one period daily. The course carries credit equivalent to that allowed for in-school training of similar nature.

In the Work Experience Plan the pupil accepts the job as short term interim employment unrelated to his ultimate occupational goal. The basic skills are learned in a short training period immediately following employment after which the work is routine and repetitive. In this type of program the work experience is intended to make the pupil's life more meaningful and is "related" to his school work rather than the reverse. Credit may be allowed

upon the recommendation of the counselor and the coordinator in individual cases.

Denver, Colorado

Mr. Russel K. Britton, Director of Vocational Education, says that the objective of the plan is to provide a series of worthwhile experiences, under cooperative supervision, for those not planning to enter college.

In each of the five schools in the plan, scheduling is done to provide either morning or afternoon free so that the student may work on the job.

In school, he is required to take two academic subjects plus two subjects which are related to his success on the job. One of these related subjects proposes to increase his civic intelligence while the other provides information concerning the many aspects of his job.

Credit is given for the in-school subjects on the same basis as for all single period classes. For the on-the-job experience credit is given as it would be for laboratory courses such as chemistry.

Evaluation of achievement is done jointly by the coordinator and the employer or his representative. This evaluation is done every six weeks. The rating is done in four areas of performance: salesmanship, general conduct, attendance and punctuality, and stock performance.

While work experience does invariably interfere

with the student's participation in music, drama, student organizations, etc., the other values gained are more important to the ultimate ends of the pupil. Furthermore, since, the work experience is limited to the senior year, the necessary benefit from the extra-curricular activities can usually be gotten during the previous three years.

Chattanooga, Tennessee

Mr. Frank Huffaker, Director of Vocational Education, indicates that the objectives of the program are (1) to provide job experience before the pupil leaves school, (2) to provide related instruction so that the pupil may be a better employee on the job, and (3) to enable the student to plan his curriculum around the part-time job as a career.

The work experience is considered as the laboratory experience of the student. The cooperative related classes are taught by the same teacher who supervises the students on their jobs. The school instruction is designed to fit the daily needs of the worker and is so flexible that it may be fitted to individual needs.

Regular high-school credit is given. This amounts to two credits - one for the classroom instruction and one for the work experience. Evaluation is done jointly by the coordinator and the employer.

South Bend, Indiana

Miss Katherine Van Buskirk says that the program for Cooperative Business Education has been in operation for many years and is now operating in all four high schools of the system.

Job placements are made through a central agency for the four schools but after the placements are made each teacher is responsible for supervising her own group of students on the job.

Trainee evaluation is done by the employer on the job. Specific attention is given to the fundamental skills (spelling, writing, arithmetic, etc.) as well as to the more specific skills necessary for office work. The employer must be accurate in reporting days absent, whether advance notice was given, and times tardy. He is asked to rate employees on conduct, ability, production, disposition, and accuracy and to rate the general progress of the pupil by the standards he uses for inexperienced help.

Job placement is on the semester basis with a minimum of fifteen hours work per week required during the semester. The trainee is to be given a variety of experiences rather than to be kept on one job permanently. As soon as one operation or phase of an occupation has been learned well enough so that the experience no longer has educational value, he must be changed to a new learning situation.

Wages, in accordance with standards for beginners, are to be paid the trainee.

Although the student who participates does have to give up some outside activities, it is firmly believed that the program definitely helps to develop a well-rounded, well-adjusted individual.

Birmingham, Alabama

Mr. C. J. Going, Assistant Superintendent, says that two periods of the half day in school are devoted to the supervised and directed study of technical subjects pertinent to the trade or occupation in which the student is engaged. There must also be two high school majors, one of which must be in English. Two credits are given toward graduation for on-the-job training. Only juniors and seniors are eligible for participation in the program. Supervision and evaluation on the job are done entirely by the employer.

The program serves as a guidance program. A youth, after receiving expert counsel, is placed on a job in the field which he has chosen. If he finds during the probationary period that he does not like the work or cannot succeed in it, he still may change.

