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ABSTRACT

This publication offers a sampling of the innovative programs begun or expanded in fiscal 1972 in the State of Maryland. These programs were designed to turn on bored students to the relevance of education, to develop career awareness among students at all grade levels and alert them to the values and rewards of work, to make adults aware of new career paths through industrial training, to convince the handicapped of their hidden potential, and to inform the disadvantaged and the elderly of the possibilities for a better quality of life. (KP)

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FOREWORD

In a time when modern communications keep us overly informed of all that's wrong with our world, our nation, and our communities, we find ourselves living in an undercurrent of anxiety. This anxiety draws its strength not from any one problem but from many.

Sometimes we have the feeling that our problems are becoming more severe by the minute. But they aren't. Many of them have been with us for generations, and we cannot become discouraged because they are difficult. If they were easy, they would have been solved long ago.

In fact, awareness of problems is a good thing. Problems become malignant when they are rooted in apathy, stagnation, and the kind of hypocrisy that refuses to admit their existence. On the other hand, problems become beneficial when people see them clearly and do something about them.

This publication is about the action we have taken to solve some of the problems Marylanders face. In a sense, it is a publication about "beginnings."

We are beginning to confront the problems of teen-agers who are turned off by conventional educational processes. We are beginning to turn on youth of all grade levels to the values and rewards of work. We are beginning to create new career opportunities for adults . . . to find new ways to show the handicapped their hidden potential . . . to show the disadvantaged and elderly the possibilities for a better life.

All of these "beginnings" are in response to problems faced by citizens in every corner of the State, from every segment of society. We are working, learning, and reworking our programs until that day comes when we can say, "We used to have that problem . . ."

James A. Sensenbaugh

JAMES A. SENSENBAUGH
State Superintendent of Schools

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“He was about 16, I guess.
Came in here looking for a job.
I said, ‘What can you do?’
He says, ‘I dunno. . . !’ ”

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"I keep after the kids to do their homework and get good grades. But they say, 'Who needs algebra? Who needs history?' "

"Trouble with kids these days is they got no sense of responsibility. Now when I was a boy . . ."

"We can handle responsibility all right. But in school you got no responsibility. The teacher says, 'Do this! Do that!' You can't talk. You can't smoke. I felt like I was in prison."

"So much of school is just not relevant. A lot of this stuff you don't need to know to get a job, and you're gonna forget it anyway, right?

"Look, man. Soon as I can I'm quittin' school, you know . . . because school—it really turns me off."

…and how do you turn the

These turned off youngsters varied greatly in perso ability. Yet they had one problem in common. These bo were not being met in the traditional classroom. They attention and counseling than most schools could

Some of them simply could not function in a sonality of harassed teachers and the competition in ov created a barrier to self-expression and achievement.

All of these boys and girls had vague ideas of getting a none were getting any vocational preparation. In fact, m [illegible] of the [illegible] open to them

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Turning on the turned-off youngster

In 1972, 350 turned off youngsters tuned in again as students of a most unconventional school—Baltimore's Public School No. 413, The School Without a Building.

Charles Allen, director of the School, described the program as "an alternate route to a high school diploma."

"Basically, it's a work-study program of almost unlimited flexibility," Allen explained. "Each student takes the subjects he needs for graduation, while we encourage him to develop attitudes and gain experiences that will help him find his place in the world of work.

"Our aim is not just to put them to work, but to give them an idea of the kinds of jobs available."

The School Without a Building might better be called "The School Without a School Building". Students work and attend classes in 16 locations ranging from the City and University Hospitals in the heart of Baltimore to the Investment Building in Towson, and the Social Security Administration in Woodlawn.

Most of the students are members of the Neighborhood Youth Corps. They transferred to the School Without a Building from their regular schools. But they retain the right to participate in class activities at their original schools, and they will return to graduate with their original classes. About one student in five had dropped out of school.

All seniors are placed in paying part-time jobs; some in industry, many in the health field, others in banking, merchandising or the building trades.

The 100 juniors who were added to the program in 1972 learn how to fill out applications and how to conduct themselves on a job interview. Counseling sessions and team games teach them to look inside themselves and express their feelings, often for the first time in their lives.

Employer cooperation has been excellent. For example, twenty juniors who opted for business education "go to school" on the IBM floor of the Investment Building. In addition to providing an instructor for two business courses, IBM provides a "homeroom" for academic subjects. The students also receive hands-on experience with sophisticated equipment available only in specialized schools.

At University Hospital, 17 seniors began learning about the world of work under the supervision of Douglas M. Dixon, director of the Child Life Program for the hospital, and a man whose understanding of young people is exceeded only by his enthusiasm.

Dixon places the kids in clerical and supply jobs. He puts them into the pediatrics department to amuse young patients. Some of the students did so well in Red Cross courses that he

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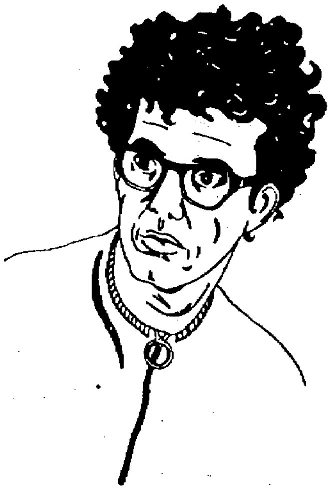

"Our philosophy is: every young person has promise."

Douglas Dixon

"I've heard a dozen teachers rave about what excellent students the dropouts are."
Charles Allen

arranged for nurses to train them to be nursing assistants.

"These kids are turned off when they come here," Dixon said, "and they turn you off initially, because they are unlike you. You see, they're mostly black and mostly teen-age, and we're mostly white and mostly adult. We tend to expect more of them when they come here than we would expect of ourselves and our own staffs. But then we get to know one another and learn to get along together.

"Our philosophy is: every young person has promise. It doesn't make any difference whether they're white, black, rich, or poor—we believe they have promise and we stick with them. When they have limitations, we shift them around until we find the right place for them."

One of the success stories at University Hospital concerns a bright young male student who was rotated from one assignment to another as a result of personality conflicts with hospital staffers. ("Sometimes it's our fault," Dixon says. "Sometimes we don't show enough patience.") A desperation move installed him on the maternity floor. Today, waiting on mothers-to-be, he is adored by the patients and respected by the staff. It took a while, but he is fulfilling his "promise."

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An unexpected aspect of the School Without a Building program is the success of dropouts recruited by the Model Cities Program. Twenty-eight former dropouts work at City Hospitals; fifty or more are tutoring inner city elementary school children in reading.

