

R E P O R T R E S U M E S

ED 018 639

VT 003 685

METHODS AND MATERIALS IN WORK EXPERIENCE EDUCATION.
THORNTON FRACTIONAL TOWNSHIP HS DIST. 215, ILL.

PUB DATE 65

EDRS PRICE MF-\$1.00 HC-\$9.44 234P.

DESCRIPTORS- *WORK EXPERIENCE PROGRAMS, *COOPERATIVE EDUCATION, *PROGRAM PLANNING, EDUCATIONAL OBJECTIVES, ADMISSION CRITERIA, FEDERAL LEGISLATION, FEDERAL AID, BIBLIOGRAPHIES, PROGRAM ADMINISTRATION, PROGRAM GUIDES, WORK STUDY PROGRAMS, ILLINOIS,

THIS DOCUMENT DEFINES WORK EXPERIENCE, DESCRIBES SOME TYPICAL PROGRAMS IN OPERATION, AND PRESENTS METHODS OF ORGANIZATION AND ADMINISTRATION. MATERIAL WAS OBTAINED THROUGH INTERVIEWS WITH LOCAL SCHOOL PERSONNEL, BY LETTER FROM DISTRICTS IN OTHER STATES, AND FROM RELATED LITERATURE. WORK EXPERIENCE IS DEFINED AS EMBRACING BOTH VOCATIONAL AND GENERAL EDUCATION GOALS, IN-SCHOOL AND OUT-OF-SCHOOL EXPERIENCES, BOTH PAID AND UNPAID, IN AN EDUCATIONAL PROGRAM PROVIDING SUPERVISION BY THE SCHOOL AND SUPPLEMENTARY INSTRUCTION RELATED TO PROBLEMS OF PERSONALITY DEVELOPMENT AND JOB SUCCESS. TOPICS COVERED ARE (1) TYPES OF WORK EXPERIENCE PROGRAMS WHICH DESCRIBES PROGRAMS IN CITIES IN 12 STATES, (2) GUIDES ESSENTIAL TO INITIAL PLANNING WHICH LISTS 15 GUIDELINE STATEMENTS, (3) THE ROLE AND RESPONSIBILITY OF PERSONNEL INITIATING THE PROGRAM, (4) SELECTION OF PROGRAM OBJECTIVES WHICH INCLUDES OBJECTIVES RANKED IN ORDER OF IMPORTANCE AND PROCEDURE FOR DEVELOPMENT, (5) CRITERIA FOR SELECTION OF STUDENT LEARNERS WHICH LISTS 14 CRITERIA, (6) OPERATION, (7) NEED FOR HIGH SCHOOL WORK EXPERIENCE EDUCATION, AND (8) FEDERAL LEGISLATION TO BE CONSIDERED WHICH DISCUSSES SIX SOURCES OF FEDERAL AID AND PROCEDURES FOR WRITING A PROPOSAL. NINE APPENDIXES INCLUDE (1) SUGGESTED TASKS AND WORK AREAS FOR THE IN-SCHOOL WORK EXPERIENCE PROGRAM, (2) A DESCRIPTION OF WORK EXPERIENCE PROGRAMS AS PROVIDED IN THE 1963 VOCATIONAL EDUCATION ACT, (3) A BIBLIOGRAPHY, (4) SOURCES OF FEDERAL FUNDS AVAILABLE AND RELATED TO WORK EXPERIENCE EDUCATION, AND (5) A LIST OF PROGRAMS THAT MAY BE DEVELOPED THROUGH THE ELEMENTARY AND SECONDARY EDUCATION ACT. (MM)

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EXPERIENCE EDUCATION:
For Thornton Fractional Township
High School District #215

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THORNTON FRACTIONAL TOWNSHIP
HIGH SCHOOL DISTRICT, 215
CALUMET CITY AND LANSING, ILLINOIS

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METHODS AND MATERIALS IN WORK
EXPERIENCE EDUCATION:
For Thornton Fractional Township
High School District #215

by

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FOREWORD

During the past half century the importance of vocational guidance and of education for economic efficiency has been stressed as one of the major purposes of education in the United States. Among the most widely read and most influential statements have been those by the Commission on the Reorganization of Secondary Education and by the Educational Policies Commission of the National Education Association.

In 1918 the Commission listed vocational education as one of the seven cardinal principals of education.^{1/} Its statement was as follows:

Vocational education should equip the individual to secure a livelihood for himself and those dependent on him, to serve society well through his vocation, to maintain the right relationship toward his fellow workers and society, and as far as possible, to find in that vocation his own best development.

This ideal demands that the pupil explore his own capacities and aptitudes, and make a survey of the world's work to the end that he may select his vocation wisely.....

Twenty years later the Educational Policies Commission^{2/} stated the purposes of secondary education under four major headings - one of the headings being the Objectives of Economic Efficiency.

Among the statements included under that heading were the following:

Work: The educated producer knows the satisfaction of good workmanship.

Occupational Information: The educated producer understands the requirements and opportunities for various jobs.

Occupational Choice: The educated producer has selected his occupation.

Occupational Efficiency: The educated producer succeeds in his chosen vocation.

Occupational Appreciation: The educated producer appreciates the social value of his work.

Again in 1944 the Educational Policies Commission^{3/} stressed the importance of this aspect of education when it included the following statement in a list

of imperative needs for youth:

All American youth will be expected to engage in useful work to sustain themselves and others; all therefore, require occupational guidance and training; and orientation to current economic conditions....

A very pertinent statement was also made in 1950 by the California Framework Committee. ^{4/} That committee reported that "the attainment of economic efficiency" requires that the individual:

1. Understand the interdependency of economic structures and procedures.
2. Understand the satisfaction of good workmanship.
3. Recognize the obligation to perform a honest day's work.
4. Understand the requirements and opportunities for various jobs.
5. Select his occupation and prepare for it.
6. Maintain and improve his efficiency.
7. Realize the social value of his work.
8. Plan the economics of his own life.
9. Develop standards for guiding his expenditures.
10. Become an informed and skillful buyer.
11. Take ethical measures to safeguard his interests.

Among the many needs of youth mentioned above, preparation for employment and economic self sufficiency appears as the most important, as it relates to both the individual and society.

In assisting youth to become self sustaining members of society, the school discharges a basic obligation to society, by transforming a potential economic liability into an economic asset.

Education for work must become an increasingly vital part of general education and must be planned for in the curriculum. This does not mean the traditional kind of vocational training focused on learning a trade. The need for more effective curricular efforts to provide vocational guidance and work experience education is clearly indicated in the results of many research studies. Both "In-School Work Experiences" and "Out-of-School Work Experiences" are needed to enable the students to learn the realities and diversities of the working world.

PART I

INTRODUCTION TO WORK EXPERIENCE EDUCATION

CHAPTER I

INTRODUCTION

Public schools are finding that an educational program which serves as effective preparation for, and as an adequate transition to employment, may involve activities which have often been considered beyond the usual scope of school responsibility. Educators are finding that the task of preparing youth for community living and employment provides a unique potential for the development of a program of cooperative action among administrators, vocational instructors and other members of the teaching and non-teaching staff.

This report does not set forth a rigid pattern for the organization of a work experience program. To do so would be hazardous in view of the great local variations in available resources, and rapidly changing economic and social conditions. It covers rather some general principles to be considered and problems which must be resolved in developing a program. It is concerned, too, with a review of some of the practical attempts which have been made to achieve successful results.

Purpose of Study

The aim of this paper was to define "work experience", describe some typical programs in operation, and to present methods of organization and administration that should be of direct value to the school administrators of Thornton Fractional School District #215 in formulating a program suitable to the needs of the students and community.

Work Experience Defined

Work experience programs have been in operation in many secondary schools a number of years. They are local in nature, and usually they serve a definite

purpose in each community where they are operated, even though that purpose may not be the same from community to community. Because of this difference in objectives, the term "work experience" does not mean the same to all people. To one it is a means of furnishing an opportunity for the pupil to earn enough money to complete his secondary school education; to another it is the means by which a chosen few from the business education department are assigned to short periods of employment in offices in the community.

What this phrase "work experience" means to several writers is shown in the following quoted definitions:

Work experience is that experience which students gain through participation 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.^{5/}

In general, "work experience" applies to a task which is not necessarily concerned with preparation for a specific skilled or semi-skilled job which a young person may hope to follow as a life work; rather it is concerned with developing skills, habits and attitudes which are of value, no matter what occupation one may follow.^{6/}

Work experience is an all inclusive term applied to a number of vocational and/or general education arrangements designed to give youth employment opportunities while in school. Any work for pay experience which is planned for and properly approved co-ordinated with other school subjects and supervised by some assigned person on the school staff as part of the school's curricular offering is a part of such a program. Credit is usually but not always given.^{7/}

^{8/}
Tyler, who spent the school year 1954-55 studying work experience programs in California schools, uses 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 operation 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 program and to co-ordinate 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.

For purposes of discussion in this study, the term "work experience" will be considered as synonymous with Tyler's term "work experience education". "Work experience education" embraces both vocational and general education goals, in-school and out-of-school experiences, both paid and unpaid work done by students in an educative work experience program providing supervision by the school and providing supplementary instruction related to problems of personality development, and job success.

Locale

The following study was conducted for the Thornton Fractional Township High School District, 215.

The district is composed of two buildings, namely a North and a South building. The North building serves as the secondary (9-12) educational unit for the communities of Calumet City and Burnham, Illinois, whereas the South building serves as a similar unit for the communities of Lansing and Lynwood, Illinois.

Methodology

Material for this study was obtained through personal interview with local school personnel, by letter from districts in other states, from available related literature at the libraries of the City of Chicago, University of Chicago and Northwestern University, and from research material available at guidance departments of School District 215.

CHAPTER II

TYPES OF WORK EXPERIENCE PROGRAMS

Because educators are not agreed upon descriptive titles in work experience, a clear and comprehensive description of work experience programs is difficult.

^{9/} Ivans states that confusion is added because some educators tend to call all work programs by the name of diversified occupations or co-operative education or place their own new designations upon the program that they have just developed. He lists the following types of programs:

1. Diversified Occupations Program
2. Distributive Occupations Program
3. Co-operative Office Practice Program
4. High School Camps
5. In-School Work Experience Program
6. Community School Programs

Classifications of Work Experience Programs

^{10/} DeWitt Hunt classifies work experience programs in six types:

1. In-School, Non-remunerative General Education Work Experience Programs
2. Out-of-School, Non-remunerative General Education Work Experience Programs
3. Remunerative General Education Work Experience Programs in Junior High Schools (Grades 7-8 and 9)
4. Remunerative General Education Work Experience Programs for Pupils in High School (Grades 9 to 12 or 10 to 12)
5. Remunerative Vocational Work Experience Programs in High Schools Not Subsidized by Federal Vocational 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

To simplify classification of work experience programs for purpose of this paper, the writer has classified all work experience programs under two

general headings (1) In-School Work Experience and (2) Out-of-School Work Experience. The more specific classifications would fall under either or both general headings depending whether the students participated entirely in school or part time in school and part time out of school. For example, Hunt's classification number five, Remunerative Vocational Work Experience Programs in High Schools Not Subsidized from Vocational Education Funds could very well be classified under both In-School and Out-of-School general headings provided that students from the business education department performed work in and out of school.

The "In-School Work Experience Program" is predominantly the responsibility of the school. It usually is a prelude to community placement, much of which may become the responsibility of other agencies.

In-school work programs have often been criticized for being too limited in the job experiences provided. This criticism does not apply when the in-the-school program is structured, not for the purpose of teaching specific skills, but rather to give the students the experiences preliminary to direct occupational placement. The in-the-school program is most useful when it stresses attributes which may be generalized to any job situation such as the relationship of the worker to employer and vice versa, concepts of punctuality, socialization and task completion.

This type of program has the advantage of lending itself to easy control. Student job environment, for example, may be readily changed to expose the student to new experiences.

There are some hazards of this program that must not be overlooked if the program is to serve its main objective. Prominent among these hazards is the possibility of misinterpretation of the role of the student worker by personnel involved in the program. For example, the maintenance employee who views the student worker as a threat to his position. Or the employee under whom the

student works may look upon the student as a helper and spend little time in instruction and observing the work habits of the student. The students themselves may get proficient at one job and may not wish to rotate to other jobs, losing sight of the reasons for participation in the program. To avoid these hazards there must be constant re-evaluation of the function of the in-the-school program and its effectiveness of facilitating the later adjustment of the student in the "working world".

In-school work experience can be an important culmination of the series of carefully planned experiences provided by the school for the development of attitudes and behavior relevant to vocational adjustment. It provides school personnel with an excellent opportunity for an exploration of student incentive and attitudes in relation to employment. It also creates an additional opportunity for the further development of occupational information and desirable job attitudes. The student's experiences on the job can be utilized by the teacher to supplement classroom instruction.

In the "Out-of-School Work Experience Program" the student usually spends part of the day or week in acquiring work experience and learning specific job skills. The remainder of the time is spent in school. A few programs have been organized so that the student spends full time for a period in the work program and then alternates this with a period of full-time school attendance. The nature of the work experience obtained, of course, is dependent upon the prevailing range of occupational opportunities available in the community.

A close liaison should be maintained between school and employer so that the student may receive careful supervision. This may be accomplished by appointing a person to work full time with the student workers, employers, and with the classroom teachers.

Review of Programs

It should be emphasized that no attempt has been made toward an all inclusive nation wide survey of local school programs.

The programs described in the following section represents the efforts of only twelve school systems in establishing and operating "Work Experience" programs. The variety of programs reflects the manifold needs of youth from community to community.

Some school systems were operating programs on an experimental basis. Other systems, independently or in conjunction with agencies, had well organized programs in operation. A few to some extent had been providing "Work Experience" programs of some type for sometime as a part of their regular school program. Some projects which began as experiments have now been made a regular part of educational programs in many communities. Some efforts which were supported by outside agencies have been taken over by the local school boards. In some cases, programs have reached a point where effectiveness of the techniques used can be evaluated by the school officials involved.

The projects described reveal a variety of realistic and constructive plans designed to compensate for the reasons which hinder the student from taking full advantage of the conventional educational program.

Administration:

In some cases the major concentration of efforts can be focused on a specific school or cluster of schools. Washington D.C.'s Cardozo Project is a case of the concentration of both funds and resources in one geographic area.

In other cities, programs are widely dispersed, programs are offered virtually city wide. Chicago, Minneapolis, and New York have developed formulas based on socio-economic conditions and related factors, to determine

which schools are to receive special financial aid or extra staff.

A few school systems have endeavored to meet the needs of vocational students through special services and special education activities already provided in the general school program. Birmingham, Alabama is an example of a system using this approach.

Financing:

The source of funds for the programs described in this study is not clear in every case. Some of the school systems have received financial aid from national foundations, community agencies, or local philanthropic organizations. Some of these programs are supported entirely by local school funds.

Staffing:

Additional personnel is essential to almost any special project. Many school systems have employed additional guidance counselors. Use is made also of remedial teachers, psychologists, school social workers, and vocational counselors. A new position in some of these schools is that of "community agent" or "community co-ordinator" whose duties may include working with parents, local agencies and acquainting residents of the area with the objectives of the program methods, techniques and materials.

It has been evident that, in some cases, the conventional school curriculum does not reach many of our vocational students. There is, for example, a motivational barrier and a difference in self concept and values. Charles Mitchell^{11/} with the Detroit Great Cities School Improvement Program states the problem well:

"...there is always a common denominator: not enough. Not enough income, information, skills to get along successfully; no precedent for success, insufficiencies of many sorts. The student reflects this. He is poorly prepared and motivated for school. School has never seemed important to him; or school success has evaded him because factors critical to that success are not part

of his life. The typical school does not provide those reinforcements to school learning...."

In the secondary schools, many programs stress the language skills necessary for success in getting and keeping a job. The curriculum has been broadened at every level to include many experiences not in the traditional curriculum. For example, two programs employ the technique where students are given an opportunity to meet with successful business and professional men who can testify personally to the advantages of education.

Community Involvement:

Vitally important to the success of many programs is the support they receive from local civic groups, businessmen, industry, and community organizations.

Washington D.C.:

Work Scholarship Program

The Work Scholarship Program in the Washington D. C. Public Schools, ^{12/} begun in the fall of 1963, provides self-help opportunities to prevent the frustrations which develop when students lack the funds for lunch, sewing or art materials, field trips, gym suits, locker fees, school supplies, school publications, school photographs and other small but important items necessary to the feeling of belonging in the school environment.

The term "work-scholarship" was chosen to describe the two parts of the program. "Work" connotes a means to economic independence and self reliance. "Scholarship" implies selection for academic ability or potential. It is intended that pupils learn to perform responsibly a job of benefit to themselves and the school community as well as to improve in their studies and general attitude. Each work scholarship recipient is counseled both by this school counselor and the program's social worker to ensure a feeling that people care about his or her development and welfare.

This program offers two types of scholarships (1) The Aid for Dependent Children work scholarship and (2) The Stay-in-School Fund work scholarships.

The Aid for Dependent Children work scholarships are provided by a grant from the Department of Health, Education, and Welfare through the Welfare Department of the District of Columbia for students who receive welfare assistance in forms of aid for dependent children. An active case plus good school citizenship are the criteria for their acceptance in the program as student workers. It is hoped that by "learning to earn" the students will be taking the first step in breaking away from their family's dependency pattern.

The Stay-in-School Fund work scholarships are provided through a fund raised by interested citizens in Washington D.C. These are for students whose families do not receive public welfare but whose financial need, in the opinion of the schools, is acute.

Applications filled out by the students, their parents or guardians, and the school are passed upon monthly by a screening and reviewing committee made up of principal and counselor. Following acceptance, the student is assigned a job in his junior or senior high school or a nearby elementary school. Usually these jobs are in the school library, bank, cafeteria, nurse's office, or the school office. Students may work one hour a day, a maximum of six hours per week at \$1.25 an hour. Approximately 525 students from fifteen Washington high schools and eighteen junior high schools participated in the project in 1963-64. It appears that the plan has been of real help and encouragement to the students to finish their secondary school education.

Another interesting work experience program in operation in Washington D.C. is sponsored by the Urban Service Corps, to prevent drop outs in high school. The Corps established a Cardozo class in building maintenance which provides custodial training along with academic studies in the morning

and actual work opportunities in nearby schools in the afternoon for which the boys are paid. These students, whose attendance and classroom performance had been among the poorest in school, improved in school adjustment and acquired valuable skills in a field which provided work potential.

North Carolina:

Secretarial In School Work Experiences

13/

This work experience in Appalachian High School developed through an elective course. "Office Practice" and a unit of credit was given. "Office Practice" was made an honors course, open only to the most outstanding seniors in the secretarial curriculum as selected by the business education teachers.

Certain criteria are used in choosing eligible students. In addition to general ability and secretarial skills, personal qualities, such as trustworthiness in handling confidential data, were equally considered. To insure that the course would be more equivalent to the demands of an academic class, students were required to work two periods daily, relinquishing their study hall period for this purpose. The planning of the work and ultimate responsibility for the students rested with the principal. The assistant principal, school secretary, and chairman of the business education department helped supervise the work of the students also.

At the beginning of the school year, the program was discussed with the students. The values for both students and school were stressed. Emphasis was given to the idea that, as the students demonstrated their ability to measure up to the opportunities available, increasingly responsible experiences would be provided.

The secretarial students began by becoming acquainted with office routine and learning the efficient operation of duplicator and mimeograph machines, the P. A. System, dictaphone and other office equipment. Informational

materials, such as daily absence lists and weekly faculty bulletins, were typed and duplicated.

Experience and training were provided in meeting the public and oral skills. The student workers answered telephone calls, met visitors, and helped students with certain questions and problems.

Experiences in handling money were also provided. Gate receipts were counted and the money wrapped by the students. Office assistants filled out deposit slips and made out bank deposits. During the year the students guided school drives and did the clerical work necessary. For example, two of the office assistants were designated to direct the school wide magazine sale. Work of home room chairman was supervised, money was handled and all bookkeeping was done by the student office assistants. Total sales were over \$3,000 representing hundreds of individual subscriptions. Money, receipts and subscriptions were all accounted for without error.

Having demonstrated that they could handle confidential data, the students began to function as a secretarial pool for the faculty. Tests, outlines, and other materials were typed and duplicated by the office staff. Monthly administrative reports were computed and typed, secretarial work relating to the school store became part of their duties.

Responsibilities were not assigned which involved the use of records of classmates, but transcripts of former students were typed. In effect all phases of the school were analyzed for possible contribution to the training of office practice students.

In evaluation, both student and teacher participants thought the program had been highly effective. The student rated the experience as especially valuable in terms of job preparation. Thus the main purpose of the course, secretarial training and service to the school, was most effectively achieved.

Los Angeles, California:

Described below is one program that was developed in Los Angeles under the co-ordination of the Office of Urban Affairs.^{14/}

Office Trainee Project

This project is a venture of the "work experience" type. Business education majors are selected for this program. They attend regular classes for at least four hours a day, and then work at "on-the-job training," either at the student's own high school or at neighboring elementary or junior high schools. Credit toward graduation is given for participation in the project. Through this approach, the school district attempts to furnish a specific vocational goal by providing specific skills needed for every job success, and at the same time provide funds for needy students who otherwise might be forced to drop out of school.

Hillsborough County, Florida:

Work-study programs are operating in five junior high schools in Tampa.^{15/} Students needing the program are selected by a Work Study Committee (principal, guidance counselor, work study co-ordinator, and the dean of boys and girls).

The key person is the Work Study Co-ordinator, who must be experienced in vocational counseling. The co-ordinator meets with his class every morning during the first period. He is responsible to the principal.

After one year's operation of the program, the school system has observed the following changes in the students participating in this program:

1. They have experienced a rekindling of academic interest and of confidence in themselves.
2. Their attitudes, personal appearance, attendance and conduct have improved.
3. The introduction to the adult world of business has produced a feeling of status and dignity.

Detroit, Michigan:

Job Upgrading Program

This program was conceived and initiated as a co-operative program on the part of community agencies and the Detroit Public Schools. ^{16/} Its main purpose is to rehabilitate the drop-out and potential drop-out between the ages of sixteen and twenty.

"Job Upgrading" is a guidance program placing special emphasis on gaining employment, finding a job, and keeping the job.

The most unique activity of the program is the work experience phase of the student's training. For those who have never had successful work experience arrangements are made to provide supervised and subsidized on-the-job training. Work experiences include clerical, institutional, custodial, cafeterial, stock, and others of the service, unskilled and semi-skilled trades. Students are paid a fixed hourly rate from a subsidy granted to the employer. The "Job Upgrading" does not provide specific job training, as such, but is interested, primarily in helping develop good work habits necessary to gain and hold any job. Through the work experience the student is better able to realize his interests and measure his potential.

^{17/}
Santa Barbara, California:

In Santa Barbara County, California the school districts and citizens have been particularly aware of the need for special training and guidance; perhaps, because in California the impact of technological change has been especially acute. As a result of a survey of youth's needs, a work experience program was developed in Santa Barbara. The program has not only fitted many students to make the transition from school to work successfully, but has been a helpful example for other communities.

It is described as a co-operative effort by five school districts of the county to give young people the opportunity to discover their vocational

interests while doing work in business, industry and professions.

Participation by the students is entirely voluntary. A little more than one-fourth of the county's high school students were enrolled in the work experience program for school credit. They participated in one of three types of work experience offered:

1. **Exploratory Work Education:** In this program a student works on school time, under supervision, for regular credit, in a business, profession or industry. The work is unpaid and is undertaken to explore the student's taste and suitability for an occupation.
2. **General Work Experience:** This plan provides experience in the real working world. Students are paid for their work, they must meet job standards, but the work is not necessarily related to the student's future vocation. It provides an opportunity to learn the value of money and how to handle it.
3. **Vocational Work Experience:** This phase is geared toward the occupation a student expects to pursue. Major assignments are in fields such as office work, vocational agriculture, trade and industrial occupations and distribution fields.

In all three types of work experience the main emphasis is on promoting good work habits, responsibility and the ability to get along with others.

According to a recently completed evaluation study, it appears that the greatest asset of the program may be the elimination of the "no-experience" hazard faced by young workers seeking their first jobs.

18/
Wichita Falls, Texas:

In 1950 work experiences were organized to meet the needs of sophomore, junior and senior students for the purpose of helping them become better citizens. Most of the students are selected by teachers to perform duties in classrooms and offices, so that they may perform and learn more about occupational practices.

Each student is required to carry the regular academic load of four subjects, plus the work experience courses. At least one 60 minute period per day is allocated to the work experience course.

Credit is given for work experience courses which offer opportunities for students to work as typists, cashiers or secretaries. Other work courses are non-credit.

A co-ordinator is free all day to visit students at work, and help them to understand better working relationships and responsibilities.

Some typical jobs of these students are listed below:

Office Assistants: Students work 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 elementary schools. Students do not replace professional workers.

Some students work in the cafeteria as busboys, waitresses, cashiers, and steamtable servers. They perform these duties without receiving extra credit, but do earn their lunches.

Several boys and girls are learning to care for lockers and maintenance of locks. They check the lockers each day for damage and for broken locks.

Students work in the school store selling tickets to school activities. They also help the store manager in his duties.

Boys and girls learn to operate the audio visual equipment.

Students perform as teacher assistants and assume the responsibility of the classroom if a teacher becomes suddenly ill. Students from Future Teachers of America serve as tutors and assist weak or failing students to do better work.

19/
Minneapolis, Minnesota:

Junior High School Work Experience

This program is an Out-of-School Work Experience program organized to meet the needs of older, dull or poorly adjusted pupils whom regular school

offering failed to satisfy, students who experience severe difficulty in adjusting to a regular program and are likely to leave school at age 16.

Each student is required to be in school three hours in the morning and work at least an equal time each afternoon.

Two of the morning periods are devoted to a course in occupational relations which combines English with information on employer-employee relations, social security, taxes, banking, insurance, housing, and community service. By substituting the occupational relations course for required English and social studies, these students are removed from academic subjects in which they adjust poorly.

Credit is given for the work experience in a non-academic field only.

Typical work assignments of these students are: Busboys, messengers, waitresses, sales clerks, car washers. These students are paid the current beginner's wage.

Wilmington, Delaware:^{20/}

Office Occupation Work Experience

The basic purpose of the office occupations work experience program is to assist each student to bridge the gap between school and initial employment, to aid the student to make social and business adjustments, and to emphasize the needs for both skill and proper business attitudes.

Students are placed on the job by attempting to match the student's profile with the employer's requisition. Student profiles indicate each student's personality traits and skill achievements in office activities.

Work experience is compulsory for all students enrolled in business education, therefore, full credit is allowed for this experience.

A unique feature of this program is the fact that the work experience program is a part of a three year program in business education. In the 10th grade, all students enrolled in business education are given an opportunity to

spend two periods a day in exploratory activities. The purpose is to assist each student to select one of four areas in which to specialize in the 11th grade. During the 11th year each student receives intensive training in his area of specialization and at the close of the 11th year each student is placed in a job according to interest and ability.

21/

The following programs, in part, are paraphrased from Burchill's case book of work study programs.

Flint, Michigan:

22/

The Voluntary Work Education Project

This is an experimental program to help sixteen to twenty year old drop-outs become employable and responsible citizens.

Informal classes are conducted daily for three hour periods. The class-work is based on vocational objectives. Activities include such things as how to fill out an application, prepare for an interview and role playing in job interviews. The importance of grooming, social graces and health measures are stressed.

The work experience phase is of a subsidized, practical nature. Students are placed on jobs as clerical assistants, institutional aids, custodians, cafeteria helpers, stock clerks and other jobs associated with service and unskilled trades. Jobs are selected to help the students develop desirable work habits that will be applicable to any job situation rather than specific job training.