Cooperation on the part of employers is very good, with some seventy different firms participating in the plan.

Salem, Oregon

According to Mr. Theodore Pierson, Coordinator, two programs are offered under the vocational phase of education on the secondary level. One phase of this program is Retail Selling and the other deals with Trades.

Related training in material which applies to all trades is given three times per week. In addition, a job analysis is made of the job held by each student in order that data can be given for the specific trade.

Credit is given to all students on the cooperative program, providing that they adhere to the standards established by the coordinator. One half unit is given for class work per semester and one unit is given for on-the-job training which amounts to three full units per year.

Learning on the job is evaluated by the employer who sends a grade into the school every six weeks. This is placed on a report card and handed to the student at each evaluation.

Because of the unlimited field of endeavor which a student may choose, the curriculum is very much enlarged and enriched. Care should be taken, it is believed, that the program might not become limited only to those who do not like school and want to get through the easy way.

Due to the many activities which are offered students, the program does not prevent the pupil from participating in sufficient extra-curricular activities. This

year, two pupils from the program were chosen as club representatives in the yearly Civics Club Carnival. This is a signal honor since only fifteen pupils are chosen out of a possible two hundred and forty five.

Philadelphia, Pennsylvania

Mr. Bruce L. LeSuer, Supervisor, indicates that this city system offers part-time cooperative training in three areas: Distributive Education, Office Education, and Cooperative Work-Experience Education. The first program is open only to twelfth year students. They attend school in the morning and work in retail selling positions during the afternoon.

Cooperative Office Education is also limited to seniors but these work on alternate weeks in clerical positions.

Cooperative Work-Experience Education is open to tenth, eleventh, and twelfth year students who work alternate weeks on the job. Employment may be in any variety of jobs.

This same type of program is offered in four of the schools for eighth and ninth grades. These students attend school in the morning and work in the afternoon.

On all of the above plans, the students are under the supervision of a teacher who serves as coordinator of school and work experience. School credit is given for satisfactory work done on the job. Class room instruction

is planned and conducted with a view to the special needs of students who are also workers. Special courses of study have been developed to bring the learning values of employment into close relationship with school subjects.

School-work programs are arranged in most secondary schools for individual students from any curriculum who will profit by a shorter school day which enables them to work in approved employment. For students who are given work rosters, verified attendance at part-time work is accepted in lieu of school attendance during the hours they are assigned to employment. School credit is granted for work experience which has been evaluated and rated as satisfactory.

Students in the program are under the supervision of counselor and the School Work Office.

New York City, New York

Approximately twenty five hundred students are participating in the program in the following areas: stenography, typewriting, bookkeeping, business machines, clerical practice, merchandising, dressmaking, millinery, needle trades, food trades, and automotive trades.

All pupils in the high schools follow the regular school program for the first two years and continue on the alternate week basis for the last two years, taking double periods of English, Social Studies, and other related subjects during the weeks they are in the class room.

School credit of one half unit per term is granted for satisfactory work experience. Pupils are eligible for the general, commercial or vocational diplomas when they graduate.

All job selection and placement are taken care of by a central cooperative office. Pupils work in pairs, one at school and one on the job. The job is covered the year around, summer vacation and holidays included. Pupils work for the prevailing wages of beginners in their particular field of work. Rating is done on the job by the employer on personality factors and job performance. This rating then becomes a part of the school record. Attendance on the job is checked each week and school and central office coordinators are constantly in personal contact with the firms. Approximately two hundred firms are cooperating in the plan which is in operation in fifteen schools.

Tulsa, Oklahoma

Mr. M. J. Ruley, Director of Industrial Arts and Vocational Education, states that training is offered in Diversified Occupations and Distributive Education. Supervision of class room instruction and work experience is done by a coordinator.

The trainee spends one half day at work and one half day in the school. At school he spends two hours per day studying regular school subjects during which time he completes all of his required subjects such as History,

English etc., and is prepared to graduate from high school at the same time as those who have followed an academic curriculum.

