

DOCUMENT RESUME

ED 108 035

CG 009 848

AUTHOR Silberman, Harry F.  
 TITLE Work as a Way to Improve Socialization to Adulthood.  
 PUB DATE 31 Mar 75  
 NOTE 15p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS PRICE MF-\$0.76 HC-\$1.58 PLUS POSTAGE  
 DESCRIPTORS Employment; Human Development; \*Job Satisfaction; Labor Market; \*Socialization; Speeches; \*Vocational Adjustment; \*Work Experience; \*Young Adults

ABSTRACT

If work experience is a desirable way to improve the socialization of youth to adulthood, there is a need to know the kind of work experience which should be provided, and the ways in which opportunities for such experiences can be increased. Generally, the author believes that young people are less likely to be intimidated by the bureaucratic environment if they have become familiar with it in a variety of educational forms prior to their full-time entry into the labor force. Ideally, they will have acquired a wide range of experiences at all levels of a number of different kinds of organizations. The author believes that the most effective way to improve socialization to adulthood is to establish a network of federally funded, specially designed, educational work experiences for young people prior to their full time entry into the labor force. (Author/PC)

\*\*\*\*\*  
 \* Documents acquired by ERIC include many informal unpublished \*  
 \* materials not available from other sources. ERIC makes every effort \*  
 \* to obtain the best copy available. nevertheless, items of marginal \*  
 \* reproducibility are often encountered and this affects the quality \*  
 \* of the microfiche and hardcopy reproductions ERIC makes available \*  
 \* via the ERIC Document Reproduction Service (EDRS). EDRS is not \*  
 \* responsible for the quality of the original document. Reproductions \*  
 \* supplied by EDRS are the best that can be made from the original. \*  
 \*\*\*\*\*

ED108055

# WORK AS A WAY TO IMPROVE SOCIALIZATION TO ADULTHOOD<sup>1</sup>

HARRY F. SILBERMAN

UNIVERSITY OF CALIFORNIA, LOS ANGELES

I'M GOING TO ADDRESS THREE QUESTIONS: IS WORK EXPERIENCE A DESIRABLE WAY TO IMPROVE THE SOCIALIZATION OF YOUTH TO ADULTHOOD; IF SO, WHAT KIND OF WORK EXPERIENCE SHOULD BE PROVIDED AND; HOW CAN WE INCREASE OPPORTUNITIES FOR SUCH EXPERIENCES?

## I. IS WORK EXPERIENCE A DESIRABLE WAY TO IMPROVE SOCIALIZATION TO ADULTHOOD:

A VARIETY OF RECENT REPORTS HAVE RECOMMENDED WORK EXPERIENCE AS A WAY OF SOCIALIZING YOUNG PEOPLE TO ADULTHOOD. IT IS POINTED OUT THAT UNEMPLOYMENT IS A SPECIAL PROBLEM FOR THE YOUNG WHO HAVE THE HIGHEST UNEMPLOYMENT RATE AND THE LEAST DESIRABLE JOBS. THEY ARE THE LEAST SATISFIED MEMBERS OF THE LABOR FORCE AND ARE MOST LIKELY TO SEEK ALTERNATIVES TO REGULAR CIVILIAN EMPLOYMENT SUCH AS CRIME, WELFARE, AND MILITARY SERVICE.

ONE DIAGNOSIS IS THAT YOUNG PEOPLE HAVE TROUBLE IN MAKING THE TRANSITION FROM SCHOOL TO WORK BECAUSE SCHOOLS AND FAMILY ARE SO ISOLATED FROM THE WORLD OF WORK. EACH DAY MILLIONS OF YOUNG PEOPLE ARE TRANSPORTED TO SCHOOL BUILDINGS AND MILLIONS OF ADULTS WHO HAVE ALL THE SKILLS AND ECONOMIC POWER ARE TRANSPORTED TO DIFFERENT PLACES CALLED WORK. IN THE SCHOOLS THE RATIO OF ADULTS TO YOUNG PEOPLE IS

1: PRESENTED AT THE AMERICAN EDUCATION RESEARCH ASSOCIATION MEETINGS, WASHINGTON D.C., MARCH 31, 1975

CG-009848

2

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

VERY SMALL, ABOUT 1:25; A CUSTODIAL INFLUENCES WILL DOMINATE THOSE INSTANCES OF ADULT ROLE MODELS AND THEIR ISOLATED INSTITUTIONS OF SOCIETY, SCHOOLS PREVENT PEOPLE TO ASSUME THE RESPONSIBILITIES FOR THEM TO ACQUIRE ADULT SOCIAL CAPABILITIES.

WHEN EMPLOYERS ARE ASKED WHY THEY TERMINATE YOUNG PEOPLE, THEY OFTEN SAY THEY WERE NOT SUFFICIENTLY ASSERTIVE OR THAT THEY FEEL THAT YOUNG PEOPLE DON'T SHOW UP FOR WORK WHY. THE YOUNG ARE SAID TO LACK THE NECESSARY SKILLS THAT ARE CUMULATIVELY REFERRED TO AS ADULT. EMPLOYERS REVEAL THAT THEY WANT MUCH RESPONSIBILITY WHILE READILY PROVIDING PRECISELY WHAT YOUNG PEOPLE NEED. INSTEAD OF GOING TO GO AROUND, THEY SAY, AND BESIDES BEING IMMATURE, AREN'T WELL TRAINED, ALL THIS WITH A LITTLE TRUST AND OPPORTUNITY IN THE PRIMARY LABOR MARKET HAVEN'T BEEN HIRING PEOPLE UNDER THE AGE OF 21.

YOUNG PEOPLE HAVE A DIFFERENT STATUS WHO NEED TO BE CHANGED; IT'S THE JOBS THAT ARE OPEN TO THEM ARE LOW WAGE, TEMPORARY FOR THE MOST PART AND ARE SOMETIMES DANGEROUS. THEY POINT OUT

VERY SMALL, ABOUT 1:25; A CUSTODIAL RATIO THAT GUARANTEES THAT PEER INFLUENCES WILL DOMINATE THOSE INSTITUTIONS. BECAUSE OF THEIR SCARCITY OF ADULT ROLE MODELS AND THEIR ISOLATION FROM THE IMPORTANT ECONOMIC INSTITUTIONS OF SOCIETY, SCHOOLS PROVIDE LITTLE OPPORTUNITY FOR YOUNG PEOPLE TO ASSUME THE RESPONSIBILITY AND AUTHORITY THAT IS NECESSARY FOR THEM TO ACQUIRE ADULT SOCIAL COMPETENCIES.