Training is adapted to individual and capacities through individual vocational and personal counseling.

To be eligible for the program the students, boys or girls, must have been drop-outs for a minimum of thirty days, aged sixteen to twenty and must be identified for admission by any individual or referral from public, private or social agency. Requirements are intentionally set low so that the objectives

are within reach of the participants.

This project calls for yearly appraisals of each student's progress. Success is measured by the student's personal adjustment and ability to acquire and hold a job.

Concord, California:

23/

Inside-Outside Work Experience

The Mount Diablo Unified School District has a two-part experience program called Inside-Outside Work Experience, that permits the students to explore vocations through practical job assignments within the school and community.

The inside work experience has two phases, exploratory work experiences and general work assignments.

Exploratory work experience provides vocational guidance for individual students. Student assignments are structured to permit exploration of all jobs in any working area. (Appendix A)

School credits are received but the students receive no pay.

Each student is assigned to the exploratory work experience for one hour a day.

The general work experience phase provides supervised part-time assignments that is aimed at providing students with desirable work habits and attitudes.

Work assignments are performed in school, on school time - students are not paid but do receive school credits. The work need not be related to the student's vocational goal, since the object is to maintain a general work exploratory experience.

In either program the students may earn a maximum of five semester hours in each semester. Work education is selected by the students as an elective course. To participate in the program the student must meet the following

requirements:

1. Have attained at least a sophomore standing.
2. Be a full-time pupil enrolled in four or more subjects including work experience as one of the subjects.
3. Have parental or guardian approval.
4. Have counselor approval.
5. Have a vocational or educational goal to which the Work-Experience, will in the opinion of the school, contribute.

Some school regulations governing job assignments are:

1. No student may be assigned to a study hall if he has a work assignment.
2. No student may be assigned after the end of the first report period of any semester.
3. No student may remain with the same job supervisor for more than a year.
4. No student may be assigned to both Inside Work Experience and the Outside Work Experience in the same semester.

The following criteria are used to choose the various inside work

assignments:

1. The job must be one that adds to the student's educational experience. Routine jobs, quickly learned with no additional value, are not acceptable.
2. The job must be a series of tasks that cannot be accomplished in a normal classroom situation.
3. The supervisor should have a training program and a definite interest in teaching the student to develop good work habits.
4. Training facilities should be available. There should be adequate equipment to provide a well rounded program of training.
5. Training stations should provide a full period of work throughout the semester or year. Jobs that provide sporadic work loads or that can furnish only part period work should be avoided.
6. Students should never be placed on jobs that are dangerous or likely to be detrimental to their health or physical well being.

The second part of Mt. Diablo's Work Experience program is outside of school work experience which is designed to meet the needs of students desiring vocational experience in their last two years of high school. It is a year round program, where students must work two hours in class for each hour of release time from school.

Jobs provide vocational experience in agriculture, office work, trade and industrial work or distributive activities.

Three types of work assignments are made: exploratory work education, general work experience, and vocational experience.

Each class is divided into two parts. While one group works in the hospital, the other group attends classes for school credit. Academic work is in four areas: English, science, home economics and social studies.

The English course is taught in a double period and the content is regular senior year material as well as units designed especially for the work study student. Medical terminology, report writing, and vocabulary development are stressed.

The metric system, arithmetic review, first aid, common diseases, fundamental physiology and basic pharmacology are included in the science course.

Home economics includes units in grooming, personality and health, patient needs, medical charts and records, food and nutrition, mental health, principles of art, expenses of illness, spiritual needs of patients and the nurse as a person.

While on the job, the girls receive a weekly stipend from the hospital of \$15 a week plus their lunches.

On completing their senior year a regular diploma is received. In addition, each girl is granted a certificate identifying the work study program completed.

This program has been so successful that the people responsible for its operation hope to establish a similar work experience opportunity, which would provide for out-of-school youth, adults and secondary school drop-outs in the form of an evening technical school.

Descriptions of the variety of other work experience programs in operation in secondary school districts of the United States would fill the remainder of this page and, with little doubt, two similar reports.

For sources of descriptions of other programs the reader should refer to Appendix E.

PART II

**ORGANIZATION AND ADMINISTRATION
OF THE WORK EXPERIENCE EDUCATION PROGRAM**

4

CHAPTER III
GUIDES ESSENTIAL TO INITIAL PLANNING

The preceding chapter was devoted to a discussion and review of the general aspects of work experience programs in secondary schools.

The next step in establishing any work experience education program should be the consideration of guides that are essential to the installation of such a program.

Many writers listed specific standards and details of operation. However, Dewitt Hunt^{10/} proposes a most comprehensive and excellent list of guides to be considered that are applicable to a wide variety of work experience programs.

These are as follows:

1. It must be recognized that there are several kinds or types of work experience education programs based on purpose, source of support, needs of students, location of work stations, or on other unique aspects of a 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 education 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 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 bulletins.

7. The pupil enrolled in the work experience program must understand that when he is at work, the work station becomes a classroom.
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 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 allowance are essential.
10. Full community understanding and support must be achieved through effective dissemination of information about the program.
11. Laws which govern 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 to employ (4) hours of work (5) places and conditions 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 (d) a combination of these methods.
13. To foster the sense of belonging among 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 the basic data necessary for 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 work experience of their students to vitalize instruction. The coordinator in turn should see that his students capitalize on all of the value inherent in other school courses.

CHAPTER IV

THE ROLE AND RESPONSIBILITY OF PERSONNEL INITIATING THE PROGRAM

Organization and administration are essential ingredients which go toward distinguishing a successful program from an incidental program. However, organization and administration alone will not insure a functional work experience program. Implementation is most important. This involves people--boys and girls, school boards, parents, communities, administrative personnel, competent counselors, competing teaching staffs, and other auxiliary staff personnel. This involves people who are dedicated individuals and knowledgeable in the skills of working together cooperatively. This makes the difference between an incidental approach to implementation of a program and the organizational approach to work experience education activities where individuals pool their competencies and perform as a coordinated, cooperating team. To reach this goal, a clear deliniation and understanding of the roles and responsibilities of each team member is important.

Bearing this in mind, the writer has included in this chapter a section of materials which relate to the roles and responsibilities of the people involved in the program.

Roles and Responsibilities

Role of the Superintendent:

As the executive officer of the board of education, the superintendent has an important role to play in the inception and development of a program of work experience in all schools under his direction. This role, to be channeled properly, must be predicated upon his knowledge and understanding of what constitutes a work experience program and his demonstrated interest in it. To this

end he needs to:

1. Understand the basic philosophy underlying the program.
2. Assist the school board members in their understanding of the problems involved through both formal and informal sessions.
3. Accept the fact that a functional program will cost money; that specialized personnel must be employed; time must be provided for the performance of duties; and that facilities, equipment, supplies, materials and clerical assistance must be provided. Unless the above personnel and other items are contained in the budget, there is little reason to expect a program of work experience education to serve its intended purpose.
4. Realize that, since the program is for individual boys and girls, each school will have a program unique to its situation.
5. Request a continuing evaluation of the program and an inventory of staff abilities and participation.
6. Develop the line and staff relationships between his office and special persons included in the program.
7. Develop, with his staff an in-service program dealing in areas of work experience education and reaching all levels of the school system.
8. Encourage community occupational surveys, follow up studies of school leavers, and self evaluation studies in order to have the program content and staff adequate to meet the needs of the student learner and community.

Ivans^{2/} lists the following responsibilities that the writer failed to recognize:

1. Decide whether a work experience program is needed and should be added.
2. Must be willing to defend some of the changes and innovations which may result.
3. Win preliminary support of faculty members.

Role of the School Board Member:

The educational opportunities available to the community depends upon the wishes of the voters of that community. These wishes are reflected through their elected representatives - the school board. Ivans^{2/} states that:

The Board of Education should have responsibility in the broad planning of the program. Its members should understand the general operation, objectives and results of the program. They

should see how it fits into the total school pattern and the curriculum. Each member should be eager to help its development in any way possible. Interest in the program and active participation should be the prime responsibilities.....

The following responsibilities of the school board are listed in the Sacramento California Handbook on Work Experience Education: ^{24/}

1. Recognize the need for a program and see that it is organized and operational.
2. Study what is being done in other communities in the area of work experience education.
3. Provide funds for employing specialized staff, facilities, clerical assistance, and materials.
4. Ascertain that adequate time is provided for carrying out the program functions of the specialized personnel and staff members.
5. Inquire into the line and staff relationships of the organization which has been set up.
6. Participate in service programs in order to obtain a basic understanding of the objectives and results of programs.
7. Seek community support of the program.
8. Be aware of local, state, and federal regulations pertaining to the program.

The Role of the Principal:

The school board and superintendent can make all the provisions necessary for the program, but the principal is the individual who can either make or break the program in his building. His task is one of planning, organizing and co-ordinating the efforts of all. How well he does this in reference to the program of work experience will determine the success or failure of the program.

In light of these factors, the following are some functions relating to the responsibility of the principal.

1. Recognize the need for, and importance of the program for the boys and girls in his building.
2. Understand the developmental aspects of the educational, vocational and behavioral processes as applied to the students in his own building, and make provision to meet them.

3. Provide leadership to his staff in their identification of the value functions and problems of the program.
4. Show the need for specialized personnel by providing for them in the budget and scheduling the time necessary to perform their activities.
5. Co-ordinate the program cooperatively with members of the staff.
6. Seek assistance from the staff in arriving at decisions relative to the program.
7. Provide necessary facilities, equipment, supplies and clerical assistance.
8. Select personnel for the program who are qualified through preparation, personal characteristics, and experience.
9. Establish and maintain a system of accurate records for the program.
10. Discuss with the staff matters pertaining to the organizational structure and individual roles and responsibilities of all participating in the program.
11. Arrange it so that every student may have an opportunity to participate in the program.
12. Investigate various work experience programs which might prove useful in his school.
13. Aid in the developing, articulation, and orientation of the program.
14. Plan, promote, and assist in the in-service training of the staff relative to the program.
15. Co-ordinate and use all available community and other resources to facilitate the program.
16. Give desirable publicity to improve school, home, and community relationships.
17. Provide for continuous evaluation of the program.
18. Be constantly aware of the local state and federal regulations relative to such a program.

The Role of the Co-ordinator:

The specialized person in a work experience education program is usually known as the co-ordinator. He is neither an administrator nor a supervisor; he may or may not serve as a teacher. How well-prepared he is professionally for

his position will affect the program directly. However, of equal importance are such personal characteristics as tact, ability to lead and also to follow, ability to take suggestions, ability to accept the ideas of others in place of his own, ability to cooperate, ability to admit he can be wrong, and ability to permit the program to evolve and develop from within the system.

In a program of work experience, the responsibilities of the co-ordinator (as classified by Brockman)^{25/} may include:

1. Evaluate his professional preparation and strengthen areas of deficiency.
2. Obtain the cooperative participation of the staff.
3. Demonstrate a desire to have a built in system of evaluation as part of the program.
4. Assist in the development of in-service programs and participate in those areas of special competence.
5. Encourage teachers to identify students needing assistance.
6. Identify the potential drop out and seek to meet his specific needs so that he may complete his formal education.
7. Confer with parents.
8. Maintain good public relations with community, county, and state agencies.
9. Assist the school librarian in obtaining and keeping current materials on occupational, educational, and personal-social information.

Cocking states that many of the following are activities performed daily by the co-ordinator. He classifies them as duties:

1. Makes community and school surveys.
2. Assists in selecting, organizing and holding meetings of advisory committees.
3. Interviews employers and students.
4. Helps students plan their class schedule and enrolls them in the work experience.
5. Aids students in securing work permits, social security numbers, student learner certificates, etc.

6. Plans program for class in job problems.
7. Keeps careful record of student learner progress.
8. Secures employer evaluations of student learner progress.
9. Assists students in job adjustment.
10. Discusses pupil progress with supervisor.
11. Confers with and keeps teachers informed about philosophy and progress of the work experience program.
12. Serves as public relations officer for the program.
13. Makes written reports to administration and school board.
14. Participates in follow up studies of work experience students.

The Role of the Teacher:

Without the active cooperation of the classroom teacher, the specialist could not succeed. The classroom teacher from his daily association with the student is able to provide a consistent influence upon the students under his charge.

The California State Department of Education ^{8/} considers the following to be functions of the teacher in relation to the work experience program:

1. Know and use the basic understanding about human behavior.
2. Assist the student learner to logical thinking about his goals and then relating them to his abilities.
3. Place emphasis on self-understanding, self direction, utilization of potentials, and acceptance of responsibilities.
4. Co-operate with the co-ordinator in evaluation of the program.
5. Accept the opportunity to participate in the planning and developmental stages of the program.
6. Assist in providing data for the student learner work experience folder.
7. Integrate occupational and personal-social information into the respective subjects.
8. Review course content to meet student needs.
9. Realize the necessity of becoming concerned with all phases of the student's developmental patterns, rather than just with his

intellectual achievements.

10. Participate in case conferences.

Role of the Advisory Committee:

An advisory committee, consisting of persons directly affected by the program, is recommended by the State Board of Vocational Education.^{26/}

Co-ordinators in many states indicate that more local programs are utilizing the advice and cooperation of an advisory committee to create understanding of the objectives of the program in the community. Since for any new innovation in the school's curriculum, community support and understanding are important, the use of advisory committees seems to be desirable.

Almost all writers emphasize the importance of an advisory committee.

Ivans and Runge^{9/} list the following duties for this group:

1. Help publicize the program of work experience.
2. Help to obtain classroom equipment and materials.
3. Give advice on the formulation of policies and operating procedure.
4. 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. An advisory group of 10 to 12^{26/} persons selected from the following representation is suggested by Mason:

Education: Superintendent
Principal
Guidance
Teacher-Coordinator

Business: Chamber of Commerce
Civic or Professional Clubs
Employers

Labor: Organized Labor

Parents: P.T.A.

Students: Presidents of Student Council

Policy making remains in the superintendent's control. The committee acts as a sounding board for advice on public relations and may assist in these

activities. It may provide resource personnel for classroom related instructions. In general the function of the advisory committee is what its name implies, that is, to advise.

Role of the Guidance Person:

In recent years coordinators have become aware of the value of working closely with guidance personnel. Among the more important functions of the guidance personnel relative to the work experience program are the following:

1. Supplementing information on applications from prospective student learners with information from guidance records relative to aptitude, interest, and intelligence test scores.
2. If adequate information is not available appropriate tests may be administered.
3. Class scheduling.
4. Matching of students and work experience.
5. Assist in research work such as follow up and community survey.
6. Guidance workers must follow students through their work experience to insure the adjustment which is sought. The whole effect of their work experience is directed not just at their vocational but at their whole life adjustment.
7. Perform all functions listed as vocational guidance. These are to help the individual student to select, prepare for, enter, and progress in an occupation.
8. Counsel with students to find the ones best fitted for and those who can benefit most from participating in the work experience program.
9. Counsel with the atypical student.
10. Provide occupational information.

Role of the Student:

The student has the responsibility to know himself, his goals, his aspirations and his potentials. He has the responsibility to utilize the services of his teachers, guidance personnel, the co-ordinator, and his supervisors. He has the responsibility of becoming more self directive. He has above all the

responsibility of becoming a productive person in society.

Role of the Parent:

The role of the parents can be summed up by one word--"cooperation." Since the services are for their children, they have the responsibility of providing information which is or will be useful to the school personnel in assisting their children. Parents have the responsibility above all to examine their own home life to determine if their children are receiving at home a background which will permit them to develop values consistent with the demands of society.

Role of the Community:

The community has the responsibility of providing each of its inhabitants with those facilities and service which each needs in order to develop to his full potential.

CHAPTER V

SELECTION OF PROGRAM OBJECTIVES

Before we establish objectives for any type program Ivans^{27/} states that we must accept the view that:

Work experience is primarily a broad program of general education for all high school students, secondarily a narrower program of special education for some high school students.

If the program is to serve the needs of the students of the school, then the objectives must be as varied as these needs and go beyond merely assisting a student financially or teaching him a specific skill, or providing low cost work benefits to the school.

An excellent guiding principal to the establishment of program objectives is proposed by Cocking:

No high school should establish a single objective for its work experience program unless that objective be the improvement of the general education function of that school....

...Objectives for the school program should be established only on a basis of consideration of the type of program, the grade levels upon which it will be offered, the leadership available, the nature of the community and resources, and finally the most important, the needs and characteristics of the students served.

Examples of Program Objectives:

One example of definite objectives for a specific program can be found in the Redding, California,^{29/} work experience program:

1. To teach the awareness of the need for good grooming, personality growth, proper attitudes, and the ability to work with others.
2. To give the student contact with actual working standards and procedures.
3. To give the student confidence in his ability.

4. To give the student experience in working for an employer.

5. To teach the student how to secure a job and keep it.

These are limited objectives and do not seem to be applicable to serve all the needs of students.

A statement of general purposes for work experience that can be used for any type of program is included in a New York State Department ^{30/} leaflet:

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

1. To help young people develop the proper attitude toward work and working people.
2. To meet the urge of youth to earn money and achieve some measure of independence.
3. To give real meaning to school work through a practical application of learning.
4. To provide vocational guidance and exploratory experience for all youth.
5. To offer organized vocational preparation for selected youth.

Objectives Ranked in Order of Importance:

A set of seventeen objectives ranked in order of importance by five high school principals, was prepared by the research staff making an evaluation study of the Santa Barbara Work Experience Program. ^{17/} The two most important, according to their ratings were these two:

1. To gain knowledge and attitudes necessary for successful job performance.
2. To explore the fields in which occupational interest lies and to determine suitability for those fields.

The second most important were the following:

1. To make wiser career choices.
2. To make progress toward chosen occupational goals.
3. To learn to assume greater responsibility.

4. To develop more appreciation and understanding of the relationship between formal education and job success.

The third most important were listed as follows:

1. To develop better understanding of the meaning of work.
2. To broaden understanding of the occupational world and of working conditions in the world of work.

The fourth most important were these three:

1. To learn what employment entails.
2. To learn how to get along with fellow workers and employers.
3. To make better school adjustment and avoid drop-out.

The following two were listed as the fifth most important:

1. To develop better personality and more poise.
2. To make the transition from school to work.

The least important were these:

1. To acquire better working habits.
2. To augment financial resources.
3. To develop more appreciation of the value of wages.

Classification of Objectives:

^{9/}Runge in his discussion presents fourteen objects ranked in order of importance and placed in two major classifications. These are as follows:

A. Primary Objectives for High School Work Experience

1. The promotion of good student attitudes toward work.
2. The promotion of good work habits.
3. The encouragement of desirable traits of character.
4. The promotion of feelings of self-respect and achievement.
5. The promotion of co-operative attitudes in students.
6. The promotion of student guidance, including some vocational preparation.
7. Making possible a limited supervised introduction of students to the activities and demands of the normal work world.

Because of the limitations of not being applicable fully to a variety of programs, the following objectives are placed in secondary rank. However, they are not to be ignored.

B. Secondary Objectives for High School Work Experience

1. Promotion of good employer-employee or worker-work supervisor relationships.
2. Development of job intelligence and imagination in student workers.
3. Development of student competence in the management of personal finances.
4. Development of specific vocational skills in students.
5. Motivation of school non-work experience program.
6. Development of interest in the school's regular or non-work experience program in those students who respond best or only to real life situations.
7. Development of general, elementary vocational skills.

Procedure for Development of Statement of Objectives:

Because of the importance of selecting objectives, careful thought must precede the actual selection. School personnel should lead the development of a statement of objectives. While existing statements are helpful examples, they must be used with caution. They cannot be duplicated outside of their particular environment. Program objectives must evolve within the community in which they will function.

In order to facilitate or organize the preparation of a statement of objectives Ivans^{9/} proposes the use of an organized procedure. The actual procedure is as follows:

1. Prepare lists of tentative objectives.
 - (a) from the literature of work experience.
 - (b) from consideration of the needs of youth and society.
 - (c) from various aspects of the study of work experience as an actual concept.
 - (d) from clues offered by research.

2. Submit lists of objectives to authorities for appraisal.
3. Re-examine and analyze appraisals of authorities in the light of sources, basis, and factors in appraisal.
4. Select desirable and attainable objectives.
5. Divide objectives into lists and restate them:
 - (a) Primary objectives
 - (b) Secondary objectives

Whatever procedure is used in preparing a statement of objectives is relatively unimportant. What is important is that a statement of objectives be made according to the student need and that any given school should develop its own objectives which are appropriate to its own situation.

CHAPTER VI

CRITERIA FOR SELECTION OF STUDENT LEARNERS

The criteria used for selection of student learners for a work experience education program will vary greatly. They may range from one extreme, where very little, if any prerequisites are needed. This type of program is usually opened to any interested student and closed only when it reaches maximum capacity. At the other extreme, student selection is based on a long list of specific requirements, thereby limiting the program to a few highly selected student learners.

Among the most important factors that must be considered in determining criteria for selection are as follows:

1. Type of program that is established.
2. Objectives of the established program.
3. Size of established program.
4. Nature of work stations available.
5. Number of work stations available.
6. Financial status of established program.
7. Sponsoring agency of established program.
8. City, County, State and Federal Regulations.

Type of Program:

The type of program established determines the criteria for selection of student learners. For example, the city school district of Rochester, New York has an established work experience program for slow learners. Because of the nature of the program, level of intelligence is the most important factor in student selection. Students are selected for the program only from the 76-89 intelligence quotient range, or with two or more years retarded for grade level.

An in-school secretarial work experience program such as the Appalachia High School in North Carolina requires that student learners must have the necessary proficiency in typing as the main criteria for selection.

Objectives of the Established Program:

The stated objectives of the established program will be a determining factor in determining selection criteria. For example, Cranston High School, Rhode Island, has as its main objective the preparation of non-college bound student for post high school employment as nurse's aids, ward secretaries and medical secretaries. This program, by its nature, has among its criteria for selection non-college bound senior girls interested in vocational opportunities in hospital work.

Sponsoring Agency of the Established Program:

Many schools have taken advantage of the many educational work experience programs sponsored by private, state, or federal agencies. In most instances the agency will have specific criteria for selection of students that the school district must comply with. For example, the Vocational Education Act of 1963 (See Appendix D) states that to be eligible to participate in the work experience education program the student must:

1. Be enrolled or accepted for enrollment in a vocational education program designed for gainful employment.
2. Be in full-time attendance as full-time students.
3. Be at least 15 and less than 21 years of age at the date of commencement of employment.
4. Each student must be in need of the earnings from such employment to commence or continue his vocational program.

Most successful work experience education programs do make use of some basic selection procedures and techniques that fall somewhere between the two extremes of no selection and very strict selection.

Ivans gives the following suggestions and ideas on the practices that are being followed in work experience programs today:

1. **Age:** Students should be at least sixteen years of age so that they may be employed in a gainful occupation.
2. **Occupational Interest:** Students should have thought about what they are best fitted to do and they should have made a preliminary decision on the best occupational area for them. Interest is vital for continued study and progress in the chosen occupation.
3. **Job Opportunities:** Selection should generally be made after consideration is given to work opportunities and prospective part time or training stations that may be open to student learners.
4. **Training Station Requirements:** Since student learners are required to work in a part-time job, the requirements and qualifications imposed by employers should be considered. Students should have these qualifications before being allowed to enroll.
5. **Interest in the Training Program:** Since this is not a program for the mere placement of students in jobs, but has the primary objective of training in school and on the job, students should have a definite interest in and desire to receive all the training that is provided.
6. **Health:** No student shall be allowed to enroll if the work experience on the job will be detrimental or harmful to his health or well being. A combination of part-time work and school will usually be harder on a student than merely attending school full time.
7. **Possibility of Advanced Schooling:** Vocational education was originally intended for those students who could not attend school beyond the secondary level. Such students should probably be given a first chance to enroll in the program if it is to help complete their period of formal employment.
8. **Past Record:** Many coordinators carefully check the applicant's past school record of grades, attendance, honors, habits and similar characteristics. These can be helpful in knowing students' backgrounds and in determining those who may benefit more from the training. Out-of-school history and information may be used. Information about a student's work experiences might be one of the most important kinds of out-of-school information needed.
9. **Required School Courses:** Some students may be required to take courses that conflict with the work experience. In some cases these conflicts may be worked out by eliminating or substituting for the requirement, having the student wait another year for the required course, or by making other changes in the schedule.
10. **Grade Level in School:** Most programs are open to seniors and then to juniors. If the experience is terminal in nature, these students nearest to leaving school should be given first opportunity to take advantage of this training. In a few cases, students below the eleventh grade may be old enough and eligible to enroll.

11. **Personal Characteristics and Traits:** Students should possess other traits that best fit them to their chosen occupation. Some of these include appearance, speech, intelligence, aptitudes, dependability, accuracy and initiative. Many of these can be developed and may not be too important in the pre-selection process. Vocational aptitude and interest tests may help to give some of this information to the coordinator.
12. **Need for a Part-time Job:** The program is basically a training program and not one of placement. At times it may be desirable, however, to consider a student's need for employment, especially, as this will occur immediately after he leaves school. Students needing regular employment should be given every opportunity to enroll, in preference to those who may not plan to go to work at all. Part-time work may help a student who might otherwise drop out of school to stay in school.
13. **Student Having Own Part-time Job:** Some students who already have part-time jobs will report to the coordinator seeking to enroll in the program. If these jobs meet with the qualification of the standards set up for training stations, there is no reason why such students should not be allowed to enroll.
14. **Permission of Parents and School Administrators:** Before final enrollment is made, it is usually best to check with parents and school administrators. Parents may be called by phone, visited, or otherwise contacted. Signatures may be required on the training agreement. The principal can be helpful if the list of students is shown to him for his recommendation.

CHAPTER VII

OTHER PHASES OF OPERATION TO BE CONSIDERED

To discuss at length all of the possible phases of establishing a work experience program would be impossible within the limits of this paper. For excellent sources of detailed considerations the reader should refer to Appendix E.

A brief discussion of three additional phases to be considered will conclude this section on Organization and Administration of the Work Experience Education Program.

School Credit for Work Experience:

In reviewing a number of programs, it was found that a great majority of work experience students do receive school credit for their participation in the program. Credit in some of the programs was limited, particularly in schools where several types of diplomas are awarded, work experience credit was allowed only on the general and vocational diplomas.

There was little question about giving school credit for students that were enrolled in the vocational and related classes along with work experience participation. The pattern seemed to be for a student to take three classes in the vocational program for which credit is given and select work experience as an elective for the fourth course, for which one credit is allowed.

For example, a typical student schedule that a student may select in business education would be Stenography, Typing, Business Machines and in-school secretarial work experience. This program would make up the normal total of four subjects with credit. This pattern, of course, will vary greatly depending on the type of established program, nature of work stations available, school schedules and most important of all the school philosophy.

Ivans^{2/} states that if the school accepts the philosophy that the curriculum consists of all the learning experiences provided for high school youth by the school, the question of whether to allow credit or not is an easy matter to answer. He claims that it is all a matter of the way the work experience is classified by the school.

In general, the findings were that (1) The student should receive credit for any work experience that is under the control of and could be evaluated by the school. (2) The student should be allowed credit for work experience if this experience is a regularly scheduled class, requirement or elective. (3) The student should be allowed credit for work experience only if the activity meets with the established definitions and objectives of the work experience program.

Financing of the Program:

It is necessary for school administrators to have a detailed knowledge of the cost of a work experience program and how it is to be financed.

Some of the programs reviewed have received financial aid from national foundations, community agencies, or local philanthropic organizations. The projects in a number of the larger systems were originally financed by the Ford Foundation, through its Great Cities School Improvement Project, such as the San Francisco Youth Opportunities Center that was granted by the Ford Foundation \$650,000 over a three year period. Another example is the allocation of \$40,000 to the Santa Barbara high school by the Rosenberg Foundations, where the funds are used for a county wide work experience education program.

