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*Work Experience*  
*Education Programs*  
*in* AMERICAN ★  
SECONDARY ★  
SCHOOLS ★

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## Foreword

**I**T IS BELIEVED that superintendents and principals, school board members, teachers, and employers and other lay citizens—in fact, all those persons who help to decide on public-school curriculums have need for a bulletin in which information is made available concerning work experience education programs. They should be informed about selected publications which describe this program. Enough background material should be made available for them to review the recent development of work as a part of secondary education in American schools. School authorities need to develop an awareness of the educative values in the normal work activities of children and youth, and learn about methods of integrating these experiences in the school program. Teachers and officials need to recognize that there are several types of work experience programs, and that one or all may be put into operation in a single school. Busy school officials need descriptions of several types of work experience programs in order to consider their use locally. Finally, a brief summary of methods of initiating and conducting a work experience education program is needed to serve as a guide on the operational level.

This bulletin is designed to serve the local school official who wants to initiate a work experience education program or to assist in evaluation of a program already in operation.

Since this bulletin is intended to be a guidebook for those who are interested in initiating a work experience program in a local school system, all types of schoolwork programs are considered, including those designed specifically as vocational preparation for chosen occupations. Included also are those types of work experience, sponsored, planned, and supervised by the school for their general developmental values. The study is limited to work performed during released schooltime. It includes descriptions of some unpaid work experience programs and some work experience programs without high school credit. Because of the special nature of the program, work done by students in vocational agriculture is not included in this study.

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# I. Introduction to the Study of Work Experience Education

**I**T IS a common belief in the United States that American youth should prepare for full and successful lives by continuing their formal education at least through the high school. It is also generally believed that every able adult citizen should contribute to the well-being and prosperity of the Nation through productive work. If the ability to work must be learned—and is not a natural talent—then the inclusion of work experience in the education of young people is essential. Work experience has always been important in the growing-up process. Many forms of schoolwork experiences have been developed in American public schools. Full realization of the place of work education programs will be achieved only when secondary school leaders understand that there are many kinds of schoolwork programs, when they recognize the purposes and values of each kind, and when they seek to adopt locally those programs of work experience education best suited to community and youth needs.

It is hoped that this bulletin on work experience education in the secondary schools of the United States will be helpful to educators interested in developing school-supervised work experience programs which are suited to local needs.

## *Terminology*

Many terms and combinations of terms are used to describe the attempts made through the public schools to provide part-time occupational experiences for students as a part of the school curriculum. The term "cooperative education" was used to describe the earliest American experiments at the University of Cincinnati in 1906. High school cooperative courses were introduced a few years later. "Cooperative diversified occupations" as a term was first used in Southern States to refer to work experience programs in high schools, generally subsidized by State boards for vocational education through the use of State and Federal vocational education funds.

The work programs organized for youth in the depression period of the thirties, helped to mold an opinion among school administrators favorable to the educational values of these activities for young people. Projects were designed to give the young worker an opportunity to try several types of jobs and to acquire desirable work habits and attitudes.

The importance of school-sponsored work experience programs increased rapidly soon after the beginning of World War II. Three influences served to accelerate the number of secondary school students working in productive enterprises during regular school hours. First, manpower shortages made it necessary to utilize all available human resources. Second, the attractiveness of high wages resulted in many secondary school pupils either leaving school completely or working an excessive number of hours after school. Third, by cooperating with business and industry, the schools assisted in the war effort by making it possible for many students to remain in school one-half of each schoolday and to produce essential goods and services during the other half-day period.

Following World War II, the educative values of part-time school and work programs became the topic of numerous conferences, research studies, magazine articles, and books. Many educators seemed to favor some form of work experience education as a regular part of the secondary school program.

### *Selection of the Terms Used*

During the last 50 years the following terms have been used to identify schoolwork programs: Cooperative education, occupational experience, diversified occupations, schoolwork, work-study, work-education, job-experience, education for work, work experience, and many others. Four of these terms have had sufficient usage to justify special discussion, namely, cooperative education, diversified occupations, work experience, and work experience education. All definitions considered here refer exclusively to secondary school programs.

### *Cooperative Education or Courses*

The cooperative part time in school and part time at work program is a work experience program planned by school officials, students, and business and industrial leaders. The usual purpose of this program is the study of a specific occupation. In secondary schools, cooperative courses furnish early practical application of vocational skills learned in school or provide for the initial development of skills and abilities necessary for success in a particular occupation.

**Cooperative Education** or "cooperative courses at the secondary school level" refers to a program in which students attend school part time and work part time during school hours. It is planned on-the-job preparation for a remunerative occupation, supervised by school officials, with the program details developed by school officials and employers.

The term "cooperative education" usually refers to programs designed for specific vocational and occupational training.

## *Diversified Occupations*

When cooperative part-time diversified occupations courses were first organized in 1933,<sup>1</sup> their chief purpose was to make it possible for secondary school pupils who can be legally and remuneratively employed and who reside in small communities to secure preparation for a career in the business and industrial establishments of the community and ultimate entrance into full-time employment. Nearly 2,500 cities in the United States having a population under 10,000 operate their own school systems. It is almost impossible for the high school in these cities to provide formal trade education programs. The diversified occupations program has been found to be a feasible method of providing vocational education for the trades in most of these communities. Rakestraw<sup>2</sup> described the diversified occupations program as follows:

High school students of employable age are enrolled in the program and spend one-half of each day in bona fide employment in their chosen occupation or trade for the purpose of securing organized instruction on the job as student learners.

Two periods of the remaining half day are devoted to direct and supervised study of technical and related subjects pertinent to the trade or occupation in which the students are engaged.

Since 1946, many States have extended the cooperative part-time diversified occupations program in the 11th and 12th school years. In such programs supervised related subjects study is provided for one school period daily during both years. The balance of the school day is devoted to secondary school courses required to meet requisites for graduation.

## *Work Experience*

"Work experience" is the term most commonly used to describe work during school hours as a part of the regular school program. Work experience was included 110 times in the titles of the 230 nongovernmental publications in the working bibliography for this bulletin. What this phrase "work experience" means to several writers is shown in these quoted definitions.

Work experience is that experience which students gain through participating in the production of needed goods or services in a normal situation in industry, business, in the community at large, or in school, under the direction of the school.<sup>3</sup>

<sup>1</sup> Milton J. Gold. *Working To Learn: General Education Through Occupational Experiences*. Doctoral Dissertation, New York: Teachers College, Columbia University, 1951. P. 116.

<sup>2</sup> Clarence B. Rakestraw. *Cooperative Part-Time Diversified Occupations Programs*. *Occupations*, 18: 403-406, March 1940.

<sup>3</sup> National Society for the Study of Education. *42d Yearbook, Part I. Adapting the Secondary School Program to the Needs of Youth*. Chicago: The University of Chicago Press, 1953. P. 123.

... *work experience* consists of a series of experiences in which needed goods or services are produced.<sup>4</sup>

In general, "work experience" applies to a task which is not concerned (necessarily) with preparation for a specific skilled or semiskilled job which a young person may hope to follow as a *lifework*; rather it is concerned with developing skills, habits, and attitudes which are of value, no matter what occupation one may follow.<sup>5</sup>

School work program is an all-inclusive term applied to a number of vocational and/or general education arrangements designed to give youth employment experiences while still in school. Any work-for-pay experience which is definitely planned and properly approved, coordinated with other school subjects and supervised by some assigned person on the school staff as a part of the school's curricular offering is a part of such a program. Credit is usually, but not always, given.<sup>6</sup>

### *Work Experience Education*

The term "work experience" when studied etymologically refers to any activity in which an individual engages resulting in the production of useful goods and services. To include the social and intellectual effects of this experience on the individual, a broader term has been proposed—"work experience education." Due to the looseness with which the term "work experience" has been used, Tyler<sup>7</sup> who spent the school year 1954-55 studying work experience programs in California schools, suggested the use of the term "work experience education." His definition is as follows:

Work experience education is a systematic plan whereby young people, still in school, gain realistic employment experience through part-time work under all of the following conditions:

1. The school adopts a specific plan of organization based on a written outline that shows the respective roles of the school, the student, and the employer.
2. The school assigns qualified personnel to direct the programs and to coordinate the jobs held by students with their school learnings.
3. The schools make certain that work done by students is of a useful worthwhile nature; and that the Federal, State, and local laws and regulations are followed.
4. The school evaluates the work done by the students, awards credit for work successfully accomplished, and enters pertinent facts concerning the student's work on his permanent record.

<sup>4</sup> Walter D. Cocking and others. *Work Experience. School Executive*, 64: 32, December 1944.

<sup>5</sup> American Association of School Administrators. *Schools and Manpower*. Washington: The Association, The National Education Association, 20th Yearbook, 1943. P. 84.

<sup>6</sup> California. *School Work Programs and Job Placement Services in Secondary Schools*. Los Angeles: County Board of Education, May 1954. Mimeo. P. 4.

<sup>7</sup> California. *Report of a Study of Work Experience Programs in California High Schools and Junior Colleges*. Sacramento: State Department of Education, Preliminary Edition, September 1955. P. 24.

### *Terms Used in this Bulletin*

For the purposes of discussion in this report, the phrase "work experience programs" will be considered as synonymous with the phrase "work experience education." It is agreed that "work experience" is a significant portion of the out-of-school education of most young people. However, when a programmed arrangement of work experience is provided as a part of the secondary school curriculum, it becomes work experience education.

In this report it will be assumed that any work experience program in secondary schools should be operated in conformance with the following criteria:

1. The student performs socially useful tasks at a level of proficiency commensurate with his own highest ability.
2. The work performed is supervised by a qualified school official.
3. Credit based on both quantitative and qualitative judgments of the work done, is granted toward high school graduation; it thus becomes a part of the student's personnel record.
4. The work experience for credit must be gained during school-released time.
5. The student may or may not receive remuneration for the work done.
6. The coordinator or supervisor should meet the students enrolled in the work experience program in a special class in which problems of public relations and job success are considered.
7. Local, State, and Federal labor laws and regulations pertaining to the employment of youth are known and observed.
8. Care is taken that no exploitation of student labor results.
9. The controlling purposes of work experience programs may range from guidance and general education to vocational education for a specific occupation.

These are all-inclusive criteria. Work experience education may achieve both vocational and general education goals. Likewise, it embraces both paid and nonpaid work done by students enrolled in the program. The most significant aspects of an educative work experience program include arranging for the work to be done on school-released time, providing supervision by the school, granting credit, and providing supplementary instruction related to problems of personality development, community relations, and job success.

### *Significant Publications on Work Experience Education*

The significance of an educational innovation or practice can be measured roughly by the number of contemporary books, bulletins, pamphlets, articles in periodicals, and other publications dealing with it. Of the 276 items in the working bibliography for this study, 145

have been produced since 1950. Several doctoral dissertations, one foundation grant, and several statewide surveys made by the State department of education personnel indicate the prevailing interest in the study of work experience education.

Three groups of references are provided in the appendix of the bulletin. A number of significant pamphlets, books, and articles in periodicals are also listed.

### *Publications from the Field of Education*

Since 1941, more than 200 articles in periodicals, chapters in year-books and special bulletins, research reports, and books have been added to the literature concerned with work-experience education. The publications which best identify the developmental phases of work experience education in secondary schools are: *Work Experience Education*,<sup>8</sup> by Seyfert and Rehmus, 1941; *Work Experience—A Discussion of Values, Principles and Programs*,<sup>9</sup> by Walter D. Cocking and others, 1945; *Work Experience in Secondary Education*,<sup>10</sup> by Harold J. Dillon, 1946; *Training High School Youth for Employment*,<sup>11</sup> by Clarence E. Rakestraw, 1947; the textbook, *Work Experience in High Schools*,<sup>12</sup> by Ivins and Runge, 1951; and the *Report of a Study of Work Experience Programs in California High Schools and Junior Colleges*,<sup>13</sup> by Henry T. Tyler, 1955.

Other selected publications from the field of education are included in part I of the appendix.

### *Publications from Educational Agencies of Cities, Counties, States, and the Federal Government*

A study of official bulletins and annual reports from educational agencies reveals permissive provisions and current practices in the field of work experience education. Omitting almost all State and Federal bulletins which relate specifically to the federally subsidized cooperative part-time classes and programs in trade and industrial occupations and in distributive education, part II of the appendix in-

<sup>8</sup> Warren C. Seyfert and Paul A. Rehmus. *Work Experience Education*. Harvard University Workshop Series No. 2. Cambridge, Mass.: Harvard University Press, 1941. 65 p.

<sup>9</sup> Walter D. Cocking and others. *Work Experience—A Discussion of Values, Principles, and Programs*. New York: Hinds, Hayden and Eldridge, Inc., 1945. 48 p.

<sup>10</sup> Harold J. Dillon. *Work Experience in Secondary Education*. New York: National Child Labor Committee, 1946. 96 p.

<sup>11</sup> Clarence E. Rakestraw. *Training High School Youth for Employment*. Chicago: The American Technical Society, 1947. 218 p.

<sup>12</sup> Wilson H. Ivins and William B. Runge. *Work Experience in High School*. New York: The Ronald Press Co., 1951. 507 p.

<sup>13</sup> California. *Report of a Study of Work Experience Programs in California High Schools and Junior Colleges*. Preliminary Edition. Sacramento: The State Department of Education, September 1955. 166 p.

cludes titles of bulletins from city and county public-school administrative units, from State departments of education, and from the Office of Education in the U. S. Department of Health, Education, and Welfare. From these bulletins, the interested reader can determine the degree to which non-federally-aided programs of work experience education are authorized and encouraged. Information about federally aided cooperative part-time education can be secured from any State board of vocational education.

The interest of the Office of Education in work experience as a part of the program of secondary education is evidenced by the series of bulletins which have been concerned with cooperative education and schoolwork programs. A 1913 bulletin by McConn described the *Fitchburg Plan of Cooperative Education*. The 1916 bulletin, *The Cooperative System of Education*, was produced by Clyde W. Park. The 1947 bulletin, *School and Work Programs, A Study of Experience in 136 School Systems* by C. E. Legg, C. A. Jessen, and M. M. Proffitt reported on World War II work experience programs, and the Henry W. Armsby bulletin, *Cooperative Education in the United States*, described college-level cooperative programs in 1954.

### *State and Federal Publications Relating to the Employment of Youth*

It is emphasized throughout this bulletin that understanding of and compliance with all local, State, and Federal regulations which control the employment of youth is one of the conditions of the successful operation of work experience programs. In many States, the labor department, the industrial commission, or other agencies responsible for industrial safety, workmen's compensation, labor relations, etc., have issued publications which outline the conditions of youth employment. An example is the Ohio publication, *A Teenager's Guide in Employment*,<sup>24</sup> available from the Ohio Department of Industrial Relations. One obligation of the person responsible for a local program of work experience education is to learn and observe all local, State, and Federal regulations applying to youth employment. Part III of the appendix includes a list of publications from the Federal agencies, other than the Office of Education, which provide information and advice concerning the employment of minors.

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<sup>24</sup> Ohio. *A Teenager's Guide in Employment*. Columbus: The State Department of Industrial Relations, 1955. 16 p.

## II. The Development of Work Experience as a Part of Secondary Education in ★ ★ ★ American Schools

**I**N PRIMITIVE CULTURES education was achieved through unconscious imitation. As knowledge increased, the process of education included the transmission of this fund of knowledge to each succeeding generation. Throughout the early history of civilization, manual and domestic skills constituted a substantial share of the essential knowledge handed down from parents to children. With the rise of apprenticeship, work and education were joined in an agency outside the family. The industrial revolution resulted in the diversification of industry requiring many operative workers in addition to managers, supervisors, and technicians. Apprenticeship with its paternalistic father-and-son characteristics gave way to other forms of occupational preparation.

The association of work and education was prominent in early formal education programs. The Manual Labor School Movement in America included work as a part of education for three specific reasons: (1) preserving the health of the students; (2) enabling many young men to secure an education who could not otherwise do so on account of the cost; and (3) offering educational values inherent in the work activity. In many early colleges and agricultural schools, an extensive amount of work experience was made available for the purpose of satisfying the second and third of these objectives.

The adaptation of earlier work-study programs to the cooperative plan of education of Dean Herman Schneider (at that time, professor) at the University of Cincinnati in 1906 introduced a new concept in the application of work to the educative process. This concept was that many items of technical knowledge and personal growth can be secured most economically through actual on-the-job employment. In 1953-54, this plan of cooperative education was in operation in 54 colleges with an enrollment of more than 20,000 students. The adaptation of the cooperative education program to the secondary schools in the United States will be developed in the balance of this chapter.

### *Early Work Experience Programs in High Schools*

Following the introduction of the cooperative program at the University of Cincinnati by Dean Schneider, an experimental cooperative

program was developed in the Cincinnati public schools. This was a new departure for a public-school system and it attracted much attention. Schneider also advised on the experimental, cooperative programs which were established successively in the Fitchburg, Mass., high school in 1908, and in the York, Pa., high school in 1911. Cooperative programs were installed in 10 New York City high schools in 1915 after Schneider had served for 3 years as a consultant on the project. The Fitchburg experiment was probably the first complete high school program of true work experience education to be established in the United States. In the York program,<sup>1</sup> which is probably the oldest cooperative high school program in continuous operation, pupils in the William Penn High School who are over 16 may alternate 2 weeks of industrial plant work with 2 weeks of class study. Some 40 to 50 industrial firms cooperate to make this program effective.

The Fitchburg high school cooperative program was organized after several Fitchburg manufacturers heard Professor Schneider explain the college engineering cooperative education plan at a meeting in New York City. Upon returning to Fitchburg they decided to promote the organization of such a plan for high school boys in their home city. The program was initiated in 1908. Students alternated 1 week in school with 1 week at work. On Saturday morning the boy who had been at school went to the shop in order to be ready to take over the working student's job the next Monday morning.<sup>2</sup>

Following the passage of the Smith-Hughes Act in 1917, the Federal Board for Vocational Education recognized cooperative courses and encouraged their establishment in the schools. By 1928, 5,682 pupils were enrolled in cooperative courses in 78 cities scattered widely over the entire Nation.<sup>3</sup>

### *Cooperative Education Under Federal Subsidy*

School and industrial leaders interested in a public-school program of vocational education formed the National Society for the Promotion of Industrial Education in 1906. Vigorously working to secure Federal support for vocational education of less-than-college grade, this group was instrumental in securing the passage of the Smith-Hughes Act in 1917. One provision of the act pertaining to trade and industrial education was " \* \* \* that at least one-third of the sum appropriated to any State \* \* \* if expended, must be applied to part-time schools or classes \* \* \*." In interpreting this provision, a definition

<sup>1</sup> What a Good High School Should Do. *Changing Times*, February 1908, pp. 29-31.

<sup>2</sup> Matthew E. McConn. *The Fitchburg Plan of Cooperative Industrial Education*. Department of the Interior, Bureau of Education, Bulletin 1913, No. 50. 28 p.

<sup>3</sup> Federal Board for Vocational Education. *Cooperative Part-time Education*. (Bulletin No. 130, Trade and Industrial Series No. 56, 1928.) P. 21.

<sup>4</sup> Department of Health, Education, and Welfare, Office of Education. *Administration of Vocational Education*. Vocational Division Bulletin No. 1, Rev. 1948. P. 65.

of cooperative education was included in Vocational Division Bulletin No. 1 as follows:

The objective of cooperative training is to provide vocational training through cooperation of the school and industrial and business establishments for groups of youth, 16 years of age and over, whose individual employment objectives may differ and whose cooperative agreements provide for legal employment, systematic training on the job, and supplementary instruction in the school.<sup>8</sup>

This definition of cooperative education was applied to the use of Federal funds granted to the States under the trade and industrial education provisions of the current Federal vocational education acts. In 1952, the General Counsel of the Federal Security Agency, now Department of Health, Education, and Welfare, interpreted the part-time general continuation education provisions of these acts, which are those applying to programs classified as cooperative diversified occupations, as limiting enrollments to students legally employed in a trade or industrial pursuit. This training is provided in those trade and industrial occupations which have been selected by the students as a vocation and which offer opportunities for training and advancement. These student learners are engaged in organized supervised employment at wage rates commensurate with other employees doing similar work and in conformity with Federal and State wage regulations. The statement in Vocational Division Bulletin No. 1 that instruction in general continuation classes need not be confined to trade and industrial pursuits no longer applies. Diversified occupations programs were originated by vocational education leaders in smaller cities to provide a form of occupational training in many occupations in communities too small to support a trade school. A recent report showed that 24,236 students were enrolled in the "Part-Time Cooperative Trades and Industry Classes" in high schools in the United States in the 1954-55 school year.<sup>9</sup>

Distributive education courses which provide for cooperative education in sales occupations were authorized by the George-Deen Act of June 8, 1936, and in the George-Barden Act of August 1, 1946. Programs of distributive education are now in operation in every State in the Nation. Students enrolled in part-time cooperative distributive education programs reimbursed by State boards for vocational education through the use of Federal George-Barden funds numbered 80,841 during the school year 1954-55.<sup>7</sup>

<sup>8</sup> Ibid., p. 67.

