Purpose of the Study

The purpose of this study was to measure, by the analysis of statistical and subjective data, the effects of work experience programs on disadvantaged ninth grade students.

The study involved one major hypothesis: the introduction of work experience, as part of the ninth grade curriculum, for selected students would result in improved self-image, improved outlook toward school, improved acceptance of and by others, and improved perception of work.

Procedures

Experimental classes in two junior high schools spent nine weeks in work experience. During this time they spent mornings in regular
classes and afternoons in the special program. Included in this program were three weeks on three different jobs and once-a-week seminar-counseling sessions. A third junior high provided the control group which received no special treatment.

The search for data fell into two main steps:

1. Statistical analysis of data in which comparisons were made between control and experimental groups as measured by instruments marked by students, parents, and teachers.

2. Subjective data collected from writings by students and from personal interviews conducted with teachers, parents, and employers.

Findings

Statistical data showed significant results in positive change of attitude toward self-image as observed by teachers.

Subjective data supported all phases of the program. All participants saw the program to have positive value, although in varying degrees. Parents and employers saw all positive results, whereas students and teachers gave many favorable comments along with a few negative responses.

Recommendations

1. Work experience programs be implemented as an integral part of the junior high school curriculum.

2. Lead-up activities begin no later than grade seven, and
follow-up programs be planned at the senior high school level.

3. Encouragement and support should be provided for work experience programs and other studies which illustrate the humanization of the educational process.
The Effects of Work Experience Programs on Disadvantaged Ninth Grade Students in Corvallis, Oregon

by

Marleau Smith Harris

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I. THE PROBLEM

Introduction

The future of any country which is dependent on the will and wisdom of its citizens is damaged, and irreparably damaged, whenever any of its children is not educated to the fullest of his capacity, from grade school through graduate school. Today, an estimated four out of every 10 students in the fifth grade will not even finish high school -- and that is a waste we cannot afford.

--John F. Kennedy
1963 State of the Union Message to Congress (47, Dedication).

John F. Kennedy, as a leading educator, joined with many educators in this country when he expressed his belief in the values of free public education for all as a safeguard to protect our democratic way of life by providing the richest and most appropriate learning experiences for all children.

Recently many people have become concerned about the kind of education being presented in our schools. Dedicated school personnel have become seriously concerned about the importance of understanding the learner -- his needs, how he feels about himself and others, how he feels about his world. There is a growing concern about the worth of the individual. Educators are now beginning to understand the importance of each learner's goals and in finding ways to help him
feel worthy and capable of reaching them.

In the past the economy contained employment opportunities for many of those whose needs were not met by the school, but employment for these individuals meant terminating their school association. The new tools and rapidly changing techniques of today make this alternative inadequate for both the individual and the society of which he is a member. The inability of these people to maintain economic efficiency without the skills education provides is creating a non-working "leisure class" supported by the working members of the society. The accelerating cost of living and of remedial and corrective institutions for these individuals who fail to profit from the opportunities provided to prepare themselves for productive lives is prohibitive and soon may exceed the cost of preventive measures (37, p. 3).

Educators have long recognized the need for exploring new ways to assist those youngsters who have difficulty in the regular school program or who appear to be losing interest in school. The problems posed by these students, who are termed "dropouts," "push-outs," or "stay-ins," leaving school without preparation for employment, or life in general, is a constant source of concern to society and more specifically to schools and communities (16, p. 73). Most of the concern expressed about these students has been focused on those leaving high school. However, many educators feel, and research
supports this feeling, that if we are to get at the heart of the problem, it must be attacked at an earlier level (16, p. 73).

The junior high school years are for many students a most critical time in their educational career (7, p. 421). Many decisions are made during these years which determine the direction of their educational and occupational future. Many students for many different reasons decide in junior high school that they have had enough of school. The writer, as well as many other counselors, has watched these youngsters as they become increasingly disillusioned and frustrated. Many drop out in hopes of work; but as they are not prepared to enter a labor market which is demanding increasingly complex skills and knowledge, they find themselves among the unemployed and unemployable. This tragic waste of potential talents and abilities is now a matter of national concern since it is evident that the strength and vitality of our society depends upon each citizen's full development. It is toward these students that this project is directed.

Psychologists tell us that a child must believe in himself. If he cannot perform in a constructive way, he will perform in a destructive fashion. A student is quick to detect unwholesome attitudes towards his educational handicap in those whose love and respect he depends on for his healthy emotional growth. His reaction, whether one of hypersensitivity, inadequacy, rebellion, hostility, or passivity, stands in the way of his good adjustment and he becomes
a behavior problem to himself, his family, his teachers, or even the law.

Teachers need constantly to be concerned about the emotional as well as the intellectual and physical health of the boys and girls entrusted to their care. Health is more than freedom from illness. Emotional health means the ability to love, to trust, to enjoy, to work productively, to enter into satisfying social relationships, to be human, compassionate, and understanding (22, p. 4). Repeated failures impair emotional health.

A recent Parent Teacher Association publication on Children's Emotional Health points to the result of continual failures:

When a child cannot learn what is expected; when he is constantly compared with others and belittled for failures at home or school; when he never does anything right—that is to his parent's or teachers' satisfaction, . . . when his hidden confusions and hostile feelings are not brought out into the open and aired; when the pressures to compete and succeed are consistently too hard; and when the frustrations at home, at school or in the community are too many—then he can be overwhelmed with feelings of anxiety, anger, helplessness, hopelessness, and worthlessness (22, p. 7).

When the school "discovers" such a product of failure, he manifests one or more of such characteristics as limited school achievement, poor scholastic aptitude, low socioeconomic status, emotional problems, difficulties with peers or parents, juvenile delinquency, truancy, or other school discipline problems, and resistance to existing school guidance facilities. Such students are
clearly disadvantaged and are in need of consideration beyond the scope of existing curricula. Whether work experience is even a partial solution to this problem is the purpose of this study.

General Assumptions

1. **Schools should provide a variety of learning experiences within the curriculum.**

   Life, with all its problems, pleasures, and experiences, provides the framework for man's total education. Within this framework, and at the heart of all his learning experiences, is the school. It is the job of the school to:

   a) provide the basic foundation in academic and communicative skills; the development of intellectual competence and self-realization—learning to think, to learn, to communicate—which requires guidance from teachers who are highly skilled and possess unusual understanding of human potential.

   b) provide tests, counseling, and evaluative data that will assist the individual to assess his own capabilities.

   c) provide experiences which will assist the individual to make educational and occupational decisions.

   Schools do not hesitate to provide experiences in music, debate, athletics, dramatics, and similar worthwhile activities, but many are neglecting the kind of experience some students need to bridge the
transition from school to employment—work experience.

2. Inadequate curricula create problems.

Non-college bound students are well aware of the shortcomings of a curriculum which for them is woefully weak and unsuitable. They have been telling us so for years, in their own way, by creating discipline problems and teacher frustrations, and by dropping out of school.

Students who are not doing well in school, who feel school has little to offer them, who create problems to themselves and others, often exhibit behavior that reflects poor attitudes.

3. Work experience is an essential phase in the total educational process.

Experience in work, as an integral part of the total educational process, deals specifically with preparing students for the world of work. Such preparation is a challenge of tremendous magnitude, for it has been said that an individual's occupation has more influence on his social posture than any other human activity. The kind of citizen, parent, or neighbor he becomes is influenced by his occupational environment. It then behooves the schools through its resources to guide each individual so that he becomes a competent worker and thus a better person and a better citizen.

4. Work experience program offers a favorable solution.

A program which provides some general education along with
work experience seems a logical solution. Students should be encouraged to stay in school, and the results of the STEP program indicate they can be (1, p. 74). If they don't stay in school, at least they will have an increased knowledge of the world of work, some knowledge of how to get and hold a job, and perhaps foremost an improved self-image that they possess a salable skill. Certainly they will be much better off not to be out on the streets with no work experience at all.

Identification of the Problem

Many students, for many reasons, display attitudes of alienation, disillusionment, and defeat in the present school setting. A curriculum adjustment is here suggested as one means to improve such attitudes.

This study attempts to measure how a work experience program affects the attitudes of selected disadvantaged ninth-grade students.

Limitation of the Study

According to the U. S. Office of Education, the largest number of boys and girls who will not finish high school leave soon after their sixteenth birthday, usually when they are in grade 10 (56, p. 2). It would seem, then, that after junior high school it may be too late to
help many of these pupils. Also, because of the legal aspects of insurance and labor laws, it was decided that for the purposes of this experimental study not to include students under 14 years of age. For these reasons, then, the study will be limited to ninth graders.

Students selected for participation in this study came from the three junior high schools in Corvallis, Oregon. Experimental classes were conducted in Cheldelin and Western View, while Highland View provided the control group.

The proposed project was for one year and permission was granted the researcher to collect data during the 1967-68 school year (see Appendix A).

**Hypothesis**

The proposed work experience program allowed for freedom of exploration, close contact with adult models, and diverse counseling conditions and should result in:

1. Students in the experimental group showing improved self-image.

2. Students in the experimental group showing improved outlook toward school.

3. Students in the experimental group showing improved acceptance of and by others.

4. Students in the experimental group showing improved
perception of work.

Analysis of Data

Data were collected from three main sources: students, teachers, and parents. Instruments in the form of opinionnaires were constructed and administered at regular intervals during the school year. From these three different points of view the research attempted to measure changes in attitudes during the period of involvement in the work experience program.

Data collected from the opinionnaires were classified into four categories from which simple comparisons were made between the control and experimental groups. The areas of concern were:

1. attitude toward self
2. attitude toward school
3. attitude toward others
4. attitude toward work

Definition of Terms

The following terms are offered for greater understanding in the reading of this thesis:

Attitudes -- attitudes, as referred to in this study, are the responses which indicate one's conscious or unconscious feelings toward self, toward school, toward others, and toward work.
Curriculum -- all those experiences, planned or un-planned, in or out of the school, which come under the supervision of the teacher.

Exploration -- the seeking of insight and knowledge having industrial significance through a wide range of experiences, materials, and study of various occupations (18, p. 162).

Group X -- control group; this group of 48 ninth graders consisted of 32 boys and 16 girls from Highland View Junior High School.

Group Y -- experimental group; this group, in the final analysis a total of 57 ninth grade students, consisted of 15 boys from Cheldelin Junior High School, 26 boys from Western View Junior High School, and 16 girls also from Western View Junior High School.

Hawthorne Effect -- a phenomenon characterized by an awareness on the part of subjects of special treatment created by artificial experimental conditions; this awareness becomes compounded with the independent variable under study, with a subsequent facilitating effect on the dependent variable thus leading to ambiguous results (11, p. 118).

Holding power -- rate determined by dividing the number who graduate from a high school by the number who entered grade 10 (46, p. 13).

Instrument -- synonymous with opinionnaires, questionnaires, and other data gathering devices used in this study.

Potential Dropout -- a student who, in the eyes of the school,
shows symptoms of one who does not intend to stay in school through high school graduation.

**Reality testing** -- the exposing and/or trial application of one's ideas to practical life experiences.

**School-reluctant student** -- a student who appears through the reflection of his attitudes to be losing interest in school.

**STEP** -- School to Employment Program; a work experience program in use by the Ithaca, New York schools (1, p. 70).

**Structured classwork** -- classwork designed for a particular purpose, such as those academic activities a teacher preplans for at the beginning of each term.

**Student's t-test** -- statistical procedure for comparing means of two groups.

**Teacher-coordinator** -- the school instructor who was in charge of the students while they were in the work-experience program.

**Unselected group** -- group consisting of two classes of ninth-grade students at Western View Junior High School who were arbitrarily selected to be given the student opinionnaires at the same times as those in the actual study; this group contained no members of either the control or experimental groups.

**Work experience** -- a name given to a variety of programs which are based on a coordinated program of training composed of work-on-the-job and study in school; used synonymously in this study with
the terms job experience, work study, and job study.

Summary

One of the major problems facing schools today is the existence of an academic curriculum which too often leads to poor stimulation, poor motivation and dropouts of some students. A project involving a curriculum change is proposed here as a possible partial solution--a work experience program at the ninth-grade level in a junior high school setting.
II. REVIEW OF LITERATURE

Need for Change

The loss of only one year's income due to unemployment is more than the cost of twelve years of education through high school. Failure to improve educational performance is thus not only poor social policy, it is poor economics (29, p. 975).

What to do about the situation presented by these youngsters who are losing interest in or are reluctant toward school has created a national educational dilemma. Much recent discussion, literature, and national legislation have been directed toward this dilemma.

Dale C. Draper, in Educating for Work, a report from the National Association of Secondary School Principals regarding the current scene in vocational education, reviews the MIT Study of Occupational, Vocational, and Technical Education (12, p. 40). "What patterns of education will best prepare American youth for useful, satisfying, and gainful work at the termination of formal schooling?" This is the question to which over a hundred participants in a summer workshop directed their efforts in 1965 at the Massachusetts Institute of Technology. Early in the study there emerged a general agreement that any significant innovations should be directed at the great number of students who fail to succeed in college preparatory curricula.
Six major recommendations for action emerged from this study.

The sixth of these regards a new curriculum design and is quoted here in part:

...that there be initiated a program of development of new curricular patterns and instructional materials for all students beginning with the start of junior high school. In contrast to the traditional overwhelming dependence on the written and spoken word as the road to learning, these new patterns and materials propose to utilize the potential of experimental and investigative activity as a springboard to the acquisition of skills, to understanding, and to the development of the ability to think. The intent of this approach is not only to open a new vocationally oriented educational path for those who have not benefited from the traditional curriculum, but also to enrich the learning of those who flourish under it (12, p. 41).

Another outgrowth of the MIT Summer Study Report is a separate recommendation regarding the wavering (potential dropout) student. Recommended was "... a program of early identification, increased guidance service, and work study experience with heavy civic and community involvement" (12, p. 43).

Dropout studies have achieved national publicity through the appearance of numerous magazine articles, federal grants, investigation by congressional committees, doctoral dissertations, and PROJECT: SCHOOL DROPOUTS. For this project, which was financed by the Ford Foundation and staffed by the National Education Association, two symposiums of leading authorities on youth were selected from across the United States. Each of these symposiums published a complete book on the dropout. These books express the
views of sixty experts involved in this one particular effort (47, p. 1).

Many startling facts and figures came out of these reports:

Employment opportunities are greatly limited for the youth who is not a high school graduate (54, p. 5).

Repeated students show that 80 to 90 percent of the school dropouts have no record of delinquent behavior (54, p. 5).