State Aid is available in some localities. For example, the state legislature of the State of California provided for grants to help support experimental programs in selected communities. San Francisco was given a grant of \$32,000 per year for two years.

Other schools have taken advantage of federal grants for the purpose of establishing and operating work experience education programs. The Vocational Education Act of 1963, the Economic Opportunity Act, the Manpower Redevelopment and Training Act, and the Elementary and Secondary Education Act of 1965 are some possibilities for federal support.

Many school systems, however, depend only on local school funds for support of their programs, and many have initiated programs by means of a subsidy or grant and have continued the program under local funds only.

Need for Related Classes of Instruction:

Another important phase of the operation of a work experience program that should be considered is the need for related classes of instruction, for purposes of capitalizing on the educational benefits of the work experience. Common problems can be studied in class, as well as citizenship attitudes and other objectives of the program that are learned more readily through discussion.

In almost all of the programs reviewed there was provision made for a classroom method of instruction at some time during the student's work experience participation. The Pasadena City School for example have an occupational relations class that meets for one hour per week. Two periods a day must be devoted to a course in occupational relations at the Minneapolis Junior High Schools. Student learners in the work experience program at Wichita Falls Texas Senior High School are required to attend a work experience class as part of the program.

In the secondary schools many programs stress the language skills necessary for success in getting and keeping a job. The curriculum has been broadened to include many experiences that cannot be learned other than in the classroom.

In conclusion if the work experience program is to be considered a necessary phase in the curriculum, and if it is to become effective, consideration of the nature of parallel classes is essential.

CHAPTER VIII

NEED FOR HIGH SCHOOL WORK EXPERIENCE EDUCATION

The preceding chapters of this study were devoted mainly to the general nature of work experience education programs, specific cases were reviewed, and important phases of organization and administration were considered.

This chapter considers some of the evidence of the need for work experience education in general and the evidence for the need of such a program at Thornton Fractional School District 215. Related school and community information is discussed and a suggested project proposal outline is given.

Evidence of Need:

At the turn of the century, according to the United States Department of Labor,^{31/} only ten per cent of American adults had a high school education. Today such an education has become a requirement for an increasing number of jobs. The labor department further states that nearly forty per cent of American youth are dropping out of school, only forty-three per cent of American adults have completed high school, only eight per cent have completed college; and only sixteen per cent of American young people are presently completing college.

Before the days of the rapid technological changes that our society is now experiencing, it was not difficult for boys and girls to find employment. Today in our urbanized, complex society it is becoming more essential that our youth understand what is happening in the world of work. Hoppock^{32/} claims that:

"Typical students from thousands of American schools are leaving the schools essentially illiterate insofar as having an understanding of the conditions confronting them as they enter the working world."

27/

Ivans lends support to the above statement in his discussion of the change of work experience needed. His statement, in part, is as follows:

....the general national trend toward mechanization, centralization, and specialization have reduced the need or desire for schools to give youth specific work experience....

....In fact, business and industry much prefer that their young new workers come to them with no training at all in specific techniques. Instead we find that both industry and business seek new workers whose work experiences have been such that they have acquired understanding of the relationship and mutual problems of employer and employee. They seek workers whose experience has given them desirable attitudes toward such traits as punctuality, safety, reliability and responsibility. They seek workers who have developed appreciations of the services others can render and that they can render others.....

33/

This problem was recognized as early as 1917 by John Dewey where he says that

"the school's problem is not one of adding vocational to liberal education, but rather one of blending the two aspects into a unitary program."

He says that the aim of the school is to aid the learning process in the development of personality and that the school can improve its effectiveness in this process by including work in its program.

"In fact," he states, "if the school does not include work in the approach to the problem of assisting child development, learning will be incomplete"....

9/

Ivans seems to be in complete agreement with Dewey in his discussion of the need for work experience education in the schools today. His statement is as follows:

Today youth need work experience, not so much for the economic benefit derived as for its contribution as a component of educational preparation which is missing in their development. If the school fails to furnish it and the home does not, the child may not have its advantages at all.

Finally a further need for work experience has been created by the change in American home life.

American homes no longer offer sufficient opportunities for work experience education. In earlier times almost every child regardless of family economic

status was required to perform some task either in the home or out of the home. It was mainly through the efforts of the family that youth developed into responsible citizens.

As a result of this change in American home life and the technological changes in business and industry, the secondary schools have more or less inherited the responsibility for seeing that the youth are afforded the necessary work experiences so that they may take their places as responsible citizens and workers in this industrialized society. We must offer them ample opportunity to develop to their maximum capabilities.

That there is a need for more curricular efforts to provide vocational guidance and work experience education in District 215 is clearly indicated in the following:

One example of evidence of need is brought out in a study of the Ten Imperative Needs of Youth, (Appendix F) completed by the writer, in which 1200 pupils of District 215 were asked to evaluate the high school curriculum. They were asked to indicate the extent to which each of their "imperative needs" (as stated by the Educational Policies Commission) was being met by their high school program. Of the ten imperative needs the one for more information about jobs and professions was reported to be the least well met (Need I). Ninety per cent of the pupils responding felt the need for more information about jobs or professions. This need is also reflected in question five of Need I, where seventy-five per cent of the pupils responding stated that they did not know about local job opportunities, requirements and pay.

The responses to Need IX are especially significant in that the responses reveal a need in all areas of dealing with other people.

The tabular data given in the complete study provides a basis for evaluation of how the curricula is satisfying the needs of the pupils in District 215.

Some other evidence that reveals the need for work experience education is as follows:

1. The majority of students in the district are enrolled in courses other than college preparatory.
2. There is a lack of vocational guidance in the school program.
3. The absence of a formal course in occupational information.
4. Approximately seventy per cent of the students enrolled state they are not going on to college.
5. The lack of occupational placement services.
6. The most frequent reason stated for dropping out of school was "going to work."
7. The present plan at school is little more than a plan for helping some students to obtain money.
8. The D.E. and D.O. programs can only serve a select few.
9. Only occasional attempts are made to relate students' work to their classroom experiences. On the whole, little attempt is made for real correlation.
10. The absence of a bona fide slow learner's program.

By studying these and other school and community data (Appendix C) carefully, the administrator should be able to detect other possible strengths and weaknesses in areas that may be related, directly or indirectly, to the needs and objectives of a work experience education program.

CHAPTER IX

FEDERAL LEGISLATION TO BE CONSIDERED

Never before in the history of our nation has so much federal money been made available to so many school districts with so few restrictions. The last Congress alone enacted over twenty measures that are directly or indirectly concerned with education.

Because of the great variety of legislation that has been passed concerning education, many persons have become confused as to what is covered by these measures. The purpose of this section was to focus attention on what federal monies may be available to assist in the financing of a work experience education program.

So as not to confuse the interpretation of these measures any further, the writer chose not to paraphrase the excellent interpretation of Washington writer Buckman Osborne.^{35/} Therefore the following articles as well as Appendix H that explain how a district may obtain federal money and what can be done with it are for the most part reproductions of Osborne's interpretation.

There are ten major sources of federal aid. These include (1) The Elementary and Secondary Education Act of 1965 (2) The National Defense Education Act (3) The Library Services and Construction Act (4) School Assistance to Federally Affected Areas (5) Provisions for Educational Television (6) The Vocational Education Act (7) The Manpower Development and Training Act (8) The Economic Opportunity Act (9) The Civil Rights Act and (10) various Research and Demonstration Grants.

Items 3, 4, 5 and 9 will not be considered in this paper.

The Elementary and Secondary Education Act:

The Elementary and Secondary Education Act is designed to support programs, not to buy equipment, raise salaries or building buildings. It is the value of the program that will ultimately determine whether your district gets support, and how much it will get.

There are five major provisions in this legislation:

Title I: provides for payment of one half the average pupil expenditure from families with an income below \$2,000 per year. It is projected that somewhat more than \$1.06 billion will be distributed to local school districts through state educational agencies during the next year.

Title II: authorizes distribution of \$100 million to the states for acquisition of library resources, including textbooks and audio visual materials.

Title III: provides \$100 million for grants to local school districts for establishment of supplementary educational centers. An extremely wide range of activities may be authorized under this title. Under its terms school authorities are required to cooperate with other educational and cultural interests in the community.

Funds under these first three titles will flow to local school districts.

Funds under titles four and five will go to other agencies.*

For a detailed list of programs that might be developed through the use of funds from this act, the reader should refer to Appendix I.

National Defense Education Act

NDEA encompasses many types of aids in various programs, several of which provide direct benefits to local public schools, although sometimes such benefits do not take form of cash payments.

Titles III, V and VII are of direct interest to school districts.

* An excellent filmstrip on the Elementary and Secondary Education Act, what it provides and who is eligible, is available from the National Audio Visual Association.

Order from NAVA, 1201 Spring Street, Fairfax, Virginia.
Price \$4.00 prepaid.

Title III: Equipment Grants:

NDEA funds may be used for the acquisition of laboratory equipment and certain printed and published materials. These funds cannot be used to purchase supplies which will be consumed in use. Nor can NDEA money be directed to the acquisition of textbooks.

Test grading equipment may also be acquired with NDEA matching funds. In addition, materials and equipment may be purchased for audio visual libraries serving elementary and secondary schools. The cost of minor remodeling necessary to effectively use such equipment may also be defrayed by NDEA funds.

Just over one-quarter of the total NDEA appropriation is directed toward strengthening instruction in critical subjects. Courses now covered include science, mathematics, history, civics, geography, modern foreign languages, English and reading.

Payments are made on a matching grant basis directly to the state department of education.

Title V: Guidance and Counseling:

Title V appropriates nearly \$25 million for matching grants to states in support of guidance programs in public schools. Such grants can be used for both testing and guidance programs in public schools....

Title VII: New Educational Media:

Title VII authorizes direct grants-in-aid to local school districts for experimentation and development of new educational media. Special attention is directed to new methods of utilizing audio visual equipment. New methods are being sought for the use of filmstrips, slides, recordings, magnetic tapes, motion pictures, video tapes, radio or television scripts.

Grants are also available for training teachers to utilize all such communication media to maximum effectiveness. In addition, support can be provided for projects which will develop new methods of presenting academic subjects through such media.

Vocational Education Act of 1963

This act, Part A of Public Law 88-210 provides allocations to the states based on proportionate population in various age groups.

Federal vocational allotments may be used according to the state plan for six basic purposes.

Public high school vocational education programs.
Full time programs for high school graduates and dropouts.
Adult Education, full or part time.
Specialized programs for handicapped persons.
Construction of area vocational education facilities.
Ancillary services: i.e. teacher training, administration, evaluation, development of instructional materials, etc.

Manpower Development and Training Act

The Manpower Development and Training Act of 1961 can provide substantial assistance in supporting public school adult vocational education programs. MDTA activities include testing, counseling and referral for training or retraining of unemployed or underemployed workers.

MDTA offers financial aid in training youths 16 years of age or older including dropouts.

MDTA activities are initiated by the Labor Department officials in the local offices of the Bureau of Employment Security. Recommendations of the local employment security office are forwarded through state and regional offices to Washington. The Manpower Administration refers the matter to the Office of Education. The state vocational education agency is then requested to make necessary arrangements at the local level. In most states this means public schools.

Economic Opportunity Act of 1964

The first frontal attack undertaken in the war on poverty was called for by the Economic Opportunity Act of 1964 under the heading of Youth Programs. The Act directed formation of both Job Corps and a Work Training Program.

The Work Training Program provides youths with the opportunity to earn while they learn. This is the War on Poverty's answer to the dropout problem. Since suitable part time jobs are not generally available for such students, the jobs can be created. Public service and conservation projects can be developed which will provide the desired employment opportunities. In such cases the Office of Economic Opportunity can pay part or all of the costs incurred.

Locally the War on Poverty's motivating force is a Community Action Program. School officials must take an active part in the development of such a program.

At this stage there is virtually no guide as to the type of project that can be supported. The only requirement is that the project mobilize the resources of the community to combat poverty. Hence, it is quite logical that school officials should propose and consider any project which will help the economically handicapped children.

Direct grants-in-aid can be made for research and demonstration projects outlined in the Community Action Program. Technical assistance is available and training can be provided for specialists and administrators needed to implement such projects.

Research and Demonstration Grants

Public school administrators have overlooked a major source of assistance in developing new methods and programs - the research and demonstration grant. The federal government spends about \$15 billion annually for research and demonstration with an increasing amount being directed to education oriented projects.

To begin with, school authorities have to establish an objective. It may be a new or improved method or procedure. It may be research into the cause of a given condition. Then again it may be research into the effect of a given condition. Whatever the objective, the project should result in new knowledge which will benefit other educational, cultural and social service organizations.

Grant funds may be used to pay salaries of teachers or specialists for the time they actually spend on the project. Consultants can be retained to help prepare proposals, administer the project; or evaluate the results. Expenditures for special instructional materials and consumable supplies are payable from grant funds.

As a rule, capital equipment cannot be acquired with grant money unless authorized as part of the approved application. Equipment owned by the school and used for the project may, however, be considered as an indirect expense. In some cases a portion of the cost of such equipment may be amortized directly against the project.

Indirect expenses may be included totalling up to 20% of the amount of the grant. Such indirect expenses include proportionate costs of administration, library services, utilities, maintenance, etc.

Two little known laws that should be of great interest to school administrators that have provisions for research and demonstration grants are Public Law 87-274 entitled, "The Juvenile Delinquency and Youth Offenses Control Act of 1961" and Public Law 88-164 which is the; "Mental Retardation Facilities and Community Health Centers Construction Act of 1963. These two programs encourage participation by public schools.

Public Law 87-274: The Office of Juvenile Delinquency and Youth Development administers the grant program authorized by Public Law 87-274.

The Special Demonstration Grants Program under this law, is not limited to projects for students who have been formally adjudicated as delinquents. It is the intent of this program to support demonstrations of direct service to all youth who deviate from the standard patterns of society. There is just as much emphasis on prevention as there is on correction and rehabilitation.

In combating and preventing juvenile delinquency, any number of approaches justify consideration. Perhaps character building activities are desirable. Maybe special educational programs should be offered in addition to the standard curriculum. Or, the answer could be found through part time employment.

The Office of Juvenile Delinquency and Youth Development can help local schools develop such a program. Grants can be awarded to provide special training for teachers and instructors. Funds can be made available to provide students with part time employment. Support can be furnished for special counseling and guidance services.

Priority is given to those projects that relate to other activities in the community. Youth Development grants average about \$75,000.

Public Law 88-164: The Division of Handicapped Children and Youth, Office of Education is concerned with improving the education of handicapped children and youth in various learning situations. For purposes of this law, "Handicapped," includes mental retardation, deafness, speech, hearing and sight deficiency, emotionally disturbed and crippled or health impaired.

This program provides for grants up to \$7,500 within an 18 month period, as well as general grants.

Another section of Public Law 88-164 expanded the provision for teacher training to include all handicaps. Now public schools can obtain federal aid to provide professional advanced training for supervisors, teachers and other specialists. This form of grant may also prepare personnel who are engaged, or are about to engage in research related to the education of handicapped children.

The preceding was merely a resume of a few of the many possibilities for school districts to receive additional financial assistance to inaugurate a new program or to expand the present program.

Combining Benefits

After a thorough study of the above mentioned acts the administrator may discover that benefits from one area of legislation may be combined with benefits from one or more other acts. Osborne ^{35/} gives the following example:

Several government agencies may be interested in a project for different reasons. Consider a project which proposes the use of teaching machines to help youth who can't get along in the normal classroom environment. The condition affects the ability of such youth to succeed in vocational training programs; contributes to juvenile delinquency, and results in draft rejection. Hence government agencies concerned with these matters should be interested in aiding a project which will improve the situation.

Inquiries should be directed to the Division of Vocational and Technical Education, U.S. Office of Education; the Manpower Administration, Department of Labor; the Office of Economic Opportunity; the Office of Juvenile Delinquency and Youth Development, Welfare Administration; and Office of the Surgeon General, Department of Army. A little investigation may uncover additional sources.

Another article in School Management ^{36/} suggests a pooling of resources as a means of additional benefits for a district program. The article states that...."districts of all sizes - especially the smaller ones - can benefit

greatly through formal cooperation and pooling of resources with their neighbors." "With cooperation on a regional basis, small districts maintain their independence and local control - but receive the benefits that a large district receives, through the cooperative effort."

This does not mean in order to gain the maximum benefits from federal aid that schools must consolidate-what the article suggests is communication and cooperation among districts. For example - Jack Tanzman, Audio Visual Director of Plainview, New York, relates what has been accomplished in relation to vocational education, in his area, through cooperation. The area he discusses is basically suburban and middle income. Most of the students in the area hope to go on to college. Therefore, few of the school districts offered very much in vocational training programs because the separate districts did not have enough students to warrant the program. By pooling their resources the districts were able to set up a single strong vocational program to accommodate the minority of students who were interested in and needed the program.

The key factors in taking advantage of the opportunities available to school districts obviously are communications, articulation, cooperation and planning.

Writing a Project Proposal

One reason for failure of some school districts to take full advantage of the federal aid available appears to be that public school authorities are not familiar with the procedure of preparing the submitting a proposal. E. H. Mellon, Superintendent, Champaign Illinois Community Schools, has prepared a guide on "Writing a Project Proposal" that contains many practical suggestions for public school authorities. The following is a reproduction of superintendent Mellon's guide:

Write a Proposal Describing Your Plan:

While the specific format will vary, depending on the requirements of the various funding agencies, the following general sections should be

included in any proposal you prepare.

A. Introduction

Your introduction should be brief, but comprehensive. It should describe the community problem you plan to tackle, the lack of present resources or their inadequacy and how the contemplated program would help local citizens achieve economic and educational advancement.

B. Objectives

List the specific objectives which the contemplated program is designed to achieve. Make them very specific, and classify them by groups. Don't be afraid to say the obvious. For example: Objectives of a Basic Skills or Vocational Training Program could be:

For Participants: Boosting to sixth-grade reading level and/or developing a particular skill.

For the School: Increasing interest of disadvantaged parents in school activities and the education of their children.

For the Community: Reducing the number of citizens receiving welfare funds.

C. Program Description

Describe in narrative the nature of the program, funds for which application is being made, the local agency or agencies which you will involve in carrying out the program. Include reference to the fact that the program will comply with the provisions of the Civil Rights Act of 1964; that is, state that it has a non-discriminatory clause.

D. Geographic Area Served

This section should include a description of the area to be served, the number of individuals who would benefit by the program, and the means by which the geographic area and eligibility factors were determined; census tract data, local welfare planning council surveys, and similar sources.

E. Program Design

This section should include such items as: when the program would begin; a more comprehensive description of the target group; demonstration procedures (control groups, evaluation plans, etc.) if the program is to be experimental in nature; in service education for instructors and administrators, community or multi agency participation, compensation to participants (if permitted by the program), and relationship to the community's total education program.

F. Program of Instruction

This section should consist primarily of the course of study outline, including a short introduction describing the general areas which will be covered and the premise on which

the program has been based. Also include units of instruction and levels of instruction, if they seem appropriate.

G. Administration and Personnel

Describe administrative and other personnel requirements and, if possible, include an organization chart. Prepare a short statement of duties for each different personnel for which you seek funds.

H. Evaluation

Describe the plan for evaluation. Name some of the measurements and measuring devices to be employed.

Achievement
Testing

Reporting
Control Groups

I. Budget Request

Details of the section will vary depending on local budgetary practices and requirements of the funding agency. However, the following general categories should be considered.

1. Salaries

Teachers

Administrative Personnel

Clerical and other "non-credentialed" personnel costs

Other supportive personnel

2. Capital outlay (construction facilities) where permitted

3. Equipment

4. Transportation

5. Instructional Material Aids

6. Books

7. Operation and Maintenance

8. Cost of fringe benefits and fixed charges

It is important that you arrive at a per-pupil and/or a per-class cost for your program.

After preparing a proposal which seems feasible, the applicant must decide to what government agency it should be submitted. As was mentioned earlier in this chapter unless the applicant is confident that a specific agency is the one and only source of aid, a search should be made of the possibility of several government agencies being interested in the same project. A little investigation may uncover additional funds for the program.

CHAPTER X

SUMMARY AND CONCLUSIONS

The writer believes that all materials that were presented in this study should be of value to those who desire to develop a successful program of in-school work experience education.

The chapters dealing with the nature of the work experience program, its objectives and the evidence of need for such a program, as well as the section which discusses organization and administration should be given particular consideration.

It is from these materials that the reader will find the guiding principles from which to establish a specific program.

In starting the new program the first consideration should be the choice of the type of program that is to be established. Although there seems to be a wide variety of programs of work experience education, basically there are only two classifications, the "In School Work Experience Education" and "Out of School Work Experience Education" each with their own unique features.

It is important to have a definite plan of operation once the type of program has been decided on. This plan should consider such things as a statement of objectives, the administrative pattern, criteria for selection of student learners, the need for parallel classes of instruction, the financing of the program, and the compliance with local, state and federal regulations. Consideration should also be given to the procedure for accurate records and reports, operational forms and most important of all, provisions for continuous evaluation and improvement of the program.

However, before any type of work experience can be initiated, the foundation of the organization must be predicated upon sound bases which include the

following:

1. The administration must believe in, understand and want a system wide program of work experience education.
2. The staff must feel the need for such an organized program and be willing to cooperate and participate in the activities.
3. That the program of work experience education is not a panacea for all youth problems. It will not meet all the needs of all the students.

The above conclusions are not all inclusive. These suggestions merely provide a partial picture of the characteristics of a work experience education program.

In conclusion it is the school primarily that must face the problem of the needs of youth in relation to occupational adjustment. It is the school responsibility, whether inherited or otherwise, to provide for these needs. All avenues of satisfying these needs must be investigated thoroughly.

The objective is help for the youth. The method is a coordinated effort by educators and laymen.

It is a challenge for school and community. Work experience education requires serious consideration in the accomplishment of these goals.

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APPENDIX A

**SUGGESTED TASKS AND WORK AREAS
FOR IN THE SCHOOL WORK EXPERIENCE EDUCATION PROGRAM**

APPENDIX A

STATE OF ILLINOIS BOARD OF VOCATIONAL EDUCATION AND REHABILITATION

Suggested Participating Public Agencies or Institutions - Federal, State, Local

Agencies, departments, commissions, authorities, related to activities such as:

- | | |
|------------------------|------------------------------|
| 1. Education | 8. Public Health |
| 2. Courts | 9. Public Welfare |
| 3. Fire Departments | 10. Recreation |
| 4. Hospitals | 11. Libraries |
| 5. Housing | 12. Parks and Playgrounds |
| 6. Mental Institutions | 13. Police Departments |
| 7. Public Works | 14. Juvenile Action Programs |

Suggested Job Areas

It is anticipated that the type of work available to students in the work-study program will be of an aide or assistant nature. Under adult supervision, students may logically perform many functional parts of a job which do not require a complete job competency for that particular job title. Whenever possible, the educational program of the student shall be the determining factor in selection of the type of work he will perform in the program. A partial list of job areas is as follows:

- | | |
|---------------------------|-------------------------------------|
| 1. Education | 8. Receptionist |
| a. Teacher aide | 9. Cafeteria worker |
| b. School store | 10. Laboratory assistant |
| c. School shop | 11. Audio-visual equipment operator |
| d. School office | 12. Library assistant |
| e. Intramural sports aide | 13. Recreation worker |
| 2. Supply service | 14. Repairman |
| 3. Typist | 15. Child care worker |
| 4. Driver | 16. Social worker |
| 5. Orderly | 17. Youth worker aide |
| 6. Nurse's aide | 18. Reproduction machine operator |
| 7. Tutor | 19. Grounds maintenance |
| | 20. Building maintenance |

APPENDIX A

SUGGESTED TASKS FOR STUDENTS ENROLLED IN INSIDE WORK EXPERIENCE

The following list, distributed by the program co-ordinator at Mt. Diablo Unified School District, may serve as a guide to the selection of student work stations.