<sup>9</sup> Department of Health, Education, and Welfare, Office of Education. Digest of Annual Reports of State Boards of Education to the Vocational Education Division, for Fiscal Year Ending June 30, 1955. P. 22.

<sup>7</sup> Ibid., p. 22.

### *Work Experience Programs During the Depression*

Along with other lessons learned from the depression days of the 1930's, the values of work experience were accentuated and clarified. Several million youths were out of school and unemployed. Few jobs were available and such as were available required both advanced educational preparations and job experiences. The first of the Federal youth programs was the Civilian Conservation Corps, established in 1933, " . . . for the relief of unemployment through the performance of useful public work, and for other purposes". Here the principal objective was to remove many unemployed youth from the labor market and to provide healthful and beneficial work experience during the emergency period.<sup>8</sup> The second phase was the establishment of student aid programs which provided funds for high schools, colleges, and universities to be used in paying high school and college students for performing useful work. Students selected for these awards were those who were financially unable to continue their formal education.

The third program was begun in 1935 by the National Youth Administration. Originally organized for the purpose of providing " . . . relief, work relief, and employment," Congress approved an authorization in 1938 for NYA funds to be used " . . . to provide part-time work and training to needy young people who are no longer in regular attendance at school and who have been unable to obtain employment." Resident work centers were used as one process through which the training program was accomplished.

All over the Nation, work projects in building construction, road building, forestry conservation, soil conservation, biological surveys, health service, and hundreds of other work situations were used as the vehicles for an educational program. Through these programs the attention of the general public and of school people was brought to a focus on the educational possibilities of a youth program based on work projects. Attention was sharply focused on the need for work experience opportunities for youth on a wider scale and with better planning than had been available in earlier secondary schools. The result was that school administrators adopted the principle of developing a high school curriculum sufficiently broad to meet the needs of all youth in the age groups served. They also recognized that the experience of work must become a fundamental component of the secondary school program.

<sup>8</sup> Wilson H. Ivins and William B. Runge. *Work Experience in High Schools*. New York: The Ronald Press Co., 1951. Ch. 2.

### *Work Experience Education During World War II*

Even before the beginning of World War II, due to the stepped-up production designed to support a program of national preparedness employment opportunities for youth became plentiful and attractive. Many high school students were dropping out of school as soon as the legal school-leaving age was reached. Some were dissatisfied with what the schools had to offer, and a number of younger pupils were looking forward to the time when they could leave school. At the same time, industrial, military, and civilian leaders were stressing the need for further education for all youth. School and industrial agencies recognized the ever increasing need of manpower for producing goods and services essential for the all-out war effort.

To forestall the early school-leaving tendency of young people and to yield at the same time to the patriotic appeal for war production workers, many principals rearranged school programs in order to free young workers for a half day of work each day and at the same time allow them to continue their high school education. Part-time school and work programs had been in operation in many schools under the Smith-Hughes and later Federal vocational education provisions. These programs, which by statutes were limited to a vocational objective, had been considered educationally sound. As the new work experience programs were established, they could not be promulgated as vocational programs, and as administrators, principals, teachers, and guidance workers gained experience with the programs they saw the work-study experience as a resource for the adjustment of individual students, and began to recognize in the new programs many general educational advantages in addition to vocational preparation.

Under the structure of the National Vocational Education Acts, the Congress recognizing the importance of the public schools in a war emergency in 1940 approved a series of emergency acts beginning with Public Law 668 and Public Law 812, 66th Congress and a subsequent series of annual acts up to Public Law 124, 79th Congress. These were known as the Vocational Training for War Production Workers' Acts. Funds were granted to State boards for vocational education to cover the total cost of training war production workers for defense industries through the facilities of the public schools. Among the various preemployment courses financed under these acts were programs for the training for part-time employment of secondary school students in cooperating defense industries and in occupations declared to be essential to war production. As a result, work experience programs were initiated in almost all large cities. The critical manpower shortage made it possible for schools to place a large number of students. Organizational patterns for the most part

called for students to work a half day and attend school a half day. The hasty introduction of extensive programs of school and work resulted in many forms of administration and operation. In some cities a central administrative agency made all contacts with employers and supervised all placements. This plan facilitated the operation of the program where students from several schools might work for the same employer.<sup>9</sup> Supervision in some of the large cities was also a central agency function under which plan on-the-job supervision often became the responsibility of a person who was totally unacquainted with the student and who in many cases was not a member of the staff of the student's school.

A direct outcome of wartime work experience programs was the establishment in many cities of committees appointed to evaluate the wartime programs and to determine their future use in the local school systems.

### *Work Experience Education Since World War II*

The peak wartime enrollment in work experience programs was reached in 1944. For example, in that year nearly 9,000 Los Angeles high school students were working 4 hours per day under school supervision during school-released time.<sup>10</sup> In 1947 the number had been reduced to 4,327 students from 38 high schools working at 570 different kinds of jobs. In 1947 the research division of the National Education Association conducted a survey and located 140 schools in which more than 22,000 students were enrolled in work experience programs.<sup>11</sup> This was about 10 percent of the total number of pupils enrolled in these schools. Only 22 percent of these programs were available to ninth-grade pupils. Specific enrollment data were reported for the following cities: Seattle had more than 400 enrolled in work experience programs; Hillsborough County, Fla., 119; Parkersburg, W. Va., 40; and Philadelphia, 1,200 students.

Brockmann's<sup>12</sup> study of 56 schools made in 1945 where work experience programs were in operation indicated that 41 percent were not federally aided and that coordinators were used in 82 percent of the schools. According to Schmaelzle<sup>13</sup> more than 1,000 students were participating in the "work experience for credit" program in San Francisco in 1943-44. In 1945, a careful evaluation of this educa-

<sup>9</sup> Harold J. Dillon. *Work Experience in Secondary Education*. New York: National Child Labor Committee, 1946. P. 89.

<sup>10</sup> American Association of School Administrators. *The Expanding Role of Education*. Washington: The Association, 26th Yearbook, 1943. P. 158.

<sup>11</sup> *Ibid.*, pp. 164-169.

<sup>12</sup> Louis O. Brockmann. *Inauguration and Development of Cooperative Work Experience Education in Secondary Schools*. *Bulletin of the NAESP*, 20: 29-30, January 1948.

<sup>13</sup> Otis I. Schmaelzle. *How a Work Experience Program Works*. *California Journal of Secondary Education*, 24: 166-71, March 1946.

tional plan was completed. By 1948, the number of work experience students had dropped to about 370 in 8 senior high schools. In 1949, Margaret P. McIntosh<sup>14</sup> found that a major part of work experience in the same city was in sales jobs. Anderson<sup>15</sup> reported that 1,593 students from 36 high schools in the Los Angeles City school district were enrolled in work experience programs in the 1949-50 school year.

The need for research in the field of work experience education was emphasized by Jessie Graham and Claude Owen<sup>16</sup> in a 1952 report concerned with 106 work experience programs in 65 secondary schools, all in the field of business education. The range of variations in practice is probably greatest in the field of business education. For example, the amount of time devoted to work experience in business education courses varied from 2 or 3 weeks to 2 semesters and the hours per week from 5 to 40. Wolfe<sup>17</sup> reported that 742 students were enrolled in Detroit cooperative work experience programs during the 1952-53 school year. Of these students from 7 high schools, 51 percent were in office training, 30 percent in industrial courses, and 19 percent were in retailing courses. Marie Martin<sup>18</sup> found in a 1954 study that 40 percent of Los Angeles pupils left school between the 9th and 12th grades. Work experience courses attracted from 2 to 13 percent of the pupils enrolled in the several city high schools. Grace Brennan,<sup>19</sup> who directs all cooperative enrollments in the New York City schools, summarized the program in that city by saying that during the 1954-55 school year 4,000 students from 33 high schools worked for 350 participating firms. This program is vocational in purpose and has been in operation continuously since 1915. A report from the Michigan State Department of Public Instruction<sup>20</sup> showed that 8,595 trainees were enrolled in high school cooperative occupational training programs in that State in 1953-54. Of this number, 42.1 percent were in office occupations classes, 31.3 percent were in distributive occupations classes, and 26.6 percent were in trade and industrial cooperative programs.

<sup>14</sup> Margaret Phidelia McIntosh. *The Work Experience Program in San Francisco High Schools*. Doctoral Dissertation, Palo Alto, Calif.; Leisland Standard University, 1949.

<sup>15</sup> Stuart A. Anderson. *The Case for Work Experience*. *The American Vocational Journal*, 25: 7-8, December 1950.

<sup>16</sup> Jessie Graham and Claude Owen. *Report of UBBA Research Foundation Study on Work Experience in Business Education*. *National Business Education Quarterly*, 21: 56-71. Spring 1952.

<sup>17</sup> Charles J. Wolfe. *A Study of Cooperative Work Experience Programs in the Detroit Public Schools*. Doctoral Dissertation, Detroit: Wayne University, 1954.

<sup>18</sup> Marie Young Martin. *An Evaluation of the Work Experience Program in the Los Angeles City High Schools*. Doctoral Dissertation, Los Angeles: The University of Southern California, 1954. 406 p.

<sup>19</sup> Grace Brennan. *Cooperative Education in New York City*. *Journal of the National Education Association*, 44: 304-305, May 1955.

<sup>20</sup> Michigan. 1953-54 Enrollment in Michigan Programs of Cooperative Occupational Training. Lansing: State Department of Public Instruction. A 1-page duplicated summary.

In Tyler's<sup>21</sup> study of work experience education in California in the 1954-55 school year, 149 of 166 schools where this program is offered reported 7,044 students enrolled in these courses. This number does not include vocational agriculture students.

Two mimeographed reports from New York State show that 1,489 pupils were enrolled during the 1954-55 school year in vocational industrial cooperative programs and that 6,328 students were in cooperative office skills and distributive education programs.

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<sup>21</sup> Henry T. Tyler. Report of the Study of Work Experience Programs in California High Schools and Junior Colleges. Sacramento: The State Department of Education (Preliminary Edition), 1955. P. 40.

### III. Types of Work Experience Programs

**T**HERE ARE several types of schoolwork programs in operation in American secondary schools. In some schools, any physical activity which results in the production of goods or services is classified as work experience. However, a work experience education program should be planned cooperatively by representatives of the school and the community to achieve predetermined education goals.

#### *A Six-Type Classification of Work Experience Programs for Secondary Schools*

Work experience programs can be classified in six categories or types. In each type, the work experience program is organized and operated under the following controls: (1) The students perform socially useful tasks; (2) the work is done during school-released time; (3) it is supervised by a school official; (4) credit toward high school graduation is given for the work; (5) the student may or may not receive remuneration for his work; (6) the coordinator or supervisor may (or should) meet the work experience pupils in a special class in which problems of job success are considered; (7) all local, State, and National labor laws and regulations pertaining to youth employment are known and observed; (8) care is taken by local administrators that no exploitation of student labor results from their employment. The six types of work experience programs are—

1. In-school, Nonremunerative General Education Work Experience Programs.
2. Out-of-School, Nonremunerative General Education Work Experience Programs.
3. Remunerative General Education Work Experience Programs for Pupils in Junior High Schools (Grades 7, 8, and 9).
4. Remunerative General Education Work Experience Programs for Pupils in the High School (Grades 9 to 12 or 10 to 12).
5. Remunerative Vocational Work Experience Programs in High Schools, Not Subsidized from Federal Vocational Education Funds.
  - (a) Business education.
  - (b) Diversified occupations.
6. Remunerative Vocational Work Experience Programs in High Schools, Subsidized from Federal Vocational Education Funds.
  - (a) Trade and industrial education.
  - (b) Distributive occupations.

In each of these six types of formal work experience education programs, well-organized school guidance and placement services are essential to their successful operation. In the succeeding pages of

this chapter each of these six types of work experience education will be discussed and several examples will be cited. One detailed description of a currently operating work experience program is included for the first 4 types and 2 detailed descriptions are included for each of types 5 and 6.

### *Type 1. Inschool, Nonremunerative General Education Work Experience Programs*

Some students in most schools will profit from performing regular work tasks. In many schools, students are released from regular classes to act as helping teachers, as assistants and clerks for teachers and administrators, as maintenance workers, etc. This work is generally done without remuneration although in some cities a nonschool agency provides funds for paying for some work when performed by needy students.

Work experience education consists of learning to apply one's self industriously to an assigned task where essential goods or services are produced. It requires learning to work under supervision and developing the ability to follow directions. One desirable component is learning to meet high standards of performance in every task undertaken. One kind of work experience education available to every school administrator and in every school is the type 1, "Inschool, Nonremunerative General Education Work Experience Program."

In the Mount Diablo High School in Concord, Calif.,<sup>1</sup> this program is called inside work experience or I. W. E. Two hundred work stations have been identified in this school and credit toward graduation is given for this work. No students are paid except for after-school work. Learning experiences are provided for students as typists, clerks, parking lot attendants, messengers, multigraph operators, library assistants, cafeteria assistants, and many others.

The following detailed report describes the inschool work experience program which is in operation in the Wichita Falls, Tex., High School where more than 100 students participate in the type 1 work experience program.

#### **A Description of the Work Experience Program in Wichita Falls, Tex., Senior High School<sup>2</sup>**

*Origin and Present Status of Work Experience Courses.*—In September 1950, the senior high school began to offer work experience courses to sophomore, junior, and senior students.

<sup>1</sup> California. Description of the Inside Work Experience Program. Concord, Calif.: Mount Diablo High School, 1955-56. 18 p., mimeo.

<sup>2</sup> This description was prepared by C. Alan Siebenthal of the Department of Guidance and Counseling, and approved by O. T. Freeman, Principal. See also O. T. Freeman, What Placement Services and Work Experience Should the Secondary School Provide? *Bulletin of the WASSP*, 28: 187-98, April 1955.

*Basic Purposes.*—Work experiences were organized to meet the need of pupils in a chosen occupational field and to help them become useful citizens. Most of the students are selected by teachers to perform auxiliary duties in classrooms and offices, so that they may perform and learn more about occupational practices.

*Organization of Courses.*—Each student is required to carry the regular academic load (English, history, science, language, typing, etc.) of four subjects, plus the work experience course. At least one 60-minute period per day is allocated to the work experience course.

*Credit Allowed.*—Credit toward graduation is given for work experience courses which offer opportunities for the students to work as typists, cashiers, or secretaries. Other work courses are noncredit.

*Coordination and Types of Jobs.*—The coordinator is free all day to visit students at work, and help them to understand better working relationships and responsibilities.

Typical jobs secured by students are listed below with a brief description of their work activities.

*Office Assistants:* Students work in school administrative and departmental offices as secretaries, receptionists, and clerks. They learn to take dictation, type business letters, file, and do general office work. Students also work as assistant secretaries to the principals of the elementary schools during the fifth and sixth periods, and thus further their skills by performing these tasks. Students do not replace professional workers, but serve as assistants with the hope that this experience will enable them to secure and hold positions after graduation.

*Cafeteria Workers:* Students work in the cafeteria during the lunch period and perform such tasks as: Busboys, waitresses, cashiers, and steamtable servers. They perform these duties without receiving extra credit, but do earn their lunches.

*Locker Maintenance:* Several boys and girls are learning to care for the lockers and maintain the locks used on school lockers. They check the lockers each day for damage and for broken or lost locks.

*Store Practices:* Students work in the store selling such things as tickets to the school activities (football, basketball, baseball, school plays, dances, etc.), school annuals, and school pictures. They also help the store manager to perform his duties.

*Audio-Visual Education:* Boys and girls learn to operate the audio and visual equipment, such as: Motion picture projectors, amplifiers, record players, recording machines; and they learn to set up programs using the above equipment.

*ROTC:* The ROTC program provides an opportunity for some students to perform office duties, to care for military equipment, to supervise other students in their duties, and to teach others as student instructors.

*Student Teachers:* Students perform as teacher assistants on special assignments and assume the responsibility of the classroom if the teacher becomes suddenly ill. Students from the Future Teachers of America Club serve as tutors to assist weak and failing students to do better schoolwork.

*Remuneration.*

None.

*Unique Features.*—(1) The student can show a definite accomplishment. (2) The student has an opportunity to serve the school, thus creating school loyalty. (3) The student has an opportunity to help the staff and his teacher.

Other inschool work experience programs are described in articles and reports by Ridgeway,<sup>2</sup> who stated that 20 percent of the high school students in Lexington, Ky., participated in some form of inschool work experience program; by Schmaelzle,<sup>4</sup> who indicated that no distinction was being made in San Francisco between remunerative and nonremunerative work experience education; by Forkner,<sup>5</sup> who found that many young people do work and listed a series of inschool jobs which develop in the young worker a sense of responsibility, and by Hicks<sup>6</sup> (among others), who wrote that school service work provides an opportunity for work experience, in some regards better than that to be obtained by part-time or cooperative activities in business offices \* \* \*." Gilchrist and Gilles<sup>7</sup> emphasized that credit toward graduation should be granted for participation in the "inschool work program" and listed 12 areas where job opportunities can be developed.

## *Type 2. Out-of-School, Nonremunerative General Education Work Experience Programs*

Two classifications of this type of work experience program are (1) pupils render community service by accepting assignments to local social service agencies, elementary schools, libraries, and to other noncommercial institutions (they work on community service projects); and (2) as a phase of the guidance program, pupils in some schools are placed as "observers" or "student-learners" in physicians' or dentists' offices, in architects' studios, in hospitals, or with city and county officials, banking concerns, or in other business and professional situations. In this activity, the principal objectives are the desire to render community service or guidance concerning an occupation in which the student thinks he has a career interest.

<sup>2</sup> J. M. Ridgeway. Work Experiences Program. *NEA Journal*, 41: 166-67, March 1962.

<sup>4</sup> Otto I. Schmaelzle. An Evolution of a School Work Program. *Bulletin of the NASSP*, 29: 29-34, January 1945.

<sup>5</sup> Hamden L. Forkner. Work Experience—A Must in Education. *Teachers College Record*, 48: 453-59, April 1947.

<sup>6</sup> Charles B. Hicks. School Service—Everybody's Work Except Our Own. *Business Education World*, 34: 27-28, June 1954.

<sup>7</sup> Roberts, Gilchrist and Edith Gilles. Imperative Need Number 1. *Bulletin of the NASSP*, 31: 7-25, March 1946.

Excellent sources of nonremunerative work experience for secondary school students in any community are the volunteer and governmental agencies engaged in public service activities. The welfare department, the community chest, the Red Cross, the recreation departments, the health department, the safety councils, the day nurseries, and many other social service agencies will use much volunteer help.

The second source of regular placement of high school student learners is with business, industrial, and professional people who are informed in advance that the controlling purpose is career exploration. The Santa Barbara County program of work education is used to illustrate the type 2 work experience program. Both the remunerative and nonremunerative work experience programs are available to Santa Barbara County secondary school students. In one school,<sup>2</sup> 65 percent of the members of the senior class applied for work education and 4 out of every 5 chose the nonpay type. Olson made this statement—

Several advantages of the nonpaid positions over the paid work experience have come to light and are as follows:

1. Many opportunities not available to youth on a paid basis, become available on a nonpaid cooperative adult-youth basis.
2. On the nonpaid experience on school time, the student is not assigned for long periods to one specific job. In other words, he is not assigned to a repetitive job which may soon lose its educative value.
3. The school can place, limit, change, or remove the student from a particular job with little or no employer objection when he is not paid.
4. The employer or laycitizen feels more of an obligation to the future citizen who is working in his place of business day after day and not receiving remuneration.
5. The student does not take a payless position unless he really desires to learn.
6. Nonpaid experience will not lessen or be discontinued in times of business recession.

Boeske<sup>3</sup> made the statement that "The Santa Barbara program is based on the thesis that all youth need such experience and that gifted youth need them perhaps more than any other group. \* \* \*" The Santa Barbara County program of work experience education was chosen as the type 2 program to be described in detail, and to serve as the example of this type of program in this bulletin.

<sup>2</sup> Myron S. Olson. The Santa Barbara County High School's Work Education Program. *California Journal of Secondary Education*, 29: 461-64, December 1954.

<sup>3</sup> Cedric Boeske. A Work Education Program for the Gifted. *California Journal of Secondary Education*, 29: 483-85, December 1954.

### A Description of the Work Experience Program in Santa Barbara County, Calif.<sup>10</sup>

*Origin and Present Status of the Program.*—In August 1951, the principals and superintendents in the five Santa Barbara County high schools agreed to a countywide program of work experience education. On July 22, 1952, the Rosenberg Foundation allocated \$40,000 to assist in a 2-year study project. Myron S. Olson, of the University of Southern California, was selected to serve as director of the program, and Albert Fleischauer and Cedric Boeseka, from local county high schools served as assistants. The first classes were organized under this program in February 1953. A progress report dated March 1, 1955, indicates a tremendous continuing interest in the program. Currently, the official name of the program has been changed from "Work Experience" to "Work Education."

*The Direction of the Program.*—A coordinator in each high school now supervises work education in that school. The countywide program is directed by the coordinator of secondary education, a staff member in the county superintendent's office.