On the job the trainee spends a minimum of fifteen hours per week learning a trade or occupation and gaining some experience which is designed to enable him to continue working full time in his chosen field upon graduation from high school.

In all cases the trainee receives pay for his work experience.

Kansas City, Missouri

According to the Director of Guidance and Counseling, Miss Minnie E. Dingee, the objective of the program is to enable the pupil to develop into a desirable full-time employee by the time he is qualified to graduate from high school. The program is under the direction of a coordinator who is responsible for placing students on the job and coordinating their work with their in-school instruction. He also has them in one class every day where worker regulations, job requirements, etc., are studied.

The trainee must work a minimum of fifteen hours per week for which he will receive one unit of high school credit toward graduation. His pay is based on the rate paid to other learners in the occupation. Learning on the job is evaluated by the employer and the coordinator,

taking into consideration job competence and other factors
necessary in getting along with others and fitting into a
job.

CHAPTER V

THE IMPLICATIONS FOR SECONDARY EDUCATION

The work-experience program is directed principally to meeting the needs of the same group of high-school pupils with which the Prosser Resolution was concerned. It would be well, therefore, to examine the work-experience program in the light of the ten general areas of life adjustment education outlined by the Commission on Life Adjustment Education which was set up as a result of the Prosser Resolution (35, p.121) and to state some of the implications that it might have in those areas.

Guidance Services

The work-experience program opens a vast area of opportunities for guidance services by the school. Since, by the nature of our society, youth do not have an opportunity to learn in this so very important aspect of life, they will need assistance. Gelinas remarks that, "The transition from the school to the job is a radical change. During this period, the student needs help and guidance." (13, p. 52)

Erickson states that the greatest opportunities for guidance exist when the learner feels need for help, counsel and assistance. (12, p.362) He then goes on to

give the following list of activities in which guidance services have been facilitated by work experience.

1. Giving help and assistance to pupils studying occupations for the purpose of selecting a desirable area in which to seek employment.
2. Helping pupils analyze their own interests, problems and needs in the light of possible opportunities for work.
3. Helping pupils contact employers by writing letters of application and by means of personal interviews.
4. Supplying pupils with source material by means of which they can discover valuable techniques in applying for positions and in talking with adults.
5. Helping pupils to improve their personal appearance when applying for positions.
6. Helping pupils think through their own problems in order to arrive at intelligent reasons for desiring to participate in a work-experience program.
7. Assisting pupils in analyzing their own personality problems in preparation for interviews and supplying them with techniques for overcoming discovered weaknesses.
8. Helping pupils to discover their strengths and assisting them in bringing these strengths to the attention of prospective employers.
9. Assisting pupils in solving important and significant problems that arise on the job.
10. Using employer reports as a basis for counseling pupils.
11. Holding interviews with pupils regarding their work.
12. Assisting participants in planning wisely the use of their time.
13. Helping pupils discover job opportunities in their work.
14. Helping pupils master difficulties of performance.
15. Suggesting reading regarding vocational opportunities.
16. Helping pupils fill out reports.
17. Holding parent-teacher-pupil conferences regarding work and future plans.
18. Gathering employer evaluations of the pupils.
19. Assisting participants in the emotional,

financial, health, technical, and social problems that arise.

The work experience may not only provide opportunity for the school to exercise its guidance services, but it, in itself, may become a guidance factor. Rakestraw lists as one of the advantages of a Diversified Occupations Program that it, "Provides an opportunity to find out whether he (the student)¹ likes a certain job well enough to continue training in it". (31, p.23)

George C. Mann in the same vein states:

An adequate work-experience program in a secondary school will give young people a real chance to show what they can do outside of the classroom. They will get a real exploratory experience, for which we have sought for twenty years. This exploratory experience, with its resulting guidance value may enable these young people to discover some of their abilities and aptitudes." (25, p.82)

Finally, Dillon in his study shows that forty one school principals whom he questioned rated third in importance among twelve statements of values of work experience the statement that it "provides exploratory experiences preliminary to selection of a career". (8, p.80)