WHEN EMPLOYERS ARE ASKED WHY THEY REFUSE TO HIRE OR WHY THEY TERMINATE YOUNG PEOPLE, THEY OFTEN SAY THAT THE YOUNG ARE NOT SUFFICIENTLY ASSERTIVE OR THAT THEY ARE TOO AGGRESSIVE. THEY EXPLAIN THAT YOUNG PEOPLE DON'T SHOW UP FOR WORK AND DON'T CALL IN TO EXPLAIN WHY. THE YOUNG ARE SAID TO LACK THE SOCIAL COMPETENCIES, THE AFFECTIVE SKILLS THAT ARE CUMULATIVELY REFERRED TO AS GOOD CHARACTER IN THE MATURE ADULT. EMPLOYERS REVEAL THAT THEY DON'T REALLY TRUST YOUNG PEOPLE WITH MUCH RESPONSIBILITY WHILE READILY ACKNOWLEDGING THAT RESPONSIBILITY IS PRECISELY WHAT YOUNG PEOPLE NEED. THERE SIMPLY ISN'T ENOUGH RESPONSIBILITY TO GO AROUND, THEY SAY, AND BESIDES, "TEENAGERS AREN'T DEPENDABLE, AREN'T MATURE, AREN'T WELL TRAINED", ALL THE QUALITIES THAT MIGHT BE ACQUIRED WITH A LITTLE TRUST AND OPPORTUNITY. PROFITS COME FIRST. MOST MANAGERS IN THE PRIMARY LABOR MARKET HAVEN'T YET EVEN ENTERTAINED THE IDEA OF HIRING PEOPLE UNDER THE AGE OF 21.

YOUNG PEOPLE HAVE A DIFFERENT STORY. THEY SAY IT ISN'T THEMSELVES WHO NEED TO BE CHANGED; IT'S THE JOBS THAT NEED TO BE CHANGED. THE JOBS THAT ARE OPEN TO THEM ARE LOW PAYING PART-TIME VULNERABLE AND TEMPORARY FOR THE MOST PART AND ARE OFTEN DIRTY OVERCROWDED NOISY AND SOMETIMES DANGEROUS. THEY POINT OUT THAT WHERE ORGANIZATIONAL CHANGES

U S DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIGIN-  
ATING IT. POINTS OF VIEW OR OPINIONS  
STATED DO NOT NECESSARILY REPRESENT  
OFFICIAL NATIONAL INSTITUTE OF  
EDUCATION POSITION OR POLICY

ARE MADE THEY ARE MADE ONLY AS CONCESSIONS TO INSISTENT DEMANDS BY WORKERS. THE PROPOSAL TO PROVIDE WORK EXPERIENCE AS A WAY TO IMPROVE THEIR SOCIALIZATION IS REJECTED AS WASTED ENERGY.

IN ITS RADICAL FORM THIS ARGUMENT HOLDS THAT THERE IS A FUNDAMENTAL TRADE OFF BETWEEN MEANINGFULNESS OF WORK AND PRODUCTIVITY IN A PROFIT ORIENTED MARKET ECONOMY THAT IS NOT DEVOTED TO MEETING HUMAN NEEDS. THE WORKPLACE IS VIEWED AS SORT OF AN AUTHORITARIAN INFERNO THAT DICTATES THE POLICY OF SCHOOLS AND OTHER SOCIALIZING INSTITUTIONS AND IS IN SERIOUS NEED OF REFORM. IF SCHOOLS ARE ISOLATED FROM THE WORKPLACE, ALL TO THE GOOD. RATHER THAN DEEMPHASIZE YOUTH CULTURE BY EARLY INCORPORATION OF YOUTH INTO THE ADULT WORLD, WE SHOULD ATTEMPT TO DEMOCRATIZE THE WORKPLACE. PROTECT THE YOUNG.

IN MY OPINION THERE IS SOME MERIT IN BOTH THESE POSITIONS; YOUNG PEOPLE AND THE WORKPLACE NEED TO BE CHANGED. MANY YOUNG PEOPLE ARE ALREADY IN THE WORKPLACE. THE NATIONAL CENTER FOR EDUCATIONAL STATISTICS ESTIMATED THAT THREE FOURTHS OF THE SENIOR CLASS OF 1972 WORKED AT LEAST 20 HOURS PER WEEK. THE QUESTION ISN'T WHETHER YOUNG PEOPLE SHOULD WORK, THEY ARE AND WILL PROBABLY CONTINUE TO WORK; THE QUESTION IS WHAT KIND OF WORK IS BEST FOR THEM AND FOR SOCIETY?

SOME KINDS OF WORK ARE OF LOW QUALITY AND ATTEMPTS TO ADJUST YOUNG PEOPLE TO SUCH JOBS MERELY ADDS TO THEIR ALIENATION. BUT OTHER KINDS OF WORK EXPERIENCES CAN TEACH YOUNG PEOPLE TO EXAMINE THEIR JOBS, TO DETERMINE WHAT THINGS ARE WRONG AND IN NEED OF REFORM. IN ORDER TO CHANGE THE DESIGN OF THEIR JOBS, IN ORDER TO PRESS FOR IMPROVEMENTS IN THE QUALITY OF THEIR WORK, YOUNG PEOPLE MUST LEARN ENOUGH ABOUT THE

DETAILED OPERATION OF WORK ORGANIZATIONS AND CONCRETE PROPOSALS FOR REFORM.

I BELIEVE THAT YOUNG PEOPLE ARE NOT PREPARED FOR THE BUREAUCRATIC ENVIRONMENT IF THEY DO NOT HAVE A VARIETY OF EDUCATIONAL FORMS BEFORE THEM. UPON FULL TIME ENTRY INTO THE LABOR MARKET THEY HAVE ACQUIRED A WIDE RANGE OF EXPERIENCES IN DIFFERENT KINDS OF ORGANIZATIONS. THESE INCLUDE EXAMPLES OF JOB ENRICHMENT, JOB ROTATION, PROMOTION, PROGRESSION, AND OTHER EFFORTS TO PROVIDE SUCH EXPERIENCES. THEY SHOULD HAVE BEEN EXPOSED TO SUCH EXPERIENCES, THEY SHOULD HAVE BEEN AWARE OF WHAT TO PROPOSE IF THEY ARE IN AN UNHAPPY JOB SITUATION.

VERTICAL SAMPLING OF ASSIGNMENTS AND EXPERIENCES WILL FAMILIARIZE STUDENTS WITH THE FEELINGS OF DIFFERENT ORGANIZATIONS AND WOULD MORE LIKELY ENCOURAGE CAREER PLANNING BY STUDENTS WHO MIGHT ENTER THE LABOR MARKET WITH THEIR "DUES" AT ENTRY LEVEL TASKS AND ROLES AT SOME FUTURE DATE, OR AT THE

A WELL DESIGNED CURRICULUM OF WORK EXPERIENCES WILL MAKE STUDENTS BECOME MORE ASSERTIVE AND ABLE TO EXPRESS THEIR OPINIONS. STUDENTS MAY ACQUIRE A SENSE OF OWNERSHIP AND RESPONSIBILITY FOR A BETTER "PURCHASE" ON IT AND FEEL MORE COMMITMENT TO IT IF THEY HAVE EXPERIENCED BETTER EXPERIENCES. THIS WILL FACILITATE CHANGE OR PRESERVATION.

S TO INSISTENT DEMANDS BY  
PERIENCE AS A WAY TO IMPROVE  
ENERGY.