*Basic Purpose.*—Two types of work experience education, paid and nonpaid, have been provided in the Santa Barbara County experimental program with the greater emphasis on the nonpaid type. For the latter group, the chief aims are—

1. Helping youth explore their personal interests, aptitudes, and abilities in business and professional occupations.
2. Aiding youth realistically to achieve young adult status in the community.
3. Improving regular school offerings to make them more meaningful to students.

*Organization of the Course.*—In the fall of 1954, a new legal interpretation allowed youth to observe and participate in offices and business establishments as "students" rather than as employees. This permits them to spend 2 to 3 hours per day in the place of individual choice and has opened many doors of exploratory opportunity for these students. No wage is paid for the inschool hours of participation by the student.

*Credit Allowed.*—The students' work education experience is closely supervised by coordinators and credit for graduation is granted. State regulations prescribe the conditions under which credit is granted and the extent to which the credit may be awarded.

<sup>10</sup> This description of the Santa Barbara County work education program was approved by Walter H. Conrad, Coordinator of Secondary Education, Santa Barbara County Schools, Santa Barbara, Calif.

*Coordination and Types of Jobs.*—Students are placed in professional offices and business establishments for educational and exploratory experiences. Students work side by side with teachers, doctors, lawyers, furriers, architects, and other business and professional people. Many students enter community work, serving with librarians, social service workers, elementary teachers, etc. The students are jointly rated by coordinators and employers.

*Organizational Problems.*—Adult citizens must be educated to the values of this new plan. An interested lay advisory committee, the cooperation of administrators and teachers, and an understanding student group are essential for the success of the program. Legal problems of liability insurance for each pupil and relations to employer and labor organizations must be thoroughly discussed and tentatively solved for each program of this type.

*Remuneration.*—None for work on school-released time. Students may receive pay for after-school and Saturday hours worked. However, a student may not work for pay after school or on Saturdays in the same establishment in which he has nonpaid experience on school time.

*Unique Features.*—Students work without pay in offices or places of business which represent the immediate concept of a chosen life career. Students are not to be exploited and must be moved through a variety of experiences. Students are free to move from one employment to another to assist in making occupational choice. The County Lay Advisory Committee has proven to be of inestimable value in the organization and operation of the Santa Barbara County program.

A similar program of out-of-school, nonpaid work experience is being tried at the junior high school level in Lewiston, Pa.<sup>11</sup> The new plan called "Job Exploratory Program for Boys and Girls Enrolled in Occupational Education" was organized for students over 16 years of age. Its purpose is job exploration rather than job training. Since pupils are required to attend school to age 17, and can get work permits at 16, this work experience program gives many of those who will leave school at age 17 an opportunity to gain confidence and to realize that there are many jobs in which they can succeed.

### ***Type 3. Remunerative General Education Work Experience Programs at the Junior High School Level***

The needs of some overaged boys and girls in the junior high school can be met by providing them with remunerative work experience. The work tasks are those in which they can be legally employed.

<sup>11</sup> Information from letter dated November 22, 1965.

These tasks may or may not be related to their ultimate choice of a vocation.

The critical school-leaving age of school youth is approached by some students while they are still in the junior high school. Work experience has been used as an educative program in several communities to aid youth who will leave school at the end of the compulsory attendance period and for further school attendance. In Philadelphia the general work experience program is offered under the work experience roster plan in 11 senior high schools, 1 vocational-technical school, 15 junior high schools, and in 6 elementary schools. Special work experience classes are provided in 3 high schools, 4 junior high schools, and 1 elementary (special) school.<sup>12</sup> During the school year 1952-53, 2,284 boys and girls were served by the school and work programs. Of that total, 1,869 were in senior high and vocational-technical schools, 341 in junior high schools, and 74 in elementary schools. The gross annual earnings of this group amounted to more than \$1 million.

In the Baltimore public schools, youth of junior high school age may enroll in the occupational and shop center classes which have been in operation since 1945.<sup>13</sup> More than 4,000 young people have been enrolled in this work study experience during the last 10 years.

The following description of the work experience program now in operation in three Minneapolis junior high schools has been chosen to illustrate the type 3 program.

#### **A Description of the Work Experience Program in Three Minneapolis, Minn., Junior High Schools<sup>14</sup>**

*Origin and Present Status of the Course.*—In January 1945, two Minneapolis junior high schools were selected to experiment with work experience programs. One class with 20 to 25 students is now in operation in each of the 3 schools, and students from any school in the city may be sent to these schools. Students over 15½ years of age may enter the program.

*The Direction of the Program.*—Since its inception, this program has operated under the direction of Margaret E. Andrews, Consultant in Business Education and Placement, Division of Secondary Education.

<sup>12</sup> Philadelphia Public Schools. *Working To Learn and Earn Through School and Work Programs*. 1953. 6 p. mimeo.

<sup>13</sup> Koma Stinchcomb. *Part-Time Employment Programs for Slow-Learning Adolescents*. *Baltimore Bulletin of Education*, 32: 5-12, December 1954.

<sup>14</sup> This report was approved by Margaret E. Andrews, Consultant in Business Education and Placement, Minneapolis Public Schools, 807 Northeast Broadway, Minneapolis 18, Minn.

*Basic Purposes.*—These courses were organized to meet needs of older, dull, or poorly adjusted pupils whom regular school offering fail to satisfy. These are the students who experience severe difficulty in adjusting to a regular school program and who will likely leave school at age 16 or soon thereafter.

*Organization of the Course.*—Each student is required to be in school 3 hours in the morning and work at least an equal time each afternoon. Two of the forenoon periods must be devoted to a course in occupational relations which combines English with information on employer-employee relations, social security, taxes, banking, insurance, housing, community services, etc., taught by the coordinator who places the student and supervises him on the job.

*Credit Allowed.*—Credit toward graduation is given for the work experience, but both student and counselor understand that the credit allowed is in the nonacademic field.

*Coordination and Types of Jobs.*—The coordinator is free each afternoon to visit students at work, to search for new positions for work experience students, and to assist those pupils who are not employed. One fixed duty of each coordinator is to teach the supplementary course on occupational relations. Typical work assignments of these students are: Busboys, messengers, waitresses, sales clerks, printers' helpers, and car washers.

*Organisational Problems of the Program.*—Some difficulty is encountered in operating this program since a major percentage of these students are not yet 16 years old. Federal regulations prohibit their employment during school hours when the employer engages in interstate commerce. Efforts have been made to have some of these youths who are nearly 16 years old declared student learners so they can be employed in nonhazardous jobs without being in violation of fair labor standards requirements.<sup>10</sup>

*Remuneration.*—Students in this program are paid "going" wages for beginning employees in the community. This is \$0.75 to \$1 per hour, seldom lower than \$0.75.

*Unique Features of the Program.*—Four unusual characteristics of the Minneapolis work experience program can be noted: (1) It is designed for use in the junior high school; (2) the program has been in operation continuously and successfully for 10 years; (3) tests are given to determine aptitudes; (4) the work experience record becomes a part of the permanent record of each student; (5) students from any school in the city are eligible; and (6) by substituting the

<sup>10</sup> The United States Department of Labor points out that student-learner certificates affect only wages to be paid; they do not authorize lowering the minimum age set by law or by regulations issued under the law.

occupational relations courses for required English and social studies, these students are removed from the academic subjects in which they adjust poorly.

*Type 4. The Remunerative General Education Work Experience Program for Pupils in the High School (Grades 9 to 12)*

Here the educative values of productive work experience are recognized by well-planned programs including guidance activities, placement services, adequate coordination by a special teacher, and by special classes dealing with problems of community relations and job success. The students are engaged in any acceptable work assignment and are paid a reasonable wage for their work.

The opportunity of learning to work by performing constructive tasks in and about the home is no longer available in many American homes. The gradual industrialization of the Nation has reduced the number and type of homework chores available to young people today. The development of laborsaving gadgets and the centralization of food processing has tended to reduce even more the availability of home tasks which can be performed by youth. These changes in the home-life of the Nation have necessitated the arranging of work experience in community enterprises to provide those educative values which formerly resulted from homework tasks. Parents and educators have retained their strong adherence to a belief in the fundamental values which are derived from the work experiences of youth. One of the authors of the 23d Yearbook of the American Association of School Administrators made this statement:

Work experience of one type or another should be regarded as essential in the life of each youth as a part of the process of growing up. The contributions to society, the experiences which he has on a real job, and the acquiring of good work habits are valuable in the training of every youth.<sup>16</sup>

The general values of work experience education were recognized in Philadelphia in 1943 when an extensive program was instituted. By means of adjusted rosters and block scheduling, more than 3,000 pupils were accommodated in the new work experience program. A report from one of the senior high schools named this new program.<sup>17</sup>

Even though a pupil's work experience may have little in common with his program in school, the work habits which he acquired and the disciplines associated with successful work justify the granting of general work experience credit.

<sup>16</sup> American Association of School Administrators. *Paths to Better Schools*. Washington: The National Education Association, 23d Yearbook, 1943. P. 87.

<sup>17</sup> L. W. Kindred. *School Work Programs in Philadelphia*. *American School Board Journal*, 106: 33-34, September 1944.

The Philadelphia plan as originally devised is in operation today with a few minor changes.

A similar development of work experience education occurred in Los Angeles and in other California cities where the production of defense and war goods was concentrated. In Los Angeles, the work experience program has been in operation continuously since the beginning of the World War II, although in some years and in certain schools the program emphasis has varied. In 1943 a committee of teachers and administrators appointed to appraise and evaluate the wartime work experience program produced a publication to serve as a program guide. In 1953, the publication was revised and reissued under the title *A Guide for the Work Experience and Employment Placement Program for the City of Los Angeles*.

Howard A. Campion, an associate superintendent of schools, when writing about the Los Angeles program of work experience early in 1955 had this to say about its function:<sup>18</sup> "Work experience in the senior high school is the planned combination of work experience and school attendance. \* \* \*" The primary purpose of such a course or program is general education rather than vocational education. At one time it was felt that this work experience program was to be used solely for preparing youth for specific employment. This is no longer the program's basic characteristic. Work experience is an integral part of the general education program and, when maintained on high standards, it makes valuable contributions to individual development and general preparation for living. Campion goes further and declares that the purpose of general work experience as carried on in the secondary schools of Los Angeles are as follows:<sup>19</sup>

1. To improve school adjustment of pupils for whom the traditional curriculum is found to be inadequate.
2. To promote personal and social adjustment of students and to establish emotional stability through a feeling of doing worthwhile activities.
3. To establish good attitudes toward work and to develop good work habits.
4. To furnish experience and training in cooperation and understanding of what teamwork means on the job.
5. Through the development of self-reliance, to afford an added opportunity to gain maturity.
6. To make easier the transition from school to work for students planning to drop out of school in the near future.
7. To furnish opportunity for students with economic need to continue their school program for a longer period.

<sup>18</sup> H. A. Campion. *Work Experience in Secondary Education*. *California Journal of Secondary Education*, 30: 4-10, January 1955.

<sup>19</sup> *Ibid.*, p. 6.

8. To explore the activities and the demands of the work world and furnish a basis for realistic vocational guidance.

9. To motivate students to appreciate school subject matter and give meaning to much which has heretofore meant little to certain high school pupils.

10. To gain an understanding of the American plan of free enterprise and a knowledge of basic economics.

11. To aid in the development of competence in personal financial management and encourage saving for future needs.

12. For some students there may be definite vocational value; at least the work experience will arouse vocational interests and stimulate the development of elementary skills.

Many of the 7,044 students<sup>20</sup> enrolled in work experience classes in California during the fall semester of the 1954-55 school year were enrolled in this type of work experience education. Nearly 300 students were enrolled in this type of work experience program in Pasadena in 1955-56 as is shown in the following report.

#### **A Description of the Work Experience Program in the Pasadena, Calif., High Schools<sup>21</sup>**

*Origin and Present Status of the Program.*—Work experience education in Pasadena (called the work-study program) was begun during World War II in an attempt to keep young people in school and at the same time, assist as much as possible in the war production effort. It has been in continuous operation since its establishment. About 200 students in one high school and 100 in the other are enrolled in the Pasadena work-study program.

*The Direction of the Program.*—All work-study enrollments in Pasadena, both in the two high schools and in the city college are under the direction of the director of placement. The centralized services of the placement bureau are at the city college, but placement offices are maintained at each high school. More than 4,000 employers have used the services of the placement bureau. Each call coming into the central office is relayed to the school having available a potential candidate for the job, with consideration being given to age requirements, geographical location, employer preference, etc. The placement counselor is also the teacher-coordinator in each high school.

*Basic Purposes.*—It is believed that work experience has highly significant and worthwhile values as a part of the general education

<sup>20</sup> California. A Report of the Study of Work Experience Programs in California High Schools and Junior Colleges. Sacramento: The State Department of Education, 1955. Preliminary Edition, p. 40.

<sup>21</sup> This description was approved by Dean Milton E. Mohs of the Pasadena City College, director of placement and work study in both the college and in the high schools.

of young people. For the purpose of capitalizing on these values and coordinating the students' occupational activities with the regular school program, administrators in the Pasadena schools have devised a method of giving credit and formal recognition to work experience education.

*Organization of the Work-Study Program.*—Time spent at work is regarded as time spent at school if a student is enrolled in the work-study program. The student employment must be coordinated with classroom instruction in order that school credit can be given. A teacher-coordinator checks the student on the job at regular intervals and also teaches an occupational relations class which each student-worker must attend. The amount and type of the student's employment is made a part of the student's personal school record. The final grade is a composite of the work record and achievement in the occupational relations class.

*Credit Allowed.*—Regulations adopted by the State education department control the amount and type of credit allowed for the work experience of each student.

*Coordination and Types of Jobs.*—A teacher-coordinator in each school conducts the occupational relations class and visits the work station of each pupil at stated intervals. Job placements are made in the following fields of employment: Domestic service, merchandising, office, technical, and manufacturing (arranged in quantitative order with domestic service being the greatest).

*Organisational Problems.*—Besides the part-time work-study program, the placement service assists students in securing summer employment and other seasonal jobs. A distributive education work experience program is also conducted in the merchandising area.

*Remuneration.*—Students are paid the "going" wage and conform to all local, State, and Federal youth employment requirements.

*Unique Features.*—The occupational relations course, for which a study guide<sup>22</sup> is available, is one of the unique features of the Pasadena plan. The teacher-coordinator, who teaches this course, also visits the student's workplace and reports the grade for the work-study experience. The placement bureau conducts regular and extensive followup studies of working students. The placement bureau also serves as an employment agency for placing dropouts and high school graduates.

<sup>22</sup> California. Work-Study Program, Occupational Relations Course Outline, Pasadena: Pasadena City Schools. 42 p. Mimeo.

### *Type 5. Remunerative Vocational Work Experience Programs in High Schools Not Subsidized from Federal Vocational Education Funds*

This type of work experience is usually limited to juniors and seniors in office occupations and/or other vocational classes not reimbursed from Federal funds. Ordinarily the related classwork is taught by a person known as a coordinator who also works with employers to see that the school instruction and work experience supplement each other to the advantage of the student. The work consists of beginning assignments in a chosen occupation. In this vocational work experience program two easily distinguishable patterns of organization are in common use, these are: (1) A diversified occupation program patterned after the federally subsidized cooperative trade and industrial program and (2) the business education cooperative work-study program. Two identical characteristics are common to these two forms of work experience education, namely, both are vocational in purpose and do not receive a Federal subsidy. Special State aid may be available in some States.

#### **The Non-Federally-Subsidized "Diversified Occupations" Program**

It will be seen in the description of the type 6 work experience program included in the next section of this chapter that the cooperative trade and industrial education work experience program required that all enrollees be employed in and trained for a trade or industrial pursuit. Such occupations shall also be those which offer a real chance for training and advancement in the occupation selected by the student as a vocation. In like manner, a distributive education cooperative work experience program would enroll student learners employed in and training for merchandising occupations. In many small communities it is difficult to organize separate programs for business, distributive, and trade and industrial groups due to the limited number of employment opportunities available. It is also true that many students have an urgent need, both for the earnings obtained from the part-time employment and for the educative values which are inherent in work experience. For these reasons, many so-called diversified occupations programs have been organized in both large and small cities in which occupations of many kinds are utilized by members of one group. As a result, some work experience students in the same class will be in selling jobs, some in office assignments, and some will be in industrial jobs.

Since one of the controlling purposes of the type 5 program is vocational, each student in this type of work experience education should be placed in a job within a field of employment in which he

is likely to work as an adult. The type 5 program is especially suited to those who must seek full-time employment on graduation from high school. Through the part-time work experience program, and by means of a course sometimes called industrial and business relations dealing with problems of community life and job success, the transition from school to work becomes a gradual and natural process. Many students are held in school through graduation and some may have their interests in education so stimulated that they continue through junior college or college.

The following prototype example used to illustrate and describe the non-federally-subsidized diversified occupations work experience program is from the Bladensburg, Md., High School, located in a community adjacent to the District of Columbia. The related class instruction in the Bladensburg High School program includes some academic work since it meets 2 hours per day.

#### **A Description of the Work Experience Program in the Bladensburg, Md., Senior High School <sup>23</sup>**

*Origin and Present Status of the Course.*—This cooperative school-work program has been in operation since 1949. Each year 1 class has been organized and 1 coordinator has done all of the work in conducting this program. The 1955-56 class included 19 boys and 26 girls, all of whom are seniors. The course runs for 1 year and is open to seniors only.

*The Direction of the Program.*—The original program was organized by Mrs. Gladys K. Bollinger who has served continuously as the coordinator of the work since 1949. Her title is Coordinator of Diversified Occupations. While this class is not subsidized with Federal vocational education funds, its organization parallels that of subsidized classes. The coordinator is paid at the regular salary rate for working 2 weeks during the summer while organizing the next year's class.

*Basic Purposes.*—The criteria for selecting a class of diversified occupations students in the Bladensburg High School from the 100 or more who apply for admission each year are: (1) Interest in receiving training in a specific occupation; (2) economic need—proven need for the income to be earned in order to remain in school; and (3) the need for work experience to assist in social adjustment to school and community. A large proportion of the students in this class begin full-time work immediately following graduation. These criteria also indicate the purposes of the course.

<sup>23</sup> This report was approved by Mrs. Gladys K. Bollinger, Coordinator of Diversified Occupations, Bladensburg High School, 56th and Tilden Streets, Bladensburg, Md.

*Organization of the Course.*—Each student enrolls in a business English course and in a job problems course in the morning and must work an average of 3 hours each afternoon. The foregoing courses are both taught by the coordinator. This schedule allows each pupil to enroll in one elective course.

*Credit Allowed.*—The three 1-hour courses taken in the morning by the diversified occupations students carry one unit of credit each. The work experience program consisting of an average of 3 hours of work per day in the afternoon receives 1 unit of credit. The credit is entered in school records under the title "Diversified Occupations."

*Coordination and Types of Jobs.*—The coordinator is free each afternoon to visit students at work. The coordinator also teaches the business English class in which most of the diversified occupations students are enrolled, as well as 2 sections of the job problems class with approximately half of the 45 students enrolled in each. These students work at all types of jobs, such as office practice, sales work, stockroom work, filling station helpers, gardening, and metalwork.

*Organizational Problems of the Program.*—Since all students are more than 16 years of age, no difficulty has been encountered in securing work permits for these students.

*Unique Features of This Program.*—While the program at Bladensburg High School is similar to the subsidized diversified occupations program, it includes job assignments in trades, office practice, agricultural work, and store selling. Thus the employment needs of a cross section of the school population are met in this one class.

A second feature of the Bladensburg program is the fact that the coordinator teaches a course in applied English to all students enrolled in the diversified occupations program.

A third characteristic is that the coordinator has been able to place about three-fourths of the incoming class in full-time jobs during the summer preceding the school year in which they are enrolled in the diversified occupations class.

There are many work experience education programs of this type in operation that do not conform to the requirements of the Federal Vocational Education Act. For example, the job upgrading program<sup>24</sup> was established in the Detroit public schools in 1942 to aid early school-leavers in the process of becoming employable. Students who have already left school and those who are ready to drop out of school are enrolled in the job upgrading program. These students spend the forenoon in class and the afternoons at work. The forenoon

<sup>24</sup> Youth Employment and Delinquency. Interim Report of the Subcommittee To Investigate Juvenile Delinquency. Washington, U. S. Government Printing Office. 1958, pages 22-24.

period is devoted to reviews of fundamentals, the improvement of handwriting, and in specialized studies to fit for first employment. One period is devoted to problems of personal grooming, business etiquette, methods of applying for a job, and other problems of job success. The other morning periods are spent in reviews of fundamentals to match the needs of individual students. Some students secure full-time employment and others who have difficulty in finding a job are placed with some social agency or municipal government department on a part-time work experience program. These youths are paid at the rate of 60 cents an hour with funds from a subsidy provided by a private foundation and by the city of Detroit.