It is difficult for the contemporary school dropout to achieve a sense of individual worth and belonging to the larger community, particularly in the large city (54, p. 5).

"Dropout" implies failure on the school's part, particularly when a large percentage of dropouts clearly have the mental ability to succeed (54, p. 6).

The typical dropout actually likes school and appreciates the value of an education (50, p. 214).

Over this 1960-70 decade, at least 7.5 million will be school dropouts. 2.5 of these will have had less than eight years of formal schooling (47, p. 2).

Today, an estimated four out of every 10 students in the fifth grade will not even finish high school (47, ded.).

Contrary to some popular beliefs, dropouts are not exclusively from working class and lower class or low income families (23, p. 11).

Holding power from grade 10 to grade 12 in 128 of the largest school systems in the country was found to be 70.8% in 1963 (46, p. 53).

Dropout rates are higher in rural areas than in urban areas (54, p. 5).

Dropouts not only hurt themselves by leaving school untrained; they hurt the labor market as well. As Donald G. Ferguson says,
Many of the children who drop out are the ones who most urgently need the benefit of the school programs for, with technical advances occurring at a rapid pace, manpower needs require the development of a high degree of technical competency among persons entering the labor market. The demand for semi-skilled and unskilled workers is diminishing each year (13, p. 103).

A recent publication from the U. S. Office of Education regarding students leaving school without being prepared to enter the labor force, reports this major concern:

The problems facing young people today are many. One is the important question of deciding how much education is enough. The choice is a hard one, especially for those who find no joy in classwork. Some see no value in what they are studying. They fail to understand the relationship between more schooling now and their own improved chance for lifelong job success. A million boys and girls, young men and women, each year, make the wrong decision and drop out of school. By doing so, they doom themselves.

For these persons will have trouble finding work since they are able to compete only for the dwindling opportunities in unskilled labor. They are the last to be hired, receive the lowest pay, and are the first to be laid off. Frequently, their jobs can be taken over by machines. Before the end of the decade, 7 1/2 million more will be added to the already staggering number of American citizens who are academically and vocationally unprepared for this changing and challenging age.

This is a 20th century tragedy (56, p. 1).

It now becomes very evident that schools have not been rising to the challenge of "meeting the needs of all of the students." New techniques, attitudes, and programs must be developed if we are to salvage some of the talent which seems so hopelessly wasted. Dugald Arbuckle says . . .
There is no doubt that many children who come into school come from an environment which is somewhat shallow and barren, but this is no reason for our providing them with a school environment which, for them is equally shallow and barren. We say that education is for all; in fact we insist that it is for all whether they like it or not by forcing the young to attend school until they reach a certain age. Yet in that school, especially in the secondary school, a significant number of basically sound young Americans discover that they are not really wanted and that neither their teacher nor those who develop the curricular experiences seem to pay any attention to who they are, to what they have and have not, and to what they can do and cannot do, but instead impose upon them a nonsensical experience which goes under the name of education (2, p. 179).

Such a statement clearly points to the need for curricular change. Where then, if a change is in order, do educators need to focus their thrust?

Educational specialists tell us real learning takes place when students have meaningful, practical experiences. Grant Venn says that occupational education now must become a "fundamental part of the total educational system for every individual." This concept, he says, leads to two conclusions:

1. It becomes the responsibility of each level of education to assist the individual in making the transition from the educational system to the world of work.

2. Schools ... must make learning how to work a part of their programs by actually giving work experience (58, p. 34).

He goes on to challenge the schools and communities by saying:

However, in my opinion, such practical experience in the world of work has never been as essential to a full occupational education as it is today, and as it will be in the years ahead. I believe that such experience can be provided in
nearly all the vocational training specialties in virtually all communities—if the educators themselves are willing to take the first step (58, p. 34).

Daniel Levine reports,

Reality has forced us to acknowledge that building work experience into school programs is the most effective way, sometimes the only way to enlist the interest and maintain the participation of alienated boys and girls who don't give a hand for adult admonitions that the life of the mind is the truly rewarding life, and that success in later life is best ensured through the regular academic channels of the high school (32, p. 38).

It is becoming more and more evident that while in the past youngsters could drop out of school and still find work that fulfilled life's needs, millions of youngsters are now finding the non-education route to satisfactory employment almost closed by the disappearance of unskilled labor.

Since leading educators believe that the junior high school is the place for much exploration (40, p. 194), a work-exploration program should be a big help in solving the described problem. If through exploration, students can find strengths and competencies, they can use these means to satisfy their human needs. They will be able to engage in activities where they can experience a satisfaction of accomplishment and success. They can gain status and recognition from peers and faculty as well as learn how to utilize their talents (40, p. 199).

Donald Super, in speaking of exploration says,
Adolescent exploration is a process of reality testing. It begins in the junior high school, continues through high school, and goes on also in the non-school activities in which teenagers engage. It is, however, when the youth begins to look for a job, it is when he must demonstrate that his abilities, skills and knowledge are worth paying for, and that his notions as to the kind of a person he is and the kind of things he can do are well founded, that the crucial test is met. An understanding of the nature and scope of the problem of making the transition from school to work is therefore essential to educators and counselors of youth (52, p. 10).

Super also makes an outstanding case for "exploratory behavior" by listing these possible changes which such experiences can bring about: (these could very well serve as objectives for a work experience program)

1. Increased self-knowledge
   a. more realistic appraisal of his interests, abilities, values, and personality traits
   b. more realistic appraisal of his strengths and shortcomings
   c. increased understanding of why he behaves, feels, and thinks as he does
   d. greater awareness of how he resembles, or differs from, others.

2. Increased ability to relate this new knowledge to future objectives

3. Increased and more specific knowledge of
   a. occupational possibilities: their availability, character, requirements
   b. expectations of persons who occupy a significant place in his life: parents, friends, peer group, teachers, employer, and so forth
   c. adult mores and expectations
   d. obstacles he may have to overcome to achieve his objectives
   e. his preferred occupation
4. Changes in the way he perceives himself
   a. a more realistic self concept
   b. a clearer and better differentiated self concept
   c. a more integrated self concept
   d. an expanded self concept
   e. greater confidence in his self concept
   f. a clearer sense of identity

5. Changes in his interests, values, goals, concept of success.

6. Decision to continue with or abandon a course of study, preference, occupation, or course of action.

7. Changes in the way in which he handles his problems or his relationships with people.

8. Greater awareness of the ways in which people and occupations resemble or differ from one another.


10. Seeing significance in something which previously had little or a different meaning to him.

11. Change to a vocational or educational objective which is more in line with his interests, abilities, values, personality, self concept, and financial means.

12. Clearer understanding of the bases on which certain decisions which are confronting him should be made.

13. Confirmation or rejection of a previously held belief: about himself, others, or some aspect of his environment.

14. Increased awareness of the choices and decisions which are, or will shortly be, confronting him.

15. Formulation, implementation, or both, of plans for attaining his objectives, or for self-development.

16. Formulation and implementation of plans for further exploration.

17. Clearer formulation of objectives.
18. Increased confidence in, or commitment to, his objectives.

19. More realistic plans for achieving the goals he has set for himself.

20. More specific plans for achieving his objectives.

The adolescent is full of ideas and imagination. He needs to check these imaginings against reality. The purpose and function of the junior high school exploratory program as stated by the National Association of Secondary School Principals is as follows:

Exploration is that function of the junior high school which provides each student a breadth of experiences that will broaden his horizons, develop his interests, and identify his attitudes, strengths, and weaknesses in vocational, educational, and avocational pursuits (40, p. 194).

Exploratory programs which allow junior high school students to gain from experiences outside school, but under the supervision of the school are obviously consistent with current educational philosophy.

Many programs have been tried or are in the process of proving themselves. Some have been discarded, some adjusted; but there is a great need for many more. This need for curriculum change is pointed up in the Goodlad and Klein report of curriculum development (19, p. 71). These authors, although pointing a finger toward schools to do a better job of defining objectives and devising a curriculum to meet these objectives, do not lay all the responsibility on educators. They say,
This unhappy state of affairs is not the fault of educators alone. As many critics of the schools have been saying in recent years, education is too important to be left to the educators -- and it most certainly has not been left to them. Every citizen has both the right and the responsibility to contribute continuously to decisions pertaining to what his schools are for (19, p. 71).

**Current Curriculum Trends**

Educational literature obviously supports the thesis that curricular change is imperative. It also points out that a movement is in order which will design curricula in terms of meaningful experiences oriented toward the world of work.

Melvin Barlow says that a new attitude about vocational education is needed in the schools today (3, p. 124). He says, "The first step in this process is to improve the principal's general knowledge and understanding of vocational education." The administrator must support and provide thrust for program changes. This is an administrative function. But he can't do it alone. Modern-thinking staff members, informed researchers, and innovators need to supply him with information that will help pave the way. Barlow further states, "The student and his occupational life must be an inherent part of the school curriculum at least throughout his junior and senior high school experiences." In other words, begin in the junior high with a program with a vocational outlook, a program that will carry at least through senior high, but with perhaps even farther reaching goals.
Noar says that since its inception the junior high has justified its existence through its attack on the problems caused by the special needs of the adolescent age student (36, p. 3). Battrick also points out that during these years a unique program is needed to meet these special needs. They hold that for students at this age level, the transition from childhood to young adulthood, should, in addition to the general education experience, provide opportunities to pursue their special fields of interests, and to develop good habits of character and citizenship.

Modern educators are not so naive as to think all these talents and abilities are best uncovered only in the scope of the regular academic curriculum. National vocational guidance authority Franklin J. Keller says, "Especially important in the junior high school are industrial arts, exploratory courses, ... and occupational information (27, p. 143).

Draper reports,

Exploratory programs are most often found in junior high schools as a part of introduction-to-vocations or career-survey courses. Work experiences supplement the student's study of the world of work by enabling him to "feel" what knowledge, skills, and attitudes are necessary for successful job performance. In addition, students can explore areas in which they feel their vocational interests lie and determine whether or not these are suitable for them (12, p. 62).

Alice Keliher states as one of her main points, in speaking of the jobs that lie ahead in helping students,
The addition of a rich and prolonged period of exploration into various fields of work with more active participation as well as more evaluation of the personality factors is basic to happiness and effective work in careers. Here the cooperation of community, industries, and services must be enlisted to help provide arenas for work and study and also to keep before the schools a realistic view of what the real essentials are (26, p. 7).

Research definitely points to work experience programs as an area of dire need in today's educational process. Much work has already been started in this area. Most encouraging of the research in literature are statements like the one from the U. S. Department of Labor which says,

A healthy trend in education in recent years has been the development of work-school programs, also known as cooperative education. These programs are being developed and extended in many school systems throughout the country to enable high school students to secure work experience while they are also getting a high school education. In some communities the students attend school one week and work one week; in other communities the students attend school one-half day and work one-half day (55, p. 240).

Levine says work-study programs should be re-directed and enlarged so as to serve youngsters fourteen years of age or even younger. According to his research, few programs are now directed at youth below the age of sixteen, despite the widespread agreement among psychologists, sociologists, and educators who claim that it is much harder to "effectuate behavioral change and cognitive development as youngsters grow older and their behavioral patterns and mental processes become increasingly fixed" (32, p. 53).
Levine also declares, "Work-study programs for high school age youth provide one of the most promising ways to prepare alienated youth for the real world in which they must eventually compete; as such they present the educational administrator with an unprecedented challenge" (32, p. 54).

**Results of Programs in Operation**

It has already been pointed out that students are more easily motivated when they can readily see the planned program is, to them, educationally significant. As Alice Keliher says, "It is not pressure put on children that is needed, but better positive motivation" (25, p. 3). It has been said that you can't make a child learn anything, but you can help him to be able to learn and want to learn.

Since work experience programs are a relatively recent addition to the school curriculum, not all of them have been fully evaluated. There is, however, some very significant support in the literature. The *Group Guidance Manual in Oregon Secondary Schools*, for example, says self is the most important factor in any person's life and that part-time work experience is a valuable aid in the process of self discovery (38, p. 43).

George Savitsky, in reporting on his program, points out one of the positive values of work experience. He says it "helps break down the participants' antagonisms to society and school by providing
avenues of realizable achievement and a bridge to close the gap between school instruction and outside environment" (45, p. 55).

Longstreth, Shanley, and Rice have reported in the evaluation of a work-study program in Southern California that, "... the experimental group improved reliably more than others in attitude toward school" (33, p. 228).

The London Times, in discussing a report from the Schools Council in cooperation with the Nuffield Foundation, tell the results of a survey where information was sought from more than one hundred schools, colleges, and other educational institutions where experiments were in progress. According to their findings, the schools which seemed to be making the most progress were found to be giving their attention to the needs and interests of their pupils, usually connected with the working world they would soon enter (31, p. 712).

A technical high school in Oakland, California, has a work experience program which has produced some very significant results. This project, FEAST, which means Food Education and Service Technology, takes students that appear headed for early departure from school. Many of them have intelligence enough to finish high school, or with the right motivation, even college. They report that only one out of fifty-six of their enrollees dropped out of school last year.

They also tell of the motivational aspects of the work experience
in renewing interest in reading, business mathematics, and communicative skills. "For many Students," says Randa Bohena, the project FEAST English instructor, "this is the first time English has made any sense to them" (30, p. 20).

Nearly all the programs that have been investigated for this research have been operating at the high school level. One outstanding program, however, has been successful at the elementary level. In Chicago, a program has been in operation for two years which was designed for over-age boys and girls in the eighth grade. These students spend half the day in school and half the day on the job. They get paid a small wage for their labor. The school officials are very encouraged with the results (16, p. 75).

Of the programs investigated, the school system with the most extensive total approach to the problem is Ithaca, New York. They list ten operating programs within their system which are designed to assist the reluctant or potential dropout student, or those who have already left school before completing high school. Their programs are:

1. Student to Employment Program (STEP), which is a program of one-half day in school and one-half day on a job.

2. Distributive Education.

3. Neighborhood Youth Corps. (The placement of handicapped youth in jobs with the assistance of the Economic Opportunity Act.)

5. Terminal Counseling Program. (A special counseling program for students who are not going past high school graduation.)

6. Vocational Education.

7. Career Fair.

8. Tutorial Program. (Utilization of college students)


10. High School Equivalency Exam. (1, p. 70-4)

The most significant of these for the purpose of this research study, is the STEP, since it so closely parallels the proposed project. All the other nine mentioned exist, at least in some degree, in the present program offerings of the Corvallis school system.