S THAT THERE IS A  
ESS OF WORK AND PRODUCTIVITY  
IS NOT DEVOTED TO MEETING  
SORT OF AN AUTHORITARIAN  
LS AND OTHER SOCIALIZING  
FORM. IF SCHOOLS ARE  
OOD. RATHER THAN DEEMPHASIZE  
OUTH INTO THE ADULT WORLD, WE  
CE. PROTECT THE YOUNG.

OTH THESE POSITIONS; YOUNG  
ED. MANY YOUNG PEOPLE ARE  
ENTER FOR EDUCATIONAL  
F THE SENIOR CLASS OF 1972  
UESTION ISN'T WHETHER YOUNG  
BABLY CONTINUE TO WORK; THE  
THEM AND FOR SOCIETY?

AND ATTEMPTS TO ADJUST YOUNG  
ALIENATION. BUT OTHER KINDS  
E TO EXAMINE THEIR JOBS, TO  
ED OF REFORM. IN ORDER TO  
TO PRESS FOR IMPROVEMENTS  
E MUST LEARN ENOUGH ABOUT THE

DETAILED OPERATION OF WORK ORGANIZATIONS TO BE ABLE TO MAKE AND DEFEND  
CONCRETE PROPOSALS FOR REFORM.

I BELIEVE THAT YOUNG PEOPLE ARE LESS LIKELY TO BE INTIMIDATED BY  
THE BUREAUCRATIC ENVIRONMENT IF THEY HAVE BECOME FAMILIAR WITH IT IN  
A VARIETY OF EDUCATIONAL FORMS BEFORE THEY BECOME DEPENDENT ON IT  
UPON FULL TIME ENTRY INTO THE LABOR FORCE. IDEALLY THEY WILL HAVE  
ACQUIRED A WIDE RANGE OF EXPERIENCES AT ALL LEVELS OF A NUMBER OF  
DIFFERENT KINDS OF ORGANIZATIONS. THESE EXPERIENCES MIGHT INCLUDE  
EXAMPLES OF JOB ENRICHMENT, JOB ROTATION, JOB ENLARGEMENT, JOB  
PROGRESSION, AND OTHER EFFORTS TO IMPROVE THE QUALITY OF WORK. WITH  
SUCH EXPERIENCES, THEY SHOULD HAVE SOME GOOD IDEAS IN THEIR REPERTOIRE  
ABOUT WHAT TO PROPOSE IF THEY ARE CONFRONTED ON EMPLOYMENT WITH AN  
UNHAPPY JOB SITUATION.

VERTICAL SAMPLING OF ASSIGNMENTS PRIOR TO REGULAR EMPLOYMENT MIGHT  
FAMILIARIZE STUDENTS WITH THE FEEL OF MORE IMPORTANT ROLES OF VARIOUS  
ORGANIZATIONS AND WOULD MORE LIKELY LEAD TO RATIONAL LONG-TERM CAREER  
PLANNING BY STUDENTS WHO MIGHT EITHER MAKE AN EXPLICIT CHOICE TO PAY  
THEIR "DUES" AT ENTRY LEVEL TASKS IN ANTICIPATION OF MORE RESPONSIBLE  
ROLES AT SOME FUTUTE DATE, OR ATTEMPT TO CHANGE THOSE ENTRY LEVEL JOBS.

A WELL DESIGNED CURRICULUM OF WORK EXPERIENCES SHOULD HELP STUDENTS  
BECOME MORE ASSERTIVE AND ABLE TO NEGOTIATE FOR THEIR INTERESTS.  
STUDENTS MAY ACQUIRE A SENSE OF OWNERSHIP OF THE WORK ENVIRONMENT, GET  
A BETTER "PURCHASE" ON IT AND FEEL LESS CONSTRAINED ABOUT CHANGING IT  
IF THEY HAVE EXPERIENCED BETTER EXAMPLES. BUT WHETHER SUCH A CURRICULUM  
WILL FACILITATE CHANGE OR PRESERVATION OF THE STATUS QUO IS AN EMPIRICAL

QUESTION. THE ANSWER WILL PROBABLY DEPEND ON WHAT KIND OF WORK EXPERIENCES ARE PROVIDED.

## II. WHAT KIND OF WORK EXPERIENCES SHOULD BE PROVIDED?

I COLLECTED SOME DATA ON JOB SATISFACTION OF EMPLOYED HIGH SCHOOL STUDENTS AND FOUND THAT THOSE WHO WERE IN WORK EXPERIENCE PROGRAMS SPECIFICALLY DESIGNED FOR EDUCATIONAL PURPOSES WERE MORE SATISFIED WITH THEIR WORK THAN COMPARABLE STUDENTS WHO HAD SIMPLY ACQUIRED JOBS ON THEIR OWN FOR INCOME PURPOSES. IN BOTH GROUPS THE VARIABLES THAT CONTRIBUTED MOST TO THE VARIANCE IN JOB SATISFACTION WERE: GROUP ATMOSPHERE, AVAILABILITY OF ADULT ROLE MODELS, MEANINGFULNESS OF THE WORK AND AVAILABILITY OF FEEDBACK CONCERNING ONE'S PERFORMANCE. RECENTLY I HAVE OBTAINED SOME INTUITIVE SUPPORT FOR THAT SET OF VARIABLES AND ADDED A FEW TO THE LIST BY REVIEWING LETTERS AND LOGS OF STUDENTS WHO ARE ENROLLED IN OR HAVE RECENTLY COMPLETED SOME FORM OF EDUCATIONAL WORK EXPERIENCE. THESE STUDENT EVALUATIONS COVERED THREE PROGRAMS: THE APPRENTICESHIP PROGRAM AT THE SYNANON FOUNDATION DESIGNED FOR JUVENILE DELINQUENTS BETWEEN THE AGES OF 13 AND 18; THE EXPERIMENTAL EDUCATION PROGRAM AT UCLA FOR UNDERGRADUATE STUDENTS WHO WORK IN VARIOUS COMMUNITY ORGANIZATIONS FOR COLLEGE CREDIT; AND THE FIELD STUDY PROJECTS OF THE UCLA GRADUATE SCHOOL OF MANAGEMENT IN WHICH TEAMS OF MBA CANDIDATES PERFORM CONSULTING STUDIES FOR CORPORATE AND GOVERNMENT ORGANIZATIONS.

IT TURNS OUT ON READING THESE LOGS AND LETTERS THAT THE VARIABLES THAT DIFFERENTIATE WORK EXPERIENCES RECEIVING POSITIVE STUDENT EVALUATIONS ARE THE SAME ONES THAT ARE IMPORTANT IN ANY LEARNING SITUATION. LET ME

GIVE EXAMPLES OF FIVE OF THESE VAR

A. VERBAL INSTRUCTION -  
SATELLITE ACADEMIES  
WORK IN INSURANCE CO  
HOSPITALS AND THE LI  
OUT TO ME ONCE THAT  
IN AN ORGANIZATION T  
ALL IMPORTANT INFORM  
SPECIFICALLY TAUGHT  
SESSIONS THE "RULES  
HOW TO GET THINGS DO  
TALK ETC. THE NEED  
IN THE LETTERS I EXA

THE BEST VERBAL I  
CONTEXT OF CLOSE SUP  
AND EXAMPLES CAN BE  
PROBLEMS AS THEY ARI  
APPRENTICESHIP PROGR  
WAS OUTSIDE SYNANON  
AUTO SHOP BUT THAT H  
FROM HIS JOURNEYMAN S  
DID IN TWENTY WEEKS OF SC  
REPORTS DESCRIBING IN  
SUPERVISORS - EVERYTH  
FOR SICK ANIMALS TO

WHAT KIND OF WORK

PROVIDED?