The program was not designed for dropouts and Charles Allen confesses, "I really didn't know what to expect, but I've heard a dozen teachers rave about what excellent students the dropouts are."

It turns out that turned off students have a lot to offer the community when we find a way to switch them on again.

Work-study, powerful motivating force that it is, comes too late for many youngsters. Because work-study is traditionally a senior high school activity, and many kids have lost interest and dropped out by then.

Jimmy is one of a fortunate few. His school—the General Henry Lee Junior High School—is the only one in Baltimore City that offers work-study to students as young as 14.

School has no great appeal for Jimmy, but the work aspect does appeal.

Jimmy works afternoons as a stockboy in a shoe store. A willing and responsible worker, he earns the same wage as all the other participants in the work-study program—$1.20 an hour for up to 20 hours of work each week. If he doesn't show up for school in the morning, he is not permitted to work that afternoon, so suddenly school is meaningful.

This first job is Jimmy's initiation into the world of work—a time for developing good work habits and positive attitudes that will be beneficial in any job he may hold in the future.

Other youngsters are assigned jobs in clothing stores, dry goods stores, supermarkets, savings and loan associations, and all types of neighborhood businesses small enough to provide a personal relationship with the boss.

John Berrent, teacher-coordinator of the General Henry Lee work-study program, calls this worker-employer relationship the key to the program's success.

"The kids relate better to the boss than to the teacher, as a rule. The boss says, 'Okay, let's knock off for a few minutes and have a cigarette' and they do. And of course a teacher can't do that."

In the mornings the youngsters study English and mathematics. Then they have a third class with Mr. Berrent called "The World
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Willie, at 14, works as a produce clerk and can set up a display as ably as his boss. If he drops out at 16, he will have employable skills, but chances are his Junior Work-Study assignment will keep him in school.

The attendance of the students has improved markedly with their participation in the work-study program. "I have a pair of brothers in this program," Mr. Berrent explained. "One of them was absent an average of 16 days out of every 45-day quarter. The other brother was losing an average of 17 days each quarter. Since getting into the work-study program, they are losing only five and six days a quarter. That's quite a remarkable improvement."

What do the employers think of the work-study program?

They think enough of the program to pick up the tab for half the wages beginning in January, 1973. (In 1972, all wages came out of the program's operating funds. Total support of the program was provided by the Division of Vocational Technical Education.)

This program at the General Henry Lee Junior High School is designed to catch turned off kids before they reach drop-out age.

"But even age 14 is late," John Berrent suggests. "We should begin years earlier to help our boys and girls explore their interests, aptitudes, and options in the world of work."

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Career education: Turning on all students to the values and rewards of work

Right now, 40% of Maryland's high school students are enrolled in academic programs, supposedly enroute to college. Yet the Department of Labor predicts that ten years from now 80% of the available jobs *will not* require a college education.

Still, each year thousands of kids with no real desire to go to college go anyway . . . only to drop out during the first year. Those who stay to earn the B.A. find it carries no guarantee of employment. Indeed, many graduate without acquiring any marketable skills.

The 38% of Maryland's students who are enrolled in vocational education programs know where they are going . . . and they'll be able to earn a living when they get there.

But the 22% who are pursuing the so-called general curriculum in high school will have no more to offer an employer than the dropouts.

There is a growing feeling throughout the country that all education ought to be career oriented. Three years ago the State Department of Education appointed an Inter-Divisional Career Development Task Force to determine whether or not this was the direction that education in Maryland ought to take. The reply was a vigorous affirmative. And so Maryland began to lay the groundwork for a program of continuous career development from kindergarten through twelth grade.

Career development. as we see it, is inseparable from education in general. It doesn't replace any subjects in the present curriculum; it does give those subjects a new relevance to the world of work and society as a whole.

The Task Force was asked to prepare a five-year plan to implement career education in Maryland. Goals were established . . . needs analyzed . . . priorities assigned . . . resources allocated . . . and responsibilities assumed. The ball was rolling—

It gathered momentum as three summers of workshops involved teachers, principals, and administrators in the creation of team plans, strategies, and time tables for district level development of career education.

In May, 1972, the Division of Vocational Technical Education conducted a Governor's Conference on Career Education to introduce the concept to community leaders. This was followed in June by a conference for professional educators.

Early in 1972 the U.S. Office of Education approved a proposal for a major career education project in Washington County. The project will be a model for career education in Maryland and possibly other states as well.

Federal funds were supplemented by state and county funds, making this a truly cooperative venture.

Things had started moving in Washington County the previous summer in anticipation of the grant. A task force of 13 elementary school teachers and
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Things had started moving in Washington County the previous summer in anticipation of the grant. A task force of 13 elementary school teachers and coordinators spent the summer of '71 developing more than 400 activities in support of the regular curriculum geared to career education. These activities are now being implemented in four pilot schools.

At the middle level, 300 eighth graders from the county were given hands-on experience of all kinds during a four-week summer session at the Washington County Vocational Technical Center in Hagerstown. Related jobs were grouped into clusters, and the children explored five of the major occupation clusters. It was a tremendous experience for them.

At the secondary level, the planners of the Washington County model called for a team approach to guidance. Paraprofessionals were added to the staffs of the two major high schools, and a job development analyst was hired to work with both schools. Probably the most important step was the hiring of a coordinator to develop a working partnership with industry and the community.

"We have accepted the idea that we share a responsibility for placement," Jim Wilson, Director of Career Education for Washington County, explained. "In the past we have taken the student from college application to college [illegible] now we must provide a similar service for students who are going directly to work."

The students are enthusiastic about the career emphasis. But what about the parents?

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"Career development gives traditional subjects a new relevance to the world of work."
Jim Wilson

Jim Wilson presented a program on career education before the Washington County P.T.A. When he finished there was a long silence, then someone said, "Where have you been all this time? . . . This is exactly what we have been looking for."

Career education in the elementary years is designed to develop healthy attitudes toward work and to teach children to view jobs not as "good" or "bad", but "right for me" or "not right for me".

Children in the elementary and middle grades are introduced to the entire range of jobs in their community. dary school experiences then pro- pportunities for deeper exploration of occupational areas of interest and development of specific skills.

Career education must include vocational education. If 80% of the available jobs ten years from now will not require a college degree . . . then 80% of our students ought to acquire some saleable skills while they are in secondary school.

Two new area vocational centers were opened in fiscal 1972. Now there are 69 Maryland schools offering programs in five or more vocational areas.

Anne Arundel County, with limited Federal funds, and unlimited encouragement from Vo-Tech, has introduced the career education concept county-wide.