Evaluators of the STEP program were concerned about what might happen to students who got a taste of work. Perhaps they might like the idea and drop out of school. The results show that their students did not seek employment, but returned to school.

"13 of 15 participants--all of them almost certain dropouts--have returned to school full time and expect to graduate. If they do leave school however, the program will make the transition to the world of work far easier" (1, p. 71).

George W. Burchill's book, Work Study Programs for Alienated Youth: A Case Study, reviews and evaluates several outstanding work-experience programs. Although most of the programs are designed
for youths extremely alienated toward school and society and are focused on senior high school youngsters, many pertinent factors are disclosed.

A program in Flint, Michigan (9, p. 16), for example, is functioning with its major objective to rehabilitate junior high school boys and girls by helping them change their attitudes and behavior so they can return to classes. Although there is no formal evaluation at this time, Flint authorities see definite signs that the program may be a fine success.

The Santa Barbara program (9, p. 54), on the other hand, has been in operation since 1953, and a very comprehensive evaluation has been made. Their Work-Experience Education Program, which operates in six high schools, is coordinated into a three phase approach. Their objective is to explore work as a part of regular high school experience. They allow a total high school credit maximum of forty semester periods made up by any combination of the following:

Phase 1 -- Exploratory Work-Experience Education. In this phase students work during school time and receive school credit, but no pay. They can take this for five semester periods for each semester to a maximum of ten semester periods.

Phase 2 -- General Work-Experience Education. In this phase they work both during and outside of school. They receive pay and
credits. Ten semester periods are allowed here, with a maximum of twenty semester periods.

Phase 3 -- Vocational Work-Experience Education. This phase is set up to provide paid jobs directly related to the occupational field for which they wish to prepare. Here they are allowed ten semester periods per semester to a maximum of forty semester periods. (Presumably forty class periods.)

Santa Barbara officials concluded in their evaluation that their program did this:

1. For the student
   a. a new feeling of "belonging"
   b. accept responsibilities in a mature way
   c. better able to choose career to which he is suited
   d. bringing youth and adults closer together

2. For the community
   a. less apt to get into trouble
   b. better image of youth--young people reported that what they needed more of was work opportunities--not recreation

3. For the schools
   a. close association between schools and business
   b. better awareness of needs for curriculum change
   c. increased "holding power"

4. For the nation
   a. better trained workers
   b. more effective contributors to society (9, p. 56)

Not all experimental programs have positive results. Yoder found in his experiment at the junior high level that counseling alone was not the answer (61, p. 26). He, as the school counselor, set up
a faculty committee to identify potential failure or dropout students. They selected 23 such youngsters and worked with them through a special guidance and counseling program on a one-to-one relationship. Only four of the teachers felt their endeavors had been successful.

Structured classroom activity may also be part of the answer. Camp describes a study in which potential dropouts were identified and put into a special classroom with a special teacher. These students were taken out of the regular high school departmentalized program, but given a slightly different program from one teacher. The reported results were favorable both academically and psychologically (10, p. 191).

According to Grossman in describing the Three Rivers Program in which a special remedial program was devised to meet the needs of the students, they found these students normally abreast their peers in all but one or two subjects. As a result, they focused on English and mathematics (20, p. 19).

In the Corvallis junior high schools, the same has been found to be true, and the major emphasis for remedial work for these students has already been placed in these two areas.

It is evident, from the research, that work experience programs are by no means new, but they are certainly an important and fast-rising element in American education. And they need not be limited to serving youngsters who are unprepared for or unable to succeed in
regular academic programs. It has been demonstrated in a few com-
munities such as Santa Barbara, California (9, p. 54), that work
experience has been as valuable for bright and average students doing
well in school as for less advanced students who dislike the school and
all it stands for. Nevertheless, most work experience programs are
intended to benefit the disadvantaged, often alienated youth who have
not been succeeding in regular programs and who, in the words of
President Johnson are "killing their tomorrows one by one with point-
less todays" (23, p. 27).

Our national investment in such programs is already heavy,
and research indicates it will become even more so. Their success
or failure will be an important test for determining whether our
schools and society can meet the demands of the times and stand the
pressures of the difficult years which lie ahead.

Summary

In a recent article in School Management (1, p. 70), the editors
state

There are more ways than one to reach, salvage, teach
and, most important, prevent dropouts. If you aren't
utilizing a group of them you should be. No one program
can meet the needs of all your potential dropouts, no
matter how good it appears to be.

Many experimental programs have been and are being tried to
improve the holding power of the nation's schools. Not all these
programs are meeting with positive results, but each time a program is tried something is learned from it. Many times all that is learned is that a particular program is not functional, but from the available literature we can see that educators agree--experimentation is necessary if progress is to be made.

Studies involving on-the-job experience show good results, but studies also show that these students need a certain amount of general education. It would appear then, that a program that combines well-structured classwork with emphasis on English and mathematics, along with a part of the day in exploration of work experience, might be the answer to holding some students longer in school.
III. DESIGN OF THE STUDY

In addition to the improvement of attitudes listed in the statement of hypothesis, the program was designed to meet these educational objectives:

1. Renew interest in school.
2. Provide a realistic look at the world of work.
3. Provide vocational exploration in order to assist students in planning their high school program.
4. Provide students experiences which may motivate them toward training in a particular vocation.
5. Increase opportunities for summer or part-time employment.
6. Provide practical experiences in working with people, for an employer, and in using skills already learned in school.
7. Help students identify with good adult models.

The work experience program was viewed as part of the total junior high curriculum which leads to the following goals listed in the Corvallis Junior High School Guidance Handbook:

THAT EACH STUDENT

I. understand his aptitudes, abilities, interests, attitudes and limitations
II. develop a realistic self-image
III. become self-directed and self-disciplined
IV. develop a set of acceptable values (19, p. 2)

The extent to which these goals and objectives were met was
measured in terms of attitude change that took place during the time
the students were involved in the program. The results appear in
Chapter 6.

Population

Students in this study were selected from the ninth grades of the
three Corvallis junior high schools. The experimental group con-
sisted of a class of boys and a class of girls from Western View Junior
High School and a class of boys from Cheldelin Junior High School.
Highland View Junior High supplied a control group of boys and girls.

During the 1967-68 school year the total enrollment at Western
View was approximately 650, 235 of which were ninth graders. Sixty
of these students were boys enrolled in the industrial arts classes and
sixty-one were girls enrolled in home economics. Both of these are
elective courses, and it was from these classes that students were
selected for the experimental work experience classes. A team of
teachers and counselors selected the group according to the five
specific criteria listed on page 36.

Cheldelin is a new school that opened its doors for the first
time in September, 1967. Because of a limited staff, teacher time
was not available for a girls' program at Cheldelin at this time.
Provisions were made, however, for a boys' program. The total
school enrollment was 517. Of the 180 ninth graders ninety-three
were boys. Fifty-six of these were in the industrial arts classes from which twenty-four were selected for the work experience program.

The enrollment at Highland View during the 1967-68 school year was approximately 650, with 240 of these being ninth graders. The classes here were fifty-nine boys in industrial arts, and sixty-two girls in home economics.

The control group was selected in exactly the same manner and at the same time as the experimental class. All three junior high schools operate from the same curriculum guides for all classes, so the regular course content was the same. The only difference in the groups was that those selected for the control group remained in the regular school program all year and did not have the work experience.

The socio-economic structure of areas feeding the three schools was very similar. The students selected had many common attitudes and characteristics. They were young adolescents full of curiosity about life, eager to find answers to questions which have perplexed mankind for ages, enthusiastic about new programs and reform movements, but not overly-enthusiastic about the regular school program.

More specifically, these pupils were, in the judgment of teachers:

1. Students who appeared to have a poor self-image
2. Students whose interest in school was low and felt there was nothing in school for them
3. Students who performed below their ability level in academic courses because of lack of motivation

4. Students who showed signs of becoming school dropouts

5. Students who needed first-hand experience in order to understand and judge a vocation in relation to themselves

They also fit one or more of the characteristics for identifying students who are good candidates for a work experience program according to Guidance Services for Oregon Schools manual. These characteristics are:

- Over-age for grade group
- Small or large for age group
- Frequently ill or easily fatigued
- Not active participants in school activities
- One or more years retarded
- Frequent transfers from school to school
- Chronic absentees
- Poor readers--two or more years below grade level
- Marks in school predominantly below "C"
- Resentment toward school and adult controls
- Not generally accepted by peers
- Little or no interest in school
- General adjustment fair to poor (39, p. 106)
Experimental Program Design

Schedules were adjusted for those students who were selected to participate in the experimental program in order to free their afternoons for job assignments. Each youngster was assigned morning classes that seemed to fit his particular needs. Basically these were English, mathematics, social studies, and an elective. The program operated on a nine-week basis, and the work experience replaced half a semester in each of three classes. For most students the program took the place of science, physical education, and the second elective.

Students indicated their interest in work experience through industrial arts and home economics classes, and instructors from these areas served as the teacher-coordinators. These teachers, together with counselors, decided which students should make up the groups for each quarter. Eight students were the maximum number assigned to any one group.

During the work experience, each student worked three weeks at each of three different jobs. This provided the pupil three different occupational areas to explore. Job assignments were worked out between the student and the teacher-coordinator in view of student interests and aptitudes. It was agreed that students would serve in addition to the normal working staff and would, in no way, substitute for regular or anticipated employees. This safeguard was to insure
their learning experiences and prevent exploitation of their labor services.

Insurance protection was thoroughly investigated and several safeguards were provided. All students were required to have written permission from their parents and to carry school accident insurance. In addition, the school district insurance agent assured school officials that the district liability coverage would include this type of activity as part of the regular school program.

The work experience was looked upon as an enlargement of the school vocational laboratory facilities and as a regular school day. Students were not paid for their work since this was a part of their regular educational program. The staff philosophy was that pay would tend to minimize the educational value of the program at this stage of work experience and detract from the major aim of the program--to provide interesting, practical, learning experience.

The teacher-coordinator transported students to the job and worked closely with employers and students attempting to seek out individual problems and help develop attitudes and skills to overcome these problems. These teachers were well qualified for this assignment. They not only knew these students, (who were, for the most part, from their regular classes) but were teachers selected because they had exhibited particular concern about and talent for handling this kind of youngster. They were also teachers who were well known and
active in the community who could easily establish good public relations in the selection of and working with the employers.

Besides supervising the on-the-job experiences, the teacher-coordinators also organized weekly group counseling and discussion sessions. Students spent four days of the week on the job and the other day in this seminar session. Some of this time was used for special field trips to see a particular job operation or a place of common interest, but basically the sessions were oriented toward planning, discussing, and evaluating. Certain aspects of the world of work were discussed, but much of the time was spent in a free exchange of personal problems relating to work experience.

The students were evaluated on the job by their employers. They received an evaluation card each week which gave them an indication of how well the employer thought they were doing on that particular job. They also received regular school grades and credit for their work. An agreement was reached with the school administration whereby students received at least a grade of "C" for the quarter in the areas they were missing while in the job experience class. Where their grade had been better than "C" in the preceding quarter (as was the case with many students in physical education, for example), they received the same grade. This seemed a fair approach since many of these students were getting "D" or "F" in these other classes.

The students were not specially grouped in school classes. It
was the feeling of the faculty that this would tend to point out any academic inadequacies and spoil the motivational effect of the program. Pupils were kept in regular classes, and an attempt was made to integrate their work experiences with regular classwork. When they finished the work experience period, the students returned to their complete schedule of classes.

**Cooperating Employers**

Employers were most anxious to cooperate with local school personnel in the work experience program. Agreements were quickly brought about which provided close working relationships with employers in the Corvallis school district. They willingly pledged themselves to cooperate with the schools to provide meaningful work experience for students assigned to them.

The following businesses participated:

- five service stations
- two grocery stores
- two restaurants
- two radio and television shops
- two veterinary clinics
- a bus company garage
- an engineering firm
- a building supply
- two building contractors
- a saw and equipment repair shop
- a sheet metal shop
- a city newspaper office
- the City Manager's office
- a nursing home
- a florist shop
- a variety store
a drug store         a drive-in restaurant
a beauty salon

Instruments

Research indicates evaluation of experimental programs in education is not best done by objective tests, but by observational techniques (6, p. 7) as was pointed out earlier in the present report. Those who know the student best and are most qualified to make these observations are likely teachers and parents. Therefore, instruments were developed for use by both parents and teachers.

There is another possibility for measurement in this area--within the student himself. If attitudes change over a period of time, his reaction to certain phases of his everyday life might also change--either consciously or subconsciously. A third instrument, therefore, was developed for use with the student.

These three instruments, called opinionnaires, were developed for the sole purpose of this project and appear in Appendix B of this report. The style of scaling used with the instruments was patterned after Likert's scale (13, p. 597), since the five point rating scale lends itself to statistical evaluation. (The scale assumes equal intervals for the responses obtained.)

The responses to the opinionnaires required judgments on the part of parents and teachers. Changes which they noted were recorded
on a five point rating scale which ran from +2 for a strong positive response to a -2 for a strong negative reaction.

The students also reacted to items on a five point rating scale. A strong positive response was given the value of "1" and a strong negative response, a "5". Respondents, however, were not asked to denote change, but merely their feeling about certain topics.

Students filled out an opinionnaire at the beginning of the year, at the conclusion of their work experience quarter, and at the end of the school year. Opinionnaires were given to teachers and mailed to parents at the end of each work experience period. Responses involving both control and experimental groups were obtained at the same time.

**The Variables**

Attitudinal variables considered for comparison in this study were divided into the four general areas of attitude toward self, attitude toward school, attitude toward others, and attitude toward work. A breakdown of opinionnaire items assigned to measure these areas appears with the instruments in Appendix B.

Comparisons were made regarding mean changes of the experimental and control groups. In addition to the four specific attitudinal areas, provision to measure a total attitudinal change was also made.
Statistical Design

In order to test the proposed hypothesis, a statistical procedure was needed by which mean comparisons could be made. For the purpose of this study the student's t-test was selected and all hypotheses were tested via this procedure at the 5 percent level of significance. A detailed design of the statistic model appears in Appendix C.

Because of insufficient numbers, no attempt was made to compare boys to boys and girls to girls. Nor were comparisons made between experimental classes. For the purpose of this study, experimental groups were lumped together for comparison with control groups who were also treated as a single group.