ON OF EMPLOYED HIGH SCHOOL

WORK EXPERIENCE PROGRAMS

STUDENTS WERE MORE SATISFIED

THAN THOSE WHO HAD SIMPLY ACQUIRED JOBS

GROUPS THE VARIABLES THAT

DIFFERENTIATION WERE: GROUP

SIZE, MEANINGFULNESS OF THE

WORK ONE'S PERFORMANCE.

REPORT FOR THAT SET OF VARIABLES

REPORTS AND LOGS OF STUDENTS

RECEIVED SOME FORM OF EDUCATIONAL

PROGRAMS COVERED THREE PROGRAMS:

1. FOUNDATION DESIGNED FOR

GRADE 18; THE EXPERIMENTAL

PROGRAMS STUDENTS WHO WORK IN VARIOUS

INDUSTRIES AND THE FIELD STUDY PROJECTS

WHICH TEAMS OF MBA CAN-

CONDUCT STATE AND GOVERNMENT ORGAN-

IZATION LETTERS THAT THE VARIABLES

WAS POSITIVE STUDENT EVALUATIONS

OF THE LEARNING SITUATION. LET ME

GIVE EXAMPLES OF FIVE OF THESE VARIABLES:

- A. VERBAL INSTRUCTION - JOHN STRAND, WHO DEVELOPED THE SATELLITE ACADEMIES IN NEW YORK CITY WHEREIN STUDENTS WORK IN INSURANCE COMPANIES, STOCK EXCHANGE FIRMS, HOSPITALS AND THE LIKE FOR HIGH SCHOOL CREDIT, POINTED OUT TO ME ONCE THAT EVEN THOUGH STUDENTS ARE WORKING IN AN ORGANIZATION THEY DID NOT NECESSARILY SEE THE ALL IMPORTANT INFORMAL STRUCTURE AND HAD TO BE SPECIFICALLY TAUGHT BY OLD TIMERS IN SPECIAL RAP SESSIONS THE "RULES OF THE GAME": WHO NOT TO CROSS, HOW TO GET THINGS DONE, WHEN TO TALK AND WHEN NOT TO TALK ETC. THE NEED FOR SUCH INSTRUCTION IS ALSO EVIDENT IN THE LETTERS I EXAMINED.

THE BEST VERBAL INSTRUCTION PROBABLY OCCURS IN THE CONTEXT OF CLOSE SUPERVISION WHERE NECESSARY INFORMATION AND EXAMPLES CAN BE PROVIDED IN RESPONSE TO SPECIFIC PROBLEMS AS THEY ARISE. ONE STUDENT IN THE SYNANON APPRENTICESHIP PROGRAM WROTE IN HIS LOG THAT WHILE HE WAS OUTSIDE SYNANON HE TOOK COURSES IN METAL SHOP AND AUTO SHOP BUT THAT HE LEARNED MORE ABOUT THESE TOPICS FROM HIS JOURNEYMAN SUPERVISOR IN TWO WEEKS THAN HE DID IN TWENTY WEEKS OF SCHOOL. I HAVE SEEN DOZENS OF STUDENT REPORTS DESCRIBING IN DETAIL WHAT THEY LEARNED FROM THEIR SUPERVISORS - EVERYTHING FROM PAINTING, COOKING AND CARING FOR SICK ANIMALS TO TROUBLESHOOTING SEWAGE SYSTEMS AND

MAINTENANCE OF HEAVY DIRTY EQUIPMENT, AIRCRAFT AND MOTORCYCLES. MOST IMPORTANT THESE STUDENTS QUICKLY LEARN TO ASK QUESTIONS WHEN IN DOUBT AND TO DEPEND ON THE QUALITY OF THEIR WORK FOR APPROVAL RATHER THAN WORRYING ABOUT "LOOKING" GOOD IN FRONT OF THEIR SUPERVISORS. THEY FREQUENTLY EXPRESS EXTRAORDINARY SENTIMENTS OF APPRECIATION FOR THE DIRECTION OBTAINED FROM THEIR SUPERVISORS, AN INDICATION PERHAPS OF THE RARITY OF THIS KIND OF PERSONAL INSTRUCTION FROM ADULT CRAFTSMEN.

#### B. ROLE MODELS

ROD MULLEN, EDUCATION DIRECTOR OF SYNANON, ATTRIBUTES MUCH OF THE EFFECTIVENESS OF THEIR PROGRAM TO THEIR CHOICE OF ROLE MODELS. THEIR LAWYERS, MECHANICS, ACCOUNTS, MANAGERS ETC., AREN'T HIRED MERELY BECAUSE THEY POSSESS TECHNICAL SKILLS; THEY MUST ALSO BE MATURE ADULTS WHO CAN SERVE AS ROLE MODELS FOR THE YOUNG. THEY ARE SELECTED FOR STRENGTH OF CHARACTER AS WELL AS THEIR TECHNICAL COMPETENCE. SYNANON WILL NOT PERMIT JOURNEYMEN WHO LIE, DO NOT GIVE A FULL DAYS WORK OR WHO DON'T SHOW CONCERN FOR OTHERS, TO WORK IN THEIR ORGANIZATION. EVERY JOURNEYMAN IS EXPECTED TO BE A LEADER WHO WILL MERIT RESPECT AND ASSUME RESPONSIBILITY FOR HELPING THE YOUNG OF THE COMMUNITY TO GROW UP. WHEN YOUTH PROBLEMS ARISE IN THE SYNANON COMMUNITY, ADULT BEHAVIOR IS THE PRIME SUSPECT AND PUBLIC DISCUSSION OF NEEDED CHANGES IN ADULT ACTION IS INITIATED. WHEN A STUDENT COMPLAINS IN HIS LOG THAT HIS SUPERVISOR HAS NOT GIVEN HIM ENOUGH ATTENTION THE EDUCATION DIRECTOR

FOLLOWS UP ON THE  
MAKING FREQUENT VIS  
ON THE JOB AND TAKI

THE RATIO OF ADU  
WORK ENVIRONMENT IS  
PERSON, QUITE A COM

#### C. MEANINGFULNESS OF T

WORK SETTINGS CA  
THE GROUP SUPPORT T  
ACQUIRE SELF-RELIAN  
WORKPLACE IS WHERE  
FOR THE YOUNG TO AS  
WHAT IT FEELS LIKE.  
WORK IS THE SENSE T  
WAY TO GAIN ADULT S  
MEANINGFUL WORK TO  
PARALLEL MAKE WORK  
AN OPPORTUNITY FOR  
HIGH SCHOOL WORK EX  
A LARGE AEROSPACE F  
THE FILM LABORATORY  
TIME TO HELP HIS STU  
ROOM, TWO BOYS WERE  
TO BUILD TO KEEP THE  
EMPLOYEES DIDN'T HAV  
BECAUSE THEY WERE ON  
EMPLOYEES STANDING



EQUIPMENT, AIRCRAFT AND  
 THESE STUDENTS QUICKLY  
 IN DOUBT AND TO DEPEND ON  
 APPROVAL RATHER THAN  
 IN FRONT OF THEIR SUPER-  
 LESS EXTRAORDINARY SENTIMENTS  
 TION OBTAINED FROM THEIR  
 RHAPS OF THE RARITY OF THIS  
 FROM ADULT CRAFTSMEN.