Park Elementary School in Brooklyn is an excellent example of the integration of career development with the regular curriculum. The school staff decided to begin the program in social studies from which it spread into all disciplines and all grades. According to the teachers, these learning units "provided some of the richest learning experiences for children that we have ever encountered."

A typing class was started for fifth grade level children. By using high school students to supervise classes on the days the fifth graders practice their typing, the teacher is available to conduct classes in several other schools as well.

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A technology center was created where children could learn to handle basic tools. All fifth and sixth grade boys and girls use the center daily. Other classes check out tools as needed for projects they are pursuing in their own homerooms.

The extra measure of personal attention that makes Park Elementary's program a resounding success is provided by 37 parents and 20 high school students who work two hours each week as teacher's aides. This is another example of positive community involvement in career education.

In many schools scattered throughout the state, new programs have been developed in keeping with the goals of career education.

A few examples:

Seventh and eighth graders at Cabin John Junior High School in Montgomery County spent a day on the job with a parent, then produced slide-tape programs for classroom showing. The starring parents were honored guests.

Ninth graders at Julius West High School, also in Montgomery County, clipped want ads, wrote letters of application, and developed skits on job interviews.

Students at Esperanza Middle School in St. Mary's County studied things they liked and things they wanted to change in their county. Then they held an election for county offices and all the students worked at jobs related to county employment. Members of the Parks and Recreation Committee, for example, made a nature trail. Members of the

Humane Committee actually ran an animal adoption agency in the community. And members of the County's Education Committee worked as teachers' aides in elementary schools.

The Thomas Johnson Junior-Senior High School in Frederick County brought an interdisciplinary approach to the production and marketing of a Christmas item. The product was designed in art class, and produced in home economics and industrial arts classes. The English class wrote the advertising copy and the mathematics class kept the books.

Other schools introduced study units or mini-courses in career exploration (with emphasis on self-exploration) . . . took students on tours of local industries and vocational centers . . . provided real or simulated work experiences . . . involved students in community activities . . . applied behavior modification techniques to turned off students . . . and found many ways to make traditional subjects particularly relevant to future careers.

Career education is for everyone—the bright college-bound youngster as well as the borderline student.

Winston Churchill Senior High School is in the affluent community of Rockville. Ninety percent of Churchill's graduates go to college, but this high school has been one of the pioneers in career development.

One aspect of a broad and expanding program of career exploration is the placement of seniors in part-time jobs akin to their career ambitions.

Biology teacher Dorothy Radany, who specializes in science career counseling, says "The kids think only of the headliner jobs: 'I want to be a doctor . . . a dentist . . . a veterinarian.' No one ever says, 'I want to be a virologist.' They aren't aware of all the marvelous career opportunities on the supporting staff. So we try to place them in jobs that will provide a broad view of a field."

While the students may be expected to perform some of the menial tasks—the filing and cleaning up—the employers agree to provide them with a genuine learning experience.

Laura's part-time job helping veterinarian Arthur Wrightman exposes her to a broad area of medicine. She has learned what a virus is, what bacteria are, and the relationship of diseases in man and animals. She can suture a wound, she helps with surgery, and sometimes she is called in the middle of the night to help with a Caesarean. She loves it.

Laura has wanted to be a veterinarian for as long as she can remember . . . but suppose she does change her mind? Suppose she can't get into a school of veterinary medicine?

Then she will be sufficiently familiar with the field of medicine to know whether or not she could find fulfillment as a doctor, nurse, medical technician, or in some related specialty.

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One aspect of a broad and expanding program of career exploration is the placement of seniors in part-time jobs akin to their career ambitions.

Biology teacher Dorothy Radany, who specializes in science career counseling, says "The kids think only of the headliner jobs: 'I want to be a doctor . . . a dentist . . . a veterinarian.' No one ever says, 'I want to be a virologist.' They aren't aware of all the marvelous career opportunities on the supporting staff. So we try to place them in jobs that will provide a broad view of a field."

While the students may be expected to perform some of the menial tasks—the filing and cleaning up—the employers agree to provide them with a genuine learning experience.

Laura's part-time job helping veterinarian Arthur Wrightman exposes her to a broad area of medicine. She has learned what a virus is, what bacteria are, and the relationship of diseases in man and animals. She can suture a wound, she helps with surgery, and sometimes she is called in the middle of the night to help with a Caesarean. She loves it.

Laura has wanted to be a veterinarian for as long as she can remember . . . but suppose she does change her mind? Suppose she can't get into a school of veterinary medicine?

Then she will be sufficiently familiar with the field of medicine to know whether or not she could find fulfillment as a doctor, nurse, medical technician, or in some related specialty.

Harvey is pretty sure he wants to be a lawyer. His afternoon job in the office of Montgomery County States Attorney Andrew Sonner dispels any unrealistic notions he may have had and reveals the less glamorous aspects of the legal profession that Harvey might not have considered.

A boy with a bent for chemistry was assigned to the National Bureau of Standards where he had the unusual distinction of coauthoring a paper while still in high school. Nevertheless the experience convinced him that he didn't want to be a chemist after all. The actual work experience may have prevented him from wasting years in pursuit of the wrong goal. Like Laura and Harvey, he found in his work experience the basis for sound career decisions.

"The kids only think of the headliner jobs: 'I want to be a doctor'. . . . No one ever says, 'I want to be a virologist.' "

Dorothy Radany

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Turning on the handicapped to their hidden potential

Bright, normal youngsters like Laura and Harvey can expect to find fulfillment in a career. But what about the handicapped youngsters? The mentally retarded? The crippled? The blind? The deaf?

Can *they* look forward to achieving financial independence in a satisfying job? . . . Can they ever be contributors *to* rather than takers *from* society?

In many cases the answer is "yes"—*if* they get the special training that will pull them out of their shells and help them develop their potential.

At the Turner Child Development Center in Dundalk, in Baltimore County, boys and girls from 16 to 19 are exposed to the broadest possible range of work training experiences. Most of these youngsters read and write no higher than the second grade level, but they can learn to sand and refinish furniture. They can acquire maintenance and groundskeeping skills. They can work in cafeteria and hotel-motel service. They can learn to stock shelves and take inventory.

Training is geared to the realities of the world outside Turner's sheltering walls. Girls who may one day support themselves by working as chambermaids learn to make a bed in the three-minute, walk-around-once method that Holiday Inn teaches its employees. And they practice until they can clean a motel room in the 30 minutes or so that Holiday Inn allows for the task.

Armed with basic skills, the youngsters are placed in real job training situations with cooperating companies and institutions. On the job they are carefully supervised; personality problems or difficulties of adjustment are detected and worked on back at Turner.