Summary

A work experience class was coordinated into the school program. At the end of such experience, the students perhaps would know more about themselves, and the students' interest in school would be sufficiently revived so that a program could better be planned to hold them in school until they graduate. If he did not graduate, at least the youngster would have some experience upon which to rely which could help him in seeking employment.
IV. ANALYSIS OF DATA

The analysis of data collected for this study involves simple mean comparisons between Control Group X and Experimental Group Y. The hypothesis, which infers that Group Y shows greater improvement than Group X, was formulated and tested at the .05 level of significance by the use of student's t-test. This particular statistical test is uniquely suited to this type of analysis and resulted in one of the 14 areas tested showing statistical significance.

**Unselected Group**

In the process of data collecting, a third group of students was sampled using the same instrument as those in the experimental project. A ninth grade teacher was arbitrarily asked to give the opinionnaires to two of her classes in September and in May. This group of fifty students did not contain any members from either the experimental or control groups.

Although no attempt is made to attach any significance to the results, it is interesting to note the comparison with the two groups in the study. Because unselected student scores were taken without names, changes in the markings of individuals could not be made. Therefore, only raw score mean comparisons on total groups are made.
It is quite apparent that there was a difference in attitude between those students in the study and those from the unselected group. It is also interesting to note the change that took place from September to May. Whereas those students in the study showed higher scores (and thus were assumed to have poorer attitudes), they showed a very slight positive change over the year. The unselected group, on the other hand, showed a slight decline in attitude.

**Student Responses**

Table 2 shows mean comparison of student responses for the control and experimental groups. Data were collected at the beginning of the year, at the end of each nine weeks period, and at the end of the year. From the raw score totals means were determined for use in this analysis.

The table shows a positive change in attitude toward school for the experimental group, although not statistically significant but a
negative response in all other areas. The t-scores do not fall in the critical region, and the hypothesis is rejected for these areas of the study.

Table 2. Comparison of Mean Changes (Student Responses)

<table>
<thead>
<tr>
<th>Attitudinal area</th>
<th>Control</th>
<th>Experimental</th>
<th>Differences between means</th>
<th>t-scores*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toward Self</td>
<td>.73</td>
<td>.46</td>
<td>.27</td>
<td>.25</td>
</tr>
<tr>
<td>Toward School</td>
<td>.73</td>
<td>.67</td>
<td>.06</td>
<td>.47</td>
</tr>
<tr>
<td>Toward Others</td>
<td>.13</td>
<td>-.95</td>
<td>1.08</td>
<td>1.40</td>
</tr>
<tr>
<td>Toward Work</td>
<td>.40</td>
<td>.26</td>
<td>.14</td>
<td>.30</td>
</tr>
<tr>
<td>Total Attitude</td>
<td>1.35</td>
<td>-.07</td>
<td>1.42</td>
<td>.78</td>
</tr>
</tbody>
</table>

*critical regions are where $t > -1.960$ and where $t > 1.960$ at the 5 percent significance level.

Control $n = 48$  Experimental $n = 67$

Parent Responses

At the end of each nine weeks' period, opinionnaires were mailed out to parents of each student in the control and experimental groups for that particular quarter. Follow-up post cards and phone calls were needed in most cases to get the returns shown in Table 3.

It should be noted that about one third of the opinionnaires were not returned; however, there is a striking similarity between the percentage of responses from the two groups.
Table 3. Parent Responses

<table>
<thead>
<tr>
<th>Group</th>
<th>No. sent</th>
<th>No. returned</th>
<th>Percent Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>48</td>
<td>32</td>
<td>66.7</td>
</tr>
<tr>
<td>Experimental</td>
<td>67</td>
<td>45</td>
<td>67.2</td>
</tr>
<tr>
<td>Combined</td>
<td>115</td>
<td>77</td>
<td>67.1</td>
</tr>
</tbody>
</table>

Table 4. Comparison of Mean Changes (Parent Responses)

<table>
<thead>
<tr>
<th>Attitudinal area</th>
<th>Control</th>
<th>Experimental</th>
<th>Differences between means</th>
<th>t-scores*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toward Self</td>
<td>2.53</td>
<td>3.24</td>
<td>.71</td>
<td>1.20</td>
</tr>
<tr>
<td>Toward School</td>
<td>1.63</td>
<td>1.29</td>
<td>-.34</td>
<td>.52</td>
</tr>
<tr>
<td>Toward Others</td>
<td>1.13</td>
<td>1.11</td>
<td>-.02</td>
<td>.05</td>
</tr>
<tr>
<td>Toward Work</td>
<td>1.22</td>
<td>1.62</td>
<td>.40</td>
<td>1.21</td>
</tr>
<tr>
<td>Total Attitude</td>
<td>5.38</td>
<td>6.29</td>
<td>.91</td>
<td>.67</td>
</tr>
</tbody>
</table>

*Critical regions are where t > -1.960 and where t > 1.960 at the 5 percent level of significance.

Control n = 32    Experimental n = 45

Positive changes are shown in this table for the experimental group in attitudes toward self and work and in total attitude, although not significantly different; the other areas show negative responses. The t-scores do not fall in the critical region, and the hypothesis is rejected for these areas of the study.
Teacher Responses

At the end of each nine weeks' period opinionnaires were given to four teachers for each student in the study that particular quarter. Basically, these teachers represented courses in the areas of English, mathematics, world geography, and an elective. Reports were returned from all teachers.

Table 5. Comparison of Mean Changes (Teacher Responses)

<table>
<thead>
<tr>
<th>Attitudinal area</th>
<th>Control</th>
<th>Experimental</th>
<th>Differences between means</th>
<th>t-score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toward Self</td>
<td>1.15</td>
<td>2.24</td>
<td>1.09</td>
<td>2.48</td>
</tr>
<tr>
<td>Toward School</td>
<td>2.15</td>
<td>3.13</td>
<td>.98</td>
<td>.91</td>
</tr>
<tr>
<td>Toward Others</td>
<td>1.06</td>
<td>1.49</td>
<td>.43</td>
<td>.98</td>
</tr>
<tr>
<td>Total Attitude</td>
<td>4.35</td>
<td>6.87</td>
<td>2.52</td>
<td>1.43</td>
</tr>
</tbody>
</table>

*Critical regions are where $t > -1.960$ and where $t > 1.960$ at the 5 percent significance level.

Control n = 192    Experimental n = 268

The only area in this study where significance is shown is here in the area of attitude toward self as observed by teachers. It would be highly presumptuous to assume the significance shown by these data is due to any one factor or set of factors, but the hypothesis is not rejected for this particular area. The areas also show positive change, but the hypothesis is rejected for the other areas since no significance is shown where t-scores fail to fall inside the critical region.
Combined Responses

Since comparisons are made between three different groups of responders, Table 6 is presented in order to show an over-all comparison when all three are grouped together.

Table 6. Mean Change Comparisons (Combined Groups)

<table>
<thead>
<tr>
<th>Attitudinal Area</th>
<th>Students</th>
<th></th>
<th>Parents</th>
<th></th>
<th>Teachers</th>
<th></th>
<th>Combined Mean</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Y</td>
<td></td>
<td>X</td>
<td>Y</td>
<td>X</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Toward Self</td>
<td>.73</td>
<td>.46</td>
<td>2.53</td>
<td>3.24</td>
<td>1.15</td>
<td>2.24</td>
<td>4.41</td>
<td>5.94</td>
</tr>
<tr>
<td>Toward School</td>
<td>.73</td>
<td>.67</td>
<td>1.63</td>
<td>1.29</td>
<td>2.15</td>
<td>3.13</td>
<td>4.51</td>
<td>5.09</td>
</tr>
<tr>
<td>Toward Others</td>
<td>.13</td>
<td>.95</td>
<td>1.13</td>
<td>1.11</td>
<td>1.06</td>
<td>1.49</td>
<td>2.32</td>
<td>1.65</td>
</tr>
<tr>
<td>Toward Work</td>
<td>.40</td>
<td>.26</td>
<td>1.22</td>
<td>1.62</td>
<td>----</td>
<td>----</td>
<td>1.66</td>
<td>1.88</td>
</tr>
<tr>
<td>Total Attitude</td>
<td>.35</td>
<td>-.07</td>
<td>5.38</td>
<td>6.29</td>
<td>4.35</td>
<td>6.87</td>
<td>11.08</td>
<td>13.09</td>
</tr>
</tbody>
</table>

Control Group, X; Experimental Group, Y.

No attempt has been made to show significance by these comparisons, but note should be taken of the similarity in group mean totals and the fact that the experimental group totals are higher in all areas except attitude toward others.

Summary

Instruments in the form of opinionnaires were administered to students before and after involvement in the designed program. Students in the control group were given the opinionnaire at the same time. When mean changes were compared, there was no significance
shown. The hypothesis was thus rejected for student responses.

Parents were sent opinionnaires at the end of each nine weeks' period. 67.1 percent were returned. Again, however, no significance was shown from the data gathered.

Teachers were also given instruments at the end of each quarter to denote attitude changes. There was a significant change noted in the experimental group in the area of attitude toward self. In all other areas, there was no significant change noted by teachers.

Since it is obvious that evaluation of a study of this type does not lend itself to a rigid statistical evaluation, Chapter V will present an analysis of subjective data which were gathered in order to gain a more complete evaluation of this study.
V. SUBJECTIVE DATA

This type of study is difficult to evaluate in a statistical manner, yet one may learn from the varied reactions of the actual program participants. Students periodically wrote about their experiences and each week they filled out job cards which recorded actual occupational activities in which the student had engaged. In addition to this information interviews were conducted with parents, teachers, administrators, and employers. Comments extracted from these writings and interviews have been edited and paraphrased in order to make the statements more readable. Names have been changed or abbreviated to protect the identity of the individuals involved. Some of these responses follow in this chapter; other relevant non-repetitive statements are listed in the appendices.

**Individual Examples**

Comments about individual students are grouped as examples of how the program affected a particular student from the point of view of teachers, parents, employers, the teacher-coordinator, and the student himself.

**Mark**

Mark is a slight, non-athletic boy who is very moody and does
not always get along well with his peers. He is often short of temper and has a tendency to get into difficulty with teachers because of the uncompromising position he often takes. He does fairly well in subjects that he likes, but ignores the value of the others. He has had some fights in school because he has a way of irritating others and because he is the type that others just like to torment. He is one of two children, having a brother four years younger. His family is of very modest means, although both parents work. The father is a mechanic and the mother is a part-time office helper in a neighbor's business.

Teachers saw Mark's attitudes changing for the better in sixteen of the thirty-six areas they marked. One saw a negative change in classroom disturbance, and the other marks were "no change". One teacher commented, "Mark has raised his grade from a D to a C+ this 9 weeks. He seems a more responsible person--had a tendency to be a smart-aleck--has settled down considerably!"

Mark's employers marked him as good and excellent in all areas of the personnel report. Their comments regarded his good attitude, being a very good worker, his willingness to ask questions, and his good manners and willingness to learn.

Mark's mother saw him showing a definite positive change in attitude toward school, toward work, toward personal appearance, and self-confidence. She saw some positive change in attitude toward
doing homework, toward classroom work, toward talking to adults, and toward plans for the future. The other areas were marked "no change". She said this about the program,

The job-study program was a most rewarding experience for him. It has given him a great deal of self-confidence as well as helping him to form his plans for the future.

The program gives boys a chance to work with adults and to meet people. It gives them a chance to be part of a business.

Mark had these things to say about his experiences in the program:

It has showed me that education is needed in every occupation. My grades have improved and my study habits have improved. Before I started on this program, I knew very little about the guys that were on at the same time as myself. Now I realize that guys with long hair don't all fit into one stereotype, that they all have their own personality.

When I first started on this program I had no doubts that veterinary medicine was what I wanted to make my life's work. Now I think I would like to go into something else.

The teacher-coordinator reported that Mark got along well with all three employers and that they made quite glowing remarks about him and the interest he showed. He said Mark often spoke of the valuable things he was learning.

Larry

Larry has been a problem to the school since he started the first grade. He is frequently sent to the office for doing nothing,
bothering others, being disrespectful to teachers, and just creating a
general disturbance. He is very immature in many ways, at times
has been truant, and generally runs with a group who may well be
termed "undesirables". He is the youngest of four children. His older
two brothers are dropouts, but his sister in high school is doing
fairly well. His father is a mill worker and his mother does house-
work on a part-time basis for a college professor. Larry seldom
gets along with any teacher.

The teachers saw Larry with positive improvement in seven of
the 36 areas. One teacher marked a negative change in three areas
of attitude toward school, but the rest were marked "no change".
Teachers made no special comments in his regard, but it was obvious
that as a group they didn't see any significant change in his attitudes.

Employers didn't see any great change in Larry but his marks
did change from the fair and poor range to all marks of good on his
last report. Their comments were

Larry has been a good employee, but he has trouble accept-
ing what I say without arguing. There is room for improve-
ment here.

He is unsettled in his way.

Hard to get started, but can do good work when you get
him going.

Seems to like service station work. Needs to have more
confidence in himself. Wants to work.
Larry's mother saw strong positive change in his willingness to get up in the morning and in his consideration for others. She noted some positive change in attitude toward school, toward work, toward personal appearance, toward self-confidence, and toward plans for the future. Other areas were marked "no change". She made these remarks about Larry's change and the program:

He made a change for the better in his appearance when he changed his style of hair combing.

He was more eager to go to school while he was working.

He has been improving in his attitude around home. He is doing things without being asked.

This program is real good for kids that are slow like Larry is. I believe this is the only answer for them.

Larry had this to say about the program:

I think you learn more in job-study than you do in school. I think you find out on most jobs you need school more than you think you do.

I thought I liked construction, until I worked for Mr. T., but I don't no more.

I think it would be neat if you could stay on job-study for all year instead of just nine weeks.

The teacher-coordinator felt Larry had gained much from the program. He pointed out that while Larry's grades hadn't appreciably improved, teachers had remarked that he was working harder and causing very little classroom disturbance. He also pointed out that Larry's attendance was much better while in the program. His absences for the year were as follows: 1st quarter, 18 absences;
2nd quarter, 13 absences; 3rd quarter, 3 absences; 4th quarter, 9 absences. The third quarter he was in the program. The teacher-coordinator also pointed out that Larry was suspended once in each of the first two quarters for discipline problems, but not in either of the last two.

**Don**

Don is a student who performs considerably below his good potential. His attitude in school has been surly, and at times belligerent. He has had some problems within his peer group, but not serious ones. He has a younger sister in elementary school and his family seems rather stable since his father is self-employed and finances are not a problem.