CTOR OF SYNAHON, ATTRIBUTES  
 THEIR PROGRAM TO THEIR CHOICE  
 S, MECHANICS, ACCOUNTS,  
 ERELY BECAUSE THEY POSSESS  
 ALSO BE MATURE ADULTS WHO  
 THE YOUNG. THEY ARE SELEGED  
 WELL AS THEIR TECHNICAL  
 PERMIT JOURNEYMEN WHO LIE,  
 OR WHO DON'T SHOW CONCERN  
 ORGANIZATION. EVERY JOURNEY-  
 WHO WILL MERIT RESPECT AND  
 ING THE YOUNG OF THE COM-  
 PROBLEMS ARISE IN THE SYNAHON  
 HE PRIME SUSPECT AND PUBLIC  
 N ADULT ACTION IS INITIATED.  
 IS LOG THAT HIS SUPERVISOR  
 TION THE EDUCATION DIRECTOR

FOLLOWS UP ON THE MATTER AND CHECKS OUT THE COMPLAINT,  
 MAKING FREQUENT VISITS TO SEE HOW THE STUDENT IS DOING  
 ON THE JOB AND TAKING CORRECTIVE ACTION IF NECESSARY.

THE RATIO OF ADULTS TO YOUNG PERSONS IN THE SYNAHON  
 WORK ENVIRONMENT IS MORE LIKE 5 ADULTS TO ONE YOUNG  
 PERSON, QUITE A CONTRAST TO THE 1:25 SCHOOL RATIO.

### C. MEANINGFULNESS OF THE WORK

WORK SETTINGS CAN OFFER THE RISK, THE CHALLENGE AND  
 THE GROUP SUPPORT THAT IS NECESSARY FOR THE YOUNG TO  
 ACQUIRE SELF-RELIANCE AND INTERPERSONAL SKILLS. THE  
 WORKPLACE IS WHERE THERE IS THE GREATEST OPPORTUNITY  
 FOR THE YOUNG TO ASSUME SOME RESPONSIBILITY AND TO SEE  
 WHAT IT FEELS LIKE. THE BASIC NUTRIENT OF MEANINGFUL  
 WORK IS THE SENSE THAT ONE IS NEEDED; THERE IS NO OTHER  
 WAY TO GAIN ADULT STATUS. BUT OFTEN THERE ISN'T ENOUGH  
 MEANINGFUL WORK TO GO AROUND AND STUDENTS ARE GIVEN  
 PARALLEL MAKE WORK OR MENIAL WORK THAT DOESN'T AFFORD  
 AN OPPORTUNITY FOR MUCH GROWTH. FOR EXAMPLE IN ONE  
 HIGH SCHOOL WORK EXPERIENCE PROGRAM THAT I VISITED IN  
 A LARGE AEROSPACE FIRM IN CALIFORNIA, THE SUPERVISOR IN  
 THE FILM LABORATORY COMPLAINED THAT HE DIDN'T HAVE ENOUGH  
 TIME TO HELP HIS STUDENT EMPLOYEES. IN THE INSTRUMENTATION  
 ROOM, TWO BOYS WERE GIVEN VACUUM TUBE VOLTMETER HEATHKITS  
 TO BUILD TO KEEP THEM OUT FROM UNDERFOOT. THE REGULAR  
 EMPLOYEES DIDN'T HAVE ENOUGH TIME TO GIVE TO THE STUDENTS  
 BECAUSE THEY WERE ON A TIGHT SCHEDULE. TWO REGULAR  
 EMPLOYEES STANDING IN THE HALL OUTSIDE THE COMPUTER ROOM

WERE OVERHEARD TO SAY, "THERE IS NO ROOM FOR US IN THERE; WE CAN'T DO ANY WORK WITH ALL THOSE KIDS AROUND" TWO TEENAGERS WERE INSIDE PLAYING TIC TAC TOE ON A TERMINAL AND ANOTHER COUPLE WERE IN A CORNER OF THE ROOM - MAKING OUT.

IN CONTRAST TO THAT EXAMPLE CONSIDER THE CASE OF THE UCLA MBA FIELD STUDY PROJECTS IN WHICH STUDENT TEAMS STUDY AN ORGANIZATION SUCH AS TOYOTA, OR NATIONAL CASH REGISTER, MEETING WITH THE CHIEF EXECUTIVES, INTERVIEWING WORKERS AT ALL LEVELS OF THE ORGANIZATION, COLLECTING AND ANALYZING DATA FROM THROUGHOUT THE COMPANY, LOCATING AND FOCUSING ON A PARTICULAR PROBLEM AND COMING UP WITH MAJOR POLICY RECOMMENDATIONS TO THE OFFICERS OF THE FIRM. IN THE PROCESS, LASTING FRIENDSHIPS WITH OTHER MEMBERS OF THE STUDY TEAM ARE FORMED DESPITE NUMEROUS INTERPERSONAL CONFLICTS THAT OCCUR DURING THE INTENSIVE WORK EXPERIENCE OVER PROBLEMS RELATED TO BALANCING THE WORK LOAD AND ESTABLISHING COOPERATIVE RELATIONSHIPS.

ANOTHER EXAMPLE OF MEANINGFUL WORK EXPERIENCE IS EVIDENT IN THE LOGS OF STUDENTS IN THE UCLA EXPERIMENTAL EDUCATION PROGRAM WHO WORKED IN PRIVATE BOARD AND CARE HOMES FOR FORMERLY HOSPITALIZED MENTAL PATIENTS. THERE THEY BEGIN TO LEARN HOW HARD IT IS TO SAY NO TO PEOPLE WHO'S HUNGER FOR ATTENTION AND AFFECTION IS INSATIABLE. THEY LEARN TO COPE WITH FEELINGS OF ANGER OVER WHAT THEY SOMETIMES PERCEIVE TO BE UNFAIR AND UNJUST TREATMENT OF RESIDENTS AND DEVELOP A GROWING SENSE OF RESPONSIBILITY FOR THE IMPACT OF THEIR CASUAL REMARKS ON THE RESIDENTS, SOME OF WHOM ARE SUICIDAL AND SUBJECT TO SUDDEN REVERSALS. THE CHINESE