The number of youth who have gone through the Detroit job upgrading program exceeds 2,500. While nearly one-half dropped out of the program, 90 percent of those who remained are employed and 10 percent have returned to high school with the expectation of being graduated. A followup service for employed youth is maintained for 6 months. At the end of that period of successful employment, the individual is marked "upgraded." Six job upgrading program classes are now in operation in Detroit in 4 high schools with a total average attendance of about 200 pupils.

#### **Non-Federally-Subsidized Work Experience Programs in Business Education**

Business and commercial courses enroll more secondary school students than any other field of study excepting English, health and physical education, and social studies. More than 60 percent of all pupils enrolled in regular and senior high schools in 1948-49 were enrolled in some business education course. This enrollment included more than 3.2 million secondary school students.<sup>22</sup>

Business education departments in large high schools may include as many as four curriculums, namely: (1) The stenographic with emphasis on shorthand and typing; (2) the general or clerical with emphasis on typing and office procedures; (3) the bookkeeping and accounting major; and (4) the salesmanship or distributive occupations program. Many students in business education curriculums plan to enter wage-earning occupations in the commercial field at or before high school graduation. For these, real work experience involving paid employment in their chosen field under the cooperative supervision of school and employer will insure the most satisfactory movement from full-time school, through part-time employment, to a full-time wage-earning job.

<sup>22</sup> U. S. Department of Health, Education, and Welfare, Office of Education. *Offerings and Enrollments in High School Subjects, 1948-50*. Washington: U. S. Government Printing Office, 1951. (Biennial Survey of Education, 1948-50. Ch. 5), 118 p.

In a research study reported by Graham and Owen<sup>26</sup> in 1953, 117 respondents from a random sampling of schools listed 196 work experience programs. Of 106 secondary school programs described, 36 were in distributive occupations, 40 in office occupations, and 19 in diversified occupations. Work experience was considered a part of a regular school subject in nine cases. Because of the skill required in secretarial and office practice, job assignments to work experience in these fields are often postponed until the last semester of the senior year. A ~~short~~ term of from 2 to 4 months often suffices to provide work experience for these 2 groups. The separate diversified occupations classes which are subsidized with Federal vocational education funds, are scheduled throughout the school term.

In a recent yearbook of the United Business Education Association, Nolan advocated cooperative work experience programs in business education departments and described the Wilmington, Del., program<sup>27</sup> which has been in continuous operation for 22 years.

Business education courses in New York City included more than 50 percent of the 4,000 students enrolled in cooperative courses in 1953-54. In Trenton, N. J., 1,050 of the 2,700 students in the Trenton High School in 1954-55 were majoring in business education courses. A cooperative business education program was in operation in the Trenton High School during the spring of 1955 with 115 students enrolled.

A description of the Wilmington, Del., program is included here as an illustration of the business cooperative work experience program.

#### **A Description of the Office Occupations Work Experience Program in the Business Education Departments of the Wilmington, Del., High Schools<sup>28</sup>**

*Origin and Present Status of the Program.*—The business education program in Wilmington has grown during the last 30 years to the extent that it now provides instruction for nearly one-third of all students enrolled in the Wilmington secondary schools. The cooperative program of work experience education in office occupations has been in continuous operation in the Wilmington high schools for more than 25 years. Two types of business education cooperative courses

<sup>26</sup> Jessie Graham and Claude Owen. Report of UBEA Research Foundation Study on Work Experience in Business Education. *National Business Education Quarterly*, spring 1953. Pp. 56-71.

<sup>27</sup> C. A. Nolan. The Business Education Department Makes Provisions for a Cooperative Work Experience Program. Washington: The United Business Education Association, *Business Education Programs in the Secondary School*, 1950. Pp. 90-96.

<sup>28</sup> This summary was prepared by Dr. Harry Q. Packer, State Director, Distributive and Business Education and Supervisor of Business Education in the Wilmington Public Schools, Wilmington, Del.

are included in this division, namely, office occupations and distributive occupations.

*The Direction of the Cooperative Work-Experience Program in the Office Occupations.*—Business education departments in the three Wilmington high schools are under the direct supervision of the local high school principal and are under the administrative direction of the supervisor of business education. Four coordinators of office occupations serve the city schools. The enrollment in the cooperative work experience programs for the fall semester of the school year 1955-56 was P. S. Du Pont High School, 75; Wilmington High School, 168; and Howard High School, 29. Two coordinators serve the 168 students in the Wilmington High School.

*The Time Schedule for the Office Occupations Work Experience Program.*—The office occupations work experience program in Wilmington is organized on the 2-week alternating basis. The students in each class are divided into two groups, group I and group II. During the senior year, each student spends 2 weeks in school and 2 weeks on their cooperative job. Group I spends 2 weeks in school, while group II is at work in the community. Thus 2 students fill 1 full-time job.

*Basic Purposes of the Program.*—The basic purposes of the cooperative work-experience program in office occupations are to assist each student to bridge the gap between school and initial employment; to aid the young person to make social and business adjustments during early employment contacts; to provide motivation for the paralleling school courses; and to emphasize the needs for both skill and proper business attitudes.

*Organization of the Course.*—A manual entitled "How to Coordinate the Cooperative Work Experience Program in Business Education in the Wilmington Public Schools"<sup>2</sup> outlines the methods followed in organizing these courses. Employers are called on by coordinators for the purpose of securing work situations for students. No employer is solicited by more than one coordinator. Each employer completes a personnel requisition form which indicates the nature of the job in his office and the type of student he would like to have to fill the position. At the same time, a student profile is prepared by the coordinator for each student in the program indicating each student's personality traits and skill achievements in the various office activities. The coordinator then attempts to match the student profiles with the employer's personnel requisition. Thus an effort is made to place each student in a job that is commensurate with his in-

<sup>2</sup> Delaware. *How To Coordinate the Cooperative Work Experience Program in Business Education in the Wilmington Public Schools.* Wilmington: Wilmington Public Schools, 1955. 68 p.

terest and ability. In addition, many students work under the close supervision of the coordinator either half time or full time during the summer period thus retaining all jobs that have been reserved by business firms for the use of cooperative students. Separate block schedules are arranged for students during their 2 weeks in school.

*Credit Allowed.*—Cooperative work experience in office occupations is compulsory for all students enrolled in business education, therefore, full credit is allowed for this experience.

*Coordination and Types of Jobs.*—Under the 2 weeks at work and 2 weeks in school plan, each coordinator devotes a half day to classroom instruction and a half day to visit to cooperating business firms. The coordinator of office occupations, conducts the office practice classwork and provides each student with as much remedial work as necessary. The monthly reports by each employer on the work of the student serves as a basis for this remedial instruction. Since the cooperative work experience program in office occupations is open to all seniors, the differences in the skill ability of the students requires the use of office practice jobs ranging from clerk-typist to secretary-stenographer. All seniors in the business education departments in the three high schools participate in the work experience program.

As a culminating experience, the business education program provides cooperative work experience in both the office and distributive occupations. The average number of work experience students in each program is as follows: Office occupations, 211; distributive education, 64; and, in addition, there are 90 students enrolled in diversified occupations and 81 students in the trade and industrial program. Because of the large number of students enrolled in the cooperative work experience program in business education, the employers in the community depend on these students to fill jobs in their offices and these students have become an important part of the labor force in the Wilmington area.

*Unique Features of the Cooperative Office Occupations Program.*—The fact that students work 2 weeks and go to school 2 weeks is a unique feature. Some students continue to work alternate weeks throughout the summer, while some work at full-time jobs under the supervision of a summer coordinator. However, the unique feature of the business education program in the Wilmington public schools is that an attempt is made to help each boy and girl to grow and develop to the utmost of his or her capacity as a well-rounded individual and office employee. Another unique feature is the fact that the cooperative work experience program is a part of a 3-year program in business education. In the 10th grade, all students enrolled in business education are given an opportunity to spend 2 periods a day in exploratory

activities. The primary purpose of these activities is to assist each student select 1 of 4 areas of specialization in the 11th grade, namely, accounting, secretarial, clerical, or distributive education. During the 11th year each student receives an intensive skill development program in the area which he or she has selected. At the close of the 11th year, each student is placed in a cooperative job that is commensurate with his interest and ability.

### *Type 6. Remunerative Vocational Work Experience Programs in High Schools Subsidized from Federal Vocational Educational Funds*

In the national interest and for the purpose of stimulating and assisting the respective States in the development of adequate programs of public vocational education of less-than-college grade, the Congress has from time to time enacted important grant-in-aid legislation. The first and basic act—Public 347, 64th Congress—known as the Smith-Hughes Vocational Education Act was approved in 1917 and is still in effect. The controlling purpose is to provide education to fit persons for useful employment. The act provides several annual continuing appropriations for apportionment under a formula to the States for this purpose. In accepting the terms of the Smith-Hughes Act, all of the States through legislative authority have designated or established a State board for vocational education responsible for administering vocational education in that State. This board prepares State plans establishing the terms, conditions, and standards for the promotion and development of public vocational education of less-than-college grade. Such State plans may provide for the use of Federal funds and State and local matching funds for the salaries of teachers of trade and industrial education subjects in part-time classes for cooperative vocational education. A subsequent law relating to the Smith-Hughes Act—Public 586, 79th Congress—was approved in 1946 and is commonly known as the George-Barden Vocational Education Act. This act extends the provisions of the Smith-Hughes Act and authorizes increased annual appropriations to the States. In addition to other new provisions, it authorizes a grant to each State for the further development of vocational education for the distributive occupations. The act is currently in effect. Any State board for vocational education may make provisions in its State plan for the use of George-Barden Federal funds and matching State appropriations in reimbursing public schools which maintain local programs of part-time cooperative trades and industry classes and who maintain part-time cooperative distributive occupations education classes.

Schools and classes operating under the provisions of these Federal acts are described in Federal and State vocational education bulletins as cooperative part-time education<sup>20</sup> and programs are based on the idea that the persons enrolled will follow the occupations in which their work experience is obtained. Originally provisions of the Smith-Hughes Act which provides for general continuation classes were interpreted to cover employment of young workers in any occupation. In 1952, an opinion of the General Counsel of the Federal Security Agency, now Department of Health, Education, and Welfare, limited the use of Federal funds for general continuation education to persons employed in a trade and industrial pursuit. Therefore, this limitation applies to cooperative diversified occupations programs. In these and other programs subsidized by the State through the use of Federal funds, a coordinator who is a member of the high school faculty provides classroom instruction related to the students' problems on the job and works with the students' employers to see that each student gets a broad work experience and is adequately supervised on the job. The program is open to juniors and seniors in high schools and may be conducted as a 1- or 2-year program. The students' hours at work must equal or exceed the hours spent in school during the school year, and must not average less than 15 hours per week. Programs of this type are in operation in two occupational fields, in the trade and industrial occupations, and in the distributive occupations.

In the trade and industrial part-time program, students must be employed in a trade or industrial occupation, such as carpenter, welder, radio repairman, auto mechanic, nurse, cosmetologist, garment worker, and other similar types of occupations geared to supply and demand. The students in a particular class may be employed in the same or different trade and industrial occupations.

In the distributive part-time program, cooperative students must be employed in a distributive occupation, such as stockkeeper, window dresser, or salesman. The students in a particular class may be employed in the same or differing distributive occupations.

#### **Cooperative Programs in Trade and Industrial Education**

Programs of cooperative work-study education are not recent additions to the industrial programs offered under authorization of Federal vocational education acts. Early examples of cooperative trade education involved homogeneous groups of students working half time in one industrial concern and attending school the other half. Cooperative training in a single trade or occupation was confined to large

<sup>20</sup> U. S. Department of Health, Education, and Welfare, Office of Education. Administration of Vocational Education. Washington: U. S. Government Printing Office, rev. 1948. Vocational Education Division Bulletin No. 1. Pp. 47 and 57.

cities because of the limited number of employment opportunities available in small centers of population. By 1931, a new plan of providing vocational education in the trades was developed in several Southern States. The new program was called diversified occupations, in which the students were employed in a wide variety of trade and industrial pursuits. In a program of this type, no two students need be in training for the same occupation. The training of each student-learner is specific for a single occupation. The program of the school is diversified to meet the occupational requirements for training as established by the needs of the community. The students may be employed in as many trade and industrial occupations as there are students enrolled.

The terminology used in naming and describing these programs varies from State to State. Such terms as "part-time cooperative classes," "diversified cooperative classes," and "diversified occupations classes" (con conversationally shortened to "D classes") are used interchangeably. The trade and industrial division of the Texas State Board for Vocational Education<sup>22</sup> recommends the use of the term "industrial cooperative classes." The official title given to these courses in Minnesota, is "Cooperative Part-time Occupational Training." The summaries of annual reports of the State boards of vocational education listed vocational work experience programs as part-time general continuation classes until 1955<sup>23</sup> when 15,116 male students and 9,120 female students were reported as being enrolled as part-time cooperative students in trades and industrial classes.

A description of one part-time cooperative program in trade and industrial education is included here to serve as a typical example.

The following description of a part-time cooperative program in trade and industrial education was secured during a visit to the Evanston Township High School in Illinois. The description is included here to serve as an example of the type 6 work experience program.

#### **A Description of a Diversified Occupations or Cooperative Trade and Industrial Program**

The following description was prepared by James B. Karnes, coordinator of diversified occupations in the Evanston Township High School, to inform prospective students and others about the program in the Evanston, Ill., high school and community.

A cooperative training program for students interested in entering a skilled trade or industrial occupation is now included in the Evanston

<sup>22</sup> Texas. Handbook on Industrial Cooperative Training. Austin: State Board for Vocational Education, Bulletin, May 1948. 110 p.

<sup>23</sup> U. S. Department of Health, Education, and Welfare, Office of Education. Digest of Annual Reports of State Boards of Vocational Education, Fiscal Year Ended June 30, 1955. Washington: Division of Vocational Education. 49 p.

Township High School curriculum. The program, known as diversified occupations (D. O.), offers an opportunity for junior and senior boys and girls to train part time for the career of their choice, while continuing their regular schooling. The school and the local industrial establishments working cooperatively allow a student-learner to begin work in the occupation in which he seeks training, the school provides the related instruction and the employer trains the student-learner in the job skills and procedures as he progresses on the job.

While several different occupations may be included in a local vocational program of this nature, the individual student-learner receives training and experience in only one. Thus the diversity implied in diversified occupations, applies to the program as a whole and not to the experience of the individual who is enrolled for training in one specific occupation. Some typical occupations in which the student-learner may be trained are: Auto mechanics, commercial art, radio and television repair, electrical appliance repair, machinist, laboratory technician, photography, building trades, and nursery work. The students are employed and placed in a learning situation for a minimum of 3 hours per day and 15 hours per week during schooltime, at a salary comparable to that paid other beginning workers in that field.

Student-learners in D. O. enroll in at least four regular classes: (1) The D. O. class where two types of instruction are given general related instruction in class groups and specific related instruction given individually through the use of study guides keyed to the individual occupation in which the student is engaged. (2) Another subject which is closely related to the occupation the student-learner is in, such as machine shop for a person working as a machinist, and chemistry or biology for a laboratory technician. (3) Any other course which may need scheduling to meet graduation requirements. (4) Physical education.

A total of four units may be earned during the school year. Two units of credit may be earned in the D. O. program itself (1 for the D. O. class and 1 for work on the job), and 2 units for the other classes. The student-learner receives pay for work on the job. The student-learner on the job rotates through a schedule of job processes coordinated with the related instruction in the D. O. class. The coordinator visits the student-learner on the job from time to time and schedules the class instruction in a manner most beneficial. Achievement must be satisfactory both in school and on the job before either of the D. O. credits may be obtained.

Aside from the worthwhile advantage of enabling the school to fit the communities' needs better, and at the same time broaden its own curriculum, there are many unique advantages to both the student and the employer.

**Advantages to the Student**

1. Offers an organized plan of occupational training under actual business or industrial conditions.
2. Permits the student to start learning a skilled occupation while in high school which may otherwise be impossible.
3. Bridges the gap between school and the world of work.
4. Permits student to earn a learner's wage while he learns.
5. Provides the student with an opportunity to explore his interests and aptitudes and determine whether he is suited for his chosen field.

**Advantages to Employers**

1. The employer has the opportunity to train personnel at relatively low cost in his establishment.
2. Opportunity to obtain a better selection of employees who after training will have the opportunity to remain on full-time employment thus reducing employee turnover.
3. Enables employer to participate in a school and civic program.
4. Allows other employees to see need for and secure additional information about his occupation.

*Job and Training Requirements.*—The D. O. program does not place students in routine, operative jobs. Rather its purpose is to place students in jobs which require instruction so that the student may become a skilled worker or tradesman and be assured of substantial employment in the future. For example, in view of the amount of training required, it would be desirable to place a young man in on-the-job training as a projectionist at the local theater rather than as an usher.

Diversified occupations, therefore, should be viewed as an instructional program with the primary objective of seeing that a student learns to perform well in his chosen occupation. The fact that he is earning while learning is important, and much will be gained by his daily contact with businessmen and other employees.

Diversified occupations is not just a work program, where students are released from school to earn money. It is designed first and foremost to give well-balanced training that will prepare youth to perform satisfactorily on the job after they have finished school.

**Cooperative Programs in Distributive Education**

The need for education at the secondary level in the distributive field has been recognized for a number of years. Since its authorization in the George-Deen Act of 1946, cooperative programs of vocational distributive education have been organized in all but one of the

States and Territories. The total enrollment in federally subsidized part-time cooperative classes in distributive occupations in 1954-55 included 14,794 male students and 16,047 female students.<sup>23</sup>

The occupations in which students may work under the distributive education plan is limited to those positions connected with the distribution of goods and services to consumers, retailers, jobbers, wholesalers, and others. Such jobs as window trimming, advertising, retail selling, service station operation, laundry or bakery routes, insurance, and many similar categories are included in the distributive occupations program. The similarity between office practice occupations and distributive education can easily be recognized by the discerning reader who may then inquire about the availability of Federal funds for office practice occupations. Ivins and Runge<sup>24</sup> made this statement:

There are no day programs in distributive education except the cooperative plan. Day-school students in a distributive occupations cooperative program work on a half-day basis. In 2-year programs at least 1 regular class period per day must be devoted to vocational instruction. In the 1-year program, 2 periods per day are required for directly related instruction. Detailed information about vocational work experience classes organized under federally subsidized arrangements may be obtained from State departments of education. In many States, bulletins relating to part-time cooperative classes in distributive education or in trade and industrial education are available from the Vocational Educational Division of the State Department of Education.<sup>25</sup>

The following description of the distributive education program in operation in Pauls Valley, Okla., is used as a prototype example of the type 6 work experience program.

<sup>23</sup> U. S. Department of Health, Education, and Welfare, Office of Education. *Digest of Annual Reports of State Boards of Vocational Education, Fiscal Year Ended June 30, 1955*. Washington: Division of Vocational Education, p. 39.

<sup>24</sup> Wilson H. Ivins and William B. Runge. *Work Experience in High School*. New York: The Ronald Press Co., 1951. P. 12.

In connection with Federal support, office practice programs, cooperative or noncooperative, are excluded from both distributive and diversified occupations. Aside from the distinction in the fields of work, there is no important difference between diversified and distributive occupations.

<sup>25</sup> Examples of these bulletins are:

Mississippi. *A Handbook for Coordination of Part-Time Cooperative Training Programs in Trade and Industrial and Distributive Education*. Jackson: Mississippi State Department of Education, 1954. 166 p.

South Carolina. *Coordinating Diversified Occupation Program*. Columbia: State Department of Education, 1945. 106 p.

Texas. *Handbook on Industrial Cooperative Training*. Austin: State Board for Vocational Education, Bulletin, May 1948. 110 p.

### A Description of the Distributive Education Work Experience Program in the Pauls Valley, Okla., High School <sup>20</sup>

*An example of a type 6 program:* A remunerative vocational work experience program in high schools, subsidized from vocational education funds.

*Origin and Present Status of Work Experience Courses.*—In August 1951, the Pauls Valley Senior High School began to offer this course to junior and senior students.

*The Direction of the Program.*—This program is operated under the direction of Mrs. Byrdell Willson, teacher-coordinator of distributive education.

*Basic Purposes.*—The major objective of a distributive education program is to fit persons for useful employment in distributive occupations. In more detail the objectives of a distributive education program may be stated as follows:

1. To develop distributive workers who will give intelligent, economical, and helpful service to consumers.
2. To develop greater job satisfaction; to increase earning power; to insure advancement on merit; to create a feeling of permanency of employment in the mind of the distributive worker.
3. To reduce business losses due to inefficient employees as well as to unsound management policies and practices.

*Organization of the Work Experience Courses.*—Enrollment in a cooperative part-time class is limited to those who are: (1) Regularly enrolled juniors or seniors. (2) Lawfully employed in a legitimate distributive occupation for at least as many hours each day as they spend in school—a minimum of 3 hours per day or 15 hours per week. (3) Personally and occupationally adapted to the type of work for which instruction is given. (4) Able to profit from the instruction. (5) Sixteen years of age or over.

*Credit Allowed.*—Credit toward graduation is given for classroom instruction and for supervised work experience in the business establishments.