"Some of the employers we contacted were concerned that our people would go off to get a drink of water and never come back," said Mrs. Lucy Ray, teacher-in-charge at Turner. "You have to understand how interested our boys and girls are. A job gives them a feeling of worth; it is their concept of good living."

The youngsters are diligent, dependable workers. The best proof of this is the fact that the companies frequently hire them on a full-time basis after their "graduation" from Turner.

The Turner Child Development Center opened in September, 1971, as an annex of Battle Monument School. Mrs. Mary Lupien, principal of Battle Monument School and director of the annex related how Turner came into existence:

"At Battle Monument School we worked with moderately limited children for 11 years. As our boys and girls grew up, they began to feel that they were too big to attend school with what they called 'the little people'. They needed a setting of their own where they could be more realistically exposed to work training situations. Then this building became available.

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"The whole personality blossoms as the student begins to experience success and a sense of belonging."

Mary Lupien

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"But we no sooner moved into this building than we discovered that others needed the specialized help we can provide. So now we take boys and girls who haven't been able to benefit from other special education programs in Baltimore County."

There was John, for instance. Tests indicated that he had the ability to learn but he had fiercely resisted schooling—simply defied all efforts to reach him. At Turner he was put to work with his hands . . . allowed to work at his own pace. With understanding and gentle encouragement from the staff, and free from the pressure of peer competition, John opened up—became a completely different person. Now Turner, while arming him with work skills, is going back and filling in the gaps in his education.

A boy named Ronald, who showed daily improvement after coming to Turner, offered a capsule explanation: "We had to use pencils at the other school. Here you don't have to use pencils. We use tools here."

"Youngsters often come to Turner slump-shouldered, uncommunicative, with a poor opinion of themselves," said Mrs. Lupien. "In a short time—sometimes in a matter of days—you notice a change. Clothing becomes neater; hair is combed. The whole personality blossoms as a student begins to experience success and a sense of belonging."

Fifteen Baltimore County teachers of the intellectually limited faced some difficult adjustments when they worked at typical jobs available to the handicapped.

The summer project was financed by the Vocational Technical Division.

Each teacher worked two days on five different jobs where, as far as his fellow workers were concerned, he was just a new employee.

At Goodwill Industries the teachers were tested and deliberately assigned to the jobs for which they showed the

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At Goodwill Industries the teachers were tested and deliberately assigned to the jobs for which they showed the least liking and aptitude in order that they might experience something of the frustration a handicapped person feels in a new job.

They worked on a factory assembly line and found it required more versatility than they had expected.

They worked in food service in a busy cafeteria and found waiting on the line too hectic for the handicapped.

In addition to learning much about the mental and physical requirements of the jobs, they discovered the importance of a retarded worker having something to talk about at coffee break . . . and remembering to buy a Coke for the fellow who treated the day before. The development of these social skills must be part of the retarded student's training. Acceptance often depends upon good manners and awareness of social custom.

Perhaps the hardest lesson for the mentally limited worker to learn is the importance of taking that coffee break or quitting work promptly at quitting time. But this is a lesson that must be learned if he is not to incur the resentment of other employees. For his normal co-workers a job is just one facet of a full life, and they may spend much of their workday thinking and talking about their plans for the evening or the weekend. But the retarded worker finds in his job the fullest satisfaction that he is to know in life.

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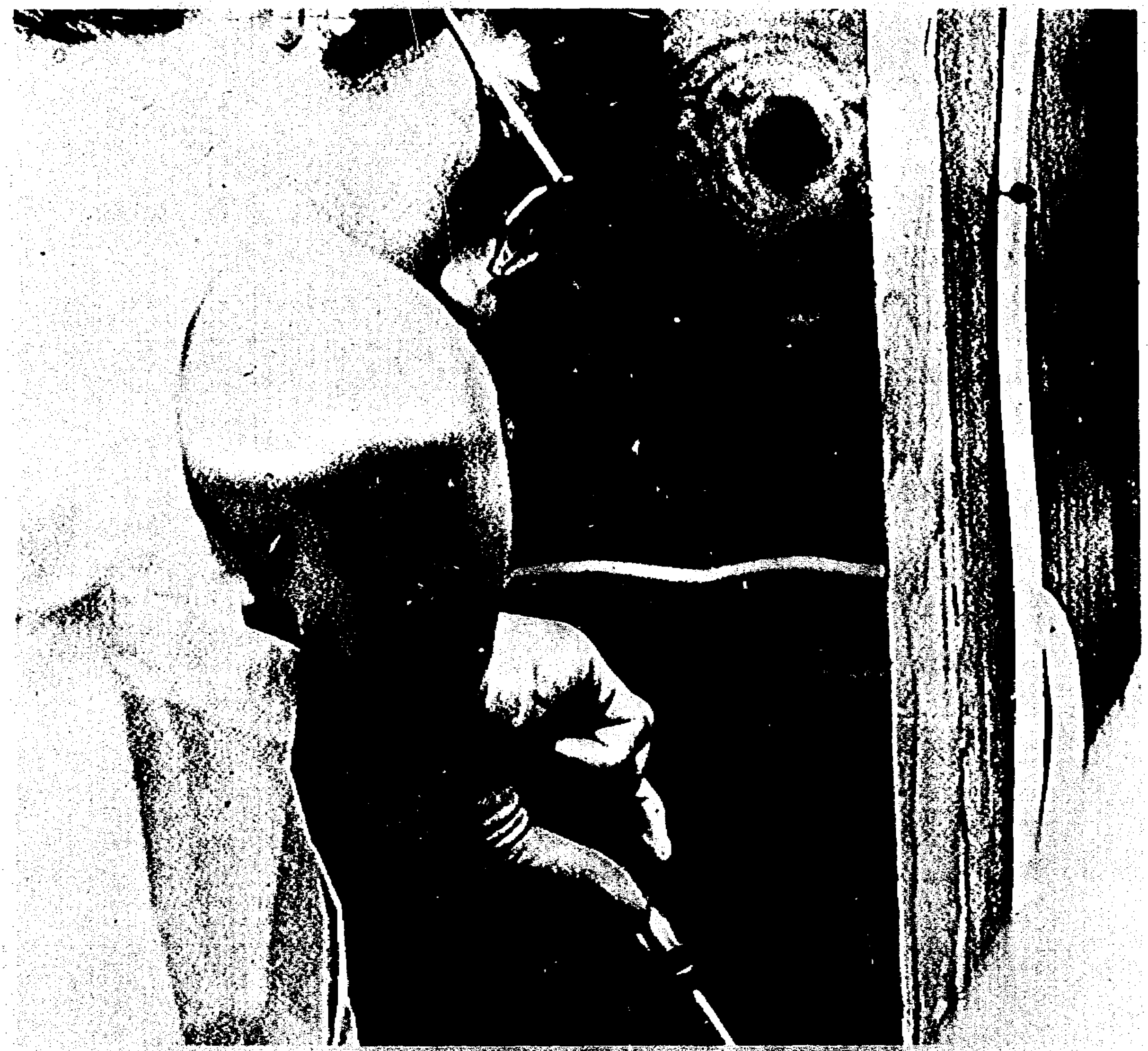

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The intellectually handicapped young people from Turner Child Development Center become dependable workers. "A job gives them a feeling of worth," teacher Lucy Ray says.