HAVE A SINGLE CHARACTER FOR DANGER ARE ALSO FILLED WITH THE STRUGGLE TRADEOFF BETWEEN NEEDS FOR INDEPENDENCE AND BETWEEN THE STUDENT'S IMPATIENCE AND THE LIMITS OF THEIR OWN RESOURCES

#### D. REALISTIC FEEDBACK

IN MANY LOGS IN COMMUNICATING MORE COMING MORE ASSERTIVE PROBLEM, THERE IS SOME KIND. FOR EXAMPLE ENCOUNTER SESSIONS, JOURNEYMEN AND FELLOW FEEDBACK ON THE EFFECT MANY OF THESE SESSIONS TO STAND UP FOR THE NECESSARY TO CORRECT THE FAILURE OF INDIVIDUALS AND TO ASSUME RESPONSIBILITY MORE OFTEN THE FEEDBACK CONSEQUENCE OF THE WORK EXAMPLE THE MBA FIELD RESULTS OF THEIR STUDY READ IT CAREFULLY, AND THESE REPORTS MAY REVEAL A MANAGER, THE ADOPTIVE

NO ROOM FOR US IN THERE;  
 HOSE KIDS AROUND." TWO  
 C TAC TOE ON A TERMINAL  
 NER OF THE ROOM - MAKING

CONSIDER THE CASE OF THE  
 N WHICH STUDENT TEAMS  
 YOTA, OR NATIONAL CASH  
 EXECUTIVES, INTER-  
 THE ORGANIZATION,  
 OM THROUGHOUT THE  
 N A PARTICULAR PROBLEM  
 RECOMMENDATIONS TO THE  
 OCESS, LASTING FRIEND-  
 STUDY TEAM ARE FORMED  
 ONFLICTS THAT OCCUR  
 ENCE OVER PROBLEMS RE-  
 AND ESTABLISHING

ENCE IS EVIDENT IN THE  
 ATION PROGRAM WHO WORKED  
 OSPITALIZED MENTAL PATIENTS,  
 Y NO TO PEOPLE WHO'S HUNGER  
 EY LEARN TO COPE WITH  
 CEIVE TO BE UNFAIR AND  
 OWING SENSE OF RESPON-  
 S ON THE RESIDENTS, SOME  
 ERSALS. THE CHINESE

HAVE A SINGLE CHARACTER FOR DANGER AND OPPORTUNITY. STUDENT REPORTS  
 ARE ALSO FILLED WITH THE STRUGGLE OVER FUNDAMENTAL ISSUES SUCH AS THE  
 TRADEOFF BETWEEN NEEDS FOR INDEPENDENCE AND NURTURANCE IN THE RESIDENTS  
 AND BETWEEN THE STUDENT'S IMPATIENCE WITH BUREAUCRATIC OBSTACLES AND  
 THE LIMITS OF THEIR OWN RESOURCES TO DO ANYTHING ABOUT THEM.

#### D. REALISTIC FEEDBACK

IN MANY LOGS IN WHICH STUDENTS REPORT SOME PROGRESS  
 IN COMMUNICATING MORE EFFECTIVELY WITH OTHERS OR IN BE-  
 COMING MORE ASSERTIVE IN DEALING WITH AN INTERPERSONAL  
 PROBLEM, THERE IS SOME MENTION OF POWERFUL FEEDBACK OF  
 SOME KIND. FOR EXAMPLE, IN SYNANON, INTENSIVE GROUP  
 ENCOUNTER SESSIONS, OR GAMES AS THEY ARE CALLED, INCLUDING  
 JOURNEYMEN AND FELLOW APPRENTICES PROVIDE INDIVIDUALS WITH  
 FEEDBACK ON THE EFFECTS THAT THEIR BEHAVIOR HAS ON OTHERS.  
 MANY OF THESE SESSIONS FOCUS ON THE NEED FOR STUDENTS  
 TO STAND UP FOR THEIR RIGHTS AND TO CONFRONT OTHERS WHEN  
 NECESSARY TO CORRECT INEQUITIES. ANOTHER POPULAR TOPIC IS  
 THE FAILURE OF INDIVIDUALS TO MAKE AND KEEP COMMITMENTS  
 AND TO ASSUME RESPONSIBILITY AFFECTING OTHERS.  
 MORE OFTEN THE FEEDBACK COMES AS A DIRECT AND REALISTIC  
 CONSEQUENCE OF THE WORK EFFORTS OF THE STUDENTS. FOR  
 EXAMPLE THE MBA FIELD STUDY TEAMS AT UCLA REPORT THE  
 RESULTS OF THEIR STUDIES TO THE BOARD OF TRUSTEES WHO  
 READ IT CAREFULLY, AND ASK PROBING QUESTIONS. SOMETIMES  
 THESE REPORTS MAY RESULT IN THE HIRING OF A GENERAL  
 MANAGER, THE ADOPTION OF A NEW INFORMATION SYSTEM.

ABANDONMENT OF PLANS TO PURCHASE A NEW PIECE OF EQUIPMENT, OR THE REORGANIZATION OF AN ACCOUNTING DEPARTMENT. THE STUDENTS IN ONE TEAM WERE SO IMPRESSED WITH THE OPERATION OF THEIR COMPANY THAT THEY PURCHASED STOCK IN THE ORGANIZATION. MEMBERS OF ANOTHER TEAM RECEIVED JOB OFFERS FROM THE COMPANY THEY WERE STUDYING AFTER ALL OF THEIR RECOMMENDATIONS WERE ADOPTED. IN OTHER CASES THE FEEDBACK TEACHES THEM HOW DIFFICULT AND COMPLEX IT IS TO MAKE EVEN RELATIVELY SMALL CHANGES IN A LARGE ORGANIZATION.

SOME OF THE LOGS PROVIDE EXAMPLES OF NEGATIVE FEEDBACK WHICH OCCURS WHEN STUDENTS ARE GIVEN SOME SUPERVISORY RESPONSIBILITY AND MAKE UNWISE DECISIONS. IN THE BOARD AND CARE HOMES SOME OF THE STUDENTS GET CHALLENGED BY RESIDENTS WHEN MAKING LOOSE ILLIGICAL STATEMENTS AND THEY DEVELOP AN APPRECIATION FOR THE FACT THAT THE RESIDENTS ARE NOT MUCH DIFFERENT THEN THEIR CARETAKERS.