*Coordination and Types of Jobs.*—The coordinator meets all students in the classroom for instruction designed to—

1. Prepare each student for employment and to continue his training as the requirements of the job may dictate.
2. Aid each student in the personality adjustments necessary to get along with others, to follow orders, and to understand his place in the organization.
3. To develop in each student safe work habits, pride in his job, and a desire for advancement through additional skills and knowledge.

<sup>20</sup> This description of the Pauls Valley, Okla., distributive education program was submitted for use by H. L. Mitchumson, the high school principal.

The coordinator spends each afternoon visiting the students at work, giving individual supervision and guidance, and taking care of office details.

Distributive occupations are those followed by workers directly engaged in merchandising activities or in direct contact with buyers and sellers when—

1. Distributing to consumers, retailers, jobbers, wholesalers, and others the products of farm and industry.
2. Managing, operating, or conducting a commercial or personal service business, or selling the service of such a business.

*Remuneration.*—The rate to be paid is determined by the individual employer at a uniform hourly rate, comparable to that of all beginning workers doing similar work.

*Unique Features of this Program.*—Distributive education contributes to improvement in standards of living through better service, lower selling costs, and general upgrading of marketing and merchandising practices in the field of distribution.

The program brings the school and business into closer cooperation, thus increasing the practical contribution from the school to society.

The chief advantages to the employers are that it provides for more careful selection of future full-time employees and an upgrading of those now employed.

Possibly the greatest values in any type of school-supervised work-experience programs are the opportunities it offers for guidance and personal counseling to students with problems. Because this counseling is related to success on a job, which often seems more important to some of these students than academic success, it is likely to be accepted. The guidance purposes should prevail from the very beginning so that the types of students to be served will determine the types of programs to be set up. All teachers could make their instruction more meaningful by drawing upon the work experience of students in their classes for illustration and interpretation in their teaching.

## IV. Considerations Essential to the Installation of Work Experience Education Programs.

**P**RINCIPLES in the field of education usually consist of generalizations grounded on successful experiences which have been specifically observed and examined. In many areas of education controlled experimentations and other types of scientific research have contributed to the development of guiding principles and recommended practices. For the special field of work experience education no conspicuous volume of research has been completed. There is an evident need for a series of standards or guides to be used as a partial basis for the inauguration of a work experience program. There is also a need for a summarization of the problems which should be considered and the steps that must be taken prior to installing the new program.

### *Guides for the Selection and Operation of Work Experience Education Programs*

The following guides or standards are proposed as essential considerations relating to the installation and operation of work experience programs:

1. It must be recognized that there are several kinds or types of work experience education programs based on purposes, source of support, needs of students, location of work stations, or on other unique aspects of the particular program.
2. When a work experience program is designed for installation in a particular school, its specific objectives should be simply and clearly stated.
3. Work experience should be regarded as a desirable educative activity for all youth, regardless of social and economic status or academic interest. When work experience is provided as a school offering, the work stations should represent the production of goods and services in a real and not in a "made" work situation.
4. Work experience requires experience in jobs which match and challenge the ability of the youth so employed.
5. Full direction and control of the work experiences of school-enrolled youth can only be exercised by the schools when the work is performed during school-released time, and supervised by school personnel.

6. Work experience education to receive full appreciation by community, faculty, and students, and to achieve status must be recognized through (a) credit granted toward graduation, (b) recognition provided by course title and description in high school handbook and schedule, and (c) accreditation by the State Department of Education through formal descriptive statements or special bulletin.

7. The pupil enrolled in the work experience program must understand that when he is at work the work station becomes a school classroom. The school through the coordinator maintains control and direction of each work experience pupil while on the job. His job rating and school grade result from evaluations made by the coordinator and the employer.

8. When a student enrolls in a type of work experience education which calls for remuneration, a wage is due him commensurate with the value of the work being performed. Work done without remuneration must be performed voluntarily. All parties involved should ascertain with certainty that there is compliance with Federal or State laws or municipal ordinances relating to tolerance or assent in the permitting of a minor to work. Exploitation of student labor must be meticulously avoided in all types of work experience programs.

9. The successful work experience program requires adequate staffing and financing. The availability of guidance, coordinating, and placement personnel, together with suitable office facilities and sufficient travel allowances, are essential.

10. Full community understanding and support must be achieved through effective dissemination of information about the program.

11. Laws which govern the employment of youth must be recognized and observed by all participants in the work experience program. These legal requirements relate to (1) the formal authorization of the program, (2) age requirements, (3) work permits and permits to employ, (4) hours of work, (5) places and condition of work, (6) minimum wage provisions, (7) social security regulations, (8) workmen's compensation requirements, etc.

12. Effective placement service is essential for a successful work experience program. This service may be provided by (a) the personal efforts of the coordinator, (b) a school-operated placement service, (c) the State employment service or its youth employment subdivision, (d) a combination of these methods.

13. To foster the sense of belonging among the work experience students and to achieve the greatest educational gains from the program, a paralleling class in problems of community relations and job success is essential.

14. Surveys concerned with the work activities and employment needs of all students, as well as community occupational surveys, are essential to provide basic data necessary for the initial planning, installation, and successful continuance of a work experience program. These surveys will serve also as the public relations device for securing the interest and the cooperation of students, parents, and local leaders in business, in the professions, and in industry.

15. The work experience education program should be considered an integral part of the school curriculum. Integration of its benefits in all

courses and areas of the curriculum should be an obligation of all teachers. Classroom teachers should draw on the work experience of their students to vitalise instruction. The coordinator in turn should see that his students capitalize on all of the values inherent in other school courses.

### *Initial Planning for the Work Experience Program*

Many individuals should participate in the total task of planning and installing a program of work experience education. Chief among these participants are the superintendent of schools, the principal, the coordinator, and members of an advisory committee. Until the coordinator and the advisory committee are selected, the initial planning must be done by administrative officials. The balance of this chapter is used to discuss the preliminary problems which are encountered in initiating a work experience program.

### *What Individuals or Groups Usually Initiate Work Experience Programs?*

When teachers and administrators consider the incorporation of a new program of work experience in the curriculum, the advice of local leaders is desirable. Resources consisting of persons with knowledge about the new program or of individuals qualified to investigate the desirability of the program should be mobilized. Individuals and groups whose advice should be sought by administrators or curriculum committees include some or all of the following:

Teachers who have pursued graduate work in some phase of work experience education.

Any teacher, principal, or individual who has confidence in the value of work experience education.

Guidance counselors whose contact with pupils gives them fundamental information about students' needs and desires.

The State supervisors or consultants for secondary school curriculum, business education, trade and industrial education, or distributive education.

Selected representatives of local businesses and industries who would be employers of work experience students and representatives of labor organisations.

Public and private employment service officials, who meet work-seeking youth of secondary school age, together with officials who issue work certificates and permits to employ.

School administrators and school board members, who are responsible for directing the schools of a community willing to receive suggestions and to consider recommendations for the improvement of the schools, from whatever source proposals may come.

## *Variations in Kinds and Types of Work Experience Programs*

This significant statement was included in the 26th Yearbook of the American Association of School Administrators:<sup>1</sup>

A pupil has the opportunity to gain valuable work experience whenever he performs a manual task that is undertaken primarily because the end results of his labor contribute to the health, comfort, or safety of people.

Usually the elementary school responsibility consists of providing, supervising, and evaluating whatever amount of inschool work experience as can be used effectively. Work experience thus becomes instead of a new instructional area in the curriculum a new learning method.

Work experience in the junior high school can involve both inschool and out-of-school as well as remunerative and nonremunerative activities. In the Lewistown, Pa., junior high school, students worked in nonreimbursed jobs in the community as a part of the course in occupations.<sup>2</sup> The work experience program in Lincoln, Nebr., included many pupils from the junior high school.<sup>3</sup>

On the high school level, every known type of work experience education together with many variations of the basic types can be found. It is not uncommon to find several programs of work experience education in a single high school; for example, an organized inschool nonremunerative type, plus a business education remunerative vocational work experience program and a cooperative trade and industrial program, would meet the needs of three types of students with no conflicts of authority and no duplication of approaches to prospective employers. The variations in methods used in securing the benefits of work experience education in the public schools are very extensive.

## *Making the Choice of Different Types of Work Experience Programs*

When the time of decision approaches, concerning the specific type of work experience education program to be installed in a given school, the final selection may include one or several of the distinctive types. Supt. J. M. Ridgeway of the Lexington, Ky., schools reported in 1952 that 20 percent of the students in the Henry Clay High School were participating in the overall work program.<sup>4</sup> Included in the school-

<sup>1</sup> The American Association of School Administrators. *The Expanding Role of Education*. Washington: The Association, 1948. P. 144.

<sup>2</sup> Letters and mimeographed reports describing this program in office files.

<sup>3</sup> Nebraska. *Annual Reports on School-Work Program*, Lincoln: Office of Guidance, Pupil Accounting, Research, and Special Education, Lincoln Public Schools, Mimeographed reports for 1953, 1954, and 1955.

<sup>4</sup> J. M. Ridgeway. *Work Experience Program*. *NBA Journal* 41: 166-67, March 1952.

work program in this school were extensive inschool, nonremunerative, distributive-education, and office-practice work experience opportunities. In addition to the directly supervised work activities, many students were engaged in part-time employment.

The choice of work experience programs can result in the adoption of one or more of the following types:

1. Inschool, nonremunerative general education work experience.
2. Out-of-school, nonremunerative general education work experience.
3. Remunerative out-of-school general education work experience for junior high school students.
4. Remunerative out-of-school general education work experience for high school students.
- 5a. Remunerative out-of-school vocational (diversified occupations) work experience, not subsidized from Federal funds.
- 5b. Remunerative out-of-school vocational office practice work experience programs, not subsidized with Federal funds.
- 6a. Remunerative out-of-school trade and industrial work experience programs (vocational) subsidized with Federal funds.
- 6b. Remunerative out-of-school distributive education work experience programs (vocational) subsidized with Federal funds.

The administrative organization for these programs may involve (1) guidance officials, (2) employment and placement personnel, (3) business education staff members, (4) a special coordinator for distributive occupations, (5) a coordinator attached to the trade and industrial staff, or (6) one or more coordinators detached from any of these regular school staff patterns. In many schools, 1 inschool nonremunerative and 1 out-of-school remunerative program might be visualized. In the large comprehensive high school it is conceivable that several of the eight patterns could be operating simultaneously. In the latter case, an overall program director would be desirable in order to avoid excessive solicitation of employers in locating work opportunities in the community.

### *Establishing Tentative Objectives for Each Type of Work Experience Program*

One writer<sup>a</sup> has proposed as a guiding principle that: "Every youth regardless of social and economic status, should know from firsthand experience, how to work and should be able to do some work skillfully." Such a proposal might be received with considerable skepticism by many educators, but the substitute proposition that work experience education should be provided in each school to the

<sup>a</sup> Walter D. Cocking. *Work Experience. School Executives*, 64: 23, December 1944.

degree that it best meets the needs of the pupils in that school would probably meet with general acceptance. It is equally true that when a program involving work experience education is being considered, the purposes of the specific program should be announced in accurate and complete statements. Completely descriptive objectives will facilitate the acceptance of the proposed program by students, faculty, direct participants in the program, and by the community at large.

One example of definite objectives for a specific type of program is to be found in the descriptive article concerning the business education work experience education in Redding, Calif., on both high schools and junior college levels.<sup>6</sup> The article was duplicated for distribution to business education majors and to employers in the community. The following objectives were proposed as a guide for business education students:

To teach an awareness of the need of good grooming, personality growth, proper attitudes, and the ability to work with others.

To give the student contact with actual working standards and procedures.

Work experience for a stenographer should include taking dictated material and transcribing it, filing, general clerical experience, meeting the public, typing from copy, proofreading, duplicating, and perhaps transcribing material from a dictaphone.

To give the student confidence in his ability.

To give the student experience in working for an employer.

To teach the student how to secure a job and to keep it. (A student can be fired from his work experience job just as if it were one he secured himself, but he learns why he lost it and what to do about improving himself or his work so that he will not lose the next job.)

In a memorandum to the employer of students in the special employment program in Lincoln, Nebr., the following statement of purposes was included.<sup>7</sup>

1. To produce a more effective worker out of a type of young person who will be seeking employment, but who is apt to quit school before any prescribed training course is completed.
2. To help prevent delinquency by giving the delinquency-prone individual a sense of personal worth and achievement through successful employment and a more secure economic status.
3. In some cases, to give economic aid necessary to keep a promising future leader in school.
4. To teach pupils, through actual experience on the job, the importance of fundamentals taught in the school.

<sup>6</sup> Evelyn J. Twaddle. A Pattern for a Work Experience Program in Business Education. Unpublished mimeographed report. California: Redding. The Public School Board of Education, 1955. 14 p.

<sup>7</sup> Nebraska. Annual Reports and Information Sheets for Parents and Employers. Lincoln: Office of Guidance, Pupil Accounting, Research and Special Education, Lincoln Public Service, Mimeographed reports for 1953, 1954, and 1955.

5. To help train low ability individuals for routine work which they may be able to do, and thus become self-supporting rather than dependent on the community.

The general purposes for work experience education included in the New York State Education Department leaflet *Let Pupils Learn and Earn*,\* can be particularized for any type program. The bulletin contains the statement that:

In an effort to provide the experience in work that all youth need, every school should keep in mind several purposes:

To help young people develop the proper attitude toward work and working people.

To meet the urge of youth to earn money and achieve some measure of independence.

To give real meaning to school work through a practical application of learning.

To provide vocational guidance and exploratory experience for all youth.

To offer organized vocational preparation for selected youth.

The San Diego Junior Employment Service Handbook<sup>2</sup> contains this succinct statement which describes the purposes of a type 4 or general education work experience program:

This work experience program fulfills the need for additional training and development of youth which is met by no other subject in the curriculum. Pupils enrolled in the work experience program are provided with an opportunity for growth toward mature concepts of responsibility, employment standards, the interdependence of the individual and community, and the handling of self-earned money. Student workers are also afforded the advantage of exploratory experiences in occupation fields while still under school guidance, with a view of adjustment to eventual full-time employment.

### *Credit Given for Courses in Work Experience Education*

Cooperative courses in trade and industrial education and in distributive education are universally recognized as high school credit courses. Short-term business education work experience is usually included for credit in the regular courses which are suspended for the few weeks during which the work experience is scheduled. In some school districts and States, formal provisions are made for giving credit for non-federally-subsidized work experience.

In Oyster Bay, N. Y., school or regents' credits can be granted for approved work performed during school-released time, or approved

\* New York. *Let Pupils Learn and Earn*. Albany: State Department of Education, 1954. 10 p. leaflet.

<sup>2</sup> California. *Junior Employment Service Handbook (and the Operation of the Work Experience Program)*. San Diego: San Diego Board of Education, Multilithed Bulletin, 1953. 20 p.

work performed outside of school hours, except during the summer vacation period.<sup>10</sup> In this school, pupils may be dismissed from the seventh or last period classes in order to begin work.

In New York, 2 units of credit may be earned in office or store experience by working 15 hours per week under school supervision in a well-regulated office or store.<sup>11</sup> This must be paid work experience. The same amount of credit can be offered for general work experience.<sup>12</sup> Credit in the work experience program is sometimes limited. Where several types of diplomas are awarded, this credit is sometimes acceptable only on the general and vocational diplomas. Miller,<sup>13</sup> who studied schoolwork programs in 1951, concluded that credit should be granted only for employment approved by the school which meets the definitions and objectives of the program. He found that such credit is widely used as an elective and commonly used in curriculums where the work experience is required.

The actual amounts of credit allowed and the number of hours required for one-half unit of credit for work experience courses in several cities and States are indicated in table 1, page 103. It should be explained that the credit values have been translated into Carnegie units except for the Los Angeles, Calif.,<sup>14</sup> entries. In general, 1 semester of actual work experience involving from 180 to 300 hours will earn for the student one-half unit of credit per semester. The related subject, community relations or job-success course carries additional credit which amounts to a full unit if the class meets 5 days per week for the full year.

### *The Preliminary Plan for Operating the Work Experience Program*

Following the decision to start a work experience education program and the employment of a coordinator, one of the first tasks which should be undertaken is the production of a preliminary operating plan. Many misunderstandings can be avoided and more efficient public information can be provided if a printed statement of plans is produced and distributed to teachers, administrators, students, parents, and to the cooperating business and professional people in the

<sup>10</sup> New York: Oyster Bay. Oyster Bay's Work Experience Program. Typed report on file in Office of Education. P. 5.

<sup>11</sup> New York. Requirements for State High School Diploma in Business Subjects. Albany: The State Education Department. Bulletin 1339, April 1950.

<sup>12</sup> New York. Let Pupils Learn and Earn. Albany: State Department of Education, 1954.

<sup>13</sup> Leonard M. Miller. School Work Programs Keep Youth in School! *Occupations*, 29: 281-284, January 1951.

<sup>14</sup> California. A Guide for the Work Experience and Employment Placement Program. Los Angeles: City Board of Public Education, 1944. Publication No. 403, rev. in 1952. 24 p.

community. Such a plan must have official approval from the school principal and faculty, of the advisory committee, and from administrative officials, including the superintendent and the school board. Statements should be included showing tentative solutions to the following problems:

Table 1.—Credit Allowed for General Work Experience in Secondary School Programs in Selected Cities and States

City or State	Name given to program	Number of units of credit allowed per semester for work experience	Number of clock hours of work required for $\frac{1}{2}$ unit of credit <sup>1</sup>	Number of units allowed for work experience toward graduation
1	2	3	4	5
California:				
State <sup>2</sup> .....	Work experience.....	Not specified.	200-300	4.
Los Angeles <sup>3</sup> .....	Work experience course 590.	$\frac{5}{8}$ semester periods. <sup>4</sup>	200	30-40 semester periods.
San Diego <sup>5</sup> .....	Work experience.....	$\frac{1}{2}$ .....	200	
Indiana <sup>6</sup> .....	do.....	$\frac{1}{2}$ .....		2.
Michigan <sup>7</sup> .....	Cooperative occupational training.	$\frac{1}{2}$ .....		
New York <sup>8</sup> .....	Work experience.....	$\frac{1}{2}$ .....	180-200	2.
Pennsylvania:				
State <sup>9</sup> .....	Schoolwork experience.	$\frac{1}{2}$ .....	200	2.
Philadelphia <sup>10</sup> .....	General work experience.	$\frac{1}{2}$ .....	300	3.

<sup>1</sup> Carnegie unit (16 units required for graduation from high school).

<sup>2</sup> California: Report of a Study of Work Experience Programs in California High Schools and Junior Colleges. Sacramento: State Department of Education, Preliminary Edition, September 1955. Pp. 69-70.

<sup>3</sup> Los Angeles: A Guide to the Work Experience and Employment Placement Program. P. 13.

<sup>4</sup> 80 semester periods are required for graduation.

<sup>5</sup> San Diego: Junior Employment Handbook. P. 2.

<sup>6</sup> Indiana: Digest of Courses of Study for Secondary Schools in Indiana. P. 20.

<sup>7</sup> Michigan: Let's Look at Work Experience Programs. P. 15.

<sup>8</sup> New York: Education Through Work Experiences. P. 20.

<sup>9</sup> Pennsylvania: Work Experience Programs for Public Schools. P. 7.

<sup>10</sup> Philadelphia: School Work Program. P. 23.

**Administration.**—What is the administrative pattern? The simplest plan is one involving a coordinator within the existing staff or in an existing department of a local school. A second plan includes a new and independent department in the school, and the third, a citywide organization.

**Housing and Clerical Help for the New Program.**—Will the coordinator have use of a small room as an office and for private conferences with students? What facilities will be provided for making the program a success, such as telephone, office equipment, and clerical assistance?

*Objectives of the Program.*—A statement which delineates the goals of the program to serve as the program guide.

*The Personnel of the Advisory Committee.*—The entire preliminary operating plan should be developed by or have the approval of the advisory committee. The names of members of the advisory committee should be printed in this communication.

*Selection of Enrollees for the Program.*—There will be as many statements of criteria for eligibility for entrance into work experience programs as there are types of programs. The conditions upon which pupil selection will be based should be stated clearly.

*The Work Experience Schedule and School Credit.*—What hours will be reserved for on-the-job work experience? What credit toward graduation will be allowed?

*The Job-Success, Community Relations, or Related Subjects Class or Classes.*—All students enrolled in the work experience program will be required to enroll in this related class. How many hours per week will this class meet and what credit will it receive?

*The On-the-job Supervision.*—It should be made clear that the student at work is a student in school and that adequate staff time will be provided for frequent visits to students at work and to their employees.

*Remuneration.*—The brochure which introduces the new or on-going program should describe the remunerative or nonremunerative plan of the program.

*Methods of Grading.*—Credits for work experience are based on grades which in turn are derived from visits and observations of the coordinator and evaluations of job proficiency by the employer. This should be explained.

*Special Requirements of Formal Programs.*—Unique features of each work experience program should be detailed, for example, the training schedules and written agreements with employers which are required in some programs.

*Conformance to Local, State, and Federal Laws and Regulation.*—The announcement of the new program should include a statement of intention to conform to all legal requirements concerning the employment of children and minors.