"It's a sighted world
and the blind must learn
to compete in it."
Isaac Clayton

The blind, like the retarded, have usually lived out their lives at home or in the quiet obscurity of a sheltered workshop. Today the Maryland School for the Blind in Baltimore County and the Workshop for the Blind in Baltimore City, aim to integrate the blind into the community.

"It's a sighted world," Isaac Clayton, director of the School for the Blind, tells his pupils. "It's a sighted world, and you must learn to compete in it."

In workshops that Vo-Tech funds equipped with a variety of power tools, students with impaired vision acquire saleable skills. The visitor is startled to see a student confidently using a power saw with his sightless gaze fixed on a distant wall. Then the shop instructor points out the special techniques and the few simple mechanical aids and modifications that permit the blind student to function safely and confidently.

In 1972 the School for the Blind also launched a work-study program which puts students in jobs in local stores . . . in industry . . . in the school's own food service . . . even in banking. The program is pushing open doors that have long been closed to those without sight.

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Students from the School for the Blind may be assigned to the Workshop for the Blind for testing and evaluation and certain types of work experience during their junior year. That leaves time for shoring up any weaknesses during their senior year.

Until recent years the Workshop for the Blind was a place of terminal employment. "But in the last five years," Workshop Director Milton Simmons explained, "the emphasis has been on moving the blind out into the community. We were able to move out 15 of our people last year."

The most notable success story concerns a totally blind young man who was determined to be an auto mechanic. "We took him as far as we could in automotive training," said Mr. Simmons. "Then we arranged for an instructor from a nearby technical school to come to the Workshop to work with this boy for two hours a day. Recently he was accepted into the Volkswagen-America training program for engine mechanics. It was a gratifying moment for all of us."

In 1972 the Workshop for the Blind was able to add two key people to its staff, a remedial education specialist and a work adjustment counselor, when the Division of Vocational Technical Education agreed to pay their salaries. Their special expertise buttressed the program to move Workshop trainees and employees into the mainstream of community life.

Imagine, if you can, a 16-year old boy who did not know his own name. Who never smiled. A boy who had never heard the sound of a human voice or the bark of a dog or the shriek of a train whistle. Imagine a totally deaf, 16-year old boy who had never had communication with anyone.

That was Carl when he entered Carroll Park Junior High School in Baltimore a year ago as a student in a special education program for the deaf.

Ronnie Green, an aide at the school, shakes his head in wonder when he recalls that Carl "didn't have any communication at all. He couldn't even lipread. I mean you couldn't even point out a table to him and make him understand what it was."

The turning point in Carl's life came the day he discovered modeling clay. To everyone's surprise he shaped an exceedingly good likeness of—of all things—a dinosaur. A string of artistic creations followed. Clay figures. Raffia-covered bottles. Paper flowers. Working with his hands, Carl found a means of self-expression.

"This year," Ronnie Green reports, "when I say something to him he smiles. He laughs about everything now. I give him words like 'table' and see if he can point it out to me and spell it in sign language. He's learning."

You marvel at Ronnie's patience, but he says, "I like to work with somebody like that because he needs it most."

There is a story within this story. Ronnie Green is one of three teacher aide's hired this year with Vo-Tech funds to accompany deaf students through the school day and translate the teachers' comments into sign language.

But Ronnie is, himself, the product of special education. A ward of the state from the age of five months, his low I.Q. score indicated that he was mentally retarded. A special curriculum geared to his needs helped him to develop confidence, double his I.Q. score, and graduate from high school. During a work-study assignment at Carroll Park School, Ronnie developed an extraordinary skill in communicating with the deaf—a skill that led to his full-time employment. Today Ronnie talks of getting a college degree in special education. Then he wants to devote his life to working with the handicapped.

Principal Arnold Mirmelstein believes Carroll Park's special curriculum may well be unique in Maryland at the junior high level. In a comprehensive program in valet services deaf students learn to operate all types of dry-cleaning equipment and learn tailoring, too, if they are interested. The program in office techniques has
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The effectiveness of all these programs was heightened with the hiring of the three aides. Their presence in the shops and classrooms reduces frustration, strengthens communication, and makes for happier students. And happy they are, laughing, clowning, chattering with flying fingers between classes. If it seems strange that young people so handicapped should enjoy school so much, remember that for many of them school is the one place in all the world where they can communicate with someone else.

"Imagine! He was 16 years old and he couldn't communicate with anyone. He didn't even know his name."
Ronnie Green