Teachers saw Don showing positive change in 21 of the 36 areas. The other areas were marked "no change". In spite of this strong showing toward change for the better, the only teacher comment made was "I feel he has adopted a more serious attitude toward my class."

Employers saw Don as a very good worker. All his marks were in the good and excellent range. Comments were "Very good help", "Cooperates well", and "Goes ahead on his own."

Don's mother noted definite positive change in attitude toward school, toward doing homework, toward personal appearance, toward classroom work, and toward self-confidence. She also noted some
positive change in attitude toward work, toward consideration for others, toward talking to adults, and toward plans for the future.

The other area was marked "no change". She had this to say in her comments:

I think recognition and personal responsibility Don has received through a combination of Work Study Program, athletic participation, and encouragement from his teachers has contributed to this improvement. He has matured in his outlook on studying and homework; instead of a chore, it is more of a challenge. We are very pleased with the change of attitude this year has brought.

Don commented about the program in this way:

The first employer I liked because he always kept me busy and he set a good atmosphere. He treated me like the rest of the people. He also planned ahead for things for me to do. The second guy was not always there when I got there and he never knew what to do with me except to watch TV or dust, and that gets dull.

I think that I am learning it takes all kinds of people to run the city, from the smart to the ditch-diggers. Maybe they don't get as much pay as the others, but they are all important. (He was working for the City of Corvallis.)

Everybody asks me what I do (on this program) and everybody knows I do something special. So I feel special. I think about 80% (of the other students) wish they were on it. Even the girls.

The teacher-coordinator reported all three employers were "quite taken" with this boy. He also reported that Don "really expanded his knowledge in each of the areas. He made quite an in-depth study of veterinary medicine as a result."
Sally

Sally is a plump girl with some rather homely facial features that tend to make her physically unattractive. In school, her biggest problem seems to be one of poor academic skills that are somewhat below her potential which is average, at best. She comes from a home that seems quite stable. She has three older sisters all of whom have been fairly successful and popular in school. Sally is neither.

Teachers marked Sally as making positive attitude changes in ten of 36 areas. One was noted as negative, and the others were marked "no change". They made these comments:

I've been pleased to see Sally more out-going toward others. She has talked more to the "school leader" types.

Her self-image has improved greatly. She did work on our class play that she wouldn't have considered herself capable of before.

The marks Sally received from her employers showed her to improve from "fair" and "average" marks to "good" and even a few "excellent" at the end of her work experience. They commented:

Does very well listening and following directions.

You show real interest in your work.

A girl with lots of initiative. Also dependable and good worker.

I complimented her on her initiative and told her that employers seek this quality and pay better for it.
Sally's mother saw quite noticeable changes in her daughter. She noted definite positive changes in attitude toward school, toward getting up in the morning, toward consideration for others, toward homework, toward personal appearance, and toward talking to adults. She noted some positive change in attitude toward work, toward classroom activities, toward self confidence, and toward plans for the future. No areas were marked negative or "no change noted." The mother made these comments:

She definitely shows more concern for her personal appearance and is more careful about personal hygiene. She shampoos her hair and bathes regularly.

She seems to be more interested in school now then she was before.

The program teaches girls to know what it is like to work.

Sally made these comments about her experiences in the program:

It has shown me that I need all of the education I can get and to work better in classes I have.

I liked working there because they treated me just like one of them.

The teacher-coordinator had this to report:

Sally seemed to thrive on the personal attention showed her in the program. It was almost as if somebody really cared about her. She tried hard to please--to please me as well as her employers. Her self-confidence improved as the program progressed.
Sharon

Sharon is a neat, clean, nicely-dressed girl, but one who often goes to extremes with hair-dos and short skirts. Her two older brothers were problems to the school for a variety of different reasons. She has a step-father who is a good financial provider, and her clothes are of the best. She does poorly in all her classes. She is often uncooperative in classes and has many feuds with other girls.

The teachers noted Sharon as showing positive attitude change in 16 of the 36 areas. Two were marked "some negative change", and the others were "no change". No teacher made any additional remarks in her behalf.

Employers saw Sharon as a completely different person than the school had seen. Her marks were all "good" or "excellent" with most of them the latter. They made these comments about her:

Sharon was a fast worker and did everything well.

Very good in trying and doing helpful things.

Sharon shows great promise and interest. She has the will to learn and work, not just get by.

She has proved to be a very excellent worker and person. Her sense of duty and accomplishment would be an asset to any establishment. She keeps herself busy and does her work very promptly.
Sharon's mother was quite excited about her daughter's experiences in the program, and marked her as showing some positive change in six of the nine areas with "no change" marked in the others. She made these comments:

She seems more fastidious about how her clothes look—a wrinkle can never get by.

She never fakes illness on the first day of her period as she used to. She always wants to go to school, and I'm sure that this is because she has job study.

She seems to be more considerate of other family members and controls her temper. She is easier to talk to now.

She loves to meet people and her experiences on job study have given her experience from the business standpoint.

Mrs. C. asked her to remain with them for a second nine weeks. She was very honored--feels lab work might be a future occupation.

She spends more time in her bedroom now. She says she is studying--this is really something new!

Sharon was rather non-committal when writing about her experiences, but did make the comment that she didn't like working at one place because "they made me feel like a guest".

The teacher-coordinator saw Sharon as having a fairly well-established self-image, but said,

Perhaps the fact that she proved to be so capable on the job has shown her that she could be far more successful in her school work if she would apply herself.
Shirley

Shirley is a large, unkempt, unattractive girl who has very few friends. She does poorly in all her (remedial) classes and usually refuses to take P. E. She and her mother live alone; her father reportedly deserted them, and her mother is on welfare.

Shirley's teachers saw a variety of changes during the program. They noted some positive attitudinal change in 14 of the 36 areas. Four marks indicated some negative change noted in the areas of tardiness, peer relationships, and self-image. These were unexplained. The other areas were marked "no change". One teacher had these remarks:

She has been a model citizen since she came into this class from the remedial English class. She has not tried to make friends with anyone in the group (she's very friendly to me), but she certainly has been a diligent worker in the programmed English text I have given her to work in. Her appearance has improved also. Though she has lost no weight, she has learned to keep her hair neat after it was cut and she wears clothes which are big enough for her.

Shirley's Personnel Report marks were mostly "good" with an occasional "average" and several "excellent". Employers made these comments:

Shirley is very good in her work and seems to be enjoying it. We never see her when she isn't working.

She is very energetic and straight-forward in her remarks. She wastes very little time in getting her work done. These traits are most admirable in a person of her age, for they are often hard to find.
A very cooperative girl and willing to go ahead. Willing to try any work asked.

You have a very good attitude. Work hard in school—education is important for everything you do.

Shirley's mother noted positive change in six of the nine areas of the parent opinionnaire. Three areas were marked "no change", and some negative change noted in attitude toward talking to adults. This last mark is hard to explain since the mother was quite enthusiastic about the girl's participation in the program. She made these comments:

Enjoys her studies—seems to like them better than she used to. Work experience seems to have given her reason to study. She knows she has to study a little bit in order to get to work.

She takes better care of her hair, has to have clean clothes, bathes more often, and now wears a girdle all the time.

She talks about learning to be a photographer and getting into business. She is more determined than she used to be.

They must teach well on the job because she comes home and relates her learning in detail. The beauty shop taught her details of hair care and she does real well with hers now.

Shirley had very little to say about the program except that she would have liked to have stayed out on it longer "to have more time to do more things".

The teacher-coordinator had this to say about Shirley:

Shirley's greatest improvement was in the area of personal
appearance. She began to wear clean dresses, wash her hair more often, etc. She seemed surprised at the things she could do and was extremely proud of the compliments paid her by her employers. Her self-confidence was boosted considerably by her participation in the program.

Responses From Students

Teacher-coordinators were not bound by specific guidelines in conducting the weekly seminars. Within the general structure of these sessions, however, was an evaluation of the experiences which each student had received in the program. In general they were asked to react to such questions as, "How do you feel about your work experience?"

All the responses were positive in some respect, and although some of them were as simple as "good", "OK" or "real neat", some of them did a perceptive job in analyzing their feelings. A list of these responses may be found in Appendix D. It should be kept in mind that the responses are from students who are not normally proficient in verbal expression, especially in written form.

Teacher Remarks

Teachers of students who were getting the work experience were asked to evaluate the program in terms of their observations of these students in the classroom and as they saw them about school. Responses from teachers tended to vary more than those from any
other group of evaluators, although as the reader will recall from the previous chapter the only area showing statistical significance was that noted by teachers in positive change in attitude toward self.

Of the sixteen teachers asked to evaluate the program, only one had nothing positive to say. Several of the teachers mentioned that the change was not as long lasting as they would like it to be, while others remarked they had seen no change at all in particular students. One teacher reported that for students who were alienated toward school and society to a large degree, it was difficult to see any positive change and that often they were worse when they returned to the regular program. The teacher expressed the feeling that this was probably because the students had enjoyed what they were doing and now they must return to a full day of school and boredom.

Most of the comments were quite favorable and can be found in Appendix D.

Parent Remarks

Thirty-three parents of experimental group students were randomly selected for personal interviews. All parents responded "YES" to the question, "Would you have your child in this program if you had it to do over again?" Parents were most enthusiastic and eager to talk about the program. One of their most frequent comments was relative to their child's enthusiasm about what he was doing and the
fact that he was coming home and talking about it. Parents said they were having communication with their sons and daughters where before there was little communication about school or anything else. Several said they thought it was the real "making" of their son or daughter; others said it was the turning point in their lives. Additional pertinent remarks may be found in Appendix D.

**Employer Remarks**

One of the major concerns in interviewing employers was whether they felt compensated from their experiences with these students. When asked, "Do the students eventually contribute something to your business?" all 26 of those interviewed answered "yes". It was a unanimous feeling that any time lost in instruction was made up for by time saved in other ways. All of them also expressed a desire to be involved in the program another year.

Several of them mentioned they thought this was good public relations for both school and industry. They said that this undoubtedly had a positive effect on the recent budget election in that it showed that the school was trying to provide special programs for more children.

Each week employers filled out a "Personnel Report" for each student. This report was taken by the student back to school. The information on these cards was not only his own record of personal achievement, but it served as discussion material in the seminar.
sessions. The students were very anxious and concerned about these in much the same way they were about the regular school report cards. A copy of the card used appears in Appendix D, but it can be noted here, however, that where the ratings were in terms of excellent, good, average, fair, and poor, the "fair" column was seldom used and a "poor" marking was a rarity. All students showed progress through the term, and many received only excellent ratings by the time their term of work expired.

As may be expected, however, their main concern was for the space where "Additional Remarks" were made. Here the employer made remarks about the individual. The employers were quite conscientious about these reports; often the card was filled out in the presence of the youngster, and a discussion about the evaluation took place. These and other remarks appear in Appendix D.

**Work Experiences**

Sometimes questions were raised about the academic experience these students missed while being in the work experience program. Listed below and on the next few pages are some of the experiences students have reported being involved in while on the job. This list might be read with this question in mind, "Do these experiences adequately replace a unit of science, arts and crafts, and physical education?" It can be noted from these lists that although some of the experiences are of a purely observational nature, most of them involve actual participation on the part of the student.
Beauty Salon:
- Removed curlers from customers
- Washed combs and brushes
- Made shampoo
- Put capes on customers
- Filled application bottles
- Washed bottles and curlers
- Assisted in putting up hair
- Helped customers get under dryer

Building Supply:
- Stocked shelves with supplies
- Sorted lumber
- Assisted in making cabinets
- Assisted installation of counter tops
- Observed installation of dishwasher
- Learned how to make screen doors
- Cleaned and moved panes of glass
- Learned difference between plate and crystal
- Vacuumed and dusted
- Set up paint display
- Observed welding sink
- Assisted in laying formica
- Put hinges on cabinet doors
- Helped deliver lumber
- Made and installed shelf signs
- Puttied holes and cracks in boards

Bus Company:
- Steam-cleaned engines
- Scraped paint off glass after painting
- Drilled holes and put rivets in metal siding
- Used hydraulic wrench to remove wheel
- Observed hydraulic hoist lift engines
- Took off fuel pump for repair
- Removed generator
- Touch-up painted seats
- Riveted in luggage racks
- Changed spark plugs
- Lubricated the busses
- Sanded down a bus for painting
- Helped put a transmission together
- Washed busses
- Cleaned engine parts
- Learned how to time a motor
- Replaced distributor and tappets
- Swept and emptied trash
- Replaced oil filter
- Tightened nuts in busses
- Installed seats
- Welded broken seat
- Tested busses for anti-freeze
- Changed blinker lights

City of Corvallis (Police Dept.)
- Sat in on a conference about police procedures
- Went on patrol with assistant Chief of Police
- Learned about the teletype
- Filed information cards
- Filed finger prints
- Sat in municipal court
- Learned how to use a 3M copier
- Went to the lost vehicle auction
- Learned about the Geiger counter
City of Corvallis (Street Dept.)
- Used air hammer to break concrete
- Set street sign posts

City of Corvallis (Water Dept.)
- Rode with a truck driver and watched repair
- Helped shut down machinery at water plant
- Toured the water plant
- Helped fix water meters
- Toured sewage disposal plant
- Repaired door at public library

Drive-In:
- Waited on customers
- Took money and made change
- Made milkshakes, sundaes
- Operated grill
- Washed counters
- Took orders
- Cooked taco shells
- Fixed cokes, and other drinks
- Made hamburgers, onion rings, french fries

Drug Store:
- Did filing
- Put on price tags
- Unpacked merchandise
- Dusted and cleaned

Engineering Firm:
- Printed drawing of a water plant
- Learned about reprinter machine
- Helped make blueprints
- Learned how to take screen picture
- Learned how to file and find things
- Helped in laminating
- Took pictures with their camera
- Photographed blueprints
- Sorted and filed drawings
- Used process camera for reducing construction drawings
- Bound books
- Tested soils
- Numbered books with tape pen
- Drew a print
- Learned how to develop prints
- Learned how to use the plastic coater
- Enlarged pictures
- Made copies of aerial photographs
- Erased on drawings

Florist Shop:
- Cut stems
- Put price tags on containers
- Watered flowers
- Made corsages
- Folded boxes
- Mopped floor
- Dusted and cleaned
- Folded and cut paper
- Cut ribbon
- Cut flowers
- Made containers ready for flowers
- Arranged flowers
Grocery Store:
Folded bills
Stocked shelves
Swept floors
Stamped letters
Washed windows
Boxed and carried out groceries