Ethical and Moral Living

Of importance in this area is the manner in which individuals work for their mutual benefit. If there ever was a time when an individual could get along adequately without a great deal of cooperation with other individuals,

1. parenthesis mine

that time has long since passed. In this complex civilization in which we live, the ability and willingness to work with others is of prime importance. Working with others necessitates knowledge and understanding of the attitudes and ideals of others. Work experience does contribute to this end. George C. Mann clearly states this as one of the results of work experience:

Working with other people to accomplish a task, fosters a spirit of cooperation and develops tolerance and understanding of the other person's attitudes and ideals. (25, p.82)

Jacobson and Dodds in their report of a conference of school administrators held at Purdue University in 1943, list as one of the objectives of work experience for all pupils regardless of their special interests that it should contribute to learning to work cooperatively (19, p.76).

The Committee on Life Adjustment Education manifested concern for the state of ethical and moral conduct in our time:

Wise men, of course, have never doubted the importance of ethical considerations, but for a generation or two these matters seem to have been out of fashion among sophisticated intellectuals. If anything is clear in these troubled times, it is the urgent need of soundly based ideals to guide personal and social relationships in a world where insecurity is steadily weakening trust between man and man.

Interpersonal relations, business relations, labor relations, even international relations, depend, if they are to prosper, on good faith, decent intentions, and mutual confidence. Suspicion of the other fellow's motives and fear that he will not play the game according to the rules are far too prevalent for either individual or national health. (35, p.62)

The comment by George C. Mann has a significant bearing on this with respect to the part that work experience may play in man to man relationships. He says, "People, as well as nations, are often suspicious of each other until they come to know and understand their differences by working together." (25, p.82)

Citizenship

In a society of free people who govern themselves democratically, the conduct of every man affects the conduct of every other man. Citizenship then would involve the moral responsibility of every man to work for the common good of all. Therefore, that which has been said in the area of Moral and Ethical Living is equally applicable to the area of Citizenship.

Beyond that, we may say that the work-experience program contributes to the welfare of the nation. The conference of school administrators at Purdue went on record with the statement that work experience should contribute to, "helping students earn money for their own needs and at the same time make an economic contribution to society through useful productive work." (19, p.76)

Erickson lends weight to this in his statement of values of work experience: "Work experience should result in socially useful work". (12, p.363) An article by Jacobson suggests that, "One element in the process of transforming youth into a productive member of society is

work experience." (18, p.9)

Work experience can also have an influence for the reduction of crime in certain age groups. Gilchrist says:

To the degree that educators want to include work experience in the curriculum, I predict that the gap which now exists between youth and adulthood will be closed. The out-of-school problem will be markedly alleviated. The median crime age will not be at nineteen because nineteen-year-olds will have a place in society. (14a, p.87)

Citizenship will be fostered by a wide knowledge of the issues and problems that face our society.

The citizen in a democracy, in addition to patriotism and loyalty and a spirit of obedience must have the power of wise decision. He must be practiced in controversy. He not only obeys the laws but makes them. (27, p.28)

It is one of the objectives of the work-experience program to help the youth acquire this power of decision by helping him to acquire an understanding of civic problems so that he can make wise decisions. Erickson says:

Work experience should deepen civic insight by bringing the participant into first hand contact with social-industrial conditions. A work-experience program should provide opportunities for pupils to come into contact with problems of employment, wages, conditions of work, unions and employees' associations, government regulations, taxes, consumer problems, and the meaning of wealth production. (12, p.361)

That work experience should result in the widening of the understanding of civic problems is further declared by the Vocational Adjustment Committee Report on Work Experience. It states that "Work experience develops better understanding of business and industrial activities."

(35, p.42)

Finally, the contribution of the work-experience program to citizenship may be summed up by the words from Jacobson and Dodds' report of the conference of school administrators at Purdue University. After the other objectives of work-experience programs were listed, this significant objective was added: "Through all of the means used to accomplish the preceding objectives should be woven the thread of better American citizenship." (19, p.77)

Home and Family Life

Nothing has been found in the literature which would indicate that the work-experience program would have a direct effect upon this area. However, we may make some inferences.