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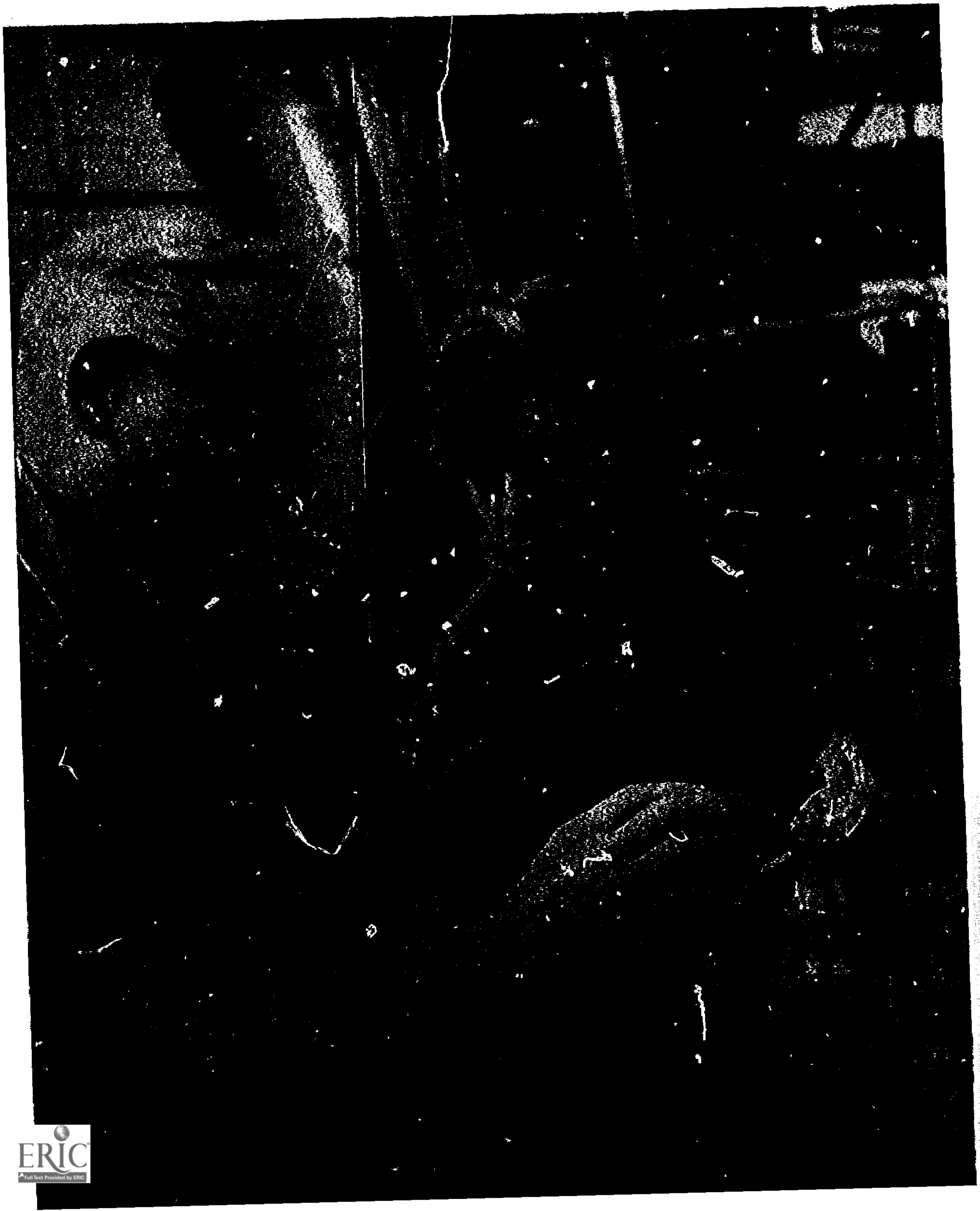

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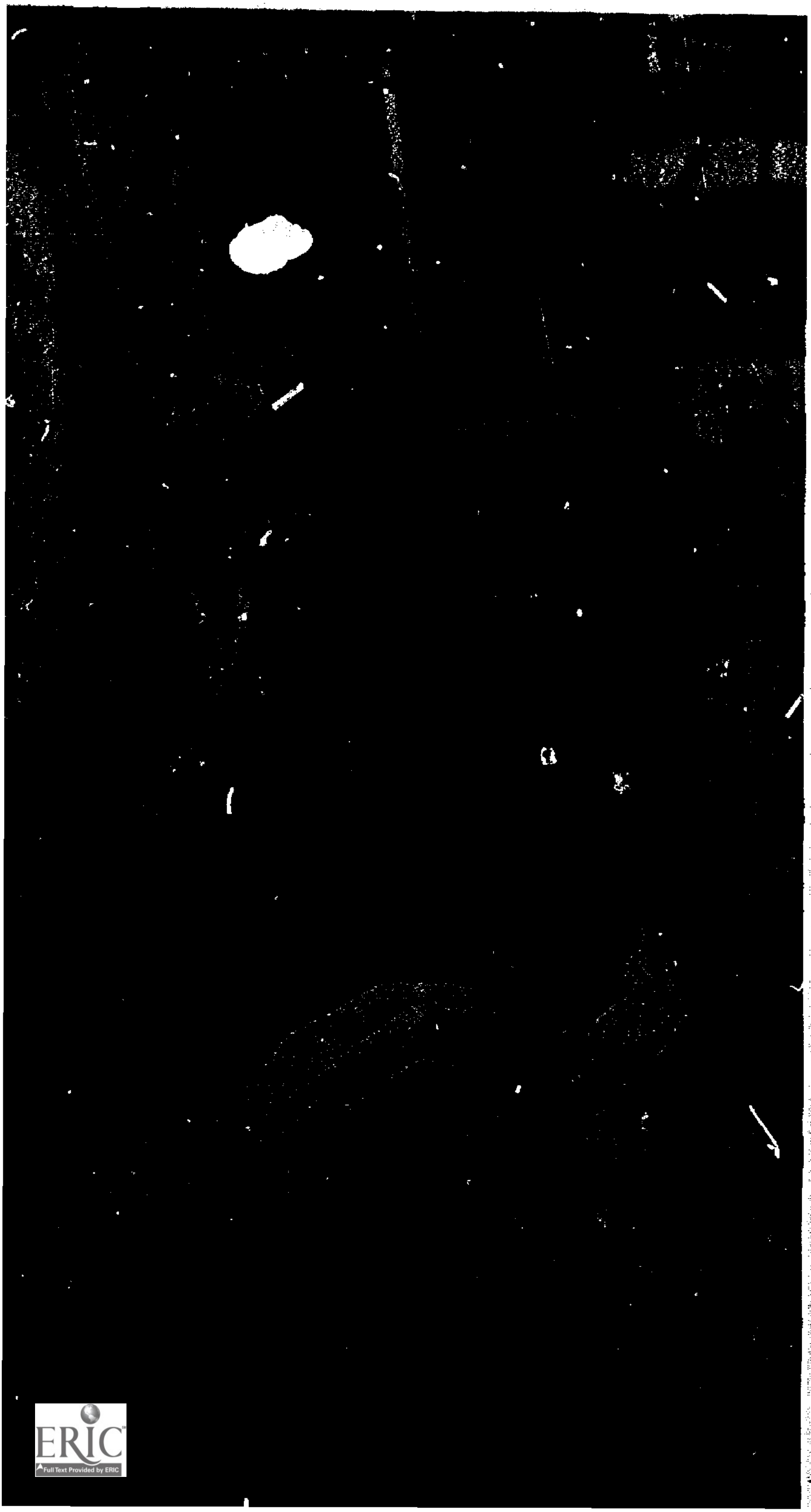

Maryland's youth is not the only population served by the Division of Vocational Technical Education . . . for education is a lifelong process and adults often need to develop new skills to move up the economic ladder.