Cleaned vegetables
Sacked candy
Put prices on items
Bagged peanuts
Filled bags with ice

Home Builders:
Measured and helped set in beams
Helped cut rafters
Learned how to make headers
Helped nail roof on
Helped measure for walls
Measured and marked for wall studs
Put up wall paneling
Helped put tar on roof
Went with contractor to buy supplies
Helped put on siding

Dug ditches
Shoveled gravel
Carried lumber
Picked up wood and nails
Stacked lumber
Helped nail on flooring
Helped lay out floor plan
Stacked and cleaned bricks
Helped install furnace
Figured amount and poured cement

Newspaper Office:
Did filing
Labeled papers for mailing
Delivered messages
Picked up packages

Observed printing procedure
Prepared papers for mailing
Did proof reading
Made ad layouts

Nursing Home:
Made beds
Cleaned lavatories
Emptied waste baskets
Folded linens
Served drinks to patients
Combed patients' hair

Brought in laundry
Swept and mopped floors
Folded napkins
Emptied garbage
Dusted
Changed chair pads

Radio and TV:
Tested tubes
Swept, dusted, and emptied waste baskets
Helped load and unload appliances

Helped deliver new appliances
Went out on repair calls
Helped repair radios and TVs
Unpacked new TVs
Restaurant:
Cleaned vegetables
Made salad dressing
Cleaned shrimp
Weighed hamburger
Stemmed strawberries
Prepared crab
Folded napkins
Set up dining room for banquet
Served customers
Changed menus
Made coleslaw
Prepared vegetable tray
Made hot sauce
Made jelly
Fixed jello
Made potato salad
Prepared hamburgers
Peeled, grated, and prepared fruit
Cleaned and set tables

Saw and Equipment Shop:
Put together new lawnmowers
Steam-cleaned mowers
Repaired lawnmowers
Put tractor together

Service Stations:
Cleaned rest rooms
Painted tires
Changed tires
Changed oil in a car
Lubed a car
Vacuumed the inside of a car
Stacked oil (cans)
Installed new exhaust pipe
Took money, made change
Helped remove cylinder heads
Helped adjust set of brakes
Emptyed trash
Washed a state patrolman's car
Left in charge for a few minutes
Washed windows
Hosed down the lot
Pumped gas, checked air in tires
Washed windshields
Checked differential level
Made out credit card charge slips
Used hydraulic jack to raise camper

Sheet Metal:
Cut lengths of galvanized steel,
Punched them
Ran them through fold press,
Made drawing of steel box
Cut out, bent, and spot welded boxes together
Soldered metal joints
Crimped joints
Used spot welder
Operated hydraulic metal cutter
Operated pipe threader

Variety Store:
Dusted and swept
Sacked candy
Put price tags on items
Straightened up ribbon and other counters

Veterinarian Clinics:
Folded statements and inserted envelopes
Held a cat for the Dr.
Assisted pulling dog's teeth
Washed, hair clipped, and nail clipped dogs
Clipped a dog's tail
Combed and bathed dog
Typed and filed
Assisted in operations:
  Spaying of cats and dogs
  Removal of tumor
  Castration of dogs, cats, horse, bull
  Removal of eye
Took medicine inventory
Repaired animal hair dryer

Observed:
  Operation on a cow
  Putting animals to sleep and disposition
  Dissections and diagnosis at OSU lab
  Un-shoeing a horse
  Checking dead cows, taking samples, using microscope, and making diagnosis
  Checked a horse for pregnancy
  X-rays
  Testing for pregnancy in cows
  Care of calf with urinary infection
  Dog's eyeball being put back in
  Wiring on dog's jaw
  Cleaning a dog's teeth

Wrote out receipt
Stamped envelopes
Cleaned up after operations
Helped prepare for operations
Washed and dried slides
Washed clothes worn while operating
Took x-rays of animals
Counted pills and packaged them
Observed through microscope
Took animals to and from kennels
Helped de-horn cattle
Helped pull a calf from a cow

Anecdotal Remarks

Teacher-coordinators reported that many valuable experiences occurred not planned in the program—they just happened. All girls in the program got a personal shampoo and hair set from the co-operating beauty salon. One boy went to Portland with a contractor on an all-day supply purchasing excursion.

Seminar discussions often led to some interesting field trips. On one occasion the girls decided to tour the local hospital. The boys got interested in an up-coming murder trial and witnessed the jury being selected. One discussion among girls involved shopping. The
instructor noted one girl had never gone "window shopping." The next day the two of them spent the entire afternoon window shopping.

Practical problems often appeared on the job. One afternoon when a boy returned from his job, he was excited because he had to order the cement for a driveway and retaining wall the next day. The employer had him measure the area to be poured and told him to come the next day prepared to get on the phone and order the concrete. The reason for the concern was that the boy fully realized that if he ordered too much, it would cost the contractor extra money and if he didn't order enough, the truck would have to make another trip and that too would be expensive. Not only that, he didn't know how to figure volume. With the help of his math teacher and his remedial math classmates, who spent the whole period on the problem, he got an answer. By now all the boys in that group were concerned and wanted to go to the job. They too were anxious to see if he would order the correct amount. All turned out well. The right amount was ordered and the boy involved even got added prestige by being allowed to put on boots and get in and help with the job while his envious buddies stood by and watched.

Another incident involved a boy with a similar math deficiency who in his final week at the service station had earned the privilege of working "on the island"--actually waiting on customers, taking money, and making change. He was doing very well until on his third
day of taking money, a man got $3.60 worth of gas and gave him a check for $5.35. This presented a real problem, for the boy had learned to make change from large bills, in even amounts. To add to his problem, the boss was out in back and couldn't help him. This also turned out very well. The customer noted the dilemma and showed the boy how to figure problems of this type. The boy later told the instructor about his confusion and the lesson in mathematics he would never forget.

In the early stages of the work experience program development, there was anxious concern on the part of the employers in wanting to do something for these students who had worked for them. They finally decided that since the students could not be paid for their work, the least they could do was to take them out to dinner. Since that time the dinner has become a traditional part of the program.

At the end of each period, the employers invite the students to dinner. A nice restaurant is selected where several courses are offered and waitresses come around for orders. This provides for many their first experience in ordering salads and dressings, steaks, vegetables, and other trimmings. Learning also takes place in the use of napkins, silverware, and rules of etiquette.

Usually at the end of such a meal, someone from the world of work will give a short address. Following this, token awards are made from the students to the employers. Students get up before the
group and say a few words of thanks to individual employers and present them with certificates for "Meritorious Service to Education." Each student makes such a presentation. The courteous applause which follows adds to the formality of the occasion.

At one such dinner a former graduate of the program now in senior high school was invited back to speak to the group on what his experiences meant to him now that he was in high school. He not only accepted the challenge, but did quite a remarkable job. He addressed the group with poise and self-assurance. Afterward when he was being complimented on his talk, he said, "I'm glad you liked it. I had three speeches written and I wasn't sure which one I should give." This was from a boy who a year before hadn't even liked to talk in class because he was fearful of saying something wrong.

During another banquet, a tape recorder was used to record responses made by students and employers as they responded to such questions as, "What was the most surprising thing you found in the program?", "What was the biggest adjustment you had to make?", and "What was the most important thing you learned in the program?" The remarks were not only unique and interesting, but were quite perceptive. The tape was used later on campus at Oregon State University as the basis for class discussions in guidance and vocational education classes.

During the course of the program, a group of students from a
vocational education class at Oregon State University visited one of the schools to view the program and talk to some of the participants. One of the most interesting discoveries they made, during their discussion with a group of boys, was in regard to the group seminars. They were told by these boys that the seminars had provided them with an opportunity to talk and for someone to listen to their problems and how they felt. They said they had never been able to do this before.

On one occasion while opinionnaires were being collected, teachers casually remarked to the writer how some of the students got worse before they got better. These students, they said, are often confronted with attention and prestige they have never had before and they don't quite know how to handle it. Thus, they are often overt behavior problems in the classroom where they haven't been before. As one teacher put it, 'Don't take Linda's negative change marks as negative. For her this is good. At least she is no longer passive. She speaks up now--to other students and even on occasion is sassy to me, but for her this is a good improvement.'

Of the 72 students who began the work experience program only five (all boys) were program dropouts. One was dropped because he refused to get his hair cut after the employer had asked him to. Another was dropped because he could not adjust to taking on jobs he didn't like to do. He was being given a "second chance" after not
doing well the first nine weeks, but was returned to the regular school program. For the other three, it was difficult to determine the exact reason for their wanting out, but they gave these reasons:

(1) Missing too much in the other classes

(2) Sprained thumb in basketball and couldn't work. (The thumb was bandaged, but in the opinion of the teacher-coordinator, he could have worked.)

(3) Didn't like getting dirty all the time. (He had worked for a grocery store, the sheet metal business, and was at a service station when he quit. The instructor believes he got tired of taking orders.)

There were no cases of dishonesty reported from any employer for any student in the program.

One administrator reported that he had observed classroom teachers showing much more concern for these disadvantaged students once such students were involved in the work experience program.

Another administrator summed up his evaluation with this comment, "The whole program can be deemed worthwhile in the complete change of attitude I have noted in one boy. I'm sure that the entire cost of the program is less than what society has saved by the change in this lad. He is an entirely different boy than he was before."

**Summary**

Short statements from program participants and anecdotal remarks, although highly subjective, provide additional data which
is pertinent to the total evaluation of this project. It has also been pointed out that the work experiences have involved active participation in productive endeavor on the part of these students. It can also be realized that experiences such as these provide many bi-products in terms of incidental, but worthwhile learning.
VI. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The statistical analysis of the data, showing significance in the area of attitude toward self as observed by teachers, has been supplemented by subjective data.

The subjective data provides an invaluable list of testimonials and experiences. The findings show personal significance to students in all areas outlined for study at the outset of this project. When the program is found to be significant to one youngsters or several youngsters, it can be deemed significant.

The participants in the program saw positive changes in attitudes of self-realization, attitudes toward school and education, and attitudes toward adults. Students and parents alike spoke with enthusiasm about the experiences in the program. The variety of jobs and the reality testing of work experience increased their awareness of the world of work and of the personal and educational responsibilities that accompany occupational activities. Teachers and parents saw a decided change in personal pride in appearance and grooming. They saw a carry-over into pride of doing school work and tasks about the home. Parents were surprised at the more wholesome attitude toward school and the enthusiasm about what their
child was doing "on the job."

According to employer evaluations, the primary job skills, which are the actual operations necessary to perform a task, did not present real learning problems to these students. It was also evident that major growth was shown in the secondary job skills such as employer-employee relations, punctuality, appearance, following instructions, ability to work independently, and perseverance. Teacher-coordinators report such skills are better learned when there are positive on-the-job requirements.

The work experience program made an ideal testing ground for practicing these secondary job skills. Under the supervision of the teacher coordinator and the employer, work habits were noted and corrected. The young teenager, or any beginning worker for that matter, is going to make mistakes. These students made their fair share, but since these experiences were a part of their education, and the students were aware of it, they made their mistakes without a major loss of personal prestige. Employers understood the program, tolerated, within limits, the students' weaknesses, and tried to make each occupational experience a learning situation. Now, on the basis of classroom teacher observations, teacher-coordinators' observations, employer evaluation, employee comments, test data, anecdotal reports, and miscellaneous school records, a much more accurate evaluation of the student's vocational potential can be made.
The work experience program fills the needs of young adolescents which Noar breaks down into four categories.

1. The need for affection and security, which create feelings of being wanted and sense of belongingness.

2. The need for recognition and reward.

3. The need for achievement and success, which help to create feelings of adequacy.

4. The need for fun and adventure: new experience (36, p. 32).

The employers accept these students as they are. As far as these adults are concerned, these students are genuine, good, worthwhile individuals. They appreciate them as persons as well as someone to whom they are teaching something sincerely appreciated. There is a very close interplay of personality in this relationship. The student feels as if he is a part of the business—that he is important to someone. The need of affectional security, which includes the need to be liked, wanted, understood, and accepted for oneself, is quite plainly met from the personal contact with employers and fellow workers on the job.

Employers working with these students build "ego mountains" in their spirits by giving well-earned praise for jobs well done. These men and women well understand the meaning of success (and failure). They tried so hard to do a good job in this respect that at times it was necessary to caution them about marking students too high on the weekly evaluation cards. The need for recognition and
reward involves this need for praise and success which is so essential to normal emotional growth.

This program provided successes. On the jobs students had many chances to show they could do things and do them correctly and according to adult standards. The self concept of their abilities was observed to change from "I can't" to "I can." The principle of worth and dignity was given a gigantic "shot in the arm." The need for accomplishment and achievement includes the need for success, freedom from fear and guilt, and for a reduction of the frustration in the learning processes. In the classroom, most of these students had experienced failure which led to feelings of anxiety, fear, and inadequacy. Good adjustments are made from successes, not failures.

The need for new contacts with things and ideas was met everyday through their work experiences. Observation of these youths bubbling with enthusiasm over things they had never seen happen before was a tell-tale sign of personal enjoyment. Replacing a truck engine, filling a car with gas for the first time, trimming a dog's toe nails, making a hamburger and milkshake, taking money and giving change, washing the big front window, writing a large ad for the local paper, computing how much cement to order for a driveway--these are causes for excitement; these are new experiences, fun, and adventure to boys and girls wanting to do something worthwhile.

The need for new experience, for fun and adventure was most notably
One of the main keys to the success of this program was the teacher-coordinator. A major task here was to restore a little dignity of life and perhaps help the student to see that all was not lost because he was failing or doing poorly. In varying degrees, this was accomplished, but the program could not have realized its success without being built around such instructors who established and maintained personal contacts with students, employers, and school officials and who were skilled in supervision and guidance.

For many students the work experience program proved to be a real high-light—a turning point in their high school careers. While it is not suggested that the program is a panacea which will solve all the problems of reluctant learners and disadvantaged youth, many students are now better able to take a realistic look at where they are going and what is involved in getting there. Thus, they are better able to set realistic educational and occupational goals.

The study verified the following specifics:

1. A work experience program meets the needs of young adolescents.

2. A program of this nature is difficult to evaluate by statistical analysis, especially in terms of attitude change.

3. Control group students evidenced growth which indicates there are many experiences which are now provided within the regular
school program which effect positive attitude development.