- I. Construction, Repair, and Remodeling of Buildings**
 - A. Washing and varnishing woodwork
 - B. Painting walls
 - C. Preparing a room for special activities
 - D. Refinishing floors

- II. Construction, Repair, and Remodeling of Public Facilities**
 - A. Building a rifle range
 - B. Building an archery range
 - C. Constructing stage scenery
 - D. Constructing bleachers
 - E. Constructing bulletin boards
 - F. Constructing bicycle racks
 - G. Planning, layout, and maintaining parking lot
 - H. Planning, layout, and maintaining tennis courts
 - I. Repairing scenery

- III. Repair, Construction, and Remodeling of Equipment**
 - A. Repairing and refinishing furniture
 - B. Making coat racks and other special furniture
 - C. Mending and taking care of swimming suits
 - D. Washing and ironing gym suits and towels
 - E. Building benches for gymnasium and dressing rooms
 - F. Building playground sets

- IV. Improvement and Maintenance of Grounds**
 - A. Clearing and grading play area
 - B. Landscaping: setting, pruning, and caring for trees and shrubs
 - C. Placing bulbs and caring for flower beds
 - D. Making and placing signs for safety in streets
 - E. Picking up paper and other debris
 - F. Caring for athletic field
 - G. Cutting grass

- V. Building Maintenance**
 - A. Sweeping
 - B. Dusting
 - C. Cleaning washbowls
 - D. Cleaning blackboards and erasers
 - E. Sterilizing drinking fountains
 - F. Sterilizing shower room floors

VI. Clerical Assistance Service

- A. Copying reports
- B. Filing
- C. Telephone Calls and switchboard
- D. Typing
- E. Attendance report work
- F. Messenger service
- G. Issuing supplies
- H. Inventorying supplies
- I. Acting as secretary or clerical assistant to teachers and department heads
- J. Assisting faculty treasurer of special funds
- K. Keeping records
- L. Indexing records of graduates and non-graduates

VII. Library Service and Book Repair

- A. Repairing books
- B. Rebinding books and magazines
- C. Cataloguing new books
- D. Inventorying and checking
- E. Lending and receiving books
- F. Assisting in the public library
- G. Assisting students in finding references
- H. Collecting free teaching material
- I. Making cross references
- J. Collecting material for vocational guidance
- K. Taking care of bulletin boards and making book displays
- L. Keeping records of due slips and sending notices to delinquent students
- M. Collecting fines and accounting for cash
- N. Keeping chairs and tables in order
- O. Maintaining reserve shelves
- P. Preparing bibliographies
- Q. Typing and stenography
- R. Messenger and errand service
- S. Research work for subject areas such as occupations
- T. Gathering free materials
- U. Keeping records of book circulation and numbers using library

VIII. Department Services

- A. Physical Education
 - 1. Record keeping and reporting
 - 2. Running intramural games
 - 3. Assisting physical director in care of locker and shower rooms
 - 4. Assisting on gym floor
 - 5. Officiating games
 - 6. Cleaning, repairing, and checking equipment
 - 7. Supervising playgrounds
 - 8. Marking fields
 - 9. Printing schedules for athletic games
 - 10. Making posters for games
 - 11. Setting up and supervising game room
 - 12. Making posture charts
 - 13. Keeping posture records

14. Inspecting equipment
 15. Maintaining lifeguard service
 16. Keeping game records
 17. Maintaining bulletin board
 18. Collecting tickets
 19. Taking inventory of supplies
 20. Servicing basketball hoops and backboards
- B. Shops
1. Checking and replacing tools
 2. Sorting, checking, and storing lumber and other supplies
 3. Printing materials needed for shop
 4. Repairing tools and equipment
 5. Servicing machinery
 6. Making designs for classroom use
 7. Maintaining stockroom
 8. Servicing various school departments
 9. Constructing and repair of play equipment
- C. English Department
1. Making library lists
 2. Maintaining reference files
 3. Keeping cross reference files
 4. Maintaining filing system
 5. Making charts and graphs
 6. Making dolls to illustrate characters of literature
 7. Collecting teaching materials
 8. Maintaining bulletin board service
 9. Making bibliographies
 10. Preparing posters
 11. Maintaining special displays of books
- D. Social Studies Department
1. Making reference lists
 2. Collecting pamphlets
 3. Making topical scrapbooks
 4. Maintaining current event files
 5. Conducting surveys
 6. Preparing illustrated card series for World History
 7. Making and costuming dolls for periods in history
 8. Filing, typing, and stenography
- E. Mathematics Department
1. Maintaining bulletin board service
 2. Filing, stenography, typing
 3. Constructing models, such as wire models for geometry, transits for trigonometry
 4. Compiling descriptions of use of mathematics in vocational life
- F. Cafeteria and Home Economics Department
1. Preparing food in cafeteria
 2. Serving in cafeteria
 3. Cleaning tables and dishes
 4. Running dishwasher
 5. Cashier for cafeteria
 6. Making band and other uniforms
 7. Assisting in menu planning
 8. Maintaining milk and sandwich shop

9. Typing menus
 10. Setting tables
 11. Keeping stockroom in order
 12. Keeping inventory of stock
 13. Putting utensils away
 14. Keeping equipment in order
 15. Arranging tables and chairs
 16. Serving as lunchroom supervisors
 17. Keeping statistics on food types selected by pupils
- G. Medical Department
1. Assist nurse with records
 2. Making bandages for local hospital
 3. Check dental and medical charts
 4. Check reports on tests, inoculations
 5. Checking daily school sanitation
 6. Assisting in vision and other tests
 7. Maintaining health bulletin board
- H. Art, Drama, and Music Departments
1. Working on school paper
 2. Making posters
 3. Making stage settings
 4. Caring for music library
 5. Making artistic signs for room doors
 6. Making maps and charts
 7. Assembling pictures
 8. Making stage props
 9. Designing costumes for dramatics
 10. Arranging displays and exhibits
 11. Preparing exhibits
 12. Maintaining stage equipment
 13. Making scrapbooks and other teaching material
 14. Maintaining file of illustrations of technique, stage appearance, and posture
 15. Making musical arrangements
 16. Making music inventory
 17. Maintaining and operation of public address system
 18. Transcribing and copying music
 19. Providing lunch hour music
- I. Chemistry Department
1. Collect teaching materials
 2. Making models
 3. Checking lockers
 4. Setting up apparatus
 5. Arranging materials for classroom work
 6. Maintaining library
 7. Cleaning apparatus
 8. Checking and keeping laboratory inventory
 9. Check experiments
- J. Biology
1. Collect specimens
 2. Care for living animals in the laboratory
 3. Care for living plants in the laboratory
 4. Constructing cages, display cases and mounts
 5. Preparing, labeling, and caring for microscopic slide files
 6. Collect teaching materials

7. Conduct surveys
 8. Preparing charts, graphs, maps
 9. Setting up apparatus
 10. Maintaining apparatus
 11. Maintaining pamphlet library
- K. Commercial Department
1. Typing materials
 2. Duplicating
 3. Maintaining file system
 4. Taking care of machines
 5. Scheduling services to other departments
 6. Stenography
- L. Guidance Department
1. Maintaining filing system
 2. Checking folders
 3. Maintain library
 4. Maintain bulletin board
 5. Compile statistics
 6. Conduct surveys
 7. Make student appointments
 8. Messenger work
 9. Typing
 10. Stenography
 11. Duplicating
 12. Keep record of student extra-curricular activities
 13. Charting test results
 14. Cataloguing of graduates and drop-outs
 15. Doing clerical work in connection with studies such as causes of absence, drop-outs, cost of attending school, follow up of graduates and drop-outs.

IX. Elementary School Services

- A. Arranging material for grade teachers
- B. Correcting tests
- C. Storytelling and other activities for kindergarten
- D. Conducting games for small children
- E. Helping with remedial work
- F. Preparing and building toys and furniture

X. General School Service

- A. Maintain and operate audio-visual
- B. Operate book and stationery store
- C. Operate ticket booth for games and plays
- D. Maintain lost and found
- E. Reading for sight-conservation pupils
- F. Tutoring

APPENDIX B

**EXAMPLES OF VARIOUS FORMS
APPLICABLE TO WORK EXPERIENCE EDUCATION PROGRAMS**

APPENDIX B

Example 1

JOB SPECIFICATION FORM

JOB SPECIFICATION FORM

Name of Job: _____

Place of Job: _____

Brief Description of Duties: _____

Job Requirements

Academic: Mathematics Grade Level _____
English Grade Level _____
Penmanship--Above Average _____
Average _____

Physical Ability To:

Sit _____ Walk _____ Reach _____
Stand _____ Reach Both Arms _____
Lift: Light _____ Heavy _____
One Hand _____ Both Hands _____
Carry: Light _____ Heavy _____
One Hand _____ Both Hands _____

ADDITIONAL REQUIREMENTS--PLEASE NOTE

APPENDIX B

Example 2

STUDENT PREVOCATIONAL SKILLS SCREENING FORM
Champaign Community Schools

STUDENT PREVOCATIONAL SKILLS SCREENING FORM

Name _____ Date _____

School _____ Teacher _____

1. Ability to accept authority: Ex. _____ Good _____
Fair _____ Poor _____

2. Ability to accept criticism: Ex. _____ Good _____
Fair _____ Poor _____

3. Behavior:
(A) Cunning _____ Deceitful _____ Underhanded _____
(B) Boisterous _____ Loud _____ Ill mannered _____
(C) Quiet _____ Well mannered _____ Co-operative _____
(D) Dependable _____ Trustworthy _____ Respectful _____

4. Work Habits:
(A) Careless _____ Poor in application _____
(B) Steady _____ Needs direction _____
(C) Industrious _____ Little direction needed _____

5. Sociability:
(A) Withdraws _____ Distant _____ Self centered _____
(B) Amiable _____ Reserved _____ Slow to make friends _____

6. Grooming Habits: Ex _____ Good _____ Fair _____ Poor _____

7. Physical: Sound _____ Not sound _____

8. Speech: Adequate _____ Not adequate _____

9. Hearing: Normal _____ Not normal _____

10. Motor Coordination:
Large Muscle: Ex. _____ Good _____ Fair _____ Poor _____
Small Muscle: Ex. _____ Good _____ Fair _____ Poor _____

APPENDIX B

Example 3

STUDENT REQUEST FOR JOB COUNSELING APPOINTMENT
Santa Barbara High School

REQUEST FOR JOB COUNSELING INTERVIEW			
Last Name		First	Middle
Year of Graduation	Birthdate	Height	Weight
TYPE OF WORK DESIRED	EXPERIENCE TYPE OF WORK	MONTHS	CLASS SCHEDULE ROOM CLASS
1. _____	_____	_____	1. _____
2. _____	_____	_____	2. _____
3. _____	_____	_____	3. _____
4. _____	_____	_____	4. _____
5. _____	_____	_____	5. _____
6. _____	_____	_____	6. _____
7. _____	_____	_____	7. _____
What is your vocational goal?		_____	
Driver's License	_____	Car available for transportation _____	
COUNSELOR'S COMMENTS:			

APPENDIX B

Example 4

STUDENT APPLICATION FOR INSIDE WORK EXPERIENCE
Mt. Diablo Unified School District

APPLICATION FOR INSIDE WORK EXPERIENCE PROGRAM

STUDENT SECTION (After you have completed this section, have your parents sign this application, then return this application to the I.W.E. Co-ordinator.)

NAME _____ GRADE _____ SCHOOL _____
MALE _____ FEMALE _____ HEIGHT _____ WEIGHT _____ BIRTH DATE _____
AGE _____

PREVIOUS I.W.E. EXPERIENCE:

Job _____ Supervisor _____
Job _____ Supervisor _____

Reason for applying _____

Where would you like to work:

First Choice _____
Second Choice _____

PARENT SECTION: I give my consent for my son/daughter to enroll in
the I.W.E. program. _____ DATE _____

COUNSELOR SECTION: (Send to I.W.E. Co-ordinator when complete)

Work experience education credit complete to date.

I.W.E. EXPLORATORY: Semester Hours Completed _____

I.W.E. GENERAL: Semester Hours Completed _____

RECOMMENDED JOB STATION: _____

Semester I _____ II _____ Both _____ Periods Preferred _____

Counselor's Signature _____

I.W.E. Co-ordinator Section:

TENTATIVE ASSIGNMENT _____

Semester I _____ II _____ Both _____ Period _____

I.W.E. Classification Expl. _____ General _____

Co-ordinator's Signature _____

JOB SUPERVISOR SECTION: (Return to I.W.E. Co-ordinator when complete)

APPLICANT INTERVIEWED: _____

DATE _____

APPROVED _____ NOT APPROVED _____ UNCERTAIN _____

Job Supervisor's Signature _____

I.W.E. OFFICE SECTION

ASSIGNMENT NOTICE SENT TO COUNSELOR: _____ (DATE)

ASSIGNMENT POSTED ON MASTER CHART: _____ (DATE)

STUDENT RATING SHEET TO SUPERVISOR

I SENT _____ (DATE) RETURNED _____ (DATE)

II SENT _____ (DATE) RETURNED _____ (DATE)

APPENDIX B

Example 5

STUDENT REFERRAL FORM
Champaign Community Schools

STUDENT REFERRAL FORM

Date _____

Name _____

Sex _____ Age _____ Grade _____

Birthdate _____ School _____

Person Initiating Referral _____

Type of Service Requested: _____

Prevocational Counseling: _____

Parent Conference _____ Teacher Conf. _____

Other _____

Specific Needs of Pupil: _____

Background Relative to Need of Service _____

Signature of Person Initiating Referral:

APPENDIX B

Example 6

WORK ASSIGNMENT PLACEMENT FORM
City School District, Rochester

WORK ASSIGNMENT FORM

Pupil's Name: _____ Date _____
School: _____ Age _____
Parent or Guardian: _____

Social Security # _____ Work Permit # _____

Job Placement:

Date	Employed By	Supervisor	Duties
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Special Comments: _____

Interview Record:

Date	(Comments)
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

APPENDIX B

Example 7

STUDENT RATING FORM
City School District, Rochester

STUDENT WORK RATING FORM

Date _____

Pupil _____ School _____

Job Title _____

Please indicate your estimate of this worker by
placing a check mark in the proper column.
Please return to _____

Job Performance	Excellent	Good	Fair	Poor
1. Punctuality	_____	_____	_____	_____
2. Attendance	_____	_____	_____	_____
3. Ability to follow instructions	_____	_____	_____	_____
4. Quality of work	_____	_____	_____	_____
5. Judgment	_____	_____	_____	_____
6. Ability to work with others	_____	_____	_____	_____

Attitude on Job	Excellent	Good	Fair	Poor
1. Interest in work	_____	_____	_____	_____
2. Courtesy	_____	_____	_____	_____
3. Ability to accept criticism	_____	_____	_____	_____
4. Co-operation	_____	_____	_____	_____

Personal Appearance	Excellent	Good	Fair	Poor
1. Appropriate dress	_____	_____	_____	_____
2. Cleanliness	_____	_____	_____	_____
3. Neatness	_____	_____	_____	_____

Additional Comments

Supervisor's Signature _____

APPENDIX B

Example 8

STUDENT-EMPLOYER AGREEMENT FORM
Champaign Community Schools

STUDENT-EMPLOYER AGREEMENT

Date _____

Employer's name _____

Place of Employment _____

In co-operation with the Work Experience Program co-ordinator
I, _____, as a student
learner trainer agree to the following rules.

1. I will make no major change in jobs without first consulting the program co-ordinator.
2. I will make no change in working hours without first consulting the program co-ordinator.
3. I will make no severe reprimands without first consulting the program co-ordinator.
4. I will make no change in the direct supervisory personnel without first consulting the program co-ordinator.

Student's Name _____

As a student learner in the Work Experience Program,
I _____ agree to work for the _____
_____ and abide by the following rules.

1. I agree to work from _____ to _____ on the following days
each week: S M T W T F S
2. I agree to work at the job best described as _____
3. I agree to work for the wage of _____ per hour.
4. I will not quit without first consulting the program co-ordinator.
5. I will contact the program co-ordinator concerning any difficulties I have on the job.

APPENDIX B

Example 9

QUALIFICATION FORM FOR GATHERING OPINIONS OF STAFF MEMBERS
AND PERHAPS STUDENTS ON PROSPECTIVE STUDENT LEARNERS

OFFICE OCCUPATIONS QUALIFICATION FORM

_____ has applied for enrollment in the office occupation program. Students are placed in training stations where they develop technical skills and obtain valuable experience under supervision. The co-operation of these training stations will continue if the students placed in them have the proper attitude and interest to profit from this training toward a career objective. Please fill out the form below on the basis of your contact with the student and return it to _____.

Rate qualities by checking the proper right hand column.	Poor	Below Average	Average	Above Average	Superior
<u>Dependability</u> : Able to work without supervision; prompt, sincere, consistent, truthful.					
<u>Cultural Refinement</u> : Courteous, considerate; has good manners; is appreciative.					
<u>Leadership</u> : Aggressive, forceful, imaginative, resourceful; able to inspire others to act; has good judgment.					
<u>Industriousness</u> : Has persistence, good habits of work, makes wise use of time.					
<u>Mental Alertness</u> : Attentive, interested, observing, eager to learn.					
<u>Thoroughness</u> : Accurate, careful, completes work.					
<u>Personal Appearance</u> : Clean, neat, orderly, poised.					
<u>Ability to get along with others</u> : Adaptable, friendly, tactful, co-operative, respectful, has sense of humor.					
<u>Social Habits</u> : Good attitude; self control, honest; not inclined to argue or complain.					

If you were an employer or job supervisor, would you want this student working for you? _____

Are you willing for this student to represent the school on the job? _____

Evaluating Teacher

APPENDIX B

Example 10

STUDENT LEARNER OFFICE OCCUPATIONS APPLICATION
(To be filled out by prospective office occupations learners.)

**STUDENT LEARNER APPLICATION
OFFICE OCCUPATIONS**

Name _____ Year of Graduation _____
 Address _____
 Parents' Name _____
 Telephone Number _____ Birthdate _____
 Extra Curricular Activities _____

CLASSES AND GRADES:

Bookkeeping	_____	_____	Typing I	_____	_____
Business Law	_____	_____	Typing II	_____	_____
Consumer Ec.	_____	_____	Shtd. I	_____	_____
General Business	_____	_____	Shtd. II	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

ACHIEVEMENT RECORD

Typing I: Copying speed of _____ Words a minute _____ Errors
 Typing II: Copying speed of _____ Words a minute _____ Errors
 Shorthand: Dictation speed of _____ Words a minute _____ Errors
 Transcribing speed grade is _____ and grade of _____ for mailability
 Knowledge of following machines: Mimeograph _____ Adding _____
 Spirit Duplicator _____ Bookkeeper _____ Cash Register _____
 Electric Typewriter _____ Knowledge of filing _____

(Note: This form was developed by Ardith Hobbach, Holstein Community High School, Holstein, Iowa.)

APPENDIX B

Example 11

STUDENT EMPLOYMENT RECORD FORM

STUDENT EMPLOYMENT RECORD FORM					
Student _____		School _____			
Class _____		Age _____		Social Security _____	
Job _____			Work Supervisor _____		
Work Schedule _____					
Hourly Wage _____					
1st Week	Day	In	Out	Total Hrs.	Nature of Work
	M				
	T				
	W				
	T				
	F				
	S				
				Total Hours of Work	

Additional frames should be provided for Second to Ninth Week.

(Note: This form may be kept up to date by the student and held in the co-ordinator's file, subject to inspection).

APPENDIX B

Example 12

CO-ORDINATOR'S STUDENT ENROLLMENT
OR SIX OR NINE WEEK REPORT

State of New Mexico Dept. of Vocational Education

CO-ORDINATOR'S REPORT					
STUDENT NAME	PLACE WORKED	TYPE OF JOB	HOURLY WAGE	TOTAL HOURS	TOTAL EARNED
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
Remarks: _____			Totals		
_____ (Co-ordinator's Signature)					
_____ (Principal's Signature)					

(Note: This form may be used by the Coordinator as a student enrollment form or as a six or nine weeks report to the administration and board of education.)

APPENDIX B

Example 13

STUDENT PASS OR WORK PERMIT

Small card issued to student learners for identification purposes.

Card is filled out by co-ordinator and given to the student for his permanent possession.

Card is to be carried by student learner at all times.

If the job terminates and card is to be revoked, the card is returned to the co-ordinator and the student is placed back in class.

APPENDIX B

Example 13

STUDENT PASS OR WORK PERMIT

STUDENT WORKER IDENTIFICATION CARD	
Name _____	Class _____
Periods Excused _____	
Reason _____	
Date Issued _____	Semester _____
Where Working _____	
(Co-ordinator's Signature) _____	

(front of pass)

RULES	
1. Loitering in halls or on school grounds is strictly forbidden and card will be revoked if this rule is not obeyed.	
2. Student must leave or arrive at school or class immediately after or before period being excused.	
3. If work is terminated, student is expected to return to regular daily schedule.	
Student Signature: _____	
Parent Signature: _____	
Supervisor Signature: _____	

(back of pass)

APPENDIX B

Example 14

**STUDENT WORK EXPERIENCE
APPLICATION FORM**

**To be completed by student
before initial interview with
program co-ordinator.**

APPENDIX B

Example 14

STUDENT APPLICATION FORM
El Paso Public Schools

STUDENT APPLICATION WORK EXPERIENCE

Name _____ Class _____

Age _____ Birthdate _____ Rank _____

Parents' Name: Father _____ Occupation _____

Mother _____ Occupation _____

Check Required Subject Completed

English _____ Years _____ Science _____ Years _____

Math _____ Years _____ Languages _____

Social Studies _____ Years _____

Check Special or Commercial Subjects Taken

Typing _____ Mech. Draw. _____ Chorus _____

Shorthand _____ Crafts--Art _____ Home Ec. _____

Bookkeeping _____ Shop _____ P.E. _____

Bus. Eng. _____ Music _____

What work have you done? _____

What kind of work or career are you planning or studying for?

(First Choice) _____

(Second Choice) _____

Are you Enrolled in either D.E. or D.O. _____

Student Signature _____

APPENDIX B

Example 15

FOLLOW UP FORM FOR FORMER STUDENTS AND GRADUATES

To be used after a student has been through the work experience program and out of school for several years. He will be in a better position to know what was good or bad about the way the program was operated.

APPENDIX B

Example 15

STUDENT FOLLOW UP FORM
Albuquerque High School

(NAME OF SCHOOL)	Page 1									
FOLLOW UP STUDY OF FORMER STUDENTS AND GRADUATES										
<p>This survey is being conducted by high school students in the WORK EXPERIENCE EDUCATION PROGRAM to obtain facts regarding jobs and effectiveness of school training received by former students and graduates in preparing them for these jobs. The information collected will be used by present students and teachers in adjusting future plans. All information will be regarded as <u>STRICTLY CONFIDENTIAL</u>. Names will not be used in the completed survey.</p>										
<p>Name _____ Address _____ Year graduated _____ Year withdrawn _____</p>										
<p><u>SECTION ONE: For all who are employed</u></p>										
<p>1. Present Employment Status:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. <input type="checkbox"/> Employed full time</td> <td style="width: 50%;">d. <input type="checkbox"/> School full time</td> </tr> <tr> <td>b. <input type="checkbox"/> Employed part time</td> <td>e. Married <input type="checkbox"/> yes <input type="checkbox"/> no</td> </tr> <tr> <td>c. <input type="checkbox"/> Unemployed</td> <td></td> </tr> </table>		a. <input type="checkbox"/> Employed full time	d. <input type="checkbox"/> School full time	b. <input type="checkbox"/> Employed part time	e. Married <input type="checkbox"/> yes <input type="checkbox"/> no	c. <input type="checkbox"/> Unemployed				
a. <input type="checkbox"/> Employed full time	d. <input type="checkbox"/> School full time									
b. <input type="checkbox"/> Employed part time	e. Married <input type="checkbox"/> yes <input type="checkbox"/> no									
c. <input type="checkbox"/> Unemployed										
<p>2. Type of occupation employed in:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">a. <input type="checkbox"/> professional</td> <td style="width: 33%;">d. <input type="checkbox"/> clerical</td> <td style="width: 33%;">g. <input type="checkbox"/> domestic</td> </tr> <tr> <td>b. <input type="checkbox"/> owner of business</td> <td>e. <input type="checkbox"/> sales</td> <td>h. <input type="checkbox"/> service</td> </tr> <tr> <td>c. <input type="checkbox"/> managerial</td> <td>f. <input type="checkbox"/> mechanical</td> <td></td> </tr> </table>		a. <input type="checkbox"/> professional	d. <input type="checkbox"/> clerical	g. <input type="checkbox"/> domestic	b. <input type="checkbox"/> owner of business	e. <input type="checkbox"/> sales	h. <input type="checkbox"/> service	c. <input type="checkbox"/> managerial	f. <input type="checkbox"/> mechanical	
a. <input type="checkbox"/> professional	d. <input type="checkbox"/> clerical	g. <input type="checkbox"/> domestic								
b. <input type="checkbox"/> owner of business	e. <input type="checkbox"/> sales	h. <input type="checkbox"/> service								
c. <input type="checkbox"/> managerial	f. <input type="checkbox"/> mechanical									
<p>3. How did you obtain present employment?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. <input type="checkbox"/> Tips from friends, relatives</td> <td style="width: 50%;">d. <input type="checkbox"/> U.S. Employment Office</td> </tr> <tr> <td>b. <input type="checkbox"/> Personal solicitation</td> <td>e. <input type="checkbox"/> Private Agency</td> </tr> <tr> <td>c. <input type="checkbox"/> Newspaper ad</td> <td>f. <input type="checkbox"/> Other (please describe)</td> </tr> </table>		a. <input type="checkbox"/> Tips from friends, relatives	d. <input type="checkbox"/> U.S. Employment Office	b. <input type="checkbox"/> Personal solicitation	e. <input type="checkbox"/> Private Agency	c. <input type="checkbox"/> Newspaper ad	f. <input type="checkbox"/> Other (please describe)			
a. <input type="checkbox"/> Tips from friends, relatives	d. <input type="checkbox"/> U.S. Employment Office									
b. <input type="checkbox"/> Personal solicitation	e. <input type="checkbox"/> Private Agency									
c. <input type="checkbox"/> Newspaper ad	f. <input type="checkbox"/> Other (please describe)									
<p>4. What pre-training is necessary for your occupation?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">a. <input type="checkbox"/> Grade School</td> <td style="width: 50%;">c. <input type="checkbox"/> College</td> </tr> <tr> <td>b. <input type="checkbox"/> High School</td> <td>d. <input type="checkbox"/> Special School</td> </tr> </table>		a. <input type="checkbox"/> Grade School	c. <input type="checkbox"/> College	b. <input type="checkbox"/> High School	d. <input type="checkbox"/> Special School					
a. <input type="checkbox"/> Grade School	c. <input type="checkbox"/> College									
b. <input type="checkbox"/> High School	d. <input type="checkbox"/> Special School									

SECTION TWO: For those who are unemployed

1. Have you worked since leaving high school? _____ yes _____ no
If yes, what type of work? _____
2. Are you looking for work now? _____ yes _____ no
Type wanted _____
3. Do you have specific training for this job? _____ yes _____ no

SECTION THREE: For all former students

1. What high school course did you follow?
a. _____ College Prep d. _____ Vocational
b. _____ Commercial e. _____ Other (explain) _____
c. _____ General
2. Did the course taken in high school prepare you for a specific occupation? _____ yes _____ no. Remarks _____
3. While in high school did you plan to enter a specific occupation? _____ yes _____ no. Which one? _____
4. Did anyone help you plan your future while you were in high school? yes _____ no _____ Who helped you? _____
5. Which high school subjects have been of most value to you? _____
6. Which subjects did you not take in high school that would have been valuable to you? _____
7. What subjects NOT offered by the school might have been of value to you? _____
8. If you had to go back to high school again what subjects would you leave out? _____
9. What extracurricular activities have been of value to you? _____
How? _____
10. Do you think high school students should work part time while in school? _____ yes _____ no. Remarks: _____
11. If you left high school before graduation, will you please state why? _____
12. What suggestions have you that might help the school be of greater service to students? _____

(Front)

APPLICATION FOR APPROVAL
OF
WORK-STUDY PROGRAM

State of Illinois
Board of Vocational Education and Rehabilitation
Vocational and Technical Education Division
405 Centennial Building
Springfield 62706

_____, 19____

The Board of Education of _____
(Name of Public Educational Agency)

District Number _____, in _____ County, hereby makes application for approval to participate in the Work-Study Program under the Vocational Education Act of 1963 in cooperation with the State Board of Vocational Education and Rehabilitation. Programs are to be conducted at the following attendance locations:

<u>School Name</u>	<u>Address</u>
_____	_____
_____	_____
_____	_____

The above agency operates the following vocational program (s): Check as appropriate.)

- Vocational Agriculture Distributive Education
- Trade and Industrial Education Business and Office Education
- Health Occupations Experimental or Pilot
- Technical Education Home Economics (wage earning only)

Conditions in geographic area served by public educational agency

1. Rate of unemployment _____%
2. Estimated dropout rate, grades 9-12 (public & private) _____%
3. Number of unemployed youth at least 15 but under 21 _____
4. Estimated number of vocational students who need program _____
5. Is the area listed as a depressed area? Yes No
6. Number of youth at least 15 but under 21 years of age _____

The following estimated budget is submitted for approval.

Budget Estimate

	Number per Month (average)	Cost per Month (average)	Number per year	Cost per year
Students, @ \$45 per month				
*Students, @ \$60 per month				
TOTAL				

*Students who are enrolled in post-high school institutions and not within reasonable commuting distance from their home.

DO NOT COMPLETE (For State Office use only)
 Approved Approved as amended Not approved

Signature _____
State Supervisor Work-Study Program

Please submit this application in duplicate and one copy will be returned.

(Back)

I. Students Participating in the Program are:

1. Enrolled or accepted for enrollment in a bonafide vocational program.
2. If enrolled, are in good standing.
3. In full-time attendance as a full-time student.
4. At least 15 years of age and less than 21 years of age at the date of commencement of employment.
5. In need of the earnings from such employment to commence or continue his vocational education program.
6. In the opinion of appropriate school authorities are capable of maintaining good standing in their educational program while employed under the work-study program.

II. Hours and Compensation--Limitations

1. Maximum of 15 hours per week while classes in which student is enrolled are in session.
2. Maximum of \$45 per month or \$350 per academic year.
3. Special maximum for students not living within reasonable commuting distance from their residence, \$60 per month or \$500 per academic year. (Post-high school only.)

III. Place of Employment

1. Local educational agency.
2. Public agency or institution--Federal, State, or local.

IV. Coordination of Program

1. Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution.
2. Work so performed will be adequately supervised and coordinated.
3. Work will not supplant present employees of participating agency or institution.
4. In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

- V. A report of students, hours, and wages will be made to the State Board of Vocational Education in the form recommended by that Board.

We, the undersigned, hereby certify that the Board of Education has agreed to make this application and agree to participate pursuant to the above listed conditions.

SIGNED:

Superintendent of School District

Secretary of Board of Education

Street Address

City

(To be made out by student for school use only.)