Developing thrift in the use of money is one of the stated objectives of the work-experience program. (19, p.76) This could have a decided effect on the standard of living of the family. It could further, because of the possible alleviation of tensions caused by the ever threatening presence of lack of adequate provision for the physical needs, contribute to a happier relationship among the members of the family.

Furthermore, the previously mentioned influence of work-experience to foster a spirit of knowledge and understanding of others' attitudes and ideals (25, p.82) should have its effect in promoting that same spirit among the

members of the family. The ability to get along well with others (6, p.57) should carry over into the home.

The development of a sense of responsibility through work experience might conceivably be transferred into the home. A father or mother who has learned the habit of being responsible or has developed a moral sense of responsibility will contribute more to making a happy home situation than one who does not have these characteristics.

Taken all together, it seems logical that these results of the work-experience program would have their influence in this area also.

Self-Realization and Use of Leisure

Work experience should contribute to giving the pupil a feeling of belonging. Erickson says:

Work experience should identify the adolescent with the adult group. By making direct contact with adults, a great psychological need can be met in providing adult status for the pupils and promoting real cooperation between two generations. (12, p.361)

And again the same author:

Work experience should give pupils new status as individuals. Unless the program of work experience is such as to cause the high-school pupil to feel that he has, through participation in the program, become more than an adolescent child interested in childish pleasures, the work-experience program has not been effective. Participation in a work-experience program should have a definite maturing effect. (12, p.360)

The work-experience program may contribute to

social adjustment on the part of the pupil. Quoting from Dillon we find that:

The educative value of this type of work experience is not confined solely to actual skills acquired on the job but also includes the experience of accepting responsibility, of working with adults, and for some, of replacing a sense of failure with a sense of achievement and success. In many cases, the school-work program provides the concrete situation in which the student can work out his social adjustment and prepares him to handle his problems more intelligently when he leaves school than does the usual school curriculum. (8, p.89)

In "Work Experience and Secondary Education," Jacobson and Dodds list two values of work experience for self-realization. First, "It should contribute to the building of self reliance and self-confidence" and secondly, "Work experience should contribute to providing added meaning or improved motivation for school activities as a result of work experience." (19, p.76)

Rakestraw observes that, "For the student learner the Diversified Occupations program provides an opportunity to develop his individual aptitudes and interests". A further value listed by the same author for this program is that it, "provides a chance to gain a business reputation". (31, p.23)

Erickson notes that, "Work experience should provide opportunities for worthy students to develop abilities that will enable them to continue their education." (12, p.361)

In the letter to the heads of schools which this

writer used to gather information for this thesis, the questions were asked, "Are there any implications of a negative nature? For example, does this program prevent the students from participating in music, drama, student organizations, and extra-curricular activities, and if so, what effect does it have with respect to the shaping of a well-rounded and well adjusted individual?" Of the nineteen respondents, twelve answered the questions. All agreed that it does affect their participation in outside activities. Ten of these felt that it had no ill-effects upon the personality because the benefits received from participation in the work-experience program compensated for anything lost because of not participating in extra-curricular activities. Two only said that the program does affect participation but made no further observation as to how. This would tend to indicate that in this type of work-experience program the possibility of self-realization is not impaired by this particular item.