#### E. ADAPTATION TO INDIVIDUAL DIFFERENCES

THE LOGS ALSO REVEAL INSTANCES WHERE WORK EXPERIENCES WERE ADAPTED OR NOT ADAPTED TO ACCOMMODATE INDIVIDUAL DIFFERENCES IN LEARNERS. IN THE EARLY STAGES WORK ASSIGNMENTS PROBABLY SHOULD BE CLEAR AND UNAMBIGUOUS TO AVOID THE KIND OF COMPLAINT LOGGED BY ONE OF THE UCLA MBA FIELD STUDY TEAMS THAT THEY WERE UNPREPARED TO COPE WITH A FIRM TO WHICH THEY WERE ASSIGNED. THE EXECUTIVES OF THE FIRM WERE THREATENED BY CHANGE AND WOULD NOT

RELEASE SPECIFIC INFORMATION INSTEAD TO TRIVIAL MARKET SURVEY

GOOD EXAMPLES OF HOW WORK EXPERIENCES ADAPT TO INDIVIDUAL DIFFERENCES BY GRADUAL CHANGES ON STUDENTS ARE ALSO EVIDENT IN THE LOGS. FOR EXAMPLE THE YOUNG FIRST SERVEANTS AND TASKS ARE CLEARLY DEFINED, QUITE DIFFICULT FOR SUPERVISORS. LATER THE APPRENTICES WILL RECEIVE SUPERVISORY EXPERIENCES AND THE APPRENTICE WILL ASSUME MORE ADVANCED CHALLENGES AND SOME MAY ASSUME INDEPENDENT RESPONSIBILITIES IF MERITED BY EXEMPLARY PERFORMANCE. IS CONFINED TO THOSE WHO DEMONSTRATE SKILL IN ASSIGNMENTS. ADVANCEMENT OCCURS WHEN THEY ARE OLD ENOUGH BY CHANCE TO MEET THE RIGHT PERSON

#### III. HOW CAN WE INCREASE OPPORTUNITIES

ALTHOUGH PORTIONS OF AN IDEAL CURRICULUM CAN BE FOUND IN A VARIETY OF EXISTING PROGRAMS WE CAN FUSE THEIR BEST FEATURES INTO A PROGRAM ON A LARGE SCALE.

ONE OBSTACLE TO AN EXPANDED CURRICULUM IS THE SOCIALIZING OF YOUTH TO ADULTHOOD IS NOT EASY. THERE CAN BE NO LARGE SCALE PROGRAM

PURCHASE A NEW PIECE OF  
 ANIZATION OF AN ACCOUNTING  
 TS IN ONE TEAM WERE SO IMPRESSED  
 THEIR COMPANY THAT THEY PURCHASED  
 ON. MEMBERS OF ANOTHER TEAM  
 M THE COMPANY THEY WERE STUDYING  
 MMENDATIONS WERE ADOPTED. IN  
 K TEACHES THEM HOW DIFFICULT AND  
 VEN RELATIVELY SMALL CHANGES IN A  
 G OF NEGATIVE FEEDBACK WHICH  
 SUPERVISORY RESPONSIBILITY AND MAKE  
 ARE HONES SOME OF THE STUDENTS GET  
 DOSE ILLIGICAL STATEMENTS AND THEY  
 THAT THE RESIDENTS ARE NOT MUCH

### DIFFERENCES

INSTANCES WHERE WORK EXPERIENCES  
 ED TO ACCOMMODATE INDIVIDUAL  
 IN THE EARLY STAGES WORK  
 ULD BE CLEAR AND UNAMBIGUOUS TO  
 INT LOGGED BY ONE OF THE UCLA  
 AT THEY WERE UNPREPARED TO COPE  
 Y WERE ASSIGNED. THE EXECUTIVES  
 NED BY CHANGE AND WOULD NOT

RELEASE SPECIFIC INFORMATION TO THE STUDY TEAM, PRE-  
 FERRING INSTEAD TO DISPATCH THE TEAM TO WORK ON SOME  
 TRIVIAL MARKET SURVEY.

GOOD EXAMPLES OF HOW WORK EXPERIENCE PROGRAMS CAN BE ADAPTED TO  
 INDIVIDUAL DIFFERENCES BY GRADUAL ESCALATION OF THE INTERACTIVE DEMANDS  
 ON STUDENTS ARE ALSO EVIDENT IN THE LOGS. IN THE SYHANON ORGANIZATION  
 FOR EXAMPLE THE YOUNG FIRST SERVE AN APPRENTICESHIP ROLE WHERE THE  
 TASKS ARE CLEARLY DEFINED, QUITE STRUCTURED AND WITH AMPLE SUPPORT FROM  
 SUPERVISORS. LATER THE APPRENTICE WILL ADVANCE TO MORE COMPLEX TASKS  
 AND WILL RECEIVE SUPERVISORY EXPERIENCE. WITH ADDITIONAL EXPERIENCE  
 , THE APPRENTICE WILL ASSUME MORE AUTOHOMY AND JOB VARIETY WITH GREATER  
 CHALLENGES AND SOME MAY ASSUME INCREASING RESPONSIBILITY FOR NEW-  
 COMERS IF MERITED BY EXEMPLARY PERFORMANCE. THROUGHOUT JOB PROGRESSION  
 IS CONFINED TO THOSE WHO DEMONSTRATE THAT THEY CAN HANDLE MORE DIFFICULT  
 ASSIGNMENTS. ADVANCEMENT OCCURS WHEN STUDENTS CAN HANDLE NEW ASSIGNMENTS  
 RATHER THAN WHEN THEY ARE OLD ENOUGH, HAVE THE RIGHT CREDENTIAL OR HAPPEN  
 BY CHANCE TO MEET THE RIGHT PERSON.

### III. HOW CAN WE INCREASE OPPORTUNITIES FOR SUCH EXPERIENCES?

ALTHOUGH PORTIONS OF AN IDEAL EDUCATIONAL WORK EXPERIENCE PROGRAM  
 CAN BE FOUND IN A VARIETY OF EXISTING PROGRAMS THE QUESTION IS HOW TO  
 FUSE THEIR BEST FEATURES INTO A FORM THAT CAN BE IMPLEMENTED ON A LARGE  
 SCALE.

ONE OBSTACLE TO AN EXPANDED USE OF THE WORKPLACE AS A RESOURCE FOR  
 SOCIALIZING YOUTH TO ADULTHOOD IS UNEMPLOYMENT. IF THERE ARE NO JOBS  
 THERE CAN BE NO LARGE SCALE PROGRAM OF EDUCATIONAL WORK EXPERIENCE. BUT

LARGE-SCALE PUBLIC EMPLOYMENT APPROPRIATIONS ARE BEING LEVIED NOW AND IT IS POSSIBLE TO SPECIFY IN SUCH LEGISLATION THAT THE FUNDS BE USED TO PURCHASE JOBS WITH THE PREVIOUSLY MENTIONED DESIGN FEATURES TO MAXIMIZE THE DEVELOPMENT OF MATURATION SKILLS IN EMPLOYEES. AS LONG AS WE ARE CREATING JOBS, WE MIGHT JUST AS WELL CREATE EDUCATIONAL JOBS. THE DEAD-END TEMPORARY PICK AND SHOVEL TYPE WORK MAY SERVE INCOME TRANSFER PURPOSES BUT AT LEAST YOUNG PEOPLE AND MAYBE OLDER PEOPLE AS WELL, MAY NEED SOCIALLY USEFUL ROLES EVEN MORE THAN THEY NEED WELFARE. IN ADDITION TO PUBLIC EMPLOYMENT FUNDS, FEDERAL TAX INCENTIVES FOR PARTICIPATING ORGANIZATIONS AND PERHAPS SOME REALLOCATION OF EXISTING LOCAL AND STATE EDUCATION REVENUES ARE LOGICAL CANDIDATES TO COVER THE COST OF ESTABLISHING AN EDUCATIONAL WORK EXPERIENCE PROGRAM.