SUGGESTED ONLY

WORK-STUDY TRAINING MEMORANDUM

Trainee : _____

Date: _____

Work Situation: _____

Supervisor: _____

Type of Work : _____

Telephone Number: _____

Tentative Work Schedule

	Hours Worked		Hours Worked
Monday _____ to _____	_____	Thursday _____ to _____	_____
Tuesday _____ to _____	_____	Friday _____ to _____	_____
Wednesday _____ to _____	_____	Saturday _____ to _____	_____
Total expected hours per week			_____

This work-study situation is limited to 15 hours work per week while classes in which the student is enrolled are in session, and compensation is limited to \$45 per month and \$350 per academic year. If the student does not live within reasonable commuting distance, the limitations on compensation may be increased to \$60 per month and \$500 per academic year. (Post-high school only)

The agency employing the student worker agrees not to discharge the student without first consulting the work-study supervisor in regard to such matter. The agency reserves the right to discharge the trainee for any reason which it cannot tolerate in regard to the actions of the trainee while in its employ.

The trainee agrees to consult his work-study supervisor in regard to any complaint he may wish to make, and will not sever employment with the employing agency without first securing approval of the work-study supervisor.

The parents of the student agree to be responsible for his conduct while working for the above-named agency. The parents will assume all responsibility relative to the mode of transportation used by the student in traveling to and from his place of employment.

The work-study supervisor agrees to hear complaints of all parties, and to take the necessary action in reaching a suitable solution to such complaints.

Student _____

Parent _____
(or guardian)

Work-Study Supervisor _____

Training Agency _____
(Signature of Agency Representative)

(Title of Agency Representative)

(Front)

SUGGESTED ONLY

APPLICATION FOR THE WORK-STUDY PROGRAM

Name _____ Age _____ Date _____
() Male () Female
Address _____ Tel. No. _____ Grade _____
School (Currently enrolled in or accepted for enrollment in) _____
Name of Vocational Program _____

Questionnaire to Determine Eligibility

1. Name of Father (or guardian) _____ Occupation _____
Employer _____ Approximate income per year \$ _____
2. Name of Mother _____ Occupation _____
Employer _____ Approximate income per year \$ _____
3. Number of dependent children in family _____
4. Is your family receiving Aid to Dependent Children support?
() Yes () No
5. Is your family receiving Public Welfare support other than Aid to Dependent Children?
() Yes () No
6. Is your Father or Mother drawing unemployment compensation?
() Yes () No
7. Is it necessary for you to participate in the work-study program in order to continue or commence your selected vocation program?
() Yes () No
8. Condition of your health: Good _____ Fair _____ Poor _____
9. Do you have any defects in: Sight _____ Hearing _____ Speech _____ Limb _____
Heart _____ Other _____
10. What precautions are necessary if you have a physical defect? _____

11. How do you consider your record as a student? Excellent _____
Above average _____ Average _____ Below Average _____

APPLICATION FOR THE WORK-STUDY PROGRAM (continued)

SUGGESTED ONLY

12. Do you have a particular vocational skill such as: typing, filing, automotive repairs, selling, agriculture, health occupation, home economics, carpentry, etc.

List: a. _____
b. _____
c. _____

13. Have you completed one or more years of a vocational program?
() Yes () No
If yes, list names of course or courses and length ($\frac{1}{2}$ yr., 1 yr., 2 yr.)

14. Type of work you would like to do under the work-study program:

First Choice _____
Second Choice _____
Third Choice _____

15. Hours by day you prefer to work. (Example Mon. 3-5 Tues. 2:30-4, etc.)

I understand that employment will be furnished only to a student who

- a. Has been accepted for enrollment as a full-time student in a vocational education program which meets the standards prescribed by the State board of vocational education and the local agency for vocational education, or, in the case of a student already enrolled in such a program, is in good standing and full-time attendance.
- b. Is in need of the earnings from such employment to commence or continue his vocational education program.
- c. Is at least 15 years of age and less than 21 years of age, at the commencement of his employment.
- d. Is capable, in the opinion of the appropriate school authorities, of maintaining good standing in his vocational education program while employed under the work-study program.

I promise that if I am accepted for the work-study program, I shall accept the responsibilities, whatever they may be, that are placed before me. I shall perform my assigned job in a businesslike and workmanlike manner.

Signature of Applicant _____

Signature of Parent _____

(Applicant--Do Not Complete this Section)

() Approved () Not Approved () Not Eligible () Pending

Signature of work-study Coordinator _____

ANNUAL INFORMATION REPORT

Please return two completed copies to:

- DISTRIBUTIVE EDUCATION ()
- BUSINESS AND OFFICE EDUCATION ()
- For Cooperative Part-Time Class ()
- For Non-cooperative class ()

State of Illinois
Board of Vocational Education and
Rehabilitation
Vocational and Technical Education Division
405 Centennial Building
Springfield 62706

DATE _____ 19 _____

Name of School _____ District No. _____
Address of School _____
Name of Principal _____

1. Teacher or teacher-coordinator's name _____
 - a. The regular school year is _____ months in length.
 - b. The salary of \$ _____ is for a contract _____ months in length.
 - c. Extra for travel \$ _____ Rate per mile _____
2. Class schedule of teacher in this attendance center:
Indicate with a "v" any free period devoted to class preparation, conference or supervision of vocational students.

Period No.	Starting Time	Minutes in Class	Subject or Activity	Please "x" proper spaces				
				Mon.	Tues.	Wed.	Thurs.	Fri.

3. (a) Vocational Courses Offered:

3. (b) Enrollments by grade

11th		12th	
M.	F.	M.	F.

4. Program standards

- a. Are the career objectives of all students a matter of record? _____
- b. Are only students in approved occupations admitted to the cooperative class? _____
- c. Are all cooperative students employed for an average of not less than 15 hours per week during the school year? _____
- d. Are step by step training plans on file for each cooperative student? _____
- e. Has the school arranged for an aptitude test for each cooperative office student and for an entrance interview by the prospective employer? _____

I certify as to the correctness of this report

Date: _____

Official Reporting

APPENDIX C

STATE OF ILLINOIS BOARD OF VOCATIONAL
EDUCATION AND REHABILITATION: SUGGESTED
ITEMS TO BE CONSIDERED IN PROGRAM
DEVELOPMENT.

APPENDIX C

STATE OF ILLINOIS BOARD OF VOCATIONAL EDUCATION AND REHABILITATION: SUGGESTED ITEMS TO BE CONSIDERED IN PROGRAM DEVELOPMENT

Suggested Items to be Considered in Program Development

1. The use of a local advisory committee should be highly beneficial to the work-study program, as it is in regular vocational programs. Membership might include representation from the school (supervisor of work-study and principal), business, community, social welfare, police, special youth committees, etc.
2. Student application forms should be confidential. A committee of faculty members should be assigned to screen the applicants.
3. Each student under this program shall be assigned to a school work-study supervisor. One major role of the supervisor is to help the student develop and maintain a responsible attitude toward his studies and the performance of his job. Counseling should be a major responsibility of the supervisor.
4. Adequate coordination and counseling time must be allotted to the supervisor in order to have the work-study program operate effectively.
5. A pupil shall be under responsible, adult supervision while on the assigned job.
6. Job placement should utilize the student's abilities and interests to the greatest extent possible.
7. Wages paid shall be at a rate agreed upon for learners, and in keeping with labor laws.
8. Wages should be paid on a regular basis, as determined by the local educational agency. Complete work records should be kept by the appropriate institution for each student.
9. Provisions should be made to ensure that no work will be done which would eliminate or replace a full-time, regular employee. Positions which are established should serve as a supplement to offices, institutions, and agencies.
10. Provisions should be made for a work permit where such is required by law, or where one seems desirable.
11. A periodic evaluation should be made of the program to determine its effectiveness in terms of the program's objective.
12. A periodic evaluation of job performance should be made by the student's immediate supervisor to the work-study supervisor.
13. The total hours of school and work should not exceed the number of hours permissible under State and/or Federal law for the particular age group involved.

14. A complete file should be kept on each student in the work-study program (local level only).
15. A record of student hours and wages paid should be included in such work-study supervisor's files.
16. Placement of minors in hazardous occupations should be discouraged, but if made shall comply with Federal and State laws and the special exemption provided for student learners in a vocational program.
17. Student placements should be made only in agencies that have adequate safety policies and have taken reasonable precautions to assure the safety of their employees.
18. Determination of responsibility for student safety should be provided for in the written agreement for participation by Federal, State, or local agencies.
19. Compensations to students employed under section 13, of the Vocational Act of 1963 should be supported by cancelled individual checks drawn to their order.
20. Vouchers should support disbursements and contain a certification by the local educational agency that students worked the number of hours stated.

PREFACE

The Vocational Education Act of 1963 has opened new channels in the stream of educational preparation for an occupation. The broadening of the areas to be served, including distributive and office education, and the increasing of the depth of preparation are challenges to administrator and instructor alike.

Becoming involved in preparing others for a vocation is not to be taken lightly. Making a living is a serious and sobering venture, and the standards and requirements involved exert their unique influences. Employability is the goal.

Vocational business education programs may be established in any Illinois public high school where there is a desire to teach and prepare for an occupation. In addition to the present vocational cooperative distributive education programs, qualified vocational in-school distributive education programs will be reimbursed.

The approved office education programs now eligible for reimbursement are: 1) the Cooperative Office Occupations program, and 2) those capstone vocational in-school office education courses of a sequence of courses leading to employment.

All reimbursed distributive and office education programs will feature supervised practical experiences leading to employability.

Schools may start any vocational business education program without being visited by a state supervisor, since the programs which will be reimbursed for the current year have been clearly defined. Application to this office for all programs requesting reimbursement is required, however.

This interim publication was designed to help establish vocational business education programs in the secondary schools. After it has been tested and evaluated a more permanent publication will result. (The three sections of this publication are designed to be used separately, which accounts for some of the duplication of information.) Suggestions and recommendations concerning any part of the contents will be welcomed.

Staff

Business and Distributive Education

Robert F. Kozelka.....	Chief
Everett E. Hamilton.....	Supervisor
Bernard M. Ohm.....	Supervisor
Patricia M. Rath.....	Supervisor

State of Illinois
Board of Vocational Education and Rehabilitation
Vocational and Technical Education Division
405 Centennial Building
Springfield 62706

THE WORK-STUDY PROGRAM

A Description of the Program as Provided in the
Vocational Education Act of 1963

The work-study program is designed to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis. The Act states that such program shall provide employment only to young people who have (a) been accepted for enrollment as full-time students in a vocational education program which meets the standards prescribed by the State Board and the local educational agency for vocational education, (b) are in need of earnings from such employment to commence or continue their vocational education program, (c) attained at least 15 years of age and less than 21 at the commencement of employment.

Providing youth with the opportunity to earn funds is based on the premise that equality of educational opportunity becomes more of a reality when youth are financially able to attend school. The opportunity for part-time employment while still in school no doubt will be a key factor in helping many students to stay in school, and at the same time provide funds necessary for them to continue their vocational education training.

Participation Provisions

Before receiving Federal funds from the State Board, a local educational agency must show that it will expend for employment of its students an amount in State or local funds that is at least equal to the average annual expenditure for work-study programs for the three fiscal years preceding that in which the local program was approved.

Types of Agencies Eligible for Participation

Public agencies--Federal, State, and local--are eligible to participate in the work-study program. The State and/or local agency administering the program (as defined in the Vocational Act of 1963) must make sure that no work is being done which will eliminate or replace full-time or regular employees.

Coordination of Program

1. Work will be performed pursuant to a written agreement between the local educational agency and participating public agency or institution.
2. Work so performed will be adequately supervised and coordinated.
3. Work will not supplant present employees of participating agency or institution.
4. In cases where work is performed for a Federal agency or institution, the written agreement between the local educational agency and the Federal agency or institution will state that the students so employed are not Federal employees for any purpose.

Approval of Local Educational Agency

In the approval of local educational agencies for participation in the program, the Act indicates that the following are to be considered:

1. Number of unemployed youth at least 15 but under 21 years of age in area served by the agency.
2. Magnitude of the dropout problem in area served.
3. The prevalence of students who are potential dropouts due to financial conditions.

Student Eligibility

To be eligible, students must be enrolled or accepted for enrollment in a vocational educational program designed for gainful employment. They must also be in full-time attendance as full-time students. The educational agency is responsible for determining if a student is actually enrolled on a full-time basis and is capable of maintaining good standing. Students must be at least 15 and less than 21 years of age at the date of commencement of employment. Each student must be in need of the earnings from such employment to commence or continue his vocational program.

Relationship to Vocational Program

Whenever possible, it is desirable to relate the work-study program to the educational program of the students in vocational education. Students should be placed in jobs where their vocational competencies and interests can best be utilized. This may be easiest in the office occupations area, but other areas have to be investigated to discover if there are possibilities for such a relationship. Perhaps distributive education students could be placed in the school store, carpentry students in maintenance, health program students in local public health agencies, home economics students in social welfare agencies or the food service area, agriculture students in the park department, data processing students in the school office, etc.

Through careful consideration of the possibilities for work opportunities, there should emerge a whole series of work-study job placements related to the students' educational program. It is the responsibility of the supervisor of the program to best serve the needs of each student by providing the most beneficial work-study placement.

Type of Work Students May Perform

The type of work the students will perform in many cases will be of an assistant and/or aide nature, preferably based on a vocational skill learned in the vocational program. Under adult supervision students may logically perform many functional parts of a job which do not require complete job competency for a specific job title. Numerous jobs are possible within a local educational agency itself. Students could work in a school office and be concerned with such activities as answering the phone, filing, typing, duplicating, record keeping, selling tickets and school supplies, etc. A school could use mature students as leaders or coaches in the intramural athletic program or other extra curricular activities, under close supervision. Grounds and school maintenance will probably constitute a large segment of the job placement area. A partial list of jobs is included under "Suggested Job Areas."

Limitation on Hours and Compensation

Maintenance of effort. In each fiscal year during which the work-study program remains in effect, the local educational agency will expend for employment of its students an amount in State or local funds (in addition to those required for matching Federal funds) that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding that in which the plan provisions for its work-study program are approved.

Supervision

The success of the work-study program will be in direct relation to the type of work-study supervisor employed. An energetic, capable, dedicated supervisor should be able to develop a good program. A supervisor must have sufficient time provided in his schedule to locate, develop, and supervise work situations. The best supervisor cannot reach his true potential unless adequate time is provided to develop contacts in the community.

The location of satisfactory work situations is a major immediate concern of the supervisor in developing the program. Work situations should be selected that:

- will provide adequate adult supervision
- are consistent with employment regulations--Federal, State, and local--affecting minors
- are conveniently located
- whenever possible, will cooperate in making the placement a learning experience in the student's selected career area

Since a key factor for a successful program is the type of supervisor, careful consideration should be given to his selection and training. The supervisor should have recent experience working with the 15 to 21 age group either in an educational, social or other type of activity. The supervisor should understand the world of work, preferably through actual experience. Familiarity with the type of job in which students will be placed would be useful. The teacher-coordinator involved with current vocational-cooperative programs would be excellent for a work-study program supervisor. It is desirable, when possible, to select a coordinator who has numerous contacts in the school and community and works well with people.

Suggested Operational Details of the Program

Selection of Student Participants

1. Determination of financial need should include consideration of family income, occupation of person(s) supporting family and a number of family members.
2. Any family receiving Aid to Dependent Children support may be automatically considered to be in financial need.
3. Youth who are recommended by the Special Youth Program of the MDTA as students might return to high school to receive their diploma if they had financial support.
4. Financial assistance may be based on the amount of money needed for: clothes, carfare, lunches, some support for family, participation in school activities, and personal necessities.

I. - GENERAL ADMINISTRATIVE INFORMATION

DEFINITIONS -

- A. Vocational Business Education is a consolidation of the term Distributive and Business and Office Education as used in the Vocational Education Act of 1963.
- B. The Secondary School, for purpose of administering the Vocational Education Act of 1963, means a public high school. This definition does not include continuation schools, adult evening schools, or junior colleges.
- C. Experimental, pilot, interrelated and work-study programs involving vocational business education are especially planned and administered, and because of their limited number and special characteristics are not included in this publication. Inquiry concerning these programs is welcome and should be made to the Chief, Business and Distributive Education.
- D. A distributive occupation means an occupation that is followed by proprietors, managers or employees engaged primarily in marketing or merchandising goods and services. These occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk-bearing.^{1/}
- E. Business and Office Occupations means those occupations pursued by individuals in public or private enterprises or organizations which are related to the facilitating functions of the office and includes such activities as recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and reporting of information.^{2/}
- F. Cooperative Programs (Distributive or Office) are those in which all students shall identify realistic and relevant career objectives and shall receive on-the-job training for not less than 15 hours per week, half of which must be during the regularly scheduled school day or during added time when the qualified teacher-coordinator is assigned the responsibility for supervision.

^{1/}

Part 104 - Administration of Vocational Education: Federal Allotments to States. Rules and Regulations, U.S. Department of Health, Education and Welfare, Office of Education Federal Register August 28, 1964.

^{2/}

Ibid.

(1) Cooperative classes are:

a. Courses of two years or more in length consisting of 200 minutes per week scheduled for class group instruction,

OR, b. Courses of less than two years in length consisting of 200 minutes per week scheduled for class group instruction,

AND, Previous experience in occupational field OR previous class instruction related to occupational field,

OR, 200 minutes per week in a concurrent class related to occupational field.

(2) Cooperative Employment consists of:

a. An approved training station suitable to the student's interests and abilities.

b. A training memorandum between the local school and the employing establishment which shall include the interrelationship and responsibilities of the student-learner, the teacher-coordinator and the training establishment.

c. A step-by-step training plan which is the basis of the course of instruction for each student learner. The step-by-step training plan is developed from a realistic analysis of the tasks, duties, and responsibilities of the student-learner in his part-time occupation. The step-by-step training plan shall indicate what is to be taught on the job and in the classroom.

d. The combined hours of employment and of school shall not exceed 40 hours per school week. The responsibility for the welfare of the student-learners rests in the hands of the local school authorities.

e. The student-learner shall be paid a beginning wage comparable to that paid other learners in similar occupations, and all phases of employment shall conform with applicable Federal and State regulations.

G. Vocational in-school Classes (Distributive or Office) are those which meet in the school and are the last (12th year) in a sequence of courses leading to an occupation.

(1) Instruction. The program of instruction will be based on a consideration of the skills and knowledge required in the occupation for which the instruction is being provided. Vocational in-school classes shall include supervised practical experiences.

(2) Time

a. Courses of two or more years in length shall have 275 minutes per week scheduled for class group instruction.

b. Courses of less than two years in length shall have 550 minutes per week scheduled for class instruction,

OR, 275 minutes per week if students have had previous experience in occupational field or class instruction related to occupational field,

OR, 550 minutes per week of which 275 minutes may be in a concurrent class related to occupational field.

H. The Age of the students to be enrolled is specified only for the cooperative distributive or cooperative office education programs. The student must be 16 years of age.

I. The Supervised practical experiences, a mandatory feature of all reimbursable vocational programs of instruction, are to be included in each course. They are to be appropriate to the occupational goal of the student and shall include in-school or on-the-job applications of the skills and knowledges involved.

J. The Career Objective of the student is to be recorded in terms of the Standard Industrial Classification number (S.I.C.#) for distributive occupations or the Dictionary of Occupational Titles number (D.O.T.#) for office occupations.

K. The teacher of a vocational business education program may be

1. A teacher-coordinator of a cooperative program who teaches the class and also coordinates the class work of the student-learner with his on-the-job experiences.

2. A vocational in-school business teacher, who teaches a reimbursable vocational in-school class and supervises the practical experiences.

L. A vocational student is any student enrolled in a vocational business education class.

M. A student-learner is the term applied only to a cooperative student who is enrolled in a cooperative class and is employed in a part-time occupation suited to his career objectives and abilities.

N. The size of any vocational business class is to be determined by the local school authorities.

O. Classes are to be homogeneous in a composition, i.e., those with distributive career objectives in one class, those with office careers in another. In addition, all student-learners in cooperative programs are to be employed in approved business establishments.

- P. The Vocational Youth Group shall be an integral part of the instructional program. The activities of the local vocational business and distributive education youth organizations are to complement the vocational instruction and shall be supervised by the approved vocational teacher. The allocation of time for the program of youth activities shall be the responsibility of the local school administrator.

HOW TO REPORT SECONDARY SCHOOL VOCATIONAL BUSINESS EDUCATION COURSES.

- A. The vocational business education program is to be reported on the Annual Information Form VE-2 Bus. in terms of the teacher's or teacher-coordinator's schedule. (See sample form in Appendix).

1. The vocational "conference" or "planning period" which is to be identified by a "v" is that time regularly allocated to the teacher for the development of the program. (Item 2 on Form VE-2 Bus.)

2. Vocational courses for which reimbursement will be claimed are to be reported at 3(a), with enrollments shown at 3(b) on Form VE-2 Bus. The following course titles are eligible for reimbursement during the school year 1964-65, if the various elements of the program meet the minimum requirements:

Distributive Education

Cooperative Distributive Education

Office Education (Terminal Courses)

Cooperative Office Education
Vocational Secretarial Practice
Vocational Office Practice
Vocational Clerical Practice
Vocational Business Machines

NOTE: There may be other courses which meet the requirements of the State Board of Vocational Education but which carry other titles. Application for reimbursement for such courses should be accompanied by a description of the course, a course outline, and a list of the supervised practical experiences included.

- B. The teacher or teacher-coordinator is to be qualified on the basis of educational and occupational achievements. The procedure for teacher qualification for distributive education is listed on page D.E.-1 and for Office Education on page O.E.-1.
- C. The enrollees in each vocational class are to be listed on the reverse side of Form VE-2 Bus. according to their career Objectives. (See section on Definitions: The Career Objective). (The Standard Industrial Classification list and Dictionary of Occupational Titles list are included in the Appendix.)
- D. Approved Travel for teachers and teacher-coordinators is to be shown on Form Bus. 38. (This form will accompany Form VE3-Bus. Annual Application for Reimbursement.)

REIMBURSEMENT OF VOCATIONAL BUSINESS EDUCATION PROGRAMS
(Conducted in the Secondary School for the year ending June 30, 1965)

- A. The Annual Application for Reimbursement forms, (Form VE 3-Bus.) for the programs discussed in this publication will be mailed to schools of record during the month of May.

 - B. Salaries of teachers of secondary school classes will be reimbursed on the fractional part of the school day which the teacher gives to vocational classes including vacant periods assigned to:
 - (1) preparation of vocational instruction
 - (2) conference periods with vocational students, and
 - (3) time for supervision of vocational students.

 - C. The approved travel costs of the instructor will be reimbursed at a rate of 50% and is to be claimed on the reimbursement form.

 - D. The reimbursement of Equipment and Durable Teaching Aids under the provisions of the Vocational Education Act of 1963 will be clarified in a separate communication from this office in the near future.
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5.0 WORK-STUDY PROGRAM

5.1 Requirements of a work-study program

5.11 Administration

5.11-1 Local educational agency

The work-study program shall be administered by the local educational agency and made reasonably available (to the extent of available funds) to all qualified youths, in the area served by such agency, who are able to meet the requirements in 5.12.

5.11-2 State board

Local programs will be visited by a State supervisor of vocational education. Each local program shall be substantiated by an application for approval filed by the local educational agency that shall include information concerning the proposed conduct of the program. Reports of achievements in the program shall be filed as required by the State supervisory staff and the completion of such reports shall be a requirement before reimbursement from State and Federal funds is payable.

5.12 Eligible students

Employment under the work-study program shall be furnished only to a student who (a) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State board and the local educational agency for vocational education programs under the 1963 Act; (b) is in need of the earnings from such employment to commence or continue his vocational education program; and (c) is at least fifteen years of age and less than twenty-one years of age at the date of the commencement of employment and is capable in the opinion of the appropriate school authorities of maintaining good standing in his school program while employed under the work-study program.

5.13 Limitation on hours and compensation

No student shall be employed more than fifteen hours in any week during which classes in which he is enrolled are in session, or for compensation which exceeds \$45 per month or \$350 per academic year, unless the student is attending a school which is not within reasonable commuting distance from his residence, in which case his compensation may not exceed \$60 per month or \$500 per academic year.

5.14 Place of employment

Employment under work-study programs shall be for the local educational agency or for some other public agency or institution (Federal, State, or local) pursuant to a written arrangement between the local educational agency and such other agency or institution, and work so performed shall be adequately supervised and coordinated and shall not

supplant present employees of such agency or institution who ordinarily perform such work. In those instances where employment under work-study programs is for a Federal agency or institution, the written arrangement between the local educational agency and the Federal agency or institution shall state that students so employed are not Federal employees for any purpose.

5.15 Maintenance of effort

In each fiscal year during which the work-study program remains in effect, the local educational agency shall expend for employment of its students an amount in State or local funds (in addition to those required for matching Federal funds) that is at least equal to the average annual expenditure for work-study programs of a similar nature during the three fiscal years preceding that in which the plan provisions for its work-study program are approved.

5.2 State Board approval of work-study program

5.21 Administration procedures

5.21-1 Application by local educational agency

A written agreement shall be made between the State board and the local educational agency and the agreement shall incorporate standards and requirements specified in 5.1.

5.21-2 Action by State board

All applications shall be submitted to the Chief of Work-Study Programs. Upon his recommendation, each application will be submitted to the Director of Vocational and Technical Education for approval or disapproval. The Director will serve as authorized agent for the State board. After approval the application will become a written agreement between the State board and the local educational agency.

5.22 Criteria for determining relative priority of projects

The State board will assign priorities on the basis of factors such as the following:

5.22-1 The relative need for the program, depending on numbers of youths who have dropped out of school or who are unemployed.

5.22-2 The extent to which the local education agencies are using guidance and counseling and other related services designed to keep needy students in school.

5.22-3 The geographic area to be served.

5.22-4 The financial resources available for distribution.

(Excerpt from Illinois State Plan for Vocational Education, September 1964)

APPENDIX D

STATE OF ILLINOIS BOARD OF VOCATIONAL
EDUCATION AND REHABILITATION: A
DESCRIPTION OF THE WORK EXPERIENCE
PROGRAM AS PROVIDED IN THE VOCATIONAL
EDUCATION ACT OF 1963.

OFFICE EDUCATION

A. REQUIREMENTS FOR SECONDARY SCHOOL INSTRUCTORS OF BUSINESS AND OFFICE EDUCATION PROGRAMS

1. PROCEDURE FOR OBTAINING APPROVAL TO TEACH IN THE BUSINESS AND OFFICE EDUCATION PROGRAMS

1.1 Arrange to have an official transcript of record sent to the Chief, Business and Distributive Education, Vocational and Technical Education Division, State Board of Vocational Education and Rehabilitation, 405 Centennial Building, Springfield, Illinois, 62706.

1.2 Prepare a statement pertaining to your experience in Office Occupations (see 2.4 or 3.4 below). Include names and addresses of establishments, owners or managers, your duties and responsibilities and length of employment. (Part-time employment is to be expressed in hours per week or month.) Send to the above Springfield address.

2. QUALIFICATIONS FOR A TEACHER-COORDINATOR OF COOPERATIVE OFFICE OCCUPATIONS PROGRAMS

2.1 Basic Education: He shall hold a valid teaching certificate.

2.2 Technical Subject Matter Courses in Office Education
He shall have completed (20) semester hours of college credit in technical courses in the field of office education, 12 hours of which are to be in GROUP 1-A or 1-B, and eight (8) semester hours in GROUP 2 (with a minimum of one course in each area), divided as follows:

GROUP 1-A: Secretarial or Stenographic Emphasis

12 semester hours)- Typewriting one course
)- Business Machines one course
)- Shorthand one course
(and eight of which are in at least two of the subject matters of Group 2 below)

OR, GROUP 1-B: Clerical or Office Machines Emphasis

12 semester hours)- Typewriting one course
)- Business Machines one course
)- Data Processing one course

AND, GROUP 2:

8 semester hours)- Accounting (minimum of two
)- Business Law (subject matter areas
)- Personnel Relations (to be represented

2.3 Professional Office Education:
He shall have completed 8 semester hours, of which one course shall be in the field of office education methods.