*The Program Headquarters or Office.*—The location of the office, the telephone number, and a description of office equipment used in the program, will if it is adequate, assist in convincing the public of the seriousness with which the school administration is supporting the program.

*Employment Services.*—A school employment service, or close cooperation with public employment services or a combination of the two, characterize the types of placement services now in operation. The placement services available should be described.

*Reports of Surveys.*—Facts from studies of working students, early school leavers and followup surveys of high school graduates will provide objective evidence concerning the need for the work experience program.

*A Sample Student Schedule.*—For clarification of the daily activities of students in work experience programs, a sample schedule for a student enrolled in one of the programs should be shown.

### *Staffing and Financing the Work Experience Program*

A critical phase of the activities involved in the installation of a work experience program is the selection of the coordinator, who will serve as the director of the program.

### *Selecting the Coordinator for a Work Experience Program*

In starting the new program it is important to select a person who can direct it successfully. The following qualifications are suggested as guides for selecting a coordinator.

1. *Education.*—The universal requirement of a bachelor's degree and a teaching certificate applies to the coordinator. The field of specialization must be in the area of the coordination. For the general education work experience, any school subject field; for the guidance-directed work experience programs, a person qualified in guidance; for the business education or office practice, a major in business education; for distributive education, the special State certificate as required by the State board for vocational education and the qualifications established by the State plan; and for the cooperative trade and industrial program a qualification plan similar to that for distributive education teachers. Courses in guidance, economics, labor problems, industrial psychology, etc., are helpful courses for the coordinator of work experience programs.

2. *Professional.*—Some formal course work in coordination should be required of the candidate for a position as a coordinator. Additional courses should be completed through inservice or summer school enrollments as the coordinator continues in this field or specialization.

Extensive training facilities are available in many colleges and universities for coordinators of federally sponsored programs of cooperative work experience education. Special courses in departments of business education are numerous, some of which are specifically designated as work experience coordinator preparation courses.

These are more frequently available during summer sessions and usually carry graduate credit.

3. *Experience.*—Teaching experience and work as a guidance counselor or as an administrator provide excellent background for a successful coordinator. Practical work experience is an essential requirement. Any coordinator should be familiar with the problems of employment if he is to help with the job problems of work experience students. The work experience of the teacher should be in the field which he is coordinating.

To be a successful coordinator, the individual should be able to get along with people, and exhibit a sense of good humor in the face of many discouragements. The coordinator must develop a close working relationship with students, school officials, parents, businessmen, employers, and community leaders.

The sources of coordinators are many. In some cases a local citizen engaged in business or industrial work and interested in teaching will have all qualifications except the professional preparation which can be secured in summer schools or in inservice courses. Frequently, a person already working in the school system will secure sufficient professional preparation to originate the new program. Some potential coordinators are being developed by means of a series of graduate courses at the master's degree level.

Margaret E. Andrews, of Minneapolis, who has directed work experience programs in the junior high schools of that city for more than 10 years made this statement about the type of coordinator needed for that program:<sup>15</sup>

A coordinator is more than just a good teacher—she is a person with a minimum of 3 years of paid experience in some trade or business other than teaching. She is a person who has had special instruction in working with part-time programs, knows well the values underlying them and the ways of promoting them in the community and in the school. But beyond all these qualifications, she is a person who very deeply feels the importance of the work experience she is providing for her students. She must be a person who recognizes the shortcomings of her students, but who also understands the labor market well enough to be convinced that there is a job at some level for every student—and she must convince management of this.

Staff of a new program is important to its success. The adequacy of the staff and the financing of the total enterprise are interrelated. With reasonably generous salary provisions, competent staff members can be secured. When office space, office equipment, and secretarial assistance are available, the working efficiency of the staff is greatly increased. The following statements indicate the minimum requirements for the successful program.

<sup>15</sup> Margaret E. Andrews. *How They Work*. *Clearing House*, 20: 105-109, October 1945.

1. A coordinator as well qualified as can be found. The requirements of special education and unique personal qualifications may demand a high level of compensation.
2. Work experience programs will operate most satisfactorily with the complete cooperation of an effective guidance staff.
3. The coordinator may serve as the only placement officer for the work experience program. If several work experience programs are conducted in one high school or in several high schools in a city, a central placement office seems to be desirable. The central placement service may be operated exclusively by the public Employment Service or it may be operated by the school, for example, in the office of the dean of boys, or it can be a cooperative enterprise.
4. Office space providing privacy for individual conferences, sufficient furniture and equipment for adequate recordkeeping and some secretarial assistance, as well as a direct line telephone, are essential for a work experience program including planning, finding jobs, selecting students, placement, supervision, and program evaluation.
5. The coordinator must visit students at their place of employment several times each semester. For this visitation program, provisions should be made for a mileage allowance.

### *Problems Relating to the Financial Support of Work Experience Programs*

One requirement of school administrators when considering the installation of a work experience program will be a detailed knowledge of the cost of such a program. Answers to the following questions will indicate the ultimate cost of work experience education to the local community.

Is State ADA (average daily attendance) aid available for students working at paid employment in the community?

What number of pupils can one coordinator supervise in a work education program?

What salary will be required for the employment of a work experience coordinator?

What are the costs of special equipment, office space, and expendible supplies which are required for the efficient operation of this program?

What special State or Federal aid is available for the partial support of of the program?

The principle has been accepted generally that the work experience pupil is actually in school during the hours when he is working. This principle applies only to that work experience which is given school credit, performed during school-released time, and is under supervision of qualified school personnel. Acceptance of this principle makes it possible for cooperative students to be included for reporting purposes in the lists of students in average daily attendance, which

provides for full participation by the local school in any State aid funds which are available and which are distributed on ADA formulas.

The coordinator of a work experience program can direct the work activities of from 25 to 50 students. In some schools the number is limited to fewer than 35 students so that one section of a related class may be operated effectively. Frequently 50 or more students are enrolled as a total load for a single coordinator in the work experience program and two sections of the job-related class will be scheduled. In federally subsidized programs an effort is made to keep the classes at a size of from 25 to 30 pupils. When these conditions are maintained the pupil-teacher ratio for the work experience coordinator will be cut about the same as it is for teachers of similar classes in the school.

Because of the unusual responsibilities connected with work experience programs, the coordinator is usually selected from among the more experienced teachers. This fact results in a teacher in the upper brackets of the salary scale. In most systems the coordinator of the work experience program is employed for an additional month during each summer, for the purpose of securing jobs for and planning the next year's program.

Since the efficiency of the program is dependent on the coordinator's having a small office, some office equipment and a telephone, this factor may increase slightly the per-pupil cost of work experience programs. However, when compared with other special and laboratory courses offered in the school, this cost is not significant.

It should be stated that Federal aid is available only for the type 6 programs, including instruction, supervision, and teacher training, described earlier in this bulletin. In some States a special State-aid program provides assistance for vocational office practice work experience cooperative programs.

In concluding the discussion of the financing of work experience programs, it can be said that costs of such educational ventures need not greatly exceed the average costs of other similar course offerings in the same school. The extent and advantages of special reimbursement must be explored in each school.

### *Achieving Community Understanding and Support*

One value of a work experience education program to a school is the excellent school-community relationships which result from a well-conceived and efficiently operated program. Businessmen, industrialists, representatives of labor groups, and professional people after having helped plan and having participated in a good work experience program come to feel that they are a part of the school,

and they share with the school the responsibility for the education of the young people of the community. Methods of securing the cooperation and good will of community groups include: First, keeping all influential groups fully informed; second, securing the active participation of as many community leaders as possible in the planning of the program; and, third, involving as many as can be used in the active operation of the program. The community groups which are actively participating or can be persuaded to become involved in some phase of the work experience program are—

- (1) The board of education, together with school administrators.
- (2) A local advisory committee with representatives from every group concerned.
- (3) The parents of work experience students.
- (4) The work experience students themselves.
- (5) The employers of work experience students.
- (6) The regular teachers, guidance officials, and other workers in the schools.
- (7) Newspaper, radio, and television officials.
- (8) Representatives of organized labor.
- (9) Officials in the public employment service.
- (10) Representative of State labor department if in the community.

The responsibility for the program of public information and of securing help from citizens in the community rests almost entirely on the coordinator. A recent manual for Mississippi<sup>16</sup> contains an extensive discussion of the duties and public relations responsibilities of the coordinator of federally subsidized programs. These recommendations will apply equally well to other work experience education coordinators.

### *The Advisory Committee and the Work Experience Program*

The use of citizens' committees to assist with general educational planning is a recent innovation. However, advisory committees have been serving in the field of vocational education for several decades. It is possible that many work experience education programs have been operated successfully without advisory committees. The coordinator of the program may not immediately recognize the benefits to be derived from the counsel and guidance available from businessmen and employers serving on the advisory committee. Some ad-

<sup>16</sup> Mississippi. A Handbook for the Coordination of Part-Time Programs of Trade and Distributive Education, Jackson: State Department of Education, Division of Vocational Education, 1954. 166 p.

ministrators and school boards distrust and even fear the influences which such a committee may exert over school policies and programs. Since for all of the six types of work experience programs described in this report, community support and understanding are important, the use of advisory committees seems to be desirable.

The survey of work experience education in California schools revealed that only 18 of a total of 166 high school programs received advisory committee assistance.<sup>17</sup> However, almost all writers emphasize the importance of the appointment of an advisory committee. Ivins and Runge<sup>18</sup> list the following duties for this group:

1. Help publicize the program of work experience.
2. Help to locate and select training stations.
3. Assist in the selection and enrollment of students. \* \* \*
4. Help to obtain classroom equipment and materials.
5. Give advice on the formulation of administrative policies and operating procedures.
6. Recommended instructional materials that should be used. \* \* \*
7. Determine the course of action in making decisions on general problems that may arise.

The personnel included in any advisory committee will be determined by the nature of the work experience program. In a large comprehensive high school or in a city system, one liaison committee at the top level might be appointed to advise the school board, the superintendent, and the administrative staff. On the operational level, each type of work experience program will profit from a special advisory committee. The personnel making up the craft or occupational advisory committee should include, in addition to the coordinator and the school principal, representatives from the board of education, the school administration, the guidance service, the employers, the parents, the public employment service, the most interested local labor organization and other affected groups, for example, the local chamber of commerce. The members are usually selected by the coordinator and the principal, but the formal appointment should come from the superintendent after approval by the board of education. Advisory committees range in size from 6 to 12 or more. Through the development of mutual good will and understanding, the helpfulness of the advisory committee will do much to get the program off to a successful beginning.

<sup>17</sup> Henry T. Tyler. *Report of a Study of Work Experience Programs in California High Schools and Junior Colleges*. Sacramento: California, State Department of Education, Preliminary Edition, September 1955. P. 45.

<sup>18</sup> Wilson H. Ivins and William B. Runge. *Work Experience in High School*. New York: The Ronald Press Co., 1951. P. 224.

The advisory committee usually reviews all plans pertaining to the programs and assists in establishing standard employment practices for the students. They advise on wages and working conditions and are responsible for developing acceptance of the program among employers.

### *The Community Surveys and Work Experience Programs*

A community occupational survey serves two purposes. First, the information secured through a community survey will be important in determining the nature and extent of the new program. Second, the conducting of the survey will serve to acquaint students, school leaders, parents, and employers with the program being planned.

A program based on two types of surveys is most likely to succeed. The first consists of a study of the work experience and employment needs of students. This type of survey was made by guidance officials in the Washington County schools of Maryland in 1954. It was found that 879, or 88 percent, of the 10th, 11th, and 12th grade pupils were working at some kind of part-time work.

In addition to surveys relating to students and their employment needs and status, a second type of survey relating to community resources is considered essential to the success of work experience programs. These surveys are conducted for the following purposes:

1. To determine the occupational structure of the community.
2. To note the changing pattern of occupations in the community.
3. To catalog the opportunities for full-time employment in the community.
4. To estimate the employment opportunities for part-time workers.
5. To provide the basis for changing and improving the secondary school curriculum to meet community needs.
6. To provide occupational information essential for use in guidance and counseling activities.
7. To provide a means of securing school and community cooperation in the determination of school policies.

Three examples of recent surveys will indicate the variation in the sponsorship and purposes of these community self-examination enterprises.

The Mason City Occupational Survey of 1953<sup>19</sup> was made under the direction of the State department of vocational education and the Department of Vocational Education of the Iowa State College in cooperation with a local survey team composed of teachers and

<sup>19</sup>Iowa. The Mason City, Iowa, Occupational Survey. Ames: Frank E. Wellman, Iowa State College, 1953. 107 p.

school administrators. About 13,000 full-time jobs and 900 part-time jobs were classified in the final report.

A public-school faculty committee on education for work, surveyed major occupational groups and job requirements in Holland, Mich., and the results were published January 15, 1954.<sup>20</sup> The information was needed for use in guidance work and for determining needed curriculum changes. It was found that 10,289 full-time and 1,367 part-time workers were employed in Holland's businesses and industries. Many curriculum improvement suggestions were tabulated in the survey report.

The business education department of the Iowa State Teachers College with the cooperation of the Cedar Falls High School faculty and the Cedar Falls Chamber of Commerce completed an occupational survey of the city of Cedar Falls, Iowa, in 1954.<sup>21</sup> The survey was conducted to gather information that would aid the schools in evaluating three aspects of the school program; namely, occupational guidance, vocational preparation, and part-time training programs. In this city of 14,334 people, the survey report showed that there were 2,610 full-time and 596 part-time employees.

In the small one-teacher or one-coordinator program, the individual in charge personally conducts a survey of business enterprises where it is most apparent that cooperative work stations can be located. This is done through personal calls on prospective employers. In some communities a teacher selected to serve as the coordinator of the new program is given a half day throughout the spring semester to plan and develop local participation in the new program which is scheduled to begin operation the next fall.

### *Securing Community Acceptance of the Work Experience Program*

Work experience education in public schools should not be regarded as an innovation or as an experimental program. Some forms of cooperative school and work programs have been in continuous operation in several cities for more than 40 years. Because of the unusual pattern of operation for the work experience program, the citizens of a community must be informed about its objectives and characteristics. The preliminary plan of operation described earlier in this chapter will provide one means of disseminating information about the program to local citizenry. Other

<sup>20</sup> Michigan. An Occupational Survey of the City of Holland, Mich. Holland: The Board of Education, 1954. 31 p.

<sup>21</sup> Iowa. A Community Occupational Survey of Cedar Falls, Iowa. Cedar Falls: Iowa State Teachers College, 1954. 82 p.

avenues of dispensing basic information about the work-study program to the public must be used, including newspaper publicity, talks to civic clubs, possible radio and television programs. Businessmen will be interested also in the cost of the program and the ultimate effects on employment. They will want assurance that full-time adult workers will not be replaced by students. They must be convinced that the educational gains of the young worker offset the inconveniences caused to the employer who cooperates by employing part-time workers.

Officials in local labor organizations should be kept informed about the program. Through representation on advisory committees and by means of cooperative action during the period of policy determination, labor leaders can improve the efficiency of the program. The interest that labor organizations have taken in the public schools and the education of youth for full participation in the American way of life has been wholesome and helpful. The development of the apprenticeship program has proven the faith that organized labor has maintained in the idea of work experience education. A letter from Mrs. Betty H. Donnelly, vice president of the New York State Federation of Labor, emphasized the favorable attitude of that organization toward cooperative education at the high school level. She said,<sup>22</sup>

Here in New York City, labor has been alert to the need of young people and has cooperated with the local school board in expanding and improving the programs of cooperative and apprentice education. While recognizing the desirability of giving practical experience on the job and actually providing placement for the properly trained pupils, the federation has, nevertheless, been watchful of the program to insure supervision and correlation of school and work by the proper school authorities.

The New York State Federation of Labor assisted in securing the passage of a legislative act making available State aid funds for school-enrolled students enrolled in cooperative work experience programs.

Securing community acceptance and support of any type of work experience education program, is a primary element in the success of the venture. The coordinator needs all available assistance in achieving this task.

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<sup>22</sup> Henry G. Hutton and others. Cooperative Work Experience in New York City. *American Business Education*, 6: 25-33, October 1949.

## V. Operational Procedures for Work Experience Programs

**T**HE COORDINATOR of a work experience program is responsible for the management of all phases of this school activity. Few teaching positions require so wide a range of qualifications. At successive moments, the coordinator is a school administrator, a curriculum planner, a classroom teacher, a guidance counselor, a public relations official, a placement officer, and a personnel director. The person holding such a position must be a superior teacher, a mature citizen, and a specialist in human relations. Some of the important operational procedures which occur regularly as a part of the coordinator's role in the work experience education program are discussed in this chapter.

### *The Coordinating Staff in Action*

It is essential that definite job specifications be developed to designate the administrative, supervisory, and operative responsibilities of the coordinating staff. Some of the functions of each coordinator must be achieved in cooperation with other school officials, while many others are individual responsibilities.

### *Duties of the Coordinator*

In the single-type work experience program, one teacher-coordinator is primarily responsible for the conduct of the program. His daily schedule usually includes 1 free period each morning, 1 class for job-related instruction, 1 academic class, and afternoons free for coordination. Many of the following activities are performed daily by the coordinator and others at less frequent intervals.

**Makes community and school surveys.**

**Assists in selecting, organizing, and holding meetings of advisory committee.**

**Interviews prospective employers and students.**

**Assists students in securing jobs on cooperative plan.**

**Helps students plan their class schedule and enrolls them in the work experience program.**

**Secures a plan of cooperation from each employer for each working student involved.**

**Aids students in obtaining work permits, social security numbers, student-learner certificates, etc.**

- Plans program for class in job problems in which all work experience students are enrolled.
- Prepares outline or manual covering content of job problem or related studies courses.
- Conduct classes in problems of job success or in related studies.
- Keeps careful record of student progress in work experience on the job and in the special class.
- Secures employer evaluations of student progress and reports school grades at appropriate intervals.
- Visits students at their job stations at regular intervals. Discusses pupil progress with employer.
- Assists students in job adjustments and sometimes assigns students.
- Visits or talks by telephone with parents of work experience students.
- Confers with and keeps other teachers informed about philosophy and progress of work experience program.
- Serves as public relations officer for the program.
- Assists with school and civic activities.
- Serves as placement official for his students and works toward meeting the employment needs of other students in the school.
- Maintains close working relations with State labor department and public Employment Service officials. When required, assists with the preparation of applications for student learner permits under the provisions of section 14 of the Fair Labor Standards Act of 1938 as amended.
- Makes detailed written annual reports to the superintendent and school board.
- Participates in followup studies of all students, but interests himself more specifically in followup studies of work experience students.
- Prepares bulletins which describe the purpose and methods of operating the program.

### **Coordinator Is the Key**

It is the coordinator's job to see that the work experience program accomplishes its objectives for the students. Values inherent in the work situation can be best realized when the coordinator is close enough to the youth on the job to see how his work experience problems and observations can become the motivation for learning and personal development. The coordinator is concerned with the personal welfare of the student on the job—his hours, his wages, safety, and health conditions. Besides arranging with the employer in advance for satisfactory conditions, he observes that they are complied with when he visits the student on the job, and negotiates with the employer to correct undesirable situations. Through discussion in the related class the coordinator gains insight into the personal and vocational problems of the student and has a chance to work with him in solving them.

The work of the individual coordinator is multiplied by the number of programs in operation in the school. As the number of work experience programs increases and when a school employment service is added, an administrative director is required. For example, the Los Angeles organizational pattern includes high school employment coordinators, area employment coordinators, the central employment staff, and a supervisor of the work experience section. A guide for use the program, published in 1953<sup>1</sup> contains duty statements for each of these staff positions.

### *Determining the Work Schedule for Work Experience Programs*

When it has been decided that one or more work experience programs are to be started in a school, the work experience schedule must be determined. In the vocational distributive education and cooperative trade and industrial programs the amount of student time on the job is specified by law although the manner of scheduling the time varies in different communities and schools. In programs locally sponsored and supported, the working time varies significantly in extent and in methods of scheduling.

The type 1, inschool work experience program, is most commonly scheduled for one period per day through the week, semester, and school year. The type 2, out-of-school, nonremunerative program, requires at least two periods per day of on-the-job work experience. All other types conform generally to the half time in school, half time at work plan although many business education cooperative work experience programs operate on a basis of less than half time at work and often are scheduled for only a portion of the spring semester of each school year.

The scheduling of on-the-job work experience usually falls within one of the following patterns:

1. The student works one period per day.
2. The student spends two periods per day on the work assignment.
3. The individual roster adjustment plan allows the student to work 1, 2, or 3 periods at the beginning or end of the school day.
4. Almost all formal cooperative work experience programs are organized on the basis of half time in school and half time at work. Three schedule patterns have been identified as follows:
  - (a) Two weeks in school and 2 weeks at work.
  - (b) One week in school and 1 week at work.
  - (c) A half day in school and a half day at work, usually with classes in the morning and work in the afternoon.

<sup>1</sup> California. Work Experience and Employment Placement Programs. Los Angeles: City Board of Education, Publication No. 403, 1944, rev. in 1953. 24 p.