Health and Safety

That the work-experience program may have harmful effects on the health of pupils is indicated in Gilbert's report of the results of a survey made in 1943. Of the sixty six school principals who replied, thirty six indicated that there were unsatisfactory conditions which might affect the health of students. The author summarizes by saying that, "It is obvious that the greatest concern is

felt for the health and general welfare of the pupils". (14, p.39)

However, Dillon's study indicated that under a properly supervised program, student's health considerations might be more favorable than it would for those outside of the program. To quote from him:

One of the most important considerations with respect to school-work programs is their effect on the health of participants. Not only is it important that adequate health examinations be given to all working students prior to their enrollment in the program, but there is need for follow-up health examinations and counseling on health problems while the students continue in the program. (8, p.70)

Thorough health examinations should be required of every student applying for enrollment and, if accepted for the program, his health status as revealed in this and prior examinations should be considered in determining the type of employment to which he is referred. (8, p.95)

In general it can be said that students working under the controlled school-work programs had far better working conditions than many students working independently outside of school hours -- many of whom were employed under illegal conditions. (8, p. 55)

Consumer Education

This is another area in which no literature bearing directly on the subject was found. However, again we may infer that there may be a carry-over from other results. Both the Vocational Adjustment Commission Report on Work Experience (35, p.43) and L. O. Brockman in "The Inauguration and Development of Co-operative Work Experience

Education in Secondary Schools" (6, p.45) list as objectives of work-experience programs, the development of appreciation of the value, meaning and management of money. The development of these traits may, in themselves and in conjunction with others, have some effect on how wisely the individual buys with his money and how well he cares for it.

Tools of Learning

The effects of the work-experience program in this area of life adjustment are indicated by Erickson's list of objectives for the work-experience program. His comment is that, "A program of work experience should give participants . . . the importance of knowing how to express one's ideas clearly." (12, p.360) This implies that we think of the tools of learning, not only as containing the three R's, but that they include the other two processes mentioned by the Educational Policies Commission, i. e. "speaking" and "listening and observing".

Work Experiences, Occupational Adjustment, and Competencies

Listed in "Life Adjustment Education for Every Youth" are eighteen advantages of work experience (35, p.99). Eight of these have a direct bearing on occupational adjustment. A condensation of these eight are:

1. Improves the type of job that youth finds.
2. Tends to develop improved relationship between employer and employee.

3. Better wages and working conditions.
4. Improves morale.
5. Affords an opportunity through school instruction to make meaningful such items as (1) factors leading to success on the job and (2) blind alley jobs.
6. Reveals the necessity of qualifying for life's work.
7. Develops more wholesome attitude toward work.
8. Reveals need for further education.

Work experience gives new insight into what is involved in the process of gaining a livelihood. Erickson notes that "Work experience should result in new understanding of the real world of work". (12, p.360)

The Vocational Adjustment Committee Report on Work Experience indicates that work experience (1) "provides occupational orientation" and (2) "enables pupils to gain specific knowledge of skills through observation of their application". (35, p.42)

Work experience prepares pupils to work for uninterrupted and sustained periods. "The ability to work for protracted periods of time is an acquired characteristic. In the process of making this adaptation a youth needs experience in working for several hours on a job." (18, p.12)

Administrative, Financial, and Organizational Arrangements in the School

The work-experience program carries many

implications for secondary education in this area. In the first place, there is the question of school credit for work experience and the adjustments that will have to be made to this end. In response to the question with respect to the granting of credit which was in the letter sent to the various cities throughout the nation by this writer, all but one of the nineteen school systems indicated that they were allowing credit for work experience.

This program also affects the influence that the school has toward keeping youth in school until graduation. Dillon found in one city that sixty percent of the youth on the work-experience program said that they would leave school if taken from the program. (8, p.68)

The co-operative plan for work experience reduces the per capita cost for education.

A program of work experience is economical to the school for it utilizes the plant and equipment of the business, industrial and professional groups of the community. During the period of alternation, only half of the students are in school at one time, and therefore approximately half of the plant facilities and instructional staff is needed as compared with having all students in school at one time. (6, p.59)

The school may find it necessary to greatly expand its facilities for caring for the health of pupils. If the program of work-experience anywhere near approximates the incorporation of the sixty percent of youth who will not enter skilled trades or go on to college and if the school assumes the responsibility for protecting the

health of these pupils, it is very conceivable that the facilities which most schools now have will not be able to do the job. Dillon notes the care that should be given to youth who are to participate in this program and indicates that the job will not be a small one. (8, pp. 70 and 95)

The school will also find it necessary to work with labor organizations if the program is to be a success. It is indicated that there may be some difficulty in making this arrangement. Dillon found that:

Labor representatives were concerned about two aspects of school-work programs. On the one hand they feared that work programs might reduce opportunities for adult workers in times of unemployment, and become a means of supplying a highly concentrated and easily available source of young workers which might tend to undercut wage standards . . .