2.4 Experience in office occupations:
He shall have two years of accumulative experience as an employee in one or more office occupations.

3. QUALIFICATIONS FOR A TEACHER OF VOCATIONAL IN-SCHOOL OFFICE EDUCATION CLASSES.

3.1 Basic Education: He shall hold a valid teaching certificate.

3.2 Technical Subject Matter Courses in Office Education
He shall have completed (20) semester hours of college credit in technical courses in the field of office education, 12 hours of which are to be in GROUP 1-A or 1-B, and eight semester hours in GROUP 2 divided, with a minimum of one course in each area, as follows:

GROUP 1-A: Secretarial or Stenographic Emphasis

	- Typewriting	one course
12 semester hours	- Business Machines	one course
	- Shorthand	one course

(and eight of which are in at least two of the subject matters of GROUP 2 below)

OR, GROUP 1-B: Clerical or Office Machines Emphasis

	- Typewriting	one course
12 semester hours	- Business Machines	one course
	- Data Processing	one course

AND, GROUP 2:

	- Accounting	(a minimum of two
18 semester hours	- Business Law	(subject matter areas
	- Personnel Relations	(to be represented

3.3 Professional Office Education:
He shall have completed 8 semester hours of college credit in office education method courses. Such courses emphasize the organization and administration of vocational office education courses.

3.4 Experience in Office Occupations:

a. He shall have two years of accumulative experience as an employee in one or more office occupations,

OR, b. He shall have one year of accumulative experience as an employee in one or more office occupations,

AND,

one course of college grade in office education taken in conjunction with a directed occupational program,

OR, c. He shall have six months of accumulative experience as an employee in one or more office occupations,

AND, one course of college level in office education taken in conjunction with a directed occupational experience program,

AND, an approved research project directly related to education for office occupations.

4. CONDITIONAL APPROVAL OF INSTRUCTIONAL PERSONNEL

Conditional approval of qualifications may be granted for instructional personnel who indicate a definite plan for meeting requirements for full approval during the first three years of employment. Teachers seeking conditional approval are expected to submit a statement as to their intentions for meeting the necessary requirements.

B. REQUIREMENTS FOR EQUIPMENT AND FACILITIES

Provision shall be made for classroom facilities, equipment, and reference materials suitable to the needs of the students and to the requirements of those office occupations for which they are preparing.

C. REQUIREMENTS FOR STUDENTS

Students may apply for enrollment in their school's office education program when:

1. They have indicated a career goal in the field of business and office occupations and show evidence as to their ability to achieve competence in the occupation selected.
2. They have an aptitude for the type of occupation they wish to enter.
3. They can profit from classroom instruction and supervised practical experience.
4. They have satisfactorily completed all work for entrance into the last two years of high school for cooperative programs only.
5. They are at least sixteen years of age, if employed.
6. They have an acceptable attendance record.
7. They have acceptable character and personality traits.
8. They are physically fit to undertake an office occupation.

D. REQUIREMENTS FOR COURSE LENGTH AND TIME.

Cooperative Programs are those in which all students shall identify realistic and relevant career objectives and shall receive on-the-job training for not less than 15 hours per week, half of which must be during the regularly scheduled school day OR during added time when the qualified teacher-coordinator is assigned the responsibility for supervision.

1. Cooperative classes are:

a. Courses of two years or more in length consisting of 200 minutes per week scheduled for class group instruction,
OR

b. Courses of less than two years in length consisting of 200 minutes per week scheduled for class group instruction, AND previous experience in occupational field OR previous class instruction related to occupational field OR 200 minutes per week in a concurrent class related to occupational field.

2. Cooperative employment consists of:

a. An approved training station suitable to the student's interests and abilities.

b. A training memorandum between the local school and the employing establishment which shall include the interrelationship and responsibilities of the student-learner, the teacher-coordinator and the training establishment.

c. A step-by-step training plan which is the basis of the course of instruction for each student-learner. The step-by-step training plan is developed from a realistic analysis of the tasks, duties, and responsibilities of the student-learner in his part-time occupation. The step-by-step training plan shall indicate what is to be taught on the job and in the classroom.

d. The combined hours of employment and of school shall not exceed 40 hours per school week. The responsibility for the welfare of the student-learners rests in the hands of the local school authorities.

e. The student-learner shall be paid a beginning wage comparable to that paid other learners in similar occupations, and all phases of employment shall conform with applicable Federal and State regulations.

3. Vocational In-School Classes are those which meet in the school and are the last (12th year) in a sequence of courses leading to an occupation.

a. Instruction--Vocational in-school classes shall include supervised practical experiences.

b. Time--1. Courses of two or more years in length shall have 275 minutes per week scheduled for class group instruction.

2. Courses of less than two years in length shall have 550 minutes per week scheduled for class instruction.
- OR, 275 minutes per week if students have had previous experience in occupational field or class instruction related to occupational field
- OR, 550 minutes per week of which 275 minutes may be in a concurrent class related to occupational field.

E. REQUIREMENTS FOR OFFICE EDUCATION PROGRAMS

The objectives of the Business and Office Education program shall be the joint responsibility of the local board of education, the school administrator and the teacher or teacher-coordinator. The program of instruction will be developed and conducted in consultations with potential employers and other individuals or groups of individuals having skills and knowledge in business and office occupations representing the occupational objective of the program.*

1. The Cooperative Office Occupations Program

Adequate information concerning the student-learner shall be available. This information shall be the kind which will enable the teacher-coordinator to secure a training station in keeping with each student-learner's interests and abilities.

There shall be 1) a written statement outlining the criteria by which occupations are selected; and 2) a training agreement or memorandum between the local school and the employing establishment which shall include interrelationships and responsibilities of the student-learners, the teacher-coordinator and the training establishment.

The training station activities of the student-learner shall be coordinated with the classroom activities through organized coordination visits and consultations with the training sponsor.

*Advisory committees may be organized to assist in the formation and development of the Office Education program. The members of the advisory committee, representing all aspects affecting the program such as education, guidance, business, parents, and school administration, and employer groups, shall be selected on the basis of their ability to contribute to the purposes of the committee.

The course of instruction for each student-learner on the job is to be in the form of a step by step training plan which is in turn derived from a realistic analysis of the tasks, duties and responsibilities of the student-learner in his part-time occupation. The step by step training plan shall indicate what is to be learned and whether it is to be taught in the classroom or on the job. The similar elements of the step by step training plans reveal the basic vocational needs of the student-learners and shall determine the general objectives of the course.

The contents of the instructional material is to be selected on the basis of the objectives of the program. The step by step training plan shall be supplemented by materials and teaching aids which are recommended by the cooperating training stations.

2. The Vocational In-School Business and Office Education Program. Adequate information concerning the student shall be available. This information shall be the kind which will enable the teacher to provide realistic instruction related to the student's interests and abilities.

Supervised practical experience appropriate to the occupational goal of the student shall be provided in each vocational business and office education program. Such experience shall include, but not be limited to: occupational experiences, 1) in-school participation projects such as office procedures and techniques, 2) collating, stapling, tabulating, operation of model office, typing of stencils or masters, filing and recording as may be conducted within the classroom and are based on consideration of the skills and knowledge required in the occupation for which instruction is being provided and planned on a logical sequence basis deemed necessary for the student to meet his occupational objective. The supervised practical experiences shall be sufficiently extensive in duration to enable the student to develop competencies necessary to fit him for employment in his chosen occupation and shall be supervised, directed or coordinated by a qualified teacher.

APPENDIX E

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APPENDIX F

THE TEN IMPERATIVE NEEDS OF
YOUTH-A STUDENT OPINION POLL

THORNTON FRACTIONAL TOWNSHIP HIGH SCHOOL
DISTRICT 215

Calumet City, Illinois

THE TEN IMPERATIVE NEEDS OF YOUTH

A STUDENT OPINION POLL

ACKNOWLEDGMENTS

The writer expresses his sincere thanks and appreciation to Mr. Young for permission to extend the homeroom period, the homeroom teachers for their co-operation in administration of the poll, and to the entire staff in the Guidance Department, the Deans' Office, the Social Counselor and the secretaries for the hours given unselfishly to the tedious task of tallying the many responses to the student opinion poll.

INTRODUCTION

This report presents a study of the degree to which the Ten Imperative Needs of Youth are being met at Thornton Fractional North as revealed in replies given by the four classes of the student body.

A review of the needs and questions stated in these tables with a thoughtful perusal of the percentage of responses given for each of the answers, will provide helpful information for anyone interested in appraising the degree to which the secondary school program is meeting the Ten Needs.

The writer is not being presumptuous in setting forth the following interpretations of the tabular data. The writer's interpretations are based ENTIRELY on the responses to the questionnaire by the student body, which may not have a degree of validity. The writer at best can only assume the responses to have at least a .90 degree of validity.

Furthermore, the writer wishes it understood that by accumulating this data he is not attempting to evaluate individual courses or departments, this he feels is the duty and responsibility of the members of the separate departments who are, by far, more qualified to perform this activity.

PURPOSE OF STUDY

The purpose of this study was to provide the Curricula Evaluation Committee of School District 215 with a student opinion of the degree to which the afore mentioned needs are being met at Thornton Fractional North High.

METHODOLOGY

The research instrument used was originally developed by the National Association of School Principals. Minor modifications were made in

the instrument before using it in this study.

The modified survey form was distributed to the student body by the teachers in the homeroom periods, of all four levels. The students were not required to submit their names when filling out the survey forms. (It was the belief of the investigator that the students would be more truthful in their responses to the questions.) Responses to the questions were made by a check mark in either the "Yes" or "No" columns. The survey forms were then tallied by the entire staff of the Guidance Department and compiled by the investigator.

INTERPRETATION

Responses to each question are presented in percentages, by groups. Group I refers to responses by the freshman class, group II to the sophomore class, group III to the junior class, group IV to the senior class and group V is a composite of all four classes.

A slight caution must be observed in analyzing the tabular data as the inexperienced responses of the relatively immature opinions of the lower secondary school grade, in one case, may result in spurious conclusion unless this factor is considered. This was borne in mind in the text which interprets each table.

NEED I - Work

The need for more information about jobs or professions was expressed by more than eighty five per cent of the pupils in all groups, resulting in a composite percentage of ninety per cent. This is also reflected in the responses to question number five where seventy five per cent of the pupils stated that they did not know about local job opportunities, requirements and pay. These responses are even more interesting in view of the fact that the

greater percentage of pupils felt that their need for courses relating to their future life's work is adequately fulfilled by the present curricula. Assuming the data to be correct, the conclusion may be drawn that there may be a need for a course offering in occupational information beginning at least at the freshman level.

TABLE I. Inquiry on Student Need 1
Percentage of results from five groups

Needs and Questions	Percentage of responses by groups					
	I	II	III	IV	V	
Need 1 - Work All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive member of economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.						
1. Do you feel the need for more information about jobs or professions?	YES NO	86 14	93.5 6.5	93.5 6.5	90 10	90 10
2. Do you have success more often than failure in your school work?	YES NO	78.5 21.5	72.3 27.7	73.5 26.5	73.5 26.5	75 25
3. Do you know for what kinds of jobs each of your school subjects can help to prepare you?	YES NO	65 35	60 40	63 37	58.1 41.9	62 38
4. Do you need for your future life work some course that your school does not have?	YES NO	32 68	43.2 56.8	49.4 50.6	62.4 37.6	44 66
5. Do you know about local job opportunities, requirements, and pay?	YES NO	18 82	23.8 76.2	28.5 71.5	31.6 68.4	25 75

NEED II - Health

The response to the inquiry on health would indicate that the present curricula is satisfactorily accomplishing its purpose. Fifty six per cent of the pupils stated they were not concerned about their own health, this would indicate that the department of physical education is doing a commendable job in view of the fact that there is no formal course offering in physiology.

However, the writer feels that the forty four per cent of students who are worried about their growth and health is too high a percentage. The fact that the upper three classes of pupils felt that they were not developing any carry over activity, (#four question) in the present curricula could possibly warrant further study.

TABLE II. - Inquiry on Student Need 2

Percentage of results from five groups

Needs and Questions		Percentages of responses by groups				
		I	II	III	IV	V
Need 2 - Health All youth need to develop and maintain good health and physical fitness and mental health.						
1. Can you apply first aid and artificial respiration?	YES NO	63 37	86 14	76 24	69.2 30.8	73 27
2. Are you as happy as other people seem to be?	YES NO	81 19	80.4 19.6	81.7 18.3	81.3 18.7	81 19
3. Are you worried about your own growth or health?	YES NO	49.5 50.5	45 55	39.6 60.4	37.5 62.5	44 56
4. Are you developing skill in any sport which you can follow after you leave school?	YES NO	32 68	45.6 54.4	46 54	41.5 58.5	48 52
5. Do you know how to select a well balanced diet of carbohydrates, proteins, minerals, vitamins, etc.?	YES NO	53.5 46.5	66.2 33.8	59.5 40.5	52.6 47.4	58 42

NEED III - Citizenship

All needs in this section appear to be adequately fulfilled by the present curricula with possibly the exception of the need for more sharing of planning of classroom work with the classroom teachers (question #three).

The percentage of students who have not seen a court or other public officials at work may be too high for pupils of secondary school age.

TABLE III. - Inquiry on Student Need 3
Percentage of results from five groups

Needs and Questions	Percentage of responses by groups					
	I	II	III	IV	V	
Need 3 - Citizenship All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation and to have an understanding of the nations and peoples of the world.						
1. Do you wish that other students would like you better?	YES NO	79.5 20.5	80.4 19.6	78 22	76.2 23.8	79 21
2. Do you feel at ease talking or working with people of another race or creed?	YES NO	80 20	83 17	86 14	84 16	83 17
3. Would you like to share with your classroom teachers in planning your school work?	YES NO	73 27	74.5 25.5	77 23	77.5 22.5	75 25
4. Can you compare the freedoms of the American way of life with those of communism and socialism?	YES NO	75.5 24.5	72.6 27.4	75.2 24.8	71.4 28.6	74 26
5. Have you seen a court or other public officials when they are at work?	YES NO	53 47	53.3 46.7	47.5 52.5	48 52	51 49

NEED IV - Home

The purpose of the family in American life could be described by 84% of the pupils - the range in the four classes was from 81.2% (senior class) to 84.5% (sophomore class). A lack of understanding between members of the family unit was believed to exist by 43% of the total group. In groups II, III, and IV, 45% felt the above while only 38% of group I believed that the lack of understanding to exist in their family units. These figures, if true, would indicate a need for an increased effort in the area of mental health.

In question number four it is interesting to note that 48 and 53 per cent of groups I and III respectively felt the need for learning about making dates while only 26.8 and 27.5 per cent respectively felt this need.

TABLE IV. - Inquiry on Student Need 4

Percentage of results from five groups

Needs and Questions		Percentage of responses by groups				
		I	II	III	IV	V
Need 4 - Home All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.						
1. Can you describe the purpose of the family in American life?	YES	83	84.5	83.4	81.2	84
	NO	17	15.5	16.6	18.8	16
2. Do you feel there is lack of understanding between you and your parents, or between you and your brothers and sisters?	YES	38	45.6	45.5	45.3	43
	NO	62	54.4	54.5	54.7	57
3. Can you read the meters - gas, water, electric in your home?	YES	57	54.7	48.3	43	52.5
	NO	43	45.3	51.7	57	47.5
4. Do you need to learn about making dates or choosing a mate or making a home?	YES	48	26.8	53	27.5	40.5
	NO	52	72.2	47	72.5	59.5
5. Do you understand your own sexual growth and its effects on what you think and do?	YES	88	61.6	80	85.6	78.5
	NO	12	38.4	20	14.4	21.5

NEED V. - Thrift

The needs in questions one and two seem to be satisfactorily fulfilled according to the responses, but 49%, 44%, and 62.5% of the total student body felt the need for more information in questions three, four and five respectively. This could be especially important in regard to question number three if the responses were referring to their lack of ability to judge whether what is said in politics is true, in view of the fact that all of these students will soon become of legal voting age. This need was also felt to a high degree in the three upper classes.

TABLE V. - Inquiry on Student Need 5

Percentage of results from five groups

Needs and Questions	Percentage of responses by groups					
	I	II	III	IV	V	
Need 5 - Thrift						
All youth need to know how to purchase and use goods and services intelligently, understanding both values received by the customer and the economic consequences of their acts.						
1. Do you know how to pick the best quality in the food and clothes you buy?	YES	86	59	88.1	84	78.5
	NO	14	41	11.9	16	21.5
2. Do you know where to find information about what and how to buy?	YES	68	66.8	68.8	66.3	68
	NO	32	33.2	31.2	33.7	32
3. Can you tell if what is said in advertising or politics is true?	YES	49	50	53	50.8	51
	NO	51	50	47	49.2	49
4. Are you, yourself, ever asked to judge the success of your school work or personal development?	YES	57	55.6	56.5	55.9	56
	NO	43	44.4	43.5	44.1	44
5. Do you know how to invest money - buy stocks and bonds, etc.?	YES	44.5	31.2	36.4	37.5	37.5
	NO	55.5	68.8	63.6	62.5	62.5

NEED VI. - Science

The need for knowledge concerning the working out of practical problems was expressed by 69% of the total group. Sixty seven per cent of group one felt this need, sixty nine per cent of group two, sixty two per cent of group four, and the highest per cent of seventy six was felt by group three. All other areas in this science area would seem to be adequately met for all respondents.

TABLE VI. - Inquiry on Student Need 6

Percentages of results from five groups

Needs and Questions	Percentage of responses by groups					
	I	II	III	IV	V	
Need 6 - Science						
All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of men.						
1. Do you need to know how to work out practical problems of your own, gathering facts and information, knitting them together and coming to your own conclusions?	YES	67.5	69	76	62.5	69
	NO	32.5	31	24	37.5	31
2. Do you see how your work in science is connected with your own problems?	YES	49	51.5	50	47	49
	NO	51	48.5	50	53	51
3. Do you understand people-what makes most people think, feel, and act as they do?	YES	66	63.4	69.5	65.2	65
	NO	34	36.6	30.5	34.8	35
4. Do you understand how motors, toasters, thermometers, etc., actually work?	YES	47	45.6	50	49.6	48
	NO	53	54.4	50	50.4	52
5. Can you describe some problems which science has brought along with its benefits?	YES	67	63	63.6	63.5	64
	NO	33	37	36.4	36.5	36

NEED VII - Appreciation

Asked whether or not their school was a beautiful place in which to live and learn, sixty three per cent of the total group stated in the negative. It is interesting that the percentage of negative responses increases rapidly from forty-five per cent in group I to a high of seventy seven per cent in group four. Knowledge of adult groups in the community which promote the study of literature, art, music, or nature was claimed by only twenty-three per cent of the entire group. All groups believed that they were learning to enjoy these things more as their education proceeds. Only forty-six per cent of the entire group read excellent fiction and other literature about their school subjects. Group number two had the highest percentage (48.5) of students reading the above type of literature. Even this could be considered to be too low a percentage.

TABLE VII. - Inquiry on Student Need 7
Percentage of results from five groups

Needs and Questions		Percentage of responses by groups				
		I	II	III	IV	V
Need 7 - Appreciation						
All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.						
1. Is your school a beautiful place to live and learn?	YES NO	55 45	35.9 64.1	24.6 75.4	23 77	37 63
2. Do you know the names of adult groups in your community which promotes the study of literature, art, music and nature?	YES NO	27 73	20 80	21 79	24.1 75.9	23 77
3. Do you believe that you are learning to enjoy better art, music, and literature as you go on with your education?	YES NO	69 31	70 30	64 36	69.8 30.2	68 32
4. Have you been on any trips to art museums or concerts or for nature study?	YES NO	65.5 34.5	71 29	65.3 34.7	69.1 30.9	66 34
5. Do you read the excellent fiction and other literature which is about your school subjects?	YES NO	43.5 56.5	48.5 51.5	46.5 53.5	43.6 56.4	46 54

NEED VIII. - Leisure

Seventy three per cent of group five believed that the community did not provide enough places for wholesome recreation except in group I where nearly half said this was done. This may be due to the fact that the freshman group have an entire different need in the line of recreation from the upper three classes; this is revealed by the steady increase in negative responses to a high of 86.8% in the senior class.

The responses to the remaining questions would indicate that these needs are being satisfied to a reasonable degree in all the classes.

TABLE VIII. - Inquiry on Student Need 8

Percentage of results from five groups

Needs and Questions		Percentage of responses by groups				
		I	II	III	IV	V
Need 8 - Leisure All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.						
1. Does your community provide enough places for wholesome recreation?	YES	40.5	22	23	13.2	27
	NO	59.5	78	77	86.8	73
2. Do you feel that you are "left out of things" in school?	YES	30.5	29.5	31.4	28.6	30
	NO	69.5	70.5	68.6	71.4	70
3. Would you like to work on some community welfare activities (such as Red Cross Drive) in your leisure time?	YES	47	70	64	39.8	43
	NO	53	30	36	60.2	57
4. Are you doing any work on what may be your lifetime hobbies?	YES	56	71	65.3	57	57
	NO	43.5	29	34.7	43	43
5. Is your leisure spent as you hope your own children will spend their leisure time?	YES	52.5	48.5	46.5	53.7	50.5
	NO	47.5	51.5	53.5	46.3	49.5

NEED IX. - Other People

Fifty eight per cent of the entire group answered "no" in regard to knowing how to be a good chairman which definitely shows a need for further study in this particular area. A greater percentage expresses the need for additional knowledge about the matters of courtesy. The junior class ranked highest in expression of need in this area. It is significant to note that sixty seven per cent of the entire group wished the teachers would like them better, again the juniors expressed this wish stronger than the other classes (70%) with the sophomore and freshman class following close behind with 68.6 and 66.5%'s respectively. Group four (seniors) were lowest in this desire (58%) probably because they are graduating and may feel that "it doesn't make any difference now". When one combines the tabular data from this question with tabular data of question eight in table eleven, one would assume that there is definite lack in this area that could stand improvement.

TABLE IX. - Inquiry on Student Need 9
Percentage of results from five groups

Needs and Questions	Percentage of responses by groups					
	I	II	III	IV	V	
Need 9 - Other People						
All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, to be able to live and work cooperatively with others, and to grow in moral and spiritual values of life.						
1. Do you know how to be a good chairman of a committee?	YES NO	45.5 54.5	40.5 59.5	39 61	44.7 55.3	42 58
2. Do you feel the need to know more about introducing people, about courtesy, etc.?	YES NO	52.5 47.5	50.6 49.4	55.4 44.6	53 47	53 47
3. Do you wish that your teachers would like you better?	YES NO	66.5 33.6	68.6 31.4	70 30	58 42	67 33
4. Do you prefer to be by yourself rather than with other students?	YES NO	67 33	23 77	21.7 78.3	24.3 75.7	41 59
5. Do you feel the need to learn more about getting along with other people?	YES NO	54 46	49.1 50.9	55.5 44.5	52.5 47.5	53 47

NEED X. - Language

Eighty one per cent of the total respondents expressed the need for knowledge of how to study better, the highest percentage being stated by group two (87%) followed by group three, four, and one respectively. Tabular data in this area would indicate a need for intensified effort on the teaching of the proper methods of study.

It would seem also that the habit of daily newspaper reading could be improved since only 57% of the pupils claimed they were developing this habit.

TABLE X. - Inquiry on Student Need 10

Percentage of results from five groups.

Needs and Questions		Percentage of responses by groups				
		I	II	III	IV	V
Need 10 - Language						
All youth need to grow in ability to think rationally, to express their thoughts clearly, and to read and listen understandingly.						
1. Do you use good written and spoken English in all your classes?	YES	63.5	69	60	62	64
	NO	36.5	31	40	38	36
2. Do you wish that you knew how to study better?	YES	81.5	87	83.4	82.4	81
	NO	18.5	13	16.6	17.6	19
3. Are you developing the habit of daily newspaper reading?	YES	53.5	59.4	60.2	52.5	57
	NO	46.5	40.6	39.8	47.5	43
4. Do you know how to find reference materials by using the card catalog, the Reader's Guide, etc., in the school library?	YES	81.5	91.0	87.8	84	86
	NO	18.5	9.0	12.2	16	14
5. Can you write a good letter or composition?	YES	67	75	70.5	69.1	70
	NO	33	25	29.5	30.9	30

TEN GENERAL QUESTIONS

A disappointing number of students expressed that they did feel free to talk over personal problems with a faculty member, (Group V - 31.5%). This percentage, the writer found, to be about the same as studies of similar surveys of other schools. Effort could possibly be made to improve this

situation.

A sizable percentage of pupils wanted more opportunities to make suggestions about their school work. The junior class was strongest in expressing this desire.

TABLE XI. - General Questions
Percentage of results from five groups.

General Questions		Percentage of responses by groups				
		I	II	III	IV	V
1. Have you liked to answer the Questions that have been asked?	YES	74.5	54.3	60.2	58	65.5
	NO	25.5	36.6	39.8	52	34.5
2. Do you feel that your school is interested in your personal welfare?	YES	76.8	61.9	48.4	39	60
	NO	23.2	38.1	51.6	61	40
3. Have the questions helped you to think more about yourself?	YES	77	67.6	65.1	57	69
	NO	23	32.5	34.9	43	31
4. Have the questions helped you to understand yourself better, to see better what problems and needs you may have?	YES	67.5	55.4	55	50	58.5
	NO	32.5	44.6	45	50	41.5
5. Are any of your problems so serious that they may keep you from doing good school work?	YES	20.5	36	28.8	35	29
	NO	79.5	54	71.2	65	71
6. Have the questions helped you to know your problems and needs are about the same as those of other people of your age?	YES	75.5	63.2	63.4	56	66
	NO	24.5	36.8	36.6	44	34
7. Would you like to have more time to think and work on problems of personal concern to you?	YES	76.5	81.7	79.6	78	79
	NO	23.5	18.3	20.4	22	21
8. Do you feel free to talk over your personal problems with anyone of your school faculty?	YES	39.5	33.6	21.4	27	31.5
	NO	69.5	56.4	18.6	73	68.5
9. Do these questions give you a good picture of your school work and problems?	YES	75.5	61.8	54.7	55	63.5
	NO	24.5	38.2	45.3	45	36.5
10. Would you like to have more opportunities to make suggestions about your school work?	YES	81.5	82.5	85.3	76	82
	NO	18.5	17.5	14.7	24	18

CONCLUSION

The tabular data given here provides a basis of evaluation of how the present curricula is satisfying the needs of pupils. The staff members of the school should be able to detect POSSIBLE relative strengths and weakness in particular areas of concern by studying these data carefully. It is for this reason the writer has refrained from making personal conclusions. Data of this type have been found to be provocative and stimulating when used as a basis for discussions in faculty meetings, departmental conferences, and so forth.