When Bausch and Lomb, the nationally known manufacturer of optical lenses, decided to locate a new plant in Garrett County, the company was motivated in large part by the availability of manpower.

But that manpower had to be trained.

State and county vocational education specialists worked closely with plant management to develop an eight-week course for optical sizers. As Plant Manager Pat Fischetti explained: "We gave them much more than they needed to be sizers. For instance, they all got inspection training. They all got terminology, although a sizer doesn't really have to understand what a lens is.

"We wanted these people to have job flexibility because we expect them to be running this plant ten years from now. I think this approach paid off.

"We planned to train 105 people, expecting about two-thirds of them to graduate and about two-thirds of the graduates to be fully qualified for a job.

"We were pleasantly astounded when 63 of the first 66 trainees not only completed the course but were obviously qualified. We got what we were looking for: a quality work force with little turnover . . . and an absenteeism rate of less than 5%."

Turning adults onto new career paths through industrial training

At the end of the first year of employment, 36 of the original 52 trainees were still employed. Twenty-four of the 36 had advanced to more responsible jobs. Dale Gnegy, for instance, had advanced to department manager with 90 newly installed machines under his supervision. Jack King had acquired many new responsibiilties as personnel manager. Five of their classmates had advanced to group leader . . . five had entered the skilled trades. Others had become assistant managers, or inspectors. The record of those first trainees has been impressive to say the least.

While the trainees are quick to praise the training program, much credit is also due Charles Briner of the Department of Employment Security in Oakland.

"When word got out that Bausch and Lomb was coming to Oakland, we received well over a thousand applications for jobs," said Mr. Briner. "We were very selective because we knew the calibre of employee Bausch and Lomb was looking for."

According to Mr. Briner, "There's no question but what the company has had a tremendous effect on the local economy. We've had a high unemployment rate—still do—but it will go down thanks to Bausch and Lomb.

"Local business has felt the impact. Housing construction is up well over a million dollars over the past two years. nd just look at all the new cars on the ompany parking lot."

Bausch and Lomb is one of eight companies for whom the Division of Vocational Technical Education has developed industrial training programs, working closely with the Maryland Department of Economic and Community Development, Employment Security, and local education agencies.

These eight programs provided training for 660 men and women to fill newly created jobs in industry. Many of these workers were on welfare. Many had lacked the skills for dignified, satisfying work.

Six out-of-state industries were induced to move to Maryland; the availability of manpower training was a persuasive factor. Two established Maryland-based firms were able to undertake unusual expansion programs for the same reason: manpower would be trained to their specifications. All eight of the new industries are "clean," and all of the companies will be good neighbors in their communities.

For two of the communities, in areas designated by the Federal Government as "economically depressed," new industry is a godsend.

When a boat builder discontinued operations in Somerset County, 450 trained workers were stranded without jobs. Before the month was out many of the former boat builders were learning modular housing construction in a training program for Delmarva Modular Housing Corporation at Princess Anne.

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When Samuel Kirk and Sons, silversmiths, bought out a New York pewter manufacturer and moved the operation to Salisbury, it was necessary to train 30 pewtersmiths from scratch. A nationwide search turned up a master craftsman-instructor, and the Division of Vocational Technical Education (through the State Department of Education) agreed to pay his salary for a two-year training period. The Division also agreed to pay a pro rata share of equipment, electricity, and space used for training.

A specialist from Vo-Tech collaborated with the new training director to produce a series of audio visual materials so outstanding that they will be incorporated in the local high school industrial arts curriculum, thereby hopefully ensuring a steady supply of pewtersmiths for an industry that shows every sign of continued growth.

Kirk is a good example of the way each training program is tailored to the specific needs of an industry with a flexibility that no Federal job training program can match. By utilizing specialists already on the State payroll, program costs are held to a minimum. It is a tiny investment compared to the outpouring of economic benefits that follows.

Every dollar spent on industrial training pumps literally thousands more dollars into the economy—dollars paid out in salaries—dollars spent for goods and services within the community—dollars flowing back to local and state governments in the form of taxes.

Turning on the disadvantaged and the elderly to the possibilities for a better quality of life

The Division of Vocational Technical Education is concerned not only with preparation for making a living—but education for *better* living—in the family and in the community.

A new force for an improved quality of life in Allegany and Washington Counties is the Family Aide program of the Cooperative Extension Service.

Aides are drawn from the ranks of the disadvantaged and trained to counsel low income families on nutrition, child care, and consumer buying.

One of the first group of ten aides who began work in 1972 is Iris Washington. Iris was plucked off the welfare roll. An articulate, tough-minded, but good-natured woman, Iris has known both good times and bad. She is not inclined to blame others for her own difficulties, and she strongly believes that "you have to do what you can for yourself." This is the attitude she tries to convey to the 40 families she calls on regularly.

"Some families," she says, "seem glad to see me, and I can see that they profit from our little lesson. But other families—well I keep going back, but I can't seem to get through to them."

"But you have to keep trying," training technician Faye Duckworth puts in, "because they're the ones who need our help most."

Mothers who are receptive have learned to stretch their food dollar and to concoct nutritious, low-cost meals. They have learned to make toys from household odds and ends. From visiting aides and through participating in free workshops, they have learned many ways to improve the quality of family life.

When the aides spot problems and needs beyond the scope of Family Aide, they refer the family to appropriate agencies for special assistance. And sometimes other agencies call on Family Aide.

Faye Duckworth related an experience that touched her deeply: "A baby was taken to the hospital suffering from malnutrition, and the hospital's social service department asked me to call on the mother. Two older children appeared healthy, and from what I could see this woman tried hard to be a good mother.

"We talked a long while before the story spilled out. The baby had been premature, you see, and it was sent home from the hospital with printed instructions for a progressive diet. But the mother *could not read!* And she was ashamed to admit it to anyone.

"Well, I went over the directions with her, then I asked if I might arrange for a tutor to teach her to read.

"She cried. She said, 'You have given me something. I'll never be ashamed again that I can't read and write.' And then we cried together."

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An obviously angry man stalked into an office of the Dundalk Y.W.C.A. slamming the door behind him.

Rayma Fraley remembers that first meeting. "He was angry because he was embarrassed to have to discuss his problem with a stranger."

The gentleman's problem was total financial irresponsibility. He was in debt over his head and his creditors were closing in for the kill. Only desperation had driven him to see a debt counselor.

Now he discovered that his appointment was with a woman who looked less like a financial wizard than a petite, attractive housewife which, in fact, she is.