4. The attitude of ninth grade students toward school in general seems to wane toward the end of the school year.

5. Business and industry are willing and able to assist the school in the total educational program.

6. Competent staff members are an essential part of the program.

7. Students are enthusiastic about this type of educational program and show visible signs of improved attitudes.

8. Parents believe this is an invaluable experience and is of utmost educational value.

9. Teachers see this as an integral part of the total educational program. Though not an answer by itself, it offers renewed hope for many students.

10. Many students would like to be more involved in small group discussions or group counseling situations.

11. Programs like this could be a great aid in reducing school dropouts.

12. Such programs provide an opportunity for better student-teacher communication.

13. Results are not always seen as long-lasting. This implies starting sooner with some students, and keeping some in the program for a longer time.
14. Students who do poorly in school may be very pleasant, industrious, efficient, and productive workers.

15. A work experience program has certain limitations, but for the type of student involved in this study, it shows much promise for the future.

**Interpretive Analysis**

It is recognized that these factors affected interpretation of the data:

(1) The Hawthorne Effect which influences those involved in the experimental group is a strong factor. It was obvious to the writer that the students, teachers, and parents in this group were making a more conscientious effort to evaluate their feelings and attitudes because they were involved in the study of a new program. There was also a strong feeling of loyalty on the part of certain students toward the school and individual instructors.

(2) In interviews conducted at the end of the year, it was noted that experimental group parents who had marked "No Change" on the opinionnaires, had many good comments about the program and what it had done for their boy or girl.

(3) It was difficult for the control group to find a point of reference for denoting change. Even though they were given some guidelines, it was obvious after talking to parents that they tended to
mark the forms according to the way they felt their child was at this point and not always in terms of any change noted for a particular period of time. This was a difficult task to ask of parents.

(4) As the data from the unselected group showed, it is not uncommon for attitudes to be lower on the scale in the spring than they were in the fall. This factor undoubtedly affected students in both experimental and control groups.

(5) Not having sufficient number of students so that the control and experimental groups could be in the same school undoubtedly affected results. Although efforts were made to make the situations similar, there were different philosophies among staff members that created discrepancies between control and experimental evaluations.

(6) Changing boundaries caused by the opening of the third junior high school had an effect on measurements taken in September and even later on in the year. Students and parents were alienated because of transfers being required after pupils had attended two years in another school.

Recommendations

The following recommendations seem to be warranted by the literature, the findings and the conclusions of this study.

1. Work experiences should be implemented at the junior high school level and safeguards for insurance coverage and adequate staff
members should be provided.

2. Educational activities that tend to lead up to actual work experience should begin no later than grade seven.

3. Once these programs are in operation, follow-up programs should be planned and implemented at the senior high school level.

4. Group seminars were found to be an important phase of this program. More small group work should be incorporated into regular school experiences.

5. This program made education more relevant. Educators should plan more experiences that combine the power to do with the power to know.

6. In all areas of education there is a need for humanizing the educational process. Additional studies of work experience programs and beyond are encouraged.
BIBLIOGRAPHY


APPENDICES
APPENDIX A

1. Letter to Dr. Fred Quale, Director of Instruction, Corvallis School District 509J, asking for permission to conduct the study.

2. Letter from Dr. Quale granting permission
Dr. Fred E. Quale, Assistant Supt.
Curriculum and Instruction
School District 509J
1455 Country Club Way
Corvallis, Oregon

Dear Dr. Quale:

I am conducting a research project in regard to attitude changes which may take place as a result of ninth grade students being involved in a job experience program.

Since your school district has such a program in operation, I am seeking your approval to work with the Corvallis junior high schools in conducting this project. With your permission, I will work through the school principals in gathering data during the coming school year.

Sincerely yours,

Marleau S. Harris
September 8, 1967

Mr. Marleau S. Harris
1640 North 13th Street
Corvallis, Oregon

Dear Marleau:

Please consider this letter official approval for your project as explained in your letter to me of August 25, 1967. My understanding is that you wish to conduct a research project relative to the attitude changes which may take place as a result of our 9th grade students being involved in job experience programs.

I am sure that you will want to work closely with the school principals in gathering your data, and that you will want to keep them informed step by step during the course of your research project.

Sincerely yours,

Fred E. Quale
Director of Instruction

FEQ:ba
APPENDIX B

1. Attitudinal variables considered for comparison in the study and opinionnaire items assigned to measure these variables.

2. Directions for administration of student opinionnaire.

3. Student opinionnaire.

4. Cover letter to teachers.

5. Teacher opinionnaire.

6. Cover letter to parents.

7. Parent opinionnaire
Attitudinal Variables

Attitudinal variables considered for comparison in this study are divided into four general areas which are listed below along with the opinionnaire items assigned to measure each area.

1. Attitude toward self
   a. student opinionnaire items 8, 9, and 12 through 19.
   b. parent opinionnaire items 6, 8, 9, and 10.
   c. teacher opinionnaire items 7 and 9.

2. Attitude toward school
   a. student opinionnaire items 1, 3 through 11, 13, 15, 17 and 18.
   b. parent opinionnaire items 1, 5 and 17.
   c. teacher opinionnaire items 1, 3, 4, 5 and 8.

3. Attitude toward others
   a. student opinionnaire items 10, 11, 12, 14, 15, and 16.
   b. parent opinionnaire items 4 and 8.
   c. teacher opinionnaire items 2 and 6.

4. Attitude toward work
   a. student opinionnaire items 2, 10, and 19.
   b. parent opinionnaire items 2 and 10.
   c. teachers were not asked to evaluate any change in attitude toward work since it was not possible for them to observe this phase of the program.
DIRECTIONS FOR ADMINISTRATION OF STUDENT OPINIONNAIRE

I. General directions to examiner.
   A. Be sure all students have a pencil or pen. (preferably pencil)
   B. Separate students as much as possible.

II. Directions to students
   (To Highland View students only, first say: "You have been
    selected to participate in a study about ninth graders.")
   A. Say: I am going to pass out some printed forms to you. These
      are called student opinionnaires. On these will be places for you to
      mark how you feel about certain topics by the way of a rating scale
      from 1 to 5. The way you mark these has nothing to do with school.
      The information is for a study conducted by Mr. Marleau Harris who
      is a graduate student at OSU. He is the only one who will be looking
      at these sheets. As you will see, this study is about how ninth
      graders feel about certain things.
      Please read each statement carefully, then mark it as honestly
      as possible. Do no writing until I tell you to do so.
   B. Distribute forms. Do not allow talking!
   C. Next say: At the top of your form fill in the name of your
      school. For the date, put __/__/___. Write in your first and
      last name, (Pause)
      Now look at the directions while I read them. They say;
Indicate your opinion toward the topics below by making an "x" over the point on the scale which best shows your reaction.

Look at topic A. It is a sample question. (pause for reading) Now everyone likes apple pie--or do they? Some may not like any pie, especially apple. You mark now in the box between "great" and "terrible" to show how you feel about apple pie. (pause) If it is your favorite, you probably put your "x" by the mark indicating 1. If it is good, but not your favorite, you maybe marked 2. If you can take it or leave it, you probably marked 3. If you don't particularly like apple pie, you likely marked 4, and if you hate apple pie you marked 5.

There are 20 items to be marked in a similar manner. Are there any questions on how to mark your answers? I will be available to answer questions or explain word definitions. Alright, you may begin.

(Circulate among students to be sure they are marking responses correctly.)

D. When they are finished have them turn their papers over and sit quietly until all are finished.
STUDENT OPINIONNAIRE

Indicate your opinion toward the topics below by marking an "x" over the point on the scale which best shows your reaction.

<table>
<thead>
<tr>
<th>REACTION TOPICS</th>
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<td>A. Apple pie is (SAMPLE)</td>
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<td>1. Modern music is</td>
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<td>2. School is</td>
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<td>3. Work (outside of school) is</td>
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<td>4. English is</td>
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<td>5. Industrial Arts (Home Ec.) is</td>
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<td>6. Math is</td>
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<td>7. Homework is</td>
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<td>8. My attendance in school is</td>
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<td>9. Talking in front of the class is</td>
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<td>10. My plans for the future are</td>
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<td>11. Teachers are concerned about my problems</td>
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<td>12. Principals help students</td>
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<td>13. My ability to make friends is</td>
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<td>14. My ability to do school work is</td>
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<td>15. I get along with other students</td>
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<td>16. I get along with teachers</td>
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<td>17. I get along with other adults</td>
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<td>18. In school work, I try</td>
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<td>19. At school, I am</td>
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<td>20. My chances to get a good job someday are</td>
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Dear

In connection with the research project that I am conducting, I would like to ask you to take a few minutes of your time and check the accompanying opinionnaire(s). The opinions you indicate on this form are valuable to me, and I appreciate your assistance in gathering this data.

If you would like more details about the project, please call me at 754-1901 or check with your building principal.

Please return these forms to the assistant principal and I will collect them from him.

Sincerely,

Marleau Harris

MH/kek
Please check this opinionnaire for any changes you have observed in the attitudes of ____________________________

Mark an X in the best response to each attitude area.

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<thead>
<tr>
<th>Attitude Area</th>
<th>Definite Positive Change</th>
<th>Some Positive Change</th>
<th>No Change Noted</th>
<th>Some Negative Change</th>
<th>Definite Negative Change</th>
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<td>Consideration for others</td>
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<td>Homework</td>
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Comments:________________________________________________________________________
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Teacher__________________________

Subject__________________________

Date___________________________
Dear

The Corvallis School District and Oregon State University are cooperating in a study concerning the school program.

We would greatly appreciate your taking a few minutes of your time and completing the enclosed check list and returning it in the enclosed envelope.

The information sheet need not be signed unless you wish to do so. Your opinions are valuable to us.

Thank you for your cooperation.

Sincerely yours,

Dr. Fred E. Quale
Curriculum Director
Corvallis Public Schools

Mr. Marleau Harris
Project Director
Oregon State University

MH/kek
Please note changes in attitude you have observed in your 9th grader this year.

Mark an X under the statement which best indicates your response to each attitude area.

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<tr>
<th>Attitude Area</th>
<th>Definite Change--Better</th>
<th>Some Change--Better</th>
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<td>Toward work (outside school)</td>
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<td>Getting out of bed (week days)</td>
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<td>Toward doing homework</td>
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<td>Toward personal appearance</td>
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<td>Toward classroom work</td>
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<td>Toward talking to adults</td>
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<td>Self-confidence</td>
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<td>Plans for the future</td>
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Please list here reasons you think attitudes may have changed:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Other comments:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed: ____________________________  
(not necessary)
APPENDIX C

1. Statistical forms used in the study.
Symbols and abbreviations:

\( \bar{x} = \) mean of control sample

\( \bar{y} = \) mean of experimental sample

\( n = \) number of observations in control sample

\( m = \) number of observations in experimental sample

\( \Sigma = \) sum of

Formula for testing the difference between the means of samples of unequal size using student's t test:

\[
t = \frac{(\bar{x} - \bar{y}) - 0}{\sqrt{\frac{\Sigma(x_i - \bar{x})^2}{n} + \frac{\Sigma(y_i - \bar{y})^2}{m} \left(\frac{1}{n} + \frac{1}{m}\right) \over (n + m) - 2}}
\]
APPENDIX D

1. Student remarks
2. Teacher remarks
3. Parent remarks
4. Employer Personnel Report card
5. Employer remarks
STUDENT REMARKS

The work study program has given me courage to go on through school and to get a good job. Before I got on this program, I had lost all hopes of going through school. But this has given me a new start in my life.

I have never been doing so good in all my time in school.

Job study has changed my way of thinking about life. Never before have I wanted to study, but I finally learned the importance of getting good grades so when my first employer asks about my grades I won't have to be embarrassed.

It makes you want to come (to school) more.

It has shown me that I need all the education I can get.

I have learned that no matter what you want to do, there is some place, a kind of school, where you can learn more about it.

It has shown me that education is needed in every occupation.

For the first time I have something to really work for in school. I want to be a veterinarian, even though it means nine years more of school.

I have learned that it's not easy to find a job that you really like. It has also taught me to try and make good no matter if you like the job or not.

I know I don't want to work in a service station all my life.

It helped me decide on what jobs I wanted to get.

Now I want to be a mechanic even more than I did before.

I hope to become a TV man some day.

I love to work, but I hate school worse because I want to go out and get a job.
While I was on job study, I felt like someone doing his job well, and I also felt important. I liked sitting on the stool with adults and having a coffee break.

I didn't like working for Mr. K., he watched me as if he thought I would take something. He didn't watch his other employees.

I liked working for Mrs. O. She treated everyone the same.

For once like a man I was treated. He treated me just like one of the other men and it makes me feel real good.

I liked working for Dr. C. because the people there treated me as one of them and expected the best from me.

I like working at the nursing home. They let me do just as much work as the other people.

I liked working at M. G. because I felt they really trusted me.

I didn't like working at . . . because they treated me like I was a little kid about 5 or 6.

I enjoyed working at the GT because I was doing the same thing one of the regular employees was doing as his job after school.

I liked working at K. C. because they let me do as much as I could.

I liked it at the A. C. because they had me doing all the things that you would do if you worked there.

I liked working at M. G. but wished I had more to do.

I did not like working at . . . because they made me feel like a guest.

I liked my first supervisor the best because he kept me busy and he treated me like the rest of the people.

I liked Mr. O. because he told me what to do and didn't stand right there and hover over me while I was doing it and even complimented me when I finished.

I don't think they would treat an employee quite as easy as they did me.
All I did there was dust. I thought I was going to learn something that would do me some good. I wanted to work, to really do something.

I didn't like it at . . . There wasn't enough to do.

I found out how much trouble the employer goes through to make everything just right for the customer.

I think D. F. (an employer) is a good teacher because instead of just simply telling you he lets you do it.

I think this has improved my speech with other people.

I was surprised that I didn't get chewed out when I backed into that TV set and broke it. He just said I'd have to be more careful when I was around valuable equipment.

I wanted to get in the program to show people that guys who have long hair and wear pointed shoes aren't so bad after all.

As an old proverb--a picture is worth a 1,000 words, but showing the real thing is even better. A job is like a team pulling together to get the same thing accomplished.

In his job he heals animals. The majority of his patients are cats and dogs. His job is less complicated and a little easier than a doctor of people. A life of a person is valued lots more than a life of an animal, but he takes just as long in training so he ought to really know what he's doing. He has to be able to recognize symptoms because animals can't talk, but they can still communicate.
TEACHER REMARKS

Some students take more pride in their personal appearance and grooming.

They have had a tendency in general to become more involved in classroom activities.