In plans 4(a) and 4(b) (above) 2 students fill 1 full-time job. This method of scheduling necessitates two classes enrolled in identical "block schedules" while in school with regular full-time teachers meeting one group for a 2-week period and then meeting the second group for the next 2 weeks. One field coordinator makes all on-the-job visits and serves as adviser to both groups. There is no agreement among workers in cooperative education programs about the most effective method of scheduling the work experience programs. Neither is there evidence which proves the superiority of one method over the other. The scheduling plan to be adopted should be the one which best meets the needs of the students involved.

### *Locating Work Stations for Work Experience Students*

The successful work experience education program is dependent on an adequate supply of work stations. A work station is a place of employment either with or without remuneration where the student completes assigned tasks to the satisfaction of the employer. The work performed must be within the ability of the student, and at the same time, provide for him a challenging learning situation.

Work stations are located in many ways. The community survey provides an opportunity for discussions concerning the possibility of placing work experience students. Where no local survey is made, the coordinator must solicit prospective employers personally or have available through the Employment Service a listing of positions available for students in his class. Some students desiring to enroll in the work experience course will already have a suitable job. The work stations being sought will depend on the particular type of work experience program being installed and on the objectives which have been adopted for it. Some coordinators secure summer jobs for high school students thereby encouraging student and employer cooperation in the work experience program. Several criteria are proposed here, to serve as guides in evaluating the desirability of work stations.

1. The employer is sympathetic to work experience education.
2. Educational opportunities are inherent in the work performed.
3. Physical facilities are adequate.
4. The environment is healthful, safe, and morally wholesome.
5. The place of work is acceptable for student and coordinator.
6. The schedule of remuneration and advancement is satisfactory.
7. Overall hours not too long.
8. Sufficient time is allowed for noon lunch or other meals.

### **Employer's Responsibility for Supervision**

The employer shares responsibility for on-the-job supervision in a work-experience program. In a sense the employer becomes the school's partner in the educative process. From a favorable atmosphere on the job, the student learns the social values of work, the satisfactions that come from working with adults who accept him, treat him with respect, and give him suitable responsibilities. The school coordinator works with the employer to insure the kind of job supervision that will realize these values for the student, help him to adjust his status as a worker, and respond to the learning disciplines of the job. The U. S. Labor Department bulletin, *The Youth You Supervise* (see app., p. 94), was written partly to help coordinators to get across these ideas to their cooperating employers.

### *Selection and Placement of Students*

While all phases of the preliminary planning and the ultimate operation of any type of work experience education are significant, none is more important than the careful selection and appropriate placement of students in work stations. The objectives of the program must match the desires and needs of each student. Overzealous recruitment of enrollees who misinterpret the purposes and outcomes of the program will impede its normal development. Careless, autocratic, and ill-advised assignment of pupils to work tasks for which they are unsuited or to those which are below the level of their abilities will offset many of the educational values to be derived from work experience.

### *Selecting Students for the Work Experience Program*

The type of program which has been established determines the criteria for student selection. For example, the business education cooperative schoolwork student, if employed in his field of specialization, must possess the technical proficiency demanded by the level of his employment. The stenography major cannot accept employment requiring dictation and transcription until a reasonable degree of skill and accuracy has been achieved. This explains the common practice of scheduling work experience for business education students during the last semester of the senior year.

In the general education types of work experience programs, other criteria may be used in selecting students for the work experience program. For example, one work experience program for junior high school students is composed of students with low I. Q.'s, with behavior problems, who are failing in academic courses, who are planning to leave school at age 16, and those who must earn to remain

in school.<sup>2</sup> Often the only requirements for enrollment in these courses are the legal employment age, the desire of the student to enroll, and parental consent.

For the vocational programs in distributive education and in trades, basic tests of fitness for selling or for the mechanical trades should be used to determine the aptitudes of individuals essential for success in these occupations. Personality scales and interest inventories can be used in matching individuals and jobs. Whenever the aim of the program is vocational a more extensive evaluation of the appropriateness of the vocation as a life career should precede acceptance of student in the program.

### *Studies of the Needs of Dropouts Recommended*

In New York State 45.58 percent of the potential high school class of 1953 had left school prior to the date scheduled for their graduation.<sup>3</sup> While there is no panacea for increasing secondary school holding power, work experience education serves to meet the personal needs of some of these potential dropouts. Many of these dropouts have failed to develop to the maximum extent those potentialities which can be achieved through formal education. Followup studies of dropouts and graduates seem to be an essential secondary school activity.

The early school-leaver needs for high school staff attention. The studies of the National Child Labor Committee<sup>4</sup> and of the Office of Education indicate a growing need for educational research dealing with the cause and effects of early school-leaving. A technique for returning the dropout student to school by means of a job-upgrading program which includes cooperative work experience has been described by Warren K. Layton.<sup>5</sup> Many gains will eventuate from continuous and intensive studies of school dropouts and curriculum modifications for those retained in school. Among these gains is the delinquency deterrent effects of school attendance as contrasted with the hazards of unemployment which face many early school-leavers. In a 1947 study, by Johnson and Legg<sup>6</sup>, about 160 of the 524 out-of-school pupils being studied were unemployed. The shocking effects of unsuccessful employment were indicated by the fact that many of these young people had held from 3 to 8 jobs.

<sup>2</sup> Margaret E. Andrews. *Now They Work*. *Clearing House*, 10: 106-108, October 1948.

<sup>3</sup> New York. *Drop-Outs: Cause and Cure*, Albany: State Department of Education, 1954. 12 p.

<sup>4</sup> *Early School-Leavers*. A Bibliography prepared by the National Child Labor Committee, 419 Fourth Avenue, New York.

<sup>5</sup> Warren K. Layton. *The Job-Upgrading Program in the Detroit Public Schools*. *The American Child*, February 1951.

<sup>6</sup> Elizabeth S. Johnson and Caroline Legg. *Louisville Youth and Their Jobs*. *Social Service Review*, 23: 39-50, March 1949.

### *Studies of the Out-of-School, Part-Time Work of Students*

A Michigan study made in 1949<sup>7</sup> showed that 65 percent of boys and 46 percent of girls among 6,789 students graduating from high school in the spring of 1948 had been employed at full-time jobs. Another 32 percent of the boys and 40 percent of the girls had worked in part-time jobs. Only 3 percent of the boys and 14 percent of the girls had had no work experience. The pattern of part-time employment of youth should be known when a work experience education program is being considered. The ability of teachers and administrators to assist students with the solution of personal problems will be enhanced by a greater knowledge of the work-for-pay activities of students as individuals and groups. Some of the information secured by Bretch<sup>8</sup> in studying 218 high school students in 1950 included knowledge of why school pupils work, kinds of work performed, age level at which pupils work, occupational ambitions, number hours per week of gainful employment, weekly earnings, disposition of earning, and hours of employment.

The survey of the work of the pupils in any school may point to the need of supervised work experience on school-released time in order to conserve the health of those who work many hours outside of the schoolday. It may also lead to important curriculum adjustments to meet better the special needs of the working student.

### *Establishing the School Employment Service*

A decision as to whether or not a school employment service is maintained must be based on local needs and conditions. Many school employment services are now being operated, some by student groups sensing the need for such a service, some by guidance counselors in the schools, and some by the agency which directs the several work experience programs.

The relationship of the work experience program coordinator to the school-operated employment service should be very close. Some students enrolled in the work-study program will be recruited from among those employed part time. In some large school systems, students who enter work experience programs first register with the school employment service and are then referred to the work experience program. In small schools with only one work experience program, the coordinator usually serves as the employment agency for the program.

<sup>7</sup> Michigan. *Youth and the World of Work*. East Lansing: Social Science Service Department, Michigan State University, 1949. 107 p.

<sup>8</sup> Howard S. Bretch. *Know Your Part-Time Worker*. *Oleating House*, 26: 14-16, September 1951.

Where an employment service is operated by a school system, it must perform certain functions before referring pupils to employers. The employability of each applicant must be evaluated. The occupational readiness of each person must be estimated and those who are judged unemployable must be given special attention. Following referral to employment, the work record of each student should be evaluated and recorded.

### *Work Experience Education and the Public Employment Service*

One function of the public Employment Service is the promotion of suitable employment opportunities for young workers. A close relationship is maintained by staff members in public employment offices with local representatives of State and Federal agencies whose duty it is to enforce protective child labor legislation. The Employment Service cooperates with community groups such as the PTA, service clubs, fraternal organizations, churches, etc., who are interested in the placement and job adjustment of youth. The schools and the local Employment Service frequently work together on the problems of youth employment.

Complete and effective community provisions for the guidance of youth into a satisfactory choice, placement, and adjustment in wage-earning employment demands close cooperation of all interested agencies. Such a program includes the following elements: \*

1. Maximum utilization of community resources for services to young people in choosing, preparing for, and finding suitable employment; these services to be organized into a coordinated and sustained community effort.

2. Counseling facilities in the school and the Employment Service to aid inschool youth, out-of-school youth, and those just leaving school to select an occupational objective and to formulate and initiate a plan of action leading to vocational adjustment.

3. Educational and vocational training which is geared on a practical basis to local and national job requirements and employment opportunities.

4. A continuous flow of information to all cooperating agencies concerning opportunities for entry into employment in a wide range of occupations to permit placement in jobs reasonably suited to the interests and qualifications of individual job seekers.

5. Placement service continuously available to all youth, geared to the characteristics of the labor market, including provision for service in peak hiring seasons and summer months, so that service to employers and youth can be continuous and responsive to their needs rather than contingent upon the closing of the school term.

\* United States Department of Labor. *Counseling and Employment Service for Youth*. Washington: Bureau of Employment Security, December 1954. P. xi.

6. Development of information relating to the needs and services offered by the cooperating agencies.

7. Close adherence to State and Federal labor laws and standards which affect the employment of young workers.

8. Follow-up as needed on the placement and adjustment of young workers.

Among the 1,700 public Employment Service offices now operating in the United States, many examples of effective school-employment service cooperation can be cited. In some States, as, for example, in North Dakota and Florida, the Employment Service does some or all of the counseling, testing, job development, and placement for many formal work experience education projects.<sup>10</sup> In San Diego, Calif.,<sup>11</sup> an Employment Service is operated in cooperation with the State employment service. Employment Service representatives are assigned to the senior high schools on the basis of the enrollment in the work experience programs. These representatives are responsible for the credit-type work experience as well as for the non-credit-type, casual employment of students. In Oakland,<sup>12</sup> students are sent directly to the Youth Division of the California Department of Employment for interviews and referral to specific job openings. Tyler made these comments in the *Report of the Study of Work Experience Programs in California*.

The Junior Employment Service of the California State Employment Service comprises a group that could be used more widely than it is at present. A number of schools indicated that local representatives of this agency already assist in placing work experience education students in suitable jobs. One hundred offices in 60 California communities are available to give active help to schoolwork programs.<sup>13</sup>

### *Examples of Placement Service Practices*

All youth must learn how to secure and hold a job, including the techniques of changing from one job to another. The schools can share in the student's problems of finding employment by including instructions on how to apply for and be successful in part-time and full-time work for pay. This instruction can be given in social studies classes or in the problems of employment class which should accompany any type of work experience education program. Surveys have shown that young people looking for jobs found information about

<sup>10</sup> H. D. Magaas. School Work Programs Meet Community Needs. *Employment Security Review*, 18: 24-25, October 1951.

<sup>11</sup> California. Junior Employment Service Handbook, San Diego: The City Board of Education, 1953. 88 p.

<sup>12</sup> California. A Report on the Work Experience Program in the Oakland Public Schools, 1942-56. Oakland: The Public Schools, mimeo., 1956. 7 p.

<sup>13</sup> Henry T. Tyler. Report of the Study of Work Experience Programs in California High Schools and Junior Colleges, Sacramento: The State Department of Education. (Preliminary Edition) 1955. P. 122.

employment opportunities from friends and relatives, from advertisements, through chance personal application, by means of letters of appeal, and from formal employment agencies.<sup>14</sup> Bretch who secured information about the work experiences of 218 high school pupils, found that 56 percent of those who were working found their own jobs, but that the process is filled with chance and fumbling.<sup>15</sup>

The generalizations in the preceding paragraph lead to the conclusion that a placement service should be maintained for students by the school or in close cooperation with the State employment service. The patterns of organization vary from a simple unofficial placement service operated by the principal for high school students in part-time jobs, to complicated cooperative undertakings involving the school, certain citizens' groups and the public Employment Services. The following are examples of methods of providing placement and job-finding assistance to pupils in secondary schools.

In Amsterdam, N. Y.,<sup>16</sup> an employment service is maintained by the guidance department. Following an interview, the guidance counselor becomes an employment coordinator. The counselor assists the student in securing a suitable job, visits the place of employment, and meets all work experience students in a human relations course 1 hour each week.

In Los Angeles,<sup>17</sup> a central employment service serves all schools by means of a school employment office in each school. A high school employment coordinator assists the student applying for work, following counseling by guidance personnel. He then arranges and directs the work plans of the students in the work experience course; enrolls them and utilizes the services of the area employment coordinator for visiting the student on the job; accounts for students in the work experience course; and periodically assigns credit for their work performance. Information concerning the work education experience is entered in each pupil's cumulative record.

The school and work office in the division of commercial and distributive education coordinates the placement activities for the work experience programs in Philadelphia.<sup>18</sup> The coordinator in each school works closely with this central agency. The central office accepts requests for workers and these requests are channeled to the

<sup>14</sup> Paul W. Boynton. *Six Ways To Get a Job*. New York: Harper and Brothers, 1940. 186 p.

<sup>15</sup> Howard S. Bretch. Know Your Part-Time Worker. *Clearing House*, 26: 14-16, September 1951.

<sup>16</sup> Katherine Strobeck. Making Work Experience Work. *New York State Education*, 36: 372-375, February 1949.

<sup>17</sup> California. A Guide to the Work Experience and Employment Placement Program. Los Angeles: The Board of Public Education, 1953. 24 p.

<sup>18</sup> Pennsylvania. The General Work Experience Program. Philadelphia: The Board of Public Education, mimeo. 1951. 39 p.

schools. The job-placement service is operated by coordinators with general guidance from the central office.

In Wilmington, Del.,<sup>19</sup> where more than 400 students are employed in office occupations and distributive education work experience assignments, each coordinator under the general direction of the central office calls on a number of employers.

In San Diego, Calif.,<sup>20</sup> an employment service operated in cooperation with the California State Employment Service is charged with job placement and job supervision of work experience students. The employment service sends a staff member to each participating school. The time allotted to the school is in proportion to the number of work experience students in that school. Employment service representatives assist with all work experience assignments and help also with casual, noncredit employment for students.

In Lynwood, Calif.,<sup>21</sup> a youth employment agency is operated by senior students with volunteer help. Overhead expenses are paid by a local civic club. The youth-operated agency is concerned primarily with part-time jobs. In the business education and industrial cooperative work experience program operating in Lynwood the program-coordinators serve as the placement officials.

A good placement plan will probably include all of the facilities available in the community, such as a volunteer student agency for the part-time or casual jobs, a school employment agency for all work-for-credit programs, and the public Employment Service for the placement of early school-leavers and high school graduates. Community interest can be maintained by securing direct participation and support of local civic and professional groups./

### *Compliance With Local, State, and Federal Regulations Pertaining to the Employment of Youth*

Both counseling and placement services must be furnished by the coordinator of the work experience program. Should a student be improperly advised and accept illegal employment, it would be embarrassing to all persons concerned. While coordinators cannot serve as law enforcement officers, they are expected to be able to answer the general questions of employers and young people regarding laws and standards controlling the legal employment of children and youth. It is essential, therefore, that coordinators be well informed with re-

<sup>19</sup> Delaware. *How To Coordinate the Cooperative Work Experience Program in Business Education*. Wilmington: Wilmington Public Schools, 1955. 70 p.

<sup>20</sup> California. *Junior Employment Service Handbook*. San Diego: The San Diego City Schools, 1953. 28 p.

<sup>21</sup> California. *The Youth Employment Agency in the Lynwood Public Schools*, described in letter of Oct. 12, 1955.

spect to Federal, State, and local laws and regulations governing the employment of minors. This will include a knowledge of school attendance laws as well as those which pertain to child labor. In addition to knowing the source of specific information on these subjects each coordinator should maintain a complete file of publications which include these laws as well as their interpretations. Acquaintance with local or area representatives of the State labor department and U. S. Department of Labor, who are responsible for the enforcement of child labor laws, as well as consultation with the work permit issuing officer, would be helpful to the work experience coordinator.

### *State and Federal Legislation and Regulations To Be Considered*

There are approximately 9 million youth in the 14 through 17-year-old age group. In 1955, nearly 2 million of the approximately 22 percent were engaged during the school year in full-time or part-time employment. During the summer vacation months, more than 3 million, or about 30 percent, were at work.<sup>22</sup> A comparison of State and Federal regulations for 1952 can be made by referring to a recent Department of Labor publication.<sup>23</sup> Child labor laws have been enacted to prevent the exploitation of children by employers eager for a continuous supply of cheap and amenable labor. They also prevent the unscrupulous parent from the exploitation of his own children. Today with the adoption of minimum wage laws, the 5 day week, the provisions for overtime pay, the changes in the compulsory school attendance laws, and other local, State, and Federal legislation, a restraint is placed on employers willing to exploit young workers and young people are deterred from seeking jobs that are not safe or suitable for them. Some of the laws and regulations which affect the employment of youth will be discussed in the following paragraphs.

*School Attendance Laws.*—The requirements which keep youth in school through a given age may result in the retention of some for whom school supervised work experience will provide the best form of education. In States where school attendance to age 18 (with some exceptions) is required, the problem is accentuated. Visiting teachers, school counselors, and employment officials need to take a well-planned and cooperative approach to the job-placement of those youth who leave school for regular employment as soon as the compulsory attendance requirement has been met.

<sup>22</sup> National Child Labor Committee 1955 Annual Report. Child-Labor vs. Work Experience. New York: The Committee, p. 6.

<sup>23</sup> U. S. Department of Labor. State Child-Labor Standards. Washington: Bureau of Labor Standards, Bulletin 158, 1952. 203 p.

*City and State Labor Regulations.*—Every State and many cities have some child-labor regulations which prohibit the unsuitable employment of boys and girls. Minimum age requirements, number of hours of work per day, and nightwork regulations as well as many others are designed to protect the child's health and keep the child in school. The details of these regulations may differ in the several States and cities, but the general purpose is to prevent young people from working under undesirable conditions at jobs involving unsavory social experience, excessive physical strain, or undue accident hazards.

*Federal Labor Laws.*—Three Federal statutes, the Walsh-Healey Public Contracts Act and the Fair Labor Standards Act and the Sugar Act of 1948, contain certain child-labor provisions designed to afford protection to minors wherever the Federal Government has jurisdiction.<sup>24</sup> In general, this jurisdiction extends to employment in interstate commerce or in the jurisdiction of goods for such commerce and to contracts providing for the manufacture or processing of products or goods for the use of an agency of the Federal Government. The first two of these laws are enforced by the Wage and Hour and Public Contracts Divisions of the U. S. Department of Labor.<sup>25</sup> Certain hazardous occupations orders have been issued by the Secretary of Labor which have the effect of preventing the employment of youth under the age of 18 in several occupations. Twelve such orders were in effect September 1954.<sup>26</sup> Minimum and overtime wage provisions are included in the Federal and in some State regulations. The provisions of the Sugar Act are enforced by the U. S. Department of Agriculture.

The coordinator of any work experience education program should have copies of school attendance laws, child labor laws, workmen's compensation laws, social security regulations, income tax statutes, and other municipal ordinances and State and Federal laws, regulations, and interpretations to assist in decisions relative to the legality of the employment of the young people in his charge. A State-by-State summary of laws affecting the employment of minors under 18 years of age is available,<sup>27</sup> however, account must be taken of the amendments which may be made from time to time as witness the recent change in the minimum wage provisions of the Fair Labor

<sup>24</sup> U. S. Department of Labor. *Why Child Labor Laws?* Washington: Bureau of Labor Standards, Bulletin No. 96, 1948. Pp. 4 and 5.

<sup>25</sup> U. S. Department of Labor. *A Guide to Child Labor Provisions of the Fair Labor Standards Act (The Federal Wage and Hour Law)*. Washington: Wage and Hour and Public Contracts Division, Child Labor Bulletin No. 101. 1955. 21 p.

<sup>26</sup> *Ibid.*, pp. 6-18.

<sup>27</sup> U. S. Department of Labor. *State Child-Labor Standards*. Washington: Bureau of Labor Standards, Bulletin No. 158. 1952. 202 p.

Standards Act from 75 cents to \$1 per hour. When both State and Federal laws apply to the employment, the law setting the higher standard must be observed. The work-permit issuing officer can help clarify any misunderstanding that may arise.

### *Specific Provisions Related to Youth Employment*

The enactment of legislation designed to protect children and youth has been effected over a period of at least a half century. Federal laws and regulations which approximate the desirable standards for the employment of youth as proposed by the National Child Labor Committee are briefed as follows.