FISCAL SUPPORT WILL GO A LONG WAY IN RELIEVING THE POLITICAL OBSTACLES AND OBJECTIONS OF VARIOUS GROUPS TO SUCH A PROGRAM. BUT SOME REORGANIZATION OF SCHOOLS AND WORK ORGANIZATIONS WILL ALSO BE NECESSARY. FOR EXAMPLE, PRODUCTIVE SCHOOL ENTERPRISES COULD PREPARE STUDENTS FOR THE WORK EXPERIENCE PROGRAM. AS IN THE SYNAHON HIGH SCHOOL, STUDENTS CAN OPERATE THE SCHOOL PLANT AND ASSUME WORK ROLES IN PRODUCTIVE SCHOOL ENTERPRISES THAT SERVE THE COMMUNITY.

CHANGES IN THE WORKPLACE ARE ALSO NECESSARY. THE WORKPLACE IS NOW SPECIALLY DESIGNED, THROUGH YEARS OF INCREMENTAL CHANGES, TO EXCLUDE THE YOUNG. MOST JOBS ARE SPECIFICALLY DESIGNED TO MAXIMIZE MATERIAL PRODUCTIVITY WITHOUT THE ASSISTANCE OF LESS MATURE YOUTH. SIMPLY ADDING STUDENTS ONTO SUCH JOBS WITHOUT ANY RESTRUCTURING WILL OVERMAN THEM AND REDUCE PRODUCTIVITY. TO BRING YOUNG PEOPLE AND ADULTS TOGETHER IN A WAY THAT PROVIDES AN EFFECTIVE LEARNING ENVIRONMENT FOR THE YOUNG WITHOUT

SACRIFICING PRODUCTIVITY AND MORALE  
REDESIGN.

PUBLIC AND PRIVATE ORGANIZATIONS  
DEPARTMENTS THAT ARE RESPONSIBLE  
ALSO HAVE AN EDUCATIONAL RESPONSIBILITY  
DEPARTMENT WOULD HAVE AN ASSOCIATED  
WORK STATIONS AND "ENGINEER" WORK  
INTENDED SOCIAL OUTCOMES ARE ACHIEVED  
INCLUDED AS PART OF THESE RESEARCH  
STUDENT INTERESTS AND BE ACCOUNTABLE  
THE WORK EXPERIENCE IN CONTRAST TO  
PROFITS, ADVERTISING, OR RECRUITING

IF POLITICAL OBSTACLES THREATEN  
EXISTING JOBS THEN THE FUNCTION OF  
THE FORM OF SELECTION FROM AMONG  
THAT DO PROVIDE SOME EDUCATIONAL VALUE  
THE WORK OF ALBERT MEHRABIAN, ROGER  
A GOOD START ON WAYS TO MEASURE THE  
IMPROVING SOCIALIZATION TO ADULTHOOD

IN SUMMARY, I SAID THAT I BELIEVE  
SOCIALIZATION TO ADULTHOOD IS TO BE  
SPECIALLY DESIGNED, EDUCATIONAL WORK  
TO THEIR FULL TIME ENTRY INTO THE

ARE BEING LEVIED NOW  
 ATION THAT THE FUNDS BE  
 NTIONED DESIGN FEATURES  
 ILLS IN EMPLOYEES. AS  
 AS WELL CREATE EDUCATIONAL  
 L TYPE WORK MAY SERVE  
 PEOPLE AND MAYBE OLDER  
 ES EVEN MORE THAN THEY  
 ENT FUNDS, FEDERAL TAX  
 ND PERHAPS SOME REALLOCATION  
 ES ARE LOGICAL CANDIDATES  
 ONAL WORK EXPERIENCE PROGRAM.

IEVING THE POLITICAL  
 D SUCH A PROGRAM. BUT  
 IZATIONS WILL ALSO BE  
 ENTERPRISES COULD PREPARE  
 IN THE SYNANON HIGH  
 AND ASSUME WORK ROLES IN  
 COMMUNITY.

ARY. THE WORKPLACE IS NON  
 TAL CHANGES, TO EXCLUDE THE  
 O MAXIMIZE MATERIAL PRODUC-  
 YOUTH. SIMPLY ADDING  
 RING WILL OVERMAN THEM AND  
 ND ADULTS TOGETHER IN A WAY  
 NT FOR THE YOUNG WITHOUT

SACRIFICING PRODUCTIVITY AND MORALE OF REGULAR WORKERS DEMANDS SOME  
 REDESIGN.

PUBLIC AND PRIVATE ORGANIZATIONS MIGHT BE INDUCED TO SET UP  
 DEPARTMENTS THAT ARE RESPONSIBLE FOR A PRODUCTIVE ACTIVITY BUT THAT  
 ALSO HAVE AN EDUCATIONAL RESPONSIBILITY FOR SOME YOUNG PEOPLE. THIS  
 DEPARTMENT WOULD HAVE AN ASSOCIATED RESEARCH CAPACITY TO REDESIGN  
 WORK STATIONS AND "ENGINEER" WORK ENVIRONMENTS TO INSURE THAT THE  
 INTENDED SOCIAL OUTCOMES ARE ACHIEVED. LOCAL EDUCATORS SHOULD BE  
 INCLUDED AS PART OF THESE RESEARCH TEAMS TO PLAY AN ADVOCACY ROLE FOR  
 STUDENT INTERESTS AND BE ACCOUNTABLE FOR THE EDUCATIONAL OUTCOMES OF  
 THE WORK EXPERIENCE IN CONTRAST TO CORPORATE INTERESTS IN PRODUCTION,  
 PROFITS, ADVERTISING, OR RECRUITING ENTRY LEVEL PERSONNEL.

IF POLITICAL OBSTACLES THWART THE MANIPULATION AND REDESIGN OF  
 EXISTING JOBS THEN THE FUNCTION OF THE RESIDENT EDUCATORS MIGHT TAKE  
 THE FORM OF SELECTION FROM AMONG THE POPULATION OF AVAILABLE JOBS THOSE  
 THAT DO PROVIDE SOME EDUCATIONAL VALUE, TO COMPOSE THE CURRICULUM.  
 THE WORK OF ALBERT MEHRABIAN, ROGER BARKER, AND RUDOLPH MOOS, PROVIDES  
 A GOOD START ON WAYS TO MEASURE THE POTENTIAL OF JOB ENVIRONMENTS IN  
 IMPROVING SOCIALIZATION TO ADULthood.

IN SUMMARY, I SAID THAT I BELIEVE THE MOST EFFECTIVE WAY TO IMPROVE  
 SOCIALIZATION TO ADULthood IS TO ESTABLISH A NETWORK OF FEDERALLY FUNDED,  
 SPECIALLY DESIGNED, EDUCATIONAL WORK EXPERIENCES FOR YOUNG PEOPLE PRIOR  
 TO THEIR FULL TIME ENTRY INTO THE LABOR FORCE.