Most of the people I have had are accepted by their peers, but because the boys feel a greater sense of worth, he contributes more.

The program does a great deal for the individual, giving him a sense of pride and satisfaction. Although his academic work does not sharply improve, attitude and personal pride does.

About one fourth of the boys I see improve while they are in the program, but have noticed little change when they are through. The haircuts are great. I believe we are saving a few boys.

I think almost all of them have done better work. There seems to be more of a sense of responsibility and concern.

Some of them have stopped to visit with me more—they seem more willing to accept the teacher as a "person."

It gives me a better chance to know them, since they always will talk about work study experiences.

A few students mentioned that they were confronted with mathematical situations in their work, and we discussed these aspects of their work.

Politeness improved in most cases.

Some of the boys felt proud to be chosen and showed this by feeling more important in school.

Group discussions evolved from students asking these boys what they were doing. The other students were very much interested.

I believe in a different approach for these students and this seems to suit the needs.
The girls didn't seem to change as noticeably as the boys.

Girls are doing a better job with their hair and are more concerned about what they wear.

Many of the boys dressed more neatly and seemed to take more of an interest in the class while they were on work-study.

Some showed outwardly that they felt more mature and acted accordingly in class. Others showed no change.

One of the most noticeable changes, I feel, is the better self concept these students have. They have been chosen for something, have worked for success, and felt the pride they so badly needed.

Discipline problems in English class have decreased remarkably since B. has some direction and improved attitude. He has asked others to follow standards of behavior when he felt it was needed.

More alert for the most part. Seemed to be enthusiastic about discussing anything pertaining to their "jobs."

It seems to me that these boys felt they were men among men doing jobs which counted in the "real" world.

I am dedicated to any program which can give these kids a self-image of worth. This program does it.

You are seeking the impossible. It would take more than nine weeks of your program to change him very much. Also, the actual result of your program insofar as the individual is concerned, will probably not be visible, or realized by the individual, until many months—if not years—later.

Students who have a strong potential but are not motivated show a strong positive change upon returning to the regular school program.

I wish there could be some way to discourage the feeling of many students that job study away from school is a "vacation." Some can hardly wait for the last fifth period bell to "get out of school." It is almost a reward for poor attention to academics.

The change of attitude toward my class has been most undesirable over the year.

Changes are only as long as they are in the program. There are too many students involved and too short a time for each student.
PARENT REMARKS

A chance to see that the work you get without an education is physically harder than work you can get after a high school education.

An opportunity to show you're dependable even if you can't do a perfect job.

Seems to see a value in her studies. Insists on not being late, or not missing school since she is working. (This girl was frequently late or absent.)

Gives them a good sense of responsibility. Makes them know there is more to life than "playing around."

Beauty shop taught details of hair care and she does better with hers now.

Seems to have broadened her outlook--has made her feel that there is a place for her in the world. (This is a small, shy, meek girl who is a foster child in a family of nine children.)

Very interested in hospital tour. Became more informed about nurses' aide work which she considers as a future career.

An opportunity to gain personal confidence.

It excited our daughter when she came home with an excellent "report card" from her employer. She does not usually bring home good reports from school.

She is more concerned about how her clothes look because she is seen by the public when on the job.

Will help them when they go to look for work. They will have had experience.

All these experiences are improving self-confidence and poise in dealing with other people.

Helps them see what they don't want to do.
She definitely found out that there were other people in the world besides teenagers. Learned how to get along with different types of people.

Helped firm his ideas about mechanics.

Helped him to decide not to go into veterinary work.

He is more anxious to do well now. Is concerned about grades. Better sees usefulness of school. Experience at the engineering offices helped him plan for a career in engineering. (This highly intelligent boy was doing practically nothing in school.)

Son says this has more meaning than going to school. He would come home and talk about it for hours.

It is too bad they can't have it all year long.

A chance to do something that really seems worthwhile.

One of the teachers told me that he had improved 100 percent during the time in the program.

He just grew up a year or two while in the program.

If a child isn't college bound, this gives him a footing for the future.

Most people won't hire boys without some experience. This gives them some experience.

It helps them find out work is not all fun and interesting things to do. They have to clean up afterward and so on. They learn to take the bad along with the good.

My children have all had to work and earn their own school clothes. This gives him some additional experience that will help him get a job.

Everyone has noted the change, even his grandfather who recently came to visit. He's never been interested in doing anything before--now he's trying to do everything. We have good visits with him at home.

A chance to find out they can really do something "grown up."
A chance to work with adults--to meet people--to be part of a business.

My older son probably would not have dropped out of school if he had had this opportunity.

An opportunity to see people working together and enjoying it.

He came home all enthused about getting to do a lube job on a car.

He has mustered up enough courage to even go out and ask for a job.

Our boy doesn't excel in sports or schoolwork like other members of the family, but this was something special for him. He felt this was something he could be good in. (He got to be quite proficient in lawn-mower repair.)

A chance to do something different than the "same old thing" in school.

His health has improved in this program. He's much more relaxed and his ulcer has got much better. (This health improvement if further supported by a mother of a boy in a previous group who said that her son ceased to have migraine headaches after he got in the program. Before that he had had a severe headache every day he came to school.)

Relieves strain, stress, and boredom of school.

Before he seemed to be just wandering around, now he knows what he wants to do. He may change his mind, but at least he has a goal in view.

Brought him out more. He's not afraid to ask questions. He's always been one to keep to himself with his ideas.

He told us how he had got to meet a state patrolman. He had got to wash his car. He was surprised to find out that policemen were such "nice guys." (This boy had had little respect for policemen or the law.)

Talked more about this than anything he has ever had in school.

It has taken some of the "smart-aleckness" out of my son.

They find out what it's really like to work--helps them grow up.
A lot of them think it would be a "big deal" to quit school and go to work. This way they find out it's not as easy as they think.

He did something wrong on the job and he was treated like a grown-up, not a kid.

His employer took him fishing after work. He even made a special phone call to tell me what a fine boy he was. This meant a lot to both of us. (This boy lost his father very suddenly about a year ago and has done very little in school.)

Seems to like her studies better than she used to. Work experience seems to have given her a reason to study.

The special interest shown her by the job study teacher has helped her.

She has gained more trust in people.

He says he doesn't want to be a newspaper dispatcher or a carpenter, but he really liked the drafting he was doing for the engineering firm.

He is more eager to do work around home. He got no failure notices for the first time. It has just done wonders for him--it has helped him in everything. He feels like he has a place, maybe. (This is an adopted Korean boy who has had many adjustment problems in and out of school.)

His improvement in school is possibly just maturity. The work, of on-the-job program has been incidental in his growing respect for future plans and school.

It starts too young. This makes boys want to get jobs that are better than just picking beans, but they can't get them because they are too young.

She doesn't want to pick berries anymore after having job study experience.
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<th>Exc.</th>
<th>Good</th>
<th>Ave.</th>
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<td><strong>Attitude to customers</strong></td>
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**Additional remarks:** ____________________________
EMPLOYER REMARKS

Below are responses which employers gave to the question, "What did you like or dislike about the program?" (There were no negative remarks given.)

The students cause the employers to be more productive.

All the boys I had were willing to do more than expected. This really surprised me.

It gives a feeling of accomplishment through helping in education.

Helps us to communicate with the teenage group.

The purpose is what I like. If it keeps one girl in school, it is worth it.

I felt good about helping the girls.

By asking a lot of questions, they injected fresh thoughts and reminded me of basic job facts which were forgotten.

Teaching someone your job--by doing this it helps you to learn also.

It relieves the pressure of routine production.

Frees us to do jobs that we otherwise wouldn't get to.

Helps evaluate future employees.

Gives me the satisfaction of teaching them something.

Helps provide future employees for our industry.

It provides a chance to be around younger people, their ideas, and willingness to learn.
These statements are remarks made by employers on the Personnel Report cards.

Willing to work, but has to be told everything.

Much improved, seems to have "opened up."

Lacks initiative.

Is very responsible and does neat work.

Completes jobs assigned him quickly and efficiently. Shows much interest.

Does well, but needs more confidence in himself.

Promised to have hair cut, but failed to do so. (The employer requested the boy not return. After a discussion with the boy, when the boy still refused to get his hair cut, the instructor dropped him from the program.)

Has tendency to be slow and shows dislike for the job.

Needs to slow down and be more careful.

Needs to learn to read a ruler.

He has shown a gross lack of interest in this type of work. We are left with the impression he would do well only those jobs he likes. Unfortunately in this business we must do all jobs well. He has shown no initiative in any phase of our operation and therefore we could not expose him to our customers. We would like to help him, but he shows no interest or willingness to learn. Therefore, with regret we ask he seek other employment. (Student was dropped from program.)

Shows disgust on jobs he does not like.

He has been a good employee. He could do better at following directions.

Student has good and lots of initiative.

Is over-aggressive in his work. Tends to do jobs he has no training to do.
Has been a good employee. Is very eager and tries hard to please.

Is a hard worker. Could learn to accept criticism better. Also could be more reserved and not so outspoken. He has an opinion on most everything, asked for or not. This is not all bad. I appreciate his interest in what is happening. He has been a lot of help.

Has less comments and pays more attention to his job. Also accepts criticism better.

Eager to learn--makes few mistakes.

Could improve in making a comment on anything that is said or happens, whether it should concern him or not. Sometimes his comments are not appreciated.

Should spend more time on an assignment rather than seeing how fast he can do it.

Goes ahead well by himself.

He is the most willing and earnest worker I have had to date.

Very good man.

Has a pleasing personality and is a willing and able worker.

Good boy!

Attitude is excellent.

Outstanding in his ability to follow orders.

Is a good thinker.

Outstanding ability to follow directions.

Sorry his time is up. Enjoyed having him around. I found him very cooperative in all work assigned. He was eager to learn. I sincerely hope we have been able to help and teach him. We welcome the chance to show young people what law enforcement is all about.

He has performed very well. We would like to see him stay.

Very industrious worker.
Very willing worker. He is even writing better.

This is an excellent boy in all respects. The best student we have had. He appears to be genuinely interested in the care and well being of animals. Once told and explained a given job he seems to remember it well. He does not leave a job half done. In his eagerness to be of assistance, a full schedule is best. He gets along with clients well, is helpful, but has to learn to keep conversations to a minimum. He is very concerned about appearing neat and keeps his hands well scrubbed, which is rare for most boys.

We find her interested and eager to please.

Quiet, but asks questions and follows directions very well.

Patients and fellow employees feel she is a very fine young lady and does a good job in whatever they asked her to do.

Cooperative, observant and willing worker. If she followed the nursing profession, would have to wear her hair above collar--but being aware that long hair is a current fad, I didn't suggest it.

Sunny, happy young lady who could do well in any "service" type work.

She should learn to talk to people better. She should ask more if she can help instead of the employer taking time to do it.

She was very cooperative and with a kind word would be most helpful. She could see work that needed to be done, and was always ready to do more. She appeared to like the work she was doing and always had a smile.

A very friendly, thoughtful girl. We enjoyed having her with us very much.

Did nice work--learns fast.

Is very good in her work. She seems to be enjoying it--we never see her when she isn't working. It has been a joy to have her.

We enjoyed having you.

Seems to be happy working with us. All smiles and sunshine.
She is very clean. She keeps her place of work always picked up, no matter where or what. She is by no means helpless when trying to locate something and does not give up easily. She appears a little too timid at times.

Is one of the most pleasant girls who has come to work for us. It is understandable that these girls are about to come out of their shells when it is time for them to leave us. She seems a bit shy yet and perhaps for that reason withholds the initiative I feel she has. I found her a bit confused in following directions a time or two, but I am certain that it was mainly my fault. (In the hurry of pressing work, I sometimes sound curt, when I would want to be anything but that. For that I am sorry.) Thank you, for your work and your interest. May we wish you a pleasant and carefree summer.

Very good in trying and doing helpful things.

Is willing and able to learn. She does not shy back from work.

I think she enjoys her sojourn with us and follows instructions well. She seems willing to keep busy and is "almost" gay while at work.

Ambitious, asks questions, and seems very interested. Enjoyed her stay with us.

Very shy, but "opening up." Does a good job. Is sweet, cooperative, and extremely willing.

She does very well listening and following directions.

Would like very much to have her "open up" and feel more like a part of our big family. Shy but very willing.

Learned to make a bed from "scratch." Works well with people.

Don't be afraid to talk to people.

Toward the end of her stay she showed a growing indication of initiative which I talked to her about. I told her how very important initiative is in the world of work. I told her that employers seek this quality and pay better for it than when it is lacking. She knows or is learning that initiative, just like good penmanship or being on time, can be learned. We enjoyed her and hope she will remember us too.
Is trying hard and is very willing. Is responsive and is taking initiative now that she hadn't at first. Smiles more.

She is very efficient with her time and is thorough. She seems to enjoy the challenge.

Was a pleasure to work with. She does any job well. She is very cooperative with all work and has no time for gossip.

A very fast worker and did everything well.

Does a good job, is very observant, and remembers well.

We are pleased with her and look forward to seeing her come to work each day.

Can work the grill very well even by herself in a rush. Shows reluctance to work the counter and meet people.

Don't be afraid to ask if there are extra things to do.

Appearance is neat and clean. Would rate excellent, but for too short a skirt. The male employees have made lots of comments. Would be better off in panty nylons or a little more longer skirts. It does not present a very nice view to clients when she is bending over.

Works well with other employees, but she has been leaving a little early on a few occasions which leads me to believe that she may be "skipping school" when she should be learning about things that may be of importance to her in the very near future. I hope this situation is corrected soon. If she would like to explain this situation to me, I will gladly listen.

Her hair has improved. Will be a good bus girl when old enough.

She is an out-going person. The employees enjoy her youth and vitality. Her general attitude seems to be a cheerful one, and sense of humor is refreshing.

We do not allow the girls to wait on customers. We invite them to listen and watch salespeople.

She is very careful in her change counting. She is always willing to try new and different things. She is very nice to work with.
Looks for work to do. Is gracious, agreeable, and conscientious.

She shows initiative in her work and even goes beyond the necessary requirements of performance. We are all delighted to have her.

Improved immensely in dress.

Seems reserved and quiet and does not go ahead on her own too much, but will in time.

Does good work, wastes no time. Her personal appearance is excellent, except her hair has a tendency to cover her pretty face. We hate to see her time end with us.

She has been a pleasure to work with. I never did have to repeat instructions and everything was done exactly as it was supposed to be. It's nice to have a young person with as much enthusiasm and polite personality as she.