APPENDIX G

SCHOOL AND COMMUNITY INFORMATION

Thornton Fractional Township High School District #215
 Five Year Enrollment Projection
 Revised November 15, 1963

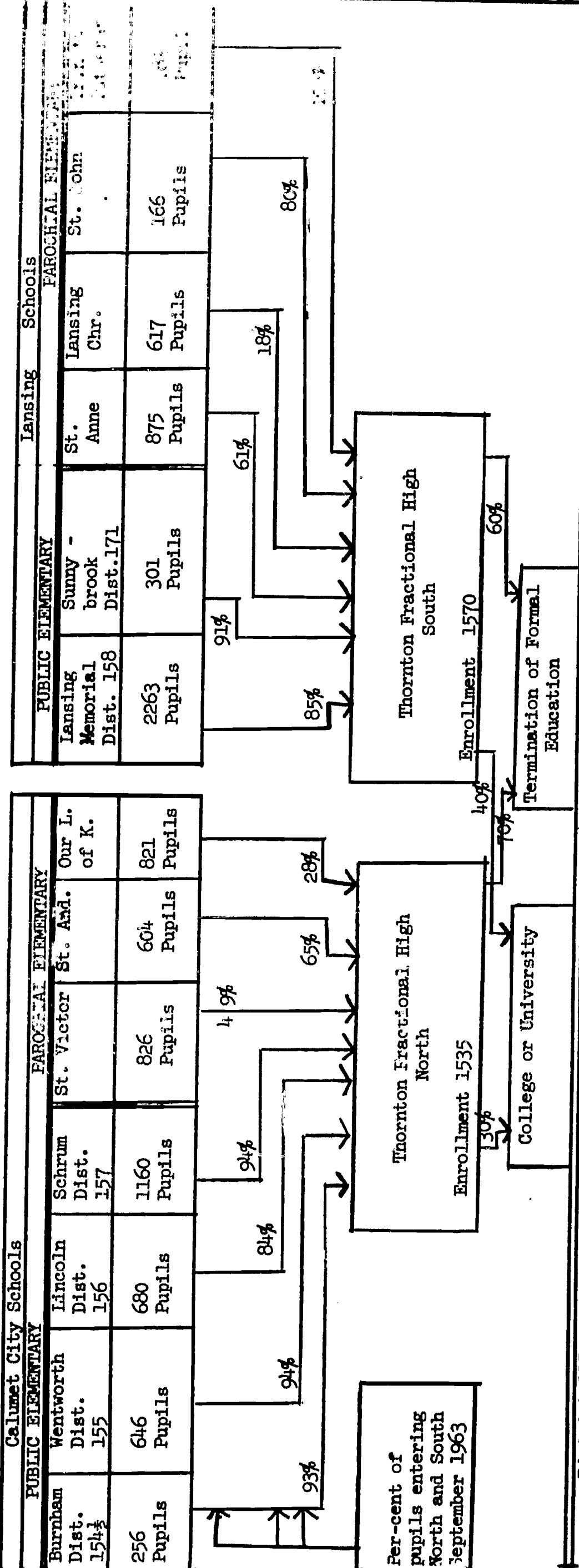
School Year	Enrollment By Grades						Total North	Total Gain North			
	Elementary			North Building							
	5	6	7	8	9	10			11	12	
1963-1964		558	574	587	519	399	423	394	319	1535	
1964-1965			558	574	587	441	379	402	374	1596	61
1965-1966				558	574	499	419	360	382	1660	64
1966-1967				558		488	474	398	342	1702	42
1967-1968						474	464	450	378	1766	64

School Year	Enrollment By Grades						Total South	Total Gain South		
	Elementary			South Building						
	5	6	7	8	9	10			11	12
1963-1964	569	551	567	509	428	389	436	317	1570	
1964-1965		569	551	567	433	407	370	414	1624	54
1965-1966			569	551	482	412	387	351	1631	8
1966-1967				569	468	458	390	368	1684	53
1967-1968					484	445	435	370	1734	50

District #215 School Year	Total Enrollment North & South	Total Gain
1963-1964	3105	
1964-1965	3220	115
1965-1966	3291	71
1966-1967	3386	95
1967-1968	3500	114

8th Grade Enrollment Reduced by 15% on Entering High School.
 High School Enrollment Reduced by 5% Each Year.
 Elementary Enrollment Not Reduced.

Thornton Fractional High School District No. 215
 Student Educational Flow Chart
 November 1963



Per-cent of pupils entering North and South September 1963

District 215 Population: 50,000 Approx.
 Elementary Enrollment: 9,398 Approx.
 Secondary Enrollment: 3,100
 Total Number of Pupils: 12,500

No. Public Elementary Schools: 6
 No. Parochial Elementary Schools: 7
 No. Secondary Schools: 2
 Total Number of Schools: 15

No. Board of Educ. Public: 7
 No. Board of Educ. Parochial: 7
 No. of Teachers: 550

Excerpts From The
Evaluative Criteria
1960 Edition

SCHOOL AND COMMUNITY

NAME OF SCHOOL Thornton Fractional North, Calumet City, Ill. DATE _____

Prepared by Walter Horvatich - Guidance Department

Excerpts from the evaluative criteria of Thornton

Fractional Township High School District 215.

NATIONAL STUDY OF SECONDARY SCHOOL EVALUATION

Formerly, Cooperative Study of Secondary School Standards

c 1960 by National Study of Secondary School Evaluation, Washington 6, D.C.

Basic Data Regarding the Community

Population Data For The School Community

1. Describe the area included within your community: Calumet City and Burnham
2. Total population..... 28,000 plus 2,900 30,900
3. Number of youth of secondary school age in community (public schools only)
2,000
4. Total number of secondary schools of all types in this community (including school being evaluated): 1 Total enrollment... 1,600
5. Enrollment in this school..... 1,600

Occupational Status of Adults

Describe briefly the general character of employment of adults in this community. If a publicly supported school, recent census data of the supporting district may be satisfactory. If a nonpublic school, a summary of occupations of parents of present students would be helpful.

See Census Data

Educational Status of Adults

Describe, in general, the extent of the formal education of parents and other adults in the community. If recent census reports are not available, an estimate should be made by those who know the community well.

See Census Data

Financial Resources-Public Schools

(Information requested here is more appropriate when there is only one public high school in a district. All other public schools attach a brief statement about the financial resources of the school).

Fiscal year to which information applies: 1964-65

	<u>Amount</u>
1. Expenditures (not including capital outlay) of this secondary school per pupil in average daily attendance....\$	<u>575.00</u>
2. Assessed valuation of the school district.....\$	<u>\$106,056,750.00</u>
3. Approximate percent assessed valuation is of true valuation	<u>55%</u>
4. Assessed valuation per youth of secondary school age in the school district.....\$	<u>34,000.00</u>
5. Percent of funds obtained from local taxation.....	<u>87%</u>
6. Percent of funds obtained from state and other sources (exclusive of receipts from tuition).....	<u>13%</u>
7. Percent of funds from tuition pupils enrolled in this school.....	<u>None</u>

Rural Pupils

1. Percent of enrollment in this school classified as rural (in open country or in towns of fewer than 2,500 population)..... %
2. Percent of pupils in this school transported at public expense..... 37 %

Composition of the Community

Describe any important characteristics of the community which are related to the school and its program, such as languages spoken in the homes, national origins of pupils or parents, nature of neighborhoods, cultural interests, and stability of population.

See Census Data

Community Agencies Affecting Education

Schools in large cities should answer the items that follow in terms of the neighborhood or district immediately surrounding the school or list agencies actually used by the school regardless of their location. The purpose is to list and describe the agencies which are probably affecting education in this school rather than provide an exhaustive list of all resources.

Educational Agencies

1. Public library or library branch

Name Calumet City Public Library

Indicate availability by checking in columns below:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning							
Afternoon		X	X	X	X	X	X
Evening		X	X	X	X	X	X

a) If the territory served by this high school has a local library branch:

- (1) Approximately what percentage of the pupils of this school have public library cards?..... 75
- (2) Approximately what percentage of the adults in the families from which the pupils come have public library cards..... 60

b) If this territory does not have a local library or library branch, in the list below check the sources of books used by the people in the territory served by the high school:

- County library service.
- State library service.
- A college or university library.
- Other free libraries.
- A rental library.
- Other libraries. (Describe.)

Comments: Excellent library facilities are also available in neighboring communities.

Educational Agencies - Continued

2. Other schools (for youth of secondary school age)

There are a number of secondary schools available to youths of this community, that are located outside the immediate community. Students must pay tuition at these schools.

3. Collegiate institutions

Purdue Extension

Indiana Extension

St. Joseph's, East Chicago

Chicago Teachers

Universities of Illinois, Purdue, Indiana, Northwestern, Notre Dame

The above mentioned institutions are only a few of the numerous schools available to graduates of Thornton Fractional North.

4. Noncollegiate postsecondary schools

With the exception of a beauty school, the community proper offers no opportunity of the non collegiate post secondary school type to students; however, there are a great variety of schools of this type in neighboring communities.

5. Museums, art galleries, planetarium, botanical gardens, zoological gardens

Excellent facilities of the above items all available to the residents of our community in the city of Chicago. None are available within the community.

6. Youth-serving agencies, such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Clubs, and Girls Clubs

There are a great variety of youth serving agencies available to the youth of the community, however, the majority of them are located outside the immediate community.

Recreational Opportunities

Provisions of varied types of recreation appropriate to people of all ages has come to be recognized as an important phase of community responsibility. In describing the recreational opportunities of the community, it is important to consider efforts being made to improve the quality of motion picture or radio programs, to eliminate undesirable features of public dance halls and skating rinks, and to ensure adequate supervision of amusement places frequented by minors. It is also important to consider coordination between school and community and to avoid unnecessary duplication.

If provisions or services are adequate, indicate by a check mark.

1. Organization of public recreation:

- There is a recreation council or board.
- The council or board is adequately financed.
- Provision is made for trained leadership.
- Young people have a part in planning and directing those phases of the program which apply to them.
- There has been a survey to determine present coverage of recreational facilities and needed expansion.

Comments:

2. Parks:

- There is a park (or recreation) department in the local government.
- The employed staff is adequate.
- There is a definite plan for continued purchase and development of park areas.
- Parks are so distributed as to be available to all sections of the community.

The following facilities are available in parks in the community:

- Playgrounds.
- Baseball diamonds.
- Football fields.
- Tennis Courts.
- Golf links.
- Swimming pools.
- Picnic grounds.
- Camping sites.

3. Playgrounds and athletic fields:

- The number and location of playgrounds and athletic fields are adequate for the needs of the community.
- School playgrounds and athletic fields are open after school hours and during the summer.
- These are equipped for a wide variety of activities.
- They are appropriately supervised.
- Opportunity is provided for group activity for young people of both sexes.
- Both competitive and noncompetitive sports are given recognition.

Comments:

4. Nonathletic public recreation:

- a) There are local nonprofit musical organizations:
 - Orchestra
 - Band
 - Chorus.
- b) Facilities and activities include:
 - Public music festivals.
 - Pageants or dramatic festivals.
 - Little theater.
 - Opportunity for out-of-school youth and adults to participate in arts and crafts.
 - Local art exhibit.
 - Photography exhibit.

Comments:

Recreational Opportunities-Continued

2. Parks: continued

The following facilities are available in parks in the community:

- Boating facilities.
- Band shell.
- Bridle paths.
- Skating.
- Botanical gardens.
- Zoological gardens.
- Nature walks.
- Other _____

Comments:

5. Nature study and other outdoor activities:

- a) The community maintains a public camp site for recreation purposes.
- b) Voluntary organizations promote interest in the out-of-doors:
 - Bicycle clubs.
 - Garden Clubs.
 - Hiking clubs.
 - Youth hostelling groups.
 - Others _____

Comments:

6. Youth Center:

- a) A recreational center for young people is provided under public auspices.
- b) This center provides for:
 - Dancing.
 - Games
 - Soda bar.
 - Others _____
- c) Young people have a large part in its direction.
- d) Expenses and membership are such as to make the center available to all young people.

Comments: The park department has a limited program that could possibly be classified as a youth center.

9. (continued)

Comments: Pool rooms and public dance halls are available in neighboring communities.

7. Privately supported agencies:

- a) The following organizations provide a variety of recreational opportunities for their clientele:
 - Churches.
 - 4-H Clubs.
 - Settlements.
 - Other agencies _____
 - Baseball leagues _____
- b) Important segments of the youth population are not reached by either public or private agencies.

Comments:

8. Theaters:

- a) The following dramatic fare is available in the community:
 - Motion picture theaters.
 - Legitimate theater.
 - Vaudeville.
- b) There is a group in the community concerned with the improvement of the type and quality of these presentations.
- c) A community agency publicizes film reviews and ratings of motion pictures to be shown in the local theater.

Comments:

Motion picture and other theaters are available in the neighboring communities.

9. Other commercial recreation, including popular types of commercial recreational centers:

- a) The general character of the following recreational centers provides an appropriate place for young people to spend their leisure time.
 - Night clubs.
 - Roadhouses.
 - Bowling alleys.
 - Skating rinks.
 - Swimming pools.
- b) The community exercises control over attendance of minors.
- c) Admission fees are moderate.

Civic Organizations

It is important for the staff of the school to be familiar with the agencies in the community which are active in programs for improvement. If the list of organizations given below is incomplete for your community or the space for comments inadequate, please make appropriate adjustments by adding to list or using additional sheets. Schools in large cities should keep in mind the need to limit the descriptions to neighborhood organizations. Underline agencies in list which are active in your community. Under Comments indicate briefly the relationships of the organizations to the school.

1. All-community agencies, such as: Community council (or similar over-all planning agency), civic improvement association, good government association, community forum, parent-teacher organization, consumers association, youth council.
Comments:
2. Social service agencies, such as: Council of social agencies, Community or United Fund, family counseling center, child guidance center, Salvation Army, Red Cross, church-affiliated relief agencies.
Comments:
3. Religious organizations, such as: Catholic (number of churches) 4, Protestant (number of churches) 5, Jewish (number of congregations) 0, Young Men's Christian Association, Young Women's Christian Association, Young Men's Hebrew Association, Young Women's Hebrew Association, Catholic Youth Organization, Council of Churches.
Comments:
4. Agencies serving racial or ethnic groups:
 - a) Centers serving a particular racial group (indicate group)
 - b) Centers serving a particular nationality group (e.g., Polish-American Association)
 - c) Interracial organizationsComments:
5. "Service clubs," such as: Exchange Club, Kiwanis Club, Lions Club, Rotary Club, Optimist Club.
6. Fraternal organizations, such as: Eagles, Elks, Knights of Columbus, Knights of Pythias, Masons, Moose, Odd Fellows, Modern Woodmen.
Comments:
7. Women's organizations, such as: American Association of University Women, Business and Professional Women's Club, Women's Club, Zonta International, League of Women Voters.
Comments:

Civic Organizations - Continued

8. Business associations, such as: Chamber of Commerce, Junior Chamber of Commerce, employers association, manufacturers association, Merchants association.

Comments:

9. Professional associations, such as: Bar Association, medical association, ministerial association, nursing association, teachers association.

Comments:

10. Labor organizations, such as: American Federation of Labor-Congress of Industrial Organizations (number of locals)-_____, Railway Brotherhoods (number of locals)_____.

Comments:

11. Farm organizations, such as: Farm bureau, farmers union, grange, farmers' cooperative.

Comments:

12. Veteran and patriotic societies, such as: American Legion, American Veterans' Committee, Disabled American Veterans, Daughters of the American Revolution, Sons of the American Revolution, Veterans of Foreign Wars, Spanish War Veterans.

Comments:

13. Cultural organizations, such as: Art association, dramatic club, garden club, historical society, literary club, music society, pioneer association.

Comments:

14. Medical and health organizations, such as: Local medical society, hospital association, Association for Crippled Children, National Tuberculosis Association, Society for Prevention of Cancer, Maternal Health Association, Society for Mental Hygiene.

Comments:

Does the school have on file a list of all community agencies affecting education, together with the name and address of the person in charge? Yes _____ No X

CLUBS, LODGES, FRATERNAL, GOLF AND ATHLETIC ORGANIZATIONS

Wheelman Club

Fishing and Hunting Club

Club Femulac

Ehinger Bros. Post 8141, Veterans of Foreign Wars

Ladies Auxiliary, Ehinger Bros. Post 8141, V.F.W.

Loyal Order of Moose No. 432

Ladies Auxiliary Loyal Order of Moose, Chapter 1023

Fraternal Order of Eagles, Aerie No. 2296

Coronata Council, Knights of Columbus

Ladies Auxiliary, American Legion Post 330

American Legion Post 330

Gold Coast Woman's Club

Calumet City Chamber of Commerce

Calumet City Lions Club

Calumet City Kiwanis Club

Ladies Auxiliary to B.R.T. #419

Brotherhood of B.R.T. #964

Mothers of World War 2 Unit 118

Sigma Kappa Pi, City Council

Pi Epsilon Kappa, Alpha Upsilon Chapter

Fraternal Order of Police

Gold Coast Improvement Association

Coronata Council 3806 (Women)

Calumet City Green Lake Community Association

Calumet City Real Estate Board

Southwest Improvement Association

West End Improvement Association

Calumet City Civic League

Arcadia Lodge #1138 A.F. & A.M.

Arcadia Chapter O.E.S. #967 Eastern Star

Sons of Italy

Calumet City Taverns' Association

Men's Democratic Club

Women's Democratic Club

Calumet City Little League

Calumet City Babe Ruth League

Calumet City Junior Women's Club

Delta Sigma Kappa Alpha Psi Chapter

P.T.A. Lincoln School

School P.T.A. - Wentworth School

Hoover School P.T.A.

Amsac Club

Club Cavalier

Dirty Dalton Athletic Club

Gold Coast Amvets

Polish Alma Mater

ST. VICTOR CHURCH SOCIETIES:

Holy Name Society

St. Vincent Society

Catholic Women's Club

Sacred Heart Club

MISCELLANEOUS:

Club 33 St. Andrew Church

Crusaders Class, Church of Christ

Ladies' Auxiliary, Fraternal Order of Eagles

Hoover Community Club

Woman's Christian Society, St. John's Church

Lady Falcons #445

Polish American Citizens Club

Polish Women's Alliance #31

Polish Women's Alliance #19

Calumet City Hadassah

St. Rita Club - St. Andrew Church

Ladies' Rosary Confraternity - St. Andrew Church

St. Andrew Women's Club

Royal Neighbors of America, Camp #8309

Calumet City Hadassah

Our Lady of Knock Church:

Holy Name Society

Usher's Club

Health and Sanitation Facilities

Estimate the effectiveness of the health services and supervision of sanitary services for the community your school serves. In the case of services not maintained in the community but provided on a county or state basis, estimate the services in terms of adequacy and accessibility to the people in your community. If provisions or services are adequate, indicate by a check mark.

1. X There is a local board of health with qualified personnel.

Comments:

2. X Adequate hospital services are available to residents of the Community.

Comments: Neighboring community facilities are used. There has been a recent movement for a local hospital.

3. X There is provision for mental health in the form of a local psychiatric, behavior, or functional clinic.

Comments: No local service. Neighboring communities only.

4. X Adequate medical and dental services are available.

Comments:

5. X Adequate nursing services are available to the community.

Comments:

6. X The water supply is adequately protected by regular testing.

Comments:

7. X Provisions for sewage and refuse disposal are adequate.

Comments:

8. X The milk and food supply is adequately protected by inspection.

Comments.

Procedures

What procedures were followed by members of the committee responsible for filling in this blank?

UNITED STATES CENSUS OF POPULATION
OF CALUMET CITY, ILLINOIS: 1960

GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS

U. S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

Table I--SOCIAL CHARACTERISTICS OF THE POPULATION,
FOR CALUMET CITY, ILLINOIS: 1960

Total Population.	25 000
NATIVITY AND PARENTAGE	
Native.	23 454
Native parentage	17 277
White	17 222
Nonwhite.	55
Foreign or mixed parentage	6 177
White	6 177
Nonwhite. . . . .	...
Foreign Born.	1 546
White.	1 542
Nonwhite	4
STATE OF BIRTH	
Total Native Population	23 454
Born in state of residence	13 571
Born in different state.	9 429
Born in U.S. outlying area, at sea, etc.	46
State of birth not reported.	408
RESIDENCE IN 1955	
Population 5 years Old and Over, 1960	21 685
Same house as in 1960.	11 451
Different house in U.S..	9 935
Same county.	6 023
Different county.	3 912
Same state	288
Different state	3 624
Abroad.	114
Moved, residence in 1955 not reported.	185
YEAR MOVED INTO PRESENT HOUSE	
Total.	25 000
1959 to 1960.	5 230
1958.	2 549
1957.	2 542
1954 to 1956.	5 086
1950 to 1953.	4 001
1940 to 1949.	3 063
1939 or earlier	1 197
Always lived in this house.	1 332
PLACE OF WORK AND MEANS OF TRANSPORTATION	
All Workers ^{1/}	9 327
Worked in county of residence	4 134
Worked outside county of residence.	4 932
Place of work not reported.	261

Table I--SOCIAL CHARACTERISTICS OF THE POPULATION
FOR CALUMET CITY, ILLINOIS: 1960

(Continued)

PLACE OF WORK AND MEANS OF TRANSPORTATION (Cont'd.)

Private automobile or car pool.	7 260
Railroad, subway, or elevated	372
Bus or streetcar.	353
Walked to work.	837
Other means	100
Worked at home.	114
Not reported.	291

VETERAN STATUS

Civilian Males 14 Years Old and Over	8 432
Veteran.	4 083
Korean War	883
World War II	2 457
Korean War and World War II.	98
World War I.	318
Other Service.	327
Nonveteran.	4 349

MARRIED COUPLES AND FAMILIES

Married couples	6 116
With own household	5 984
With own children under 6.	2 310
With own children under 18	3 875
With husband under 45.	3 651
With own children under 18	3 009
Families.	6 584
Husband-wife families.	5 992
With own children under 6.	2 277
With own children under 18	4 000
Unrelated individuals	946
Persons under 18 years old.	9 322
Living with both parents	8 776

CHILDREN EVER BORN

Women ever married, 15 to 24 years old.	666
Children per 1,000 women ever married.	1 222
Women ever married, 25 to 34 years old.	1 770
Children per 1,000 women ever married.	2 154
Women ever married, 35 to 44 years old.	1 958
Children per 1,000 women ever married.	2 414

1/ Includes statistics for members of the armed forces.

Table II--EDUCATION, EMPLOYMENT STATUS, AND SELECTED
LABOR FORCE CHARACTERISTICS OF THE POPULA-
TION, FOR CALUMET CITY, ILLINOIS: 1960

SCHOOL ENROLLMENT

Total Enrolled, 5 to 34 Years Old.	5	539
Kindergarten.		236
Public		179
Elementary (1 to 8 years)	3	915
Public	2	260
High School (1 to 4 years).	1	198
Public	1	077
College.		190
Number enrolled in school, by age:		
5 and 6 years old.		587
7 to 13 years old.	3	402
14 and 15 years old.		657
16 and 17 years old.		522
18 and 19 years old.		185
20 and 21 years old.		48
22 to 24 years old		15
25 to 34 years old		123
Percent enrolled in school, by age:		
5 and 6 years old.		50.3
7 to 13 years old.		97.4
14 and 15 years old.		95.5
16 and 17 years old.		79.5
18 and 19 years old.		30.6
20 and 21 years old.		11.6
22 to 24 years old		1.8
25 to 34 years old		3.3

YEARS OF SCHOOL COMPLETED

Male, 25 Years Old and Over.	7	016
No school years completed		120
Elementary: 1 to 4 years		290
5 and 6 years.		370
7 years.		401
8 years.	1	238
High School: 1 to 3 years	1	622
4 years.	1	975
College: 1 to 3 years		558
4 years or more.		442
Median school years completed		11.0
Female, 25 years Old and Over.	6	817
No school years completed.. . . .		171
Elementary: 1 to 4 years		252
5 and 6 years.		397
7 years.		326
8 years.	1	322
High school: 1 to 3 years	1	563
4 years.	2	265
College: 1 to 3 years		356
4 years of more.		165
Median school years completed		10.8

Table II--EDUCATION, EMPLOYMENT STATUS, AND SELECTED
LABOR FORCE CHARACTERISTICS OF THE POPULA-
TION, FOR CALUMET CITY, ILLINOIS: 1960

(Continued)

EMPLOYMENT STATUS

Male, 14 Years Old and Over.	8 449
Labor force.	7 210
Armed forces.	17
Civilian labor force.	7 193
Employed	6 968
Unemployed	225
Not in labor force	1 239
Inmate of institution:
Enrolled in school.	494
Other, under 65 years old	294
Other, 65 years old and over	451
 Female, 14 Years Old and Over.	8 574
Labor force.	2 743
Employed.	2 591
Unemployed.	152
Not in labor force	5 831
Inmate of institution:
Enrolled in school.	571
Other, under 65 years old	4 605
With own children under 6	1 972
Married, husband present	1 952
Other, 65 years old and over	655

AGE OF PERSONS IN LABOR FORCE

Male:	14 to 17 years old	168
	18 to 24 years old	706
	25 to 34 years old	1 781
	35 to 44 years old	2 085
	45 to 64 years old	2 220
	65 years old and over	250
Female:	14 to 17 years old	133
	18 to 24 years old	455
	25 to 34 years old	600
	35 to 44 years old	764
	45 to 64 years old	706
	65 years old and over	85
	Married women in labor force, husband present	1 537
	Women in labor force with own children under 6.	339
	Married, husband present.	300

TABLE III--OCCUPATION GROUP AND CLASS OF WORKER OF EMPLOYED
PERSONS, BY SEX, FOR CALUMET CITY, ILLINOIS: 1960

OCCUPATION

Male, Employed.	6 968
Professional, technical, and kindred workers	533
Engineers, technical.	155
Medical & other health workers: salaried	27
self-empl.	20
Teachers, elementary & secondary schools.	43
Other professional, etc.: salaried.	280
Self-employed.	8
Farmers and farm managers. . . . .	...
Managers, officials, & propr's, exc. farm.	477
Salaried.	339
Self-employed: retail trade.	98
other than retail trade	40
Clerical and kindred workers	595
Sales workers.	380
Retail trade.	134
Other than retail trade	246
Craftsmen, foremen, and kindred workers.	2 164
Construction craftsmen.	553
Foremen (N.E.C. <u>1</u> / <u>1</u>).	333
Mechanics and repairmen	422
Metal craftsmen, except mechanics.	372
Other craftsmen.	484
Operatives and kindred workers	1 693
Drivers and deliverymen	288
Other operatives, etc.: dur. goods mfg.	696
nondur. goods mfg.	382
nonmfg. industries	327
Private household workers . . . . .	...
Service workers, except private household.	329
Protective service workers.	134
Waiters, bartenders, cooks, & counter wkrs.	84
Other service workers	111
Farm laborers and farm foremen	8
Laborers, except farm and mine	564
Construction.	61
Manufacturing	372
Other industries.	131
Occupation not reported.	225
Female, Employed.	2 591
Professional, technical, and kindred workers	246
Medical & other health workers: salaried	76
self-employed.	4
Teachers, elementary & secondary schools.	82
Other professional, etc.: salaried	80
self-employed.	4
Farmers and farm managers. . . . .	...

Table III--OCCUPATION GROUP AND CLASS OF WORKER OF EMPLOYED
PERSONS, BY SEX, FOR CALUMET CITY, ILLINOIS: 1960

(continued)

Female, Employed (Cont'd.)		
Managers, officials, & propr's, exc. farm.		31
Salaried.		16
Self-employed: retail trade.		11
other than retail trade		4
Clerical and kindred workers	1	147
Secretaries, stenographers, and typists		329
Other clerical workers.		818
Sales workers.		266
Retail trade.		239
Other than retail trade		27
Craftsmen, foremen, and kindred workers.		29
Operatives and kindred workers		267
Durable goods manufacturing		109
Nondurable goods manufacturing.		124
Nonmanufacturing industries		34
Private household workers.		54
Service workers, exept private household		405
Waiters, bartenders, cooks, & counter wkrs.		196
Other service workers		209
Farm laborers and farm foremen . . . . .		..
Laborers, except farm and mine		42
Occupation not reported.		104
CLASS OF WORKERS		
Male, employed in agriculture.		8
Private wage and salary workers		8
Government workers. . . . .		..
Self-employed workers . . . . .		..
Unpaid family workers . . . . .		..
Female, employed in agriculture. . . . .		..
Private wage and salary workers . . . . .		..
Government workers. . . . .		..
Self-employed workers . . . . .		..
Unapid family workers . . . . .		..
Male, employed in nonagricultural industries	6	960
Private wage and salary workers	6	226
Government workers.		350
Self-employed workers		380
Unpaid family workers		4
Female, employed in nonagricultural indus.	2	591
Private wage and salary workers	2	281
Government workers.		190
Self-employed workers		97
Unapid family workers		23

1/ "N.E.C." means not elsewhere classified.