It was suggested that education, management, and labor might act as a council in determining the number of work outlets in any community at any given time. (8, p.83)

The program will promote close relationships between the school, business and industry. Dillon found that forty one school principals whom he contacted rated first in rank among twelve statements of values of work experience the statement "to promote closer relationship between school, business and industry". (8, p.80)

Flexibility of the schedule of the school will probably be another result of the impact of the work-experience program. Gilbert, in his survey of the practices of sixty-six schools which had work-experience programs, found that "the most common means taken to permit

outside work by pupils is the modification of school and individual programs". (14, p.40)

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

The function of the work-experience program in secondary education is that of attempting to meet the need of that large group of high-school-age people who neither plan to go to college nor who will gain entrance to any of the skilled trades. How well it will be able to fill that role or how long it will take for it to gain a fully recognized place in the high-school curriculum will only be known as time moves on into the past and mankind makes its way into the future.

One thing is certain. The secondary school has developed into one of the great institutions of our society. It is in a position to mold the destiny of the nation. It has youth in its class rooms at an age when character is being formed. It is the solemn responsibility of that institution to take up the challenge that is before it.

The work-experience program, as a part of the provision by means of which appropriate educative experiences are assured, may be one of the tools which will go far towards helping the secondary school minister, in an adequate manner, to that great mass of youth who are, year by year, leaving the portals of the elementary school to encounter new educative experiences in the secondary school.

The work-experience program is yet in its infancy but it can be said that it is making itself felt in the educational field.

On the basis of the literature in the field on the subject of the work-experience program and on the basis of the response to the survey form which was sent to the heads of fifty school systems in as many cities throughout the nation, the general conclusion of this writer is that the work-experience program is gaining favor as an educative device.

Conclusions

Specific conclusions which were reached as a result of the study are:

1. The work-experience program has evidenced that in the field of guidance services; in the field of administrative, financial and organizational arrangements; in the field of work experience, occupational adjustment, and competencies; and in the fields of citizenship and self-realization it has potential educational values. This is particularly true in the first three areas.

2. In the area of ethical and moral living, while the evidence is not as plentiful as in the above mentioned areas, there is reason to believe that the work-experience program does contribute to education for good human relations.

3. With respect to the effect of the program on

the health of youth, the evidence is not conclusive.

4. In the areas of home and family life, consumer education, and the tools of learning, the evidence for benefit, except on the basis of inference, is almost entirely lacking.

Recommendations

Recommendations which may be made as a result of the study are:

1. Because of the immediacy of the possible effect of the work-experience program on the health of youth, it is recommended that this area be further investigated to ascertain what that effect may be.

2. The lack of evidence in the literature with respect to the effect of the work-experience program in the areas of home and family life, consumer education, and the tools of learning may only be because of lack of investigation in those areas. It is recommended that research be done in these areas to determine whether or not it does effect them, whether in a beneficial or detrimental way, and to what extent.

3. Since benefit from the work-experience program is derived in at least five of the areas of life adjustment education and since studies indicate that training for specific skills in a job is not as important as training for correct attitudes toward job, fellow-workers, employer, etc.

(10, p.274), more emphasis should be given to the work-experience program as a factor in general life adjustment education.

4. Since work experience is of benefit for reducing the number of drop-outs from school, it is recommended that Child Labor laws be revised so as to permit participation in the work-experience program by those who have reached a sufficient degree of maturity but who may not have yet reached the legal age when they may be employed in such a program. This could have the effect of reorienting the youth toward school experiences before he reaches the age when he could legally drop out of school.

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