#### **Desirable Standards for the Employment of Young Workers<sup>22</sup>**

##### *Minimum Age:*

For employment during school hours: 16 years.

For after school and vacation work: 14 years.

(12-year minimum for delivery of afternoon newspapers in residential neighborhoods)

For manufacturing: 16 years.

For hazardous occupations: 18 years.

##### *Maximum Hours of Work:*

Minors 14 through 17 years: 8 hours a day, 40 hours a week.

Minors 14 and 15 years attending school: 3 hours on school days; 18 hours a week when school is in session.

Minors 16 and 17 years attending school: 4 hours on school days; 24 hours a week when school is in session.

##### *Nightwork Prohibition:*

Minors under 16 years: Between 6 p.m. and 7 a.m. in summer.

Minors 16 and 17 years: After 11 p.m. (10 p.m. while attending school).

##### *Work Permits:*

A work permit and age certificate system is necessary to facilitate enforcement of legal regulations.

Good child labor regulations do not serve as barriers to worthwhile work experiences which are recognized by educators, employers, and labor leaders as valuable in the adolescent's progress toward maturity. These people are desirous of requiring that young workers be employed in proper jobs and under such favorable conditions as will not interfere with their education, health, safety, and wholesome moral development. Eight specific areas of State and Federal legislation pertaining to the employment of youth are discussed in the following paragraphs:

1. *Age Requirements.*—The variation in age requirements for different types of work in the several States is so great that few generalities can be stated.<sup>23</sup> Some programs admit youths 14 to 16 years of

<sup>22</sup> Flier distributed by National Child Labor Committee. 1956.

<sup>23</sup> United States Department of Labor. *State Child Labor Standards*, Washington: Bureau of Labor Standards, Bulletin 158, 1952, 202 p.

age. The limitations on type and place of work are different for 14 to 16, 16 to 18, and over 18-year-old minors. In general, 16 years is the minimum age for employment in factories and during school hours; 14 for permitted occupations outside school hours; and 18 for certain particularly hazardous jobs.

2. *Work Permits and Permits To Employ* make it possible for school and employment authorities to afford the young worker the protection due him under existing laws and regulations.<sup>20</sup>

3. *Hours of Work Regulations*.—Young workers must be protected from their own inclinations and their employer's requests to work too many hours per day or per week. As a general rule, the total of the hours spent in school and the hours of work should not amount to more than an 8-hour day or a 40-hour week. The hours during the day in which young people may work is also controlled in all States.

4. *Minimum Wage* provisions always apply to workers producing goods for interstate or foreign shipment or on Federal contracts under the Walsh-Healey Public Contracts Act. This causes some difficulty at times in determining if a concern is engaged in interstate commerce. Where State laws governing minimum wages are in effect, they must be observed.

5. *Compulsory School Attendance*.—Regulations vary from State to State. Attendance officers can assist work experience coordinators.

6. *Workmen's Compensation*.—As a usual practice, the workmen's compensation regulations apply to all part-time workers, including part-time cooperative workers, who are in paid employment. Coordinators can find out from their State labor department about the benefits provided and the requirements for accident reporting. Schools should contract for a general accident insurance policy covering all students working at in-school or out-of-school nonremunerative employment as described in the types 1 and 2 work experience programs.

7. *Social Security, Income Tax, etc.*—Students in remunerative work experience programs are required to secure a social security account number and participate in social security withholding payments and the resulting benefits. Income tax payments must be made as required by current laws.

8. *Conditions of Work and Other Restrictions*.—Although the coordinator cannot assume the position of an enforcement officer, he

<sup>20</sup> U. S. Department of Labor. *Employment Certificates Help You Help Youth*. Washington: Bureau of Labor Standards, Bulletin 188, 1955. 28 p.

should not place students in work stations in violation of local, State, or Federal regulations. This injunction requires the coordinator to inspect carefully all places of employment before agreeing to place work experience students in them. It would be unwise to approve a working agreement for the placement of a work experience student in an environment which is unhealthful, dangerous, or unwholesome.

Other legal provisions that may affect the employment of youth are: State and Federal antidiscriminatory acts; hours of labor and occupational restrictions affecting girls and women; the employment of aliens; opportunities for participation in vocational rehabilitation; and age limits for entrance into specific occupations.

One example of restrictions in the employment of youth through the provisions of the Fair Labor Standards Act are the 12 hazardous occupations orders in which the employment of youth under 18 years of age is prohibited. The subject of the 12 orders which were in effect in 1955 are <sup>21</sup>—

1. Manufacturing or storage occupations involving explosives.
2. Motor vehicle occupations.
3. Coal mine occupations.
4. Logging and sawmilling occupations.
5. Power-driven woodworking occupations.
6. Occupations involving exposure to radioactive substances.
7. Power-driven hoisting apparatus occupations.
8. Power-driven metal forming, punching, and shearing machine occupations.
9. Occupations in connection with mining other than coal.
10. Slaughtering, meatpacking and rendering plant operations.
11. Power-driven bakery machine operations.
12. Power-driven paper products machines.

The number of occupations in which it is illegal to employ youth under 18 years of age and those in which girls and women cannot be employed may be extended by State laws and regulations. For example, a recent booklet from the Ohio Department of Public Relations <sup>22</sup> includes a summary of all restrictions for the employment of boys and girls from 18 to 21 years of age and special regulations applying to youth 16 to 18 and to those 14 to 16.

### *Other Problems of Operating Work Experience Programs*

It is impossible within the limits of this bulletin to discuss all of the problems likely to confront the coordinator of a work experience pro-

<sup>21</sup> U. S. Department of Labor. Child Labor Provisions of the Fair Labor Standards Act. Washington: Wages, Hours, and Public Contracts Division. Bulletin No. 101, 1955. Pp. 6-18.

<sup>22</sup> Ohio. A Teenager's Guide to Employment. Columbus: State Department of Industrial Relations, 1955. 82 p.

gram. At least one textbook and many State bulletins are available<sup>22</sup> in which detailed consideration is given to procedures and methods used in conducting these programs. Comments on three phases of program operation will conclude this chapter.

### *The Need for a Parallel of Classes in Community Relations and Problems of Job Success*

For purposes of capitalizing on the educational benefits of work experience and as a unifying activity, work experience students in any type of program should meet together in a formal class in which such subjects as community relationships, personality improvement, personal business practices, and problems of job success are studied. In a report from Philadelphia entitled "The General Work Experience Program"<sup>24</sup> issued in September 1951, it was reported that work experience students from any one school meet together in small groups for one or more periods each week in an employment advisory period. Some of the outcomes expected from this special class are: (1) Knowledge of how to apply for a job; (2) development of good work habits; (3) improvement of personal appearance and good grooming; (4) ability to work with adults; (5) capacity to assume responsibility; (6) understanding a job and its duties; (7) appreciation of other jobs and workers; (8) discovery of occupational objectives; (9) understanding the value and uses of money; (10) appreciating the value of education; (11) knowledge of personal business practices; and (12) knowledge of the laws and regulations affecting the worker.

In Minneapolis, a required course in occupational relations is 1 of 3 courses taken in the forenoon by work experience students who work for pay in the afternoon. In this course, students are given information about employer-employee relations, social security, taxes, banking, insurance, housing, community services, etc.<sup>25</sup>

In federally subsidized vocational work experience programs, the related information course is always required. This statement refers to the vocational industrial and to the distributive education cooperative courses in which either 1 or 2 hours daily of direct-related and indirect-related information are generally taught.

<sup>22</sup> Examples:

Wilson H. Ivins and William B. Runge. *Work Experience in High Schools*. New York: The Ronald Press Co., 1951. 507 p.

Mississippi. *A Handbook for Coordinators of Part-Time Cooperative Programs*. Jackson: The State Department of Education, 1954. 166 p.

Texas. *A Handbook on Industrial Cooperative Training*. Austin: Texas State Board for Vocational Education, 1948. 118 p.

<sup>24</sup> Pennsylvania. *The General Work Experience Program*, Philadelphia: The Board of Public Education, mimeo., 1951. 35 p.

<sup>25</sup> Margaret E. Andrews. *Now They Work*. *Clearing House*, October 1945.

In the Pasadena City schools the requirement for the occupational relations class is a 1-hour session each week. A manual entitled "Occupational Relations or Learning While Earning"<sup>22</sup> is given to each pupil enrolled in the general work experience program. The classwork in this course and the job-supervision program are conducted by a teacher-coordinator assigned to this work on a full-time basis.

The interrelationships of students in the work experience program can be emphasized in the job problems class. Students will learn from the experience of others in the class. Common problems can be studied with the community as the class laboratory. Citizenship can be built on a foundation of experience gained in the work experience program.

Fractional credit may be given for as little as 10 hours per week of work experience in New York State providing that 1 hour of related instruction or its equivalent is required.<sup>23</sup>

### *Records and Reports*

One criterion of a successful work experience coordinator is the adequacy and regularity of keeping records of student and coordinator activities and making reports of these activities to patrons and sponsors of the program. Reporting, based on a good system of records, is a continuous opportunity for letting other people know what has been done.

The variety and purposes of forms used in conducting work experience programs will be discussed in the next section of this bulletin. Forms are designed for expediting the routine work of the program and for efficient recordkeeping. By posting the records of individual activities, cumulative statistics become available for reporting purposes. Among the most essential information which should be on file in the coordinator's office are: Personal data, skill profile, employment objective, and availability for employment for each enrollee; a file of all prospective employers in the community; cross-indexed files of jobs available; daily or weekly report of hours worked and wages earned for each student; a confidential file of the evaluation of students by employers and others. It is possible for the coordinator to be overwhelmed with paperwork, but a minimum amount of recordkeeping must be maintained regularly and with exactness.

The obligation to transmit information about an operation, business, or enterprise to those administratively responsible for it cannot be avoided. Daily reports of attendance, grade reports at regular

<sup>22</sup> California. Occupational Relations or Learning While Earning. Pasadena: Pasadena City Schools. 40 p.

<sup>23</sup> New York. Let Pupils Learn and Earn. Albany: State Department of Education, 1964.

intervals, and individual reports of absences represent the continuing duty of every teacher. For the work experience program which is dependent on so many different people for its success, monthly, term, and annual reports are demanded. Monthly and semester reports may be limited to statistical information, but the annual report should include both an appraisal and a forward look. The annual report will thus become a summary of such items as total enrollment, total time of each pupil in employment, total earning, average earnings, average wage rate, social and educational gains from the work experience programs, etc. The annual report can become a most effective recruitment device if it includes enough information about the personal experiences of the working students. It is also a valuable means of securing support for the program from the administration.

The annual report used as a recruitment and public relations device must be well-written, fairly brief, and arranged in an attractive format. It must be readable and understandable but, above all else, it must reflect the true nature of the work experience education program which it reports.

### *Forms Used in Operating Work Experience Programs*

The complexity of a work experience education program requires the use of a number of essential record forms. Three types of forms will be discussed in the succeeding paragraphs.

**Survey Forms.**—Whatever type survey is used, either the comprehensive study of employment opportunities in the community or a limited canvassing by the coordinator of potential employers of students in the program, a series of interview and record forms will be needed. For example, 10 separate forms were used in securing and recording the data in the Mason City, Iowa, occupational survey.<sup>39</sup>

**Forms for Federally Subsidized Programs.**—When distributive education and Cooperative trade and industrial education programs are operated, forms supplied by the State vocational education department must be filled in. These forms include enrollment and attendance data. Sample forms may be found in several State manuals.<sup>40</sup>

**Operational Forms.**—The forms used in the daily operations of any kind of work experience programs vary from city to city. They include personal data forms, interview forms, personality profiles, personnel requisitions, contact cards, employers reports, etc. One manual for coordinators contains samples of 52 forms of various types and for different purposes. This manual provides instructions for the coordination of both office practice and distributive education cooperative courses.<sup>40</sup>

<sup>39</sup> Iowa. *The Mason City Occupational Survey.* Mason City: The Board of Education, 1953. 107 p.

<sup>40</sup> Mississippi. *A Handbook for Coordination of Part-Time Cooperative Training Programs in Trade and Industrial and Distributive Education.* Jackson: Mississippi State Department of Education, 1954. 166 p.

<sup>40</sup> Delaware. *How To Coordinate the Cooperative Work Experience Program in Business Education.* Wilmington: The Board of Education, 1955. 130 p.

### *Employer Relations*

Since the employer is vitally concerned with every kind of work experience program, it is imperative, first, that each employer participating in the program has a clear understanding of the aims and objectives of the program; and, second, that he is persuaded to fulfill all of his obligations in giving educational assistance. The coordinator has a continuing responsibility to work with the employer to secure this understanding and cooperation. Good employer relations connote more than just explaining the program to the employer. The employer must be led to recognize the advantages of the work experiences to the student, to the school, to the employer, and to the community. In some programs, formal working agreements are signed by the student, the coordinator, and the employer.

During the school year, the coordinator should maintain close professional relationships with each employer and on periodic occasions should request evaluation reports for each student worker. This provides an opportunity for the coordinator and employer to discuss the strengths and weaknesses of the student-worker and to plan measures to be taken to improve the student's attitudes and work habits. Many employers will have suggestions to make for the improvement of the work experience program. This evidences a real interest in the program and every effort should be made to incorporate these suggestions.

In some communities, a student club is organized and an employer-employee banquet is scheduled. This does much to create a favorable relationship between the school and the employers. An opportunity is provided for school administrators and staff members to learn more about the operation of the program. One writer suggested that a letter, signed by the superintendent be sent to each employer at the close of each year, expressing appreciation for the participation of the employer in the program.

# Appendix

## I. Books, Pamphlets, Articles from Periodicals, and other Publications from Nongovernmental Sources

- AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS. Schools and Manpower. Washington: Association, The National Education Association, 21st Yearbook, 1943. 448 p.
- The Expanding Role of Education, Washington: The Association, National Education Association, Chapter VII in the 26th Yearbook, 1948. 484 p.
- AMERICAN VOCATIONAL ASSOCIATION. Evaluative Criteria for Distributive Education. Washington: The Association, 1954. 32 p.
- ANDERSON, STUART A. High School Work Experience Program in Action. *American School Board Journal*, 123: 18-19, August 1951.
- The Case for Work Experience. *The American Vocational Journal*, 25: 7-8, December 1950.
- ANDREWS, MARGARET E. Now They Work. *Clearing House*, 20: 105-109, October 1945.
- A Study of Job Placement Services for Students in Large City School Systems. Doctoral Dissertation, University of Colorado, 1955.
- BATEMAN, RICHARD M. Effects of Work Experience on High School Extra-Curricular Activities. *Educational Administration and Supervision*, 36: 265-274, May 1950.
- BLACK, LEO. An Analysis of Work Experience and Its Status in Nebraska. Doctoral Dissertation, Lincoln: The University of Nebraska, 1944.
- BLUME, F. L. How Can the Schools Develop Placement Service and Work Experience Education for Youth. *Bulletin of the NASSP*, 37: 33-35, April 1953.
- BOESEKE, CEDRIC. A Work Education Program for the Gifted. *California Journal of Secondary Education*, 29: 483-85, December 1954.
- BOLLINGER, Mrs. GLADYS KING. A Diversified Occupations Training Program, Its Organization and Evaluation. Masters Thesis, College Park: The University of Maryland, 1946. 146 p.
- BONYTON, PAUL W. Six Ways To Get a Job. New York: Harper and Brothers, 1940. 136 p.
- BRENNAN, GRACE. Cooperative Education in New York City. *Journal of the National Education Association*, 44: 304-305, May 1955.
- BRETCH, HOWARD S. Know Your Part-Time Worker. *Clearing House*, 23: 14-16, September 1951.

- BROCKMANN, LOUIS O. Inauguration and Development of Cooperative Work Experience Education in Secondary Schools. Doctoral Dissertation, University of Wisconsin, 1945. 175 p.
- BROWN, E. C. Petersburg High School Work Experience Programs. *Occupations*, 25: 231, January 1947.
- BROWN, MARLON A. Oakland's Work-Study Plan. *School Executive*, 64: 49-51, October 1944.
- BRUCHER, Jr., ADAM. More Than Just a Job. *NEA Journal*, 43: 91-92, February 1954.
- CAMMOCK, R. E. The Cooperative Part-Time Program in Industrial Education. *Education*, 69: 511-514, April 1949.
- CAMPION, H. A. Work Experience in Secondary Education. *California Journal of Secondary Education*, 30: 4-10, January 1955.
- CHRISTENSEN, THOMAS E. Getting Job Experience. Chicago: Science Research Associates, 1948. 48 p.
- COCKING, WALTER D. Work Experience. *School Executive*, 64: 23, December 1944.
- and others. Work Experience—A discussion of Values, Principles, and Programs. New York: Hinds, Hayden, and Eldridge, Inc., 1945. 43 p.
- CONNANT, JAMES BRYANT. Education and Liberty, The Role of the Schools in a Modern Democracy. Cambridge, Mass. The Harvard University Press, 1953 168 p.
- CRANK, DORIS HOWELL. A Study of the Cooperative Office Occupations Program in Selected Secondary Schools in Illinois. Doctoral Dissertation, Northwestern University, 1955.
- DAVIS, TOD O. Cooperative Office Training. *Balance Sheet*, 34: 10-11, September 1953.
- DAVOLIO, RUTH W. Planning a Cooperative Office Work Experience Program in a New High School. *Balance Sheet*, 35: 390-93, May 1954.
- DICK, ARTHUR A. Work Experience Programs. *American Vocational Association Journal*, 27: 17, March 1952.
- DIEGNAN, CHARLES F. School Work Program. *Journal of Business Education*, 26: 195-196, January 1951.
- DILLON, HAROLD J. Work Experience in Secondary Education. New York: National Labor Committee, 1946. 96 p.
- DOUGLAS, HARL R. Youth, School, Work and the Community. *School and Society*, 50: 65-71, July 15, 1939.
- The Modern High School Curriculum. *School Review*, 43: 16-24, January 1954.
- DRESE, MITCHELL. How To Get the Job. Chicago: Science Research Associates (A Life Adjustment Booklet). 1949. 48 p.
- DRESDEN, KATHERINE. Current Materials in a Work Experience Program. *School Review*, 57: 165-67, March 1949.
- DUNSMORE, KELLY. Work Experience. *Journal of the NASSP*, 39: 189-190, April 1955.

- EDUCATIONAL POLICIES COMMISSION. Education for All American Youth—A Further Look. Washington: The Commission, National Education Association, 1952. 402 p.
- ELICKER, PAUL E. Wartime Work Experience Programs. *Bulletin of the NASSP*, 30: 15-31, October 1946.
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- GILBERT, A. W. Work Experience for Secondary School Pupils. *Bulletin of the NASSP*, 28: 36-40, May 1954.
- GILCHRIST, ROBERT S., and GILLIES, EDITH. Imperative Need Number 1. *Bulletin of the NASSP*, 31: 7-35, March 1945.
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*Employment and Age Certificates.*

Tips for Issuing Officers Under the Fair Labor Standards Act as amended. Bulletin No. 126. Outlines for officials who issue employment certificates and the major child-labor provisions of the Fair Labor Standards Act. September 1950. 11 p.

*So You're an Issuing Officer.*

Bulletin No. 149. Explains major points in issuing employment certificates. In popular style, with illustrations. 1951. 9 p.

*Employment Certificates Help You To Help Youth.*

Bulletin No. 183. Gives full information about who may issue these certificates and what good practices are. 1955. 81 p.

*State Child-Labor Standards.*

Bulletin No. 158. A State-by-State summary of laws affecting the employment of minors under 18 years of age. Separate sections available for each State. 1952. 202 p.

*If You Employ Youth.*

Bulletin No. 151. A popular leaflet for use in promoting the National Policy on Employment of School-Age Youth. 1952. 8 p.

*Why Child Labor Laws?*

Bulletin No. 96. Answers basic questions on the nature and history of child-labor laws, why they are needed, how they operate, Federal laws regulating child labor, needed improvements in State child-labor laws, and the uses of employment certificates. 1954. 13 p.

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February 1954. Mimeo. 6 p.

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*After Teen-Agers Quit School.*

Seven Community Programs Help Would-Be Workers. Bulletin No. 150. Tells the story of what seven cities did for boys and girls, who after dropping out of school, found it difficult to find suitable employment. 1951. 30 p.

## Women's Bureau

*After High School—What? Marilyn Wants To Know!*

Provides frank advice on problems of employment and values of continued education. Women's Bureau Leaflet No. 8, 1954. 16 p.

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Questions and answers on child labor, information about age certificates and an analysis of the 12 hazardous occupations orders. Child Labor Bulletin No. 101. 1955. 21 p.

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*Counseling and Employment Service for Youth.*

Supplement 1 to above handbook. Outlines special employment needs of youth and adaptations of procedure in serving youth. Describes school and Employment Service relationships. 1954. 70 p.

*How To Get and Hold the Right Job.*

Booklet for use by people interested in choosing or getting new work. An aid in taking stock of self and considering job requirements. 1953. 19 p.

## Bureau of Apprenticeship

*The National Apprenticeship Program.*

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PS-15-57