"You have given me
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have to be ashamed
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Young Mother

ERIC Full Text Provided by ERIC

Rayma's part-time job as paraprofessional financial counselor is a role she hadn't dreamed of a few months earlier when she enrolled in a woman's workshop at the Dundalk Community College. But when Dr. Lee Richmond, Chairman of the Division of Social Sciences and administrator of grants to train paraprofessionals, needed counselors for a storefront operation, she considered the workshop participants. Rayma and several others were selected.

Rayma explained how she went about helping her distressed and angry client. "First we listed all his expenses, even newspapers and haircuts, and we figured out what he would have left to apply to his debts. And I took his credit cards away from him. I'm trying to teach him to ask himself, 'Is it a *need* or a *want*?' "

Is the system working?

"It's difficult for him, but I do see a dramatic change after just three counseling sessions at the Center. I've called his creditors to tell them we are trying to help him straighten out his finances so that everyone will be paid eventually. Most are willing to go along."

"Of course, not everyone who gets in debt is irresponsible," counselor Bernice Schneps reminded. "Often people are simply overwhelmed by emergencies—doctor's bills, car repairs, funeral expenses—and they can't seem to catch up. And sometimes we find people being hounded for money they don't owe!"

During a 15-week training program the debt counselors were also trained to advise clients on nutrition and Medicare—problem areas often related to financial need.

Through a cooperative arrangement with the public schools, nutritional counseling is offered to families whose children are on the free lunch program. "About 20 percent of the families do come in," said Research Director Charles A. Sykes, "and we consider that a very good rate."

Clients are also referred to the Counseling Center by the Department of Vocational Rehabilitation, social service organizations, labor unions, and arrangements were under way, Dr. Sykes said, to advise referrals from HUD and housing counseling agencies on how to achieve financial stability in order to buy a home. "We are finding that a fair number of social service agencies are interested in having us train paraprofessionals for them.

"We hope to develop here at Dundalk Community College a prototype which can be copied by colleges all over the country."

The program was financed in its entirety by the Division of Vocational Technical Education.

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The program was financed in its entirety by the Division of Vocational Technical Education.

Two other consumer education programs, one geared to the special needs of the elderly and one addressed to the needs of a largely disadvantaged black community, made a resounding neighborhood impact.

Both programs were offered by the Dundalk Community College and financed by Vo-Tech.

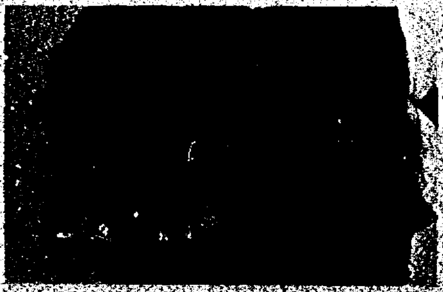
"The purpose," Dr. Lee Richmond explained, "is to help people be better consumers. We teach them how to manage a budget, how to buy or prepare a meal for one or two, how to buy a car, and how to understand the insurance policy they bought 30 years ago."

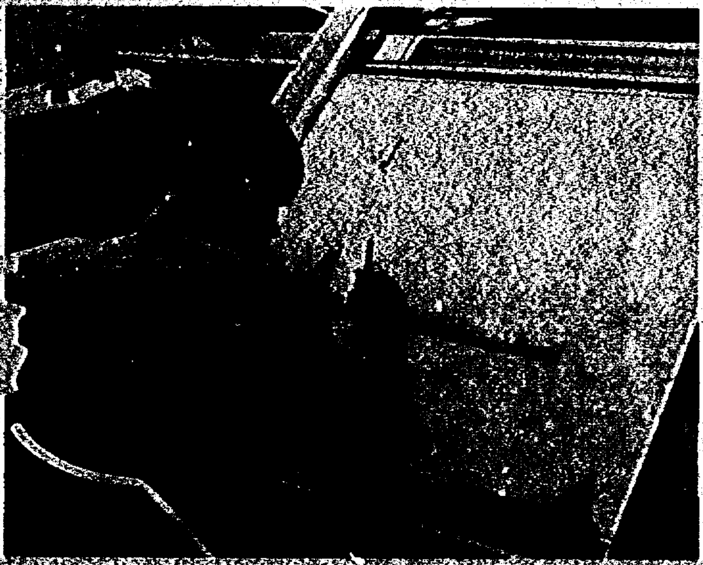
Senior citizens met weekly for ten weeks for consumer education offered in tandem with "psychology for seniors."

The Turner's Station course coupled consumer education with a black identity program featuring rap sessions with prominent members of the black community.

"Members of the black community told us we would never be able to get people out for an education program, but the first course drew 35 participants," said Dr. Richmond.

Requests are coming in from community centers and service organizations for similar courses in their neighborhoods. A good thing has a way of catching on.





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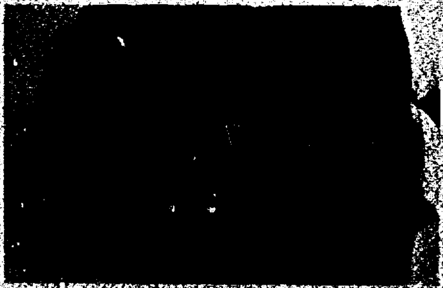

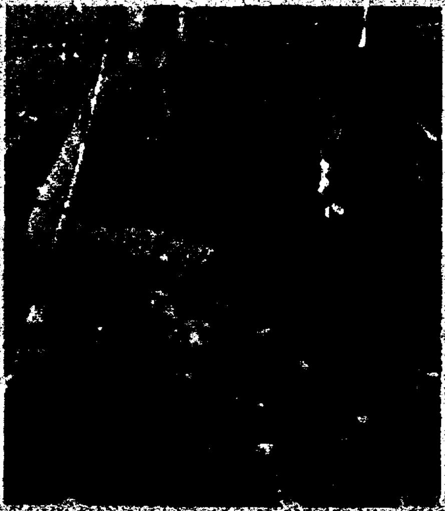

These pages offer a mere sampling of the scores of innovative programs begun or expanded in fiscal 1972 with the support of the Division of Vocational Technical Education.

The programs reached into every corner of the state and every segment of the population—

to turn on bored students to the relevance of education,
to develop career awareness among students at all grade levels and turn them on to the values and rewards of work,
to turn adults onto new career paths through industrial training,
to turn on the handicapped to their hidden potential, and
to turn on the disadvantaged and the elderly to the possibilities for a better quality of life.

The educational needs of all these diverse populations are the proper concern of the Division of Vocational Technical Education.

The switch is in the "ON" position.

MARYLAND STATE
DEPARTMENT OF EDUCATION

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
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BALTIMORE, MARYLAND 21240

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