Table IV--INDUSTRY GROUP OF EMPLOYED PERSONS AND MAJOR
OCCUPATION GROUP OF UNEMPLOYED PERSONS, BY
SEX, FOR CALUMET CITY, ILLINOIS: 1960

INDUSTRY GROUP OF EMPLOYED

Both Sexes	9	559
Agriculture		8
Forestry and fisheries		4
Mining		5
Construction	4	494
Manufacturing	4	368
Furniture, and lumber and wood products		78
Primary metal industries	1	514
Fabric'd. metal ind. (incl. not spec. metal)		371
Machinery, except electrical		296
Electrical machinery, equip., and supplies		27
Motor vehicles and motor vehicle equipment		127
Transportation equip., exc. motor vehicle		173
Other durable goods		218
Food and kindred products		277
Textile mill products		4
Apparel & other fabric'd. textile products		23
Printing, publishing, and allied products		258
Chemical and allied products		387
Other nondur. goods (incl. not spec. mfg.)		615
Railroad and railway express service		478
Trucking service and warehousing		166
Other transportation		61
Communications		142
Utilities and sanitary service		132
Wholesale trade		309
Food and dairy products stores		263
Eating and drinking places		376
Other retail trade		732
Finance, insurance, and real estate		391
Business services		133
Repair services		100
Private households		58
Other personal services		162
Entertainment and recreation services		28
Hospitals		156
Educational services: government		158
private		69
Welf., relig., & nonprovit membership orgns.		67
Other professional and related services		134
Public administration		296
Industry not reported		269

Table IV--INDUSTRY GROUP OF EMPLOYED PERSONS AND MAJOR
OCCUPATION GROUP OF UNEMPLOYED PERSONS, BY
SEX, FOR CALUMET CITY, ILLINOIS: 1960

(Continued)

INDUSTRY GROUP OF EMPLOYED (Cont'd.)		
Female.		2 591
Agriculture, forestry, and fisheries . . . . .		..
Construction and mining.		12
Manufacturing.		598
Machinery		35
Transportation equipment.		35
Other durable goods		220
Food and kindred products		65
Textile mill products . . . . .		..
Apparel & other fabric'd. textile products.		19
Other nondur. goods (incl. not spec. mfg.).		224
Transport., commun., and other public util.		226
Wholesale trade.		58
Food and dairy products stores		121
Eating and drinking places		204
Other retail trade		338
Finance, insurance, and real estate.		254
Business and repair services		63
Personal services.		153
Entertainment and recreation services.		4
Hospitals.		126
Educational services: government.		99
private		61
Other professional and related services.		109
Public administration.		73
Industry not reported.		92
MAJOR OCCUPATION GROUP OF UNEMPLOYED		
Male, Experienced Unemployed.		217
Professional, technical, and kindred workers		8
Farmers and farm managers. . . . .		..
Managers, officials, & propr's, ex. farm . . . . .		..
Clerical and kindred workers..		7
Sales workers.		4
Craftsmen, foremen, and kindred workers.		45
Operatives and kindred workers		60
Private household workers. . . . .		..
Service workers, except private household.		15
Farm laborers and foremen. . . . .		..
Laborers, except farm and mine		54
Occupation not reported.		24
Female, Experienced Unemployed.		148
Professional, technical, and kindred workers		4
Farmers and farm managers. . . . .		..
Managers, officials & propr's, exc. farm . . . . .		..
Clerical and kindred workers		27
Sales workers.		17
Craftsmen, foremen, and kindred workers.		4
Operatives and kindred workers		33
Private household workers. . . . .		..

Table IV--INDUSTRY GROUP OF EMPLOYED PERSONS AND MAJOR
 OCCUPATION GROUP OF UNEMPLOYED PERSONS, BY
 SEX, FOR CALUMET CITY, ILLINOIS: 1960

(Continued)

Female, Experienced Unemployed (Cont'd.)	
Service workers, except private household.	50
Farm laborers and foremen. . . . .	...
Laborers, except farm and mine . . . . .	...
Occupation not reported.	13

Table V--INCOME IN 1959 OF FAMILIES AND PERSONS, AND WEEKS
WORKED IN 1959, FOR CALUMET CITY, ILLINOIS: 1960

FAMILY INCOME

All Families.	6 584
Under \$1,000.	95
\$1,000 to \$1,999	147
\$2,000 to \$2,999	220
\$3,000 to \$3,999	297
\$4,000 to \$4,999	426
\$5,000 to \$5,999	805
\$6,000 to \$6,999	1 035
\$7,000 to \$7,999	770
\$8,000 to \$8,999	703
\$9,000 to \$9,999	553
\$10,000 to \$14,999	1 236
\$15,000 to \$24,999	250
\$25,000 and over	47
Median income: families	\$7 347
unrelated individuals.	\$2 994
families and unrel. indiv.	\$6 901
Husband-Wife Families, Head an Earner	
Two children under 18.	1 098
Median income.	\$7 151

INCOME OF PERSONS

Male, Total	8 449
Total with income.	7 878
\$1 to \$499 or loss.	234
\$500 to \$999.	224
\$1,000 to \$1,499.	306
\$1,500 to \$1,999.	177
\$2,000 to \$2,499.	191
\$2,500 to \$2,999.	210
\$3,000 to \$3,499.	217
\$3,500 to \$3,999.	299
\$4,000 to \$4,499.	363
\$4,500 to \$4,999.	469
\$5,000 to \$5,999.	1 369
\$6,000 to \$6,999.	1 451
\$7,000 to \$9,999.	1 774
\$10,000 and over.	594
Median income	\$5 912
Female, Total	8 574
Total with income.	4 057
\$1 to \$499 or less.	819
\$500 to \$999.	710
\$1,000 to \$1,499.	390
\$1,500 to \$1,999.	241
\$2,000 to \$2,499.	256
\$2,500 to \$2,999.	289
\$3,000 to \$3,499.	334
\$3,500 to \$3,999.	292

Table V--INCOME IN 1959 OF FAMILIES AND PERSONS, AND WEEKS
WORKED IN 1959, FOR CALUMET CITY, ILLINOIS: 1960

(Continued)

Female	
Total with income (cont'd.)	249
\$4,000 to \$4,499	154
\$4,500 to \$4,999	197
\$5,000 to \$5,999	65
\$6,000 to \$6,999	52
\$7,000 to \$9,999	9
\$10,000 and over	\$1 727
Median income.	

WEEKS WORKED

Total Persons Who Worked in 1959	10 684
50 to 52 weeks.	6 163
48 to 49 weeks.	693
40 to 47 weeks.	953
27 to 39 weeks.	1 255
14 to 26 weeks.	794
13 weeks or less.	826

MEDIAN EARNINGS OF SELECTED OCCUPATION GROUPS

<u>1/</u>	
Male, Total With Earnings.	\$6 049
Professional, managerial, & kindred wkrs.	7 321
Craftsmen, foremen, and kindred workers	6 446
Operatives and kindred workers.	5 969
Laborers, except farm and mine.	4 404
<u>1/</u>	
Female, Total With Earnings.	\$2 832
Clerical and kindred workers.	3 292
Operatives and kindred workers.	3 185

TYPE OF INCOME

<u>2/</u>	
All Types of Income:	
Number of recipients.	11 935
Mean income.	\$4 705
Wages or salary:	
Number of recipients.	10 136
Mean income.	\$4 805
Self-employment income:	
Number of recipients.	724
Mean income.	\$5 811

1/ Includes persons in other occupation groups, not shown separately.
2/ Includes other income, not shown separately.

Table VI--COUNTRY OF ORIGIN OF THE FOREIGN STOCK,
FOR CALUMET CITY, ILLINOIS: 1960

Total Foreign Stock.	7 723
United Kingdom.	316
Ireland (Eire).	154
Norway.	28
Sweden.	162
Denmark	29
Netherlands	65
Switzerland	32
France.	51
Germany	1 049
Poland.	2 950
Czechoslovakia.	260
Austria	180
Hungary	246
Yugoslavia.	269
U.S.S.R..	205
Lithuania	219
Finland	19
Rumania	26
Greece.	115
Italy	768
Portugal. . . . .	...
Other Europe.	100
Asia.	28
Canada.	295
Mexico.	137
Other America . . . . .	...
All other	16
Not reported.	4

Table VII--MOTHER TONGUE OF THE FOREIGN-BORN POPULATION,
FOR CALUMET CITY, ILLINOIS: 1960

Total Foreign Born	1 546
English	164
Norwegian . . . . .	...
Swedish..	27
Danish.	12
Dutch	12
French.	25
German.	276
Polish.	481
Czech	16
Slovak.	23
Hungarian	30
Serbo-Croatian.	16
Slovenian	8
Russian	24
Ukrainian	36
Lithuanian.	72
Finnish . . . . .	...
Rumanian. . . . .	...
Yiddish	10
Greek	36
Italian	233
Spanish	26
Portuguese. . . . .	...
Japanese. . . . .	...
Chinese . . . . .	...
Arabic. . . . .	...
All other	8
Not reported.	11

Table VIII--OCCUPANCY AND STRUCTURAL CHARACTERISTICS OF
HOUSING UNITS IN CALUMET CITY, ILLINOIS: 1960

TOTAL HOUSING UNITS	7 531
Tenure, Color, and Vacancy Status	
Owner occupied.	5 212
White.	5 207
Nonwhite	5
Renter occupied.	2 043
White.	2 034
Nonwhite	9
Available vacant.	230
For sale only.	59
For rent	171
Other vacant	46
Conditions and Plumbing	
Sound.	6 716
With all plumbing facilities.	6 556
Lack only hot water	29
Lack other plumbing facilities.	131
Deteriorating.	703
With all plumbing	638
Lack only hot water	21
Lack other plumbing facilities.	44
Dilapidated.	112
Bathrooms	
One	6 215
More than one	1 123
Shared or none.	193
Rooms	
One room.	61
Two rooms	247
Three rooms	790
Four rooms.	1 621
Five rooms.	2 746
Six rooms	1 635
Seven rooms	288
Eight or more rooms	143
Median.	4.9
Units in Structure	
One	5 358
Two	1 017
Three and four.	710
Five to nine.	309
Ten or more	137
Year Structure Built	
1950 to March 1960.	2 923
1940 to 1949.	826
1939 or earlier	3 782

Table VIII--OCCUPANCY AND STRUCTURAL CHARACTERISTICS OF
HOUSING UNITS IN CALUMET CITY, ILLINOIS: 1960

(Continued)

Gross Rent		
Total renter occupied.		2 036
Less than \$20.00 per month.		0
\$20.00 to \$39.00.		36
\$40.00 to \$59.00.		166
\$60.00 to \$79.00.		535
\$80.00 to \$99.00.		663
\$100.00 to \$149.00.		493
\$150.00 or more		57
No cash rent.		86
Median rent per month		\$86.00
Contract Rent		
Renter occupied.		1 950
Median rent in dollars		\$73.00

Table IX--POPULATION STABILITY OF
CALUMET CITY: 1958-1962

Estimate of Population

1958	22,000
1959	22,700
1960	22,700
1961	26,000
1962	26,800

Table X--SUMMARY OF SOCIAL CHARACTERISTICS,
FOR CALUMET CITY, ILLINOIS: 1960

Total Population	
Number.	25 000
Percent foreign born.	6.2
Percent native of foreign or mixed parentage.	24.7
Foreign Born	
Percent with mother tongue other than English	88.7
Native Population	
Percent residing in state of birth.	57.9
Total Population	
Percent moved into house after 1958	20.9
Persons 5 Years Old and Over	
Percent migrant ^{1/}	18.0
Children in Elementary School	
Percent in private school.	42.3
Persons 14 to 17 Years Old	
Percent in school.	87.7
Persons 25 Years Old and Over	
Median school years completed.	10.9
Percent who completed 4 years of high school or more	41.6
Married Couples	
Percent without own household.	2.2
Families	
Percent with own children under 6 years old.	34.6
Cumulative Fertility Rate ^{2/}	1 686

^{1/} Persons who lived in different counties in the United States in 1955 and 1960.
^{2/} Children ever born per 1,000 women 15 to 44 years old of all marital classes.

Excerpts From The
Evaluative Criteria
1960 Edition

SCHOOL AND COMMUNITY

NAME OF SCHOOL THORNTON FRACTIONAL SOUTH DATE _____

Prepared by Ronal N. Halsen, Sophomore Counselor

Excerpts from the evaluative criteria of Thornton

Fractional Township High School District 215.

NATIONAL STUDY OF SECONDARY SCHOOL EVALUATION

Formerly, Cooperative Study of Secondary School Standards

© 1960 by National Study of Secondary School Evaluation, Washington 6, D.C.

BASIC DATA REGARDING THE COMMUNITY

Population Data For The School Community

Year to which information applies:

1. Describe the area included within your community: See attached sheet.
(Supplements B,C,D,E,F,G,H,I)
2. Total Population as of September 20, 1962..... 21,000
3. Number of youth of secondary school age in community..... 1,650
(public schools only)
4. Total number of secondary schools of all types in this
community (including school being evaluated) 2
Total Enrollment..... 2,300
5. Enrollment in this school as of October, 1962..... 1,650

Occupational Status of Adults

Describe briefly the general character of employment of adults in this community. If a publicly supported school, recent census data of the supporting district may be satisfactory. If a nonpublic school, a summary of occupations of parents of present students would be helpful.

See attached sheets from the 1960 Illinois Census.
(Supplements B,C,D,E,F,G,H,I)

Educational Status of Adults

Describe in general, the extent of the formal education of parents and other adults in the community. If recent census reports are not available, an estimate should be made by those who know the community well.

See attached sheets from the 1960 Illinois Census.
(Supplements B,C,D,E,F,G,H,I)

Financial Resources--Public Schools

(Information requested here is more appropriate when there is only one public high school in a district. All other public schools attach a brief statement about the financial resources of the school.)

Fiscal year to which information applies:

	<u>Amount</u>
1. Expenditures (not including capital outlay) of this secondary school per pupil in average daily attendance.....	\$ <u>575</u>
2. Assessed valuation of the school district.....	\$ <u>106,056,750.00</u>
3. Approximate percent assessed valuation is of true valuation.....	<u>55%</u>
4. Assessed valuation per youth of secondary school age in the district.....	\$ <u>34,000.00</u>
5. Percent of funds obtained from local taxation.....	<u>87%</u>
6. Percent of funds obtained from state and other sources (exclusive of receipts from tuition).....	<u>13%</u>
7. Percent of funds from tuition pupils enrolled in this school (negligible).....	<u>0%</u>

Rural Pupils

1. Percent of enrollment in this school classified as rural (in open country or in towns of fewer than 2,500 population).....	<u>%</u>
2. Percent of pupils in this school transported at public expense...	<u>47%</u>

Composition Of The Community

Describe any important characteristics of the community which are related to the school and its program, such as languages spoken in the homes, national origins of pupils or parents, nature of neighborhoods, cultural interests, and stability of population.

See attached sheets (Supplement J)

COMMUNITY AGENCIES AFFECTING EDUCATION

Schools in large cities should answer the items that follow in terms of the neighborhood or district immediately surrounding the school or list agencies actually used by the school regardless of their location. The purpose is to list and describe the agencies which are probably affecting education in this school rather than provide an exhaustive list of all resources.

Educational Agencies

1. Public library or library branch

Name Lansing Public Library - 18200 Chicago Avenue, Lansing, Illinois

Indicate availability by checking in columns below:

	Sunday	Monday 1-8	Tuesday 1-8	Wednesday 1-8	Thursday 1-8	Friday 1-8	Saturday 9-3
Morning							x
Afternoon		x	x	x	x	x	x
Evening		x	x	x	x	x	

a) If the territory served by this high school has a local library or library branch:

- (1) Approximately what percentage of the pupils of this school have public library cards?..... 80%
- (2) Approximately what percentage of the adults in the families from which the pupils come have public library cards?..... 50%

b) If this territory does not have a local library or library branch, in the list below check the sources of books used by the people in the territory served by the high school:

- | | |
|---|--|
| <input type="checkbox"/> County library service. | <input type="checkbox"/> Other free libraries. |
| <input type="checkbox"/> State library service. | <input type="checkbox"/> A rental library. |
| <input type="checkbox"/> A college or university library. | <input type="checkbox"/> Other libraries. |

Comments:

1. 1 year's circulation - 95,000 volumes.
2. Wish the high school library would stay open later in the afternoon.
3. Would like the high school library to be open during summer school.
4. High school teachers should notify the librarian of assigned projects so that she can set aside books to aid the students in finding desired information.

Recreational Opportunities

Provision of varied types of recreation appropriate to people of all ages has come to be recognized as an important phase of community responsibility. In describing the recreational opportunities of the community, it is important to consider efforts being made to improve the quality of motion picture or radio programs, to eliminate undesirable features of public dance halls and skating rinks, and to ensure adequate supervision of amusement places frequented by minors. It is also important to consider coordination between school and community and to avoid unnecessary duplication.

If provisions or services are adequate, indicate by a check mark.

1. Organization of public recreation:

There is a recreation council or board

The council or board is adequately financed.

Provision is made for trained leadership.

Young people have a part in planning and directing these phases of the program which apply to them.

There has been a survey to determine present coverage of recreational facilities and needed expansion.

2. Parks:

There is a park (or recreation) department in the local government.

There is a definite plan for continued purchase and development of park areas.

Parks are so distributed as to be available to all sections of the community.

The following facilities are available in parks in community:

Playgrounds.

Baseball diamonds.

Football fields.

Tennis courts.

Golf links.

Swimming pools

Picnic grounds.

Camping sites.

Boating facilities.

Bridle paths.

Skating & other winter sports.

Nature walks.

3. Playgrounds and athletic fields:

The number and location of playgrounds and athletic fields are adequate for the needs of the community.

School playgrounds and athletic fields are open after school hours and during the summer.

These are equipped for a wide variety of activities.

They are appropriately supervised.

Opportunity is provided for group activity for young people of both sexes.

Both competitive and noncompetitive sports are given recognition.

Comments:

LanOak Park

Winterhoff Park

Potts Park

Schultz Park

Lions Park

LanOak Pool

4. Nonathletic public recreation:

a) There are local nonprofit musical organizations:

Orchestra or Band

Chorus

b) Facilities & activities include:

Public music festivals.

Pageants or dramatic festivals.

Little theater.

Opportunity for out-of-school youth and adults to participate in arts and crafts.

Local art exhibit.

Photography exhibit.

Educational Agencies--Continued

2. Other schools (for youth of secondary school age)

None

There are schools in adjacent communities where our students can attend by paying tuition.

3. Collegiate institutions

None

Available in area - Purdue, Indiana, Thornton Junior College, Bloom Junior College, Chicago Teachers, Wilson Jr. College

4. Noncollegiate postsecondary schools

None

Available in area in Chicago, East Chicago, Calumet City, Gary, Hammond

5. Museums, art galleries, planetarium, botanical gardens, zoological gardens

None

All available to area in Chicago

6. Youth-serving agencies, such as Boy Scouts, Girl Scouts, Campfire Girls, Boys Clubs, and Girls Clubs

See attached sheets (Supplement K)

Recreational Opportunities--Continued

5. Nature study & other outdoor activities:

- a) The community maintains a public camp site for recreation purposes.
- b) Voluntary organizations promote interest in the out-of-doors:
- Bicycle clubs.
 - Garden clubs.
 - Hiking clubs.
 - Youth hosteling groups.
 - Others _____

6. Youth center:

- a) A recreational center for young people is provided under public auspices.
- b) This center provides for:
- Dancing.
 - Games.
 - Snack bar.
 - Others _____
- c) Young people have a large part in its direction.
- d) Expenses and membership are such as to make the center available to all young people.

7. Privately supported agencies:

- a) The following organizations provide a variety of recreational opportunities for their clientele:
- Churches
 - 4-H Clubs.
 - Settlements.
 - Other agencies _____

- b) Important segments of the youth population are not reached by either public or private agencies.

8. Theaters:

- a) The following dramatic fare is available in the community:
- Motion picture theaters.
 - Legitimate theater.
 - Vaudeville.
- b) There is a group in the community concerned with the improvement of the type and quality of these presentations.
- c) A community agency publicizes film reviews and ratings of motion pictures to be shown in the local theater.

9. Other commercial recreation, including popular types of commercial recreational centers:

- a) The general character of the following recreational centers provides an appropriate place for young people to spend their leisure time:
- Public dance halls.
 - Night clubs.
 - Roadhouses.
 - Poolrooms.
 - Bowling alleys.
 - Skating rinks.
 - Swimming pools.
- b) The community exercises control over attendance of minors.
- c) Supervision or chaperonage is provided.
- d) Admission fees are moderate.

Civic Organizations

It is important for the staff of the school to be familiar with the agencies in the community which are active in programs for improvement. If the list of organizations given below is incomplete for your community or the space for comments inadequate, please make appropriate adjustments by adding to list or using additional sheets. Schools in large cities should keep in mind the need to limit the descriptions to neighborhood organizations. Underline agencies in list which are active in your community. Under Comments indicate briefly the relationships of the organizations to the school.

1. All-community agencies, such as: Community council (or similar over-all planning agency), civic improvement association, good government association, community forum, parent-teacher organization, consumers association, youth council.

Comments: See attached sheets (Supplement L)

2. Social service agencies, such as: Council of social agencies, Community or United Fund, family counseling center, child guidance center, Salvation Army, Red Cross, church-affiliated relief agencies.

Comments: See attached sheets (Supplement L)

3. Religious organizations, such as: Catholic (number of churches)_____, Protestant (number of churches)_____, Jewish (number of congregations)_____, Young Men's Christian Association, Young Women's Christian Association, Young Men's Hebrew Association, Young Women's Hebrew Association, Catholic Youth Organization, Council of Churches.

Comments: See attached sheets (Supplement L)

4. Agencies serving racial or ethnic groups:
 - a) Centers serving a particular racial group (indicate group)
 - b) Centers serving a particular nationality group (e.g., Polish-American Association)
 - c) Interracial organizations.

Comments: See attached sheets (Supplement L)

5. "Service clubs," such as: Exchange Club, Kiwanis Club, Lions Club, Rotary Club, Optimist Club.

Comments: See attached sheets (Supplement L)

6. Fraternal organizations, such as: Eagles, Elks, Knights of Columbus, Knights of Pythias, Masons, Moose, Odd Fellows, Modern Woodmen.

Comments: See attached sheets (Supplement L)

7. Women's organizations, such as: American Association of University Women, Business and Professional Women's Club, Women's Club, Zonta International, League of Women Voters.

Comments: See attached sheets (Supplement L)

Civic Organizations--Continued

8. Business associations, such as: Chamber of Commerce, Junior Chamber of Commerce, employers association, manufacturers association, merchants association.

Comments: See attached sheets (Supplement L)

9. Professional associations, such as Bar Association, medical association, ministerial association, nursing association, teachers association.

Comments: See attached sheets (Supplement L)

10. Labor organizations, such as: American Federation of Labor-Congress of Industrial Organizations (number of locals)_____, Railway Brotherhoods (number of locals)_____.

Comments:

11. Farm organizations, such as: Farm bureau, farmers union, grange, farmers' cooperative.

Comments: See attached sheets (Supplement L)

12. Veteran and patriotic societies, such as: American Legion, American Veterans' Committee, Disabled American Veterans, Daughters of the American Revolution, Sons of the American Revolution, Veterans of Foreign Wars, Spanish War Veterans.

Comments: See attached sheets (Supplement L)

13. Cultural organizations, such as: Art association, dramatic club, garden club, historical society, literary club, music society, pioneer association.

Comments: See attached sheets (Supplement L)

14. Medical and health organizations, such as: Local medical society, hospital association, Association for Crippled Children, National Tuberculosis Association, Society for Prevention of Cancer, Maternal Health Association, Society for Mental Hygiene.

Comments: See attached sheets (Supplement L)

Does the school have on file a list of all community agencies affecting education, together with the name and address of the person in charge? Yes

Health and Sanitation Facilities

Estimate the effectiveness of the health services and supervision of sanitary services for the community your school serves. In the case of services not maintained in the community, but provided on a county or state basis, estimate the services in terms of adequacy and accessibility to the people in your community. If provisions or services are adequate, indicate by a check mark.

1. _____ There is a local board of health with qualified personnel.
2. X Adequate hospital services are available to residents of the community.
3. _____ There is provision for mental health in the form of a local psychiatric, behavior, or functional clinic.
4. X Adequate medical and dental services are available.
5. X Adequate nursing services are available to the community.
6. X The water supply is adequately protected by regular testing.
7. X Provisions for sewage and refuse disposal are adequate.
8. X The milk and food supply is adequately protected by inspection.

PROCEDURES

What procedures were followed by members of the committee responsible for filling in this blank?

THORNTON FRACTIONAL SOUTH TESTING PROGRAM

H.S.P.T.

High school placement test administered to 8th graders in the spring before graduation. (Mandatory before registration.)

Areas:	I Educational Ability	Subtests:	(1) Word reasoning
			(2) Arithmetical reasoning
			(3) Verbal analogies
			(4) Number reasoning
	II Reading Achievement		
	III Arithmetic Achievement		
	IV Language Arts Achievement		

Scores are reported in

- (1) G.E. (grade equivalents)
- (2) Percentiles
- (3) Composite
- (4) I.Q. (based on achievement & chronological age)

MATH I APTITUDE TEST

Administered to all freshman Algebra I students in November. A student who scores high on this test and has demonstrated willingness to work by having an "A" or "B" standing in Algebra I at end of 12 weeks is offered the opportunity to enter the Honors Math program.

KUDER PREFERENCE INVENTORY

Administered to all freshmen in social studies classes late in November before the occupational information unit. This measures their claimed interest in occupational areas - giving them some confidence in further exploration, and is used as a counseling device aimed at early vocational choice.

N.E.D.T.

National Educational Developmental Tests. Available to freshmen and sophomores - it is a means to develop poise in facing power tests, to measure educational growth against national norms at same grade level, and an opportunity to practice for the National Merit Scholarship tests. Administered early in March, voluntary, cost to participating student is \$1.00 at time of test.

Areas:	(1) English Usage	(4) Natural Science Reading
	(2) Math Usage	(5) Word Usage
	(3) Social Studies Reading	(6) Composite

Freshmen and sophomores are not regularly offered any other test opportunities. The exception being that we are sometimes asked to participate in a validating project of some testing company. These are mandatory. T.E.A. in 1960 was such an opportunity (Test of Educational Ability).

ILLINOIS STATEWIDE TESTS

These are presently being used as an evaluation unit for administrative purposes dealing with curriculum. The entire junior class is tested in early fall at school expense. Participation is mandatory.

- Areas: (1) DAT (Reasoning)
(2) Natural Science Reading
(3) Social Studies Reading
(4) Writing Skills.

N.M.S.Q.T.

National Merit Scholarship Qualifying Test is given to juniors only. It is administered in early March, is voluntary, costs each participating student \$1.00 at time of test, and is the basis for many scholarship selections other than the National Merit ones - such as Pullman, Union (AFL-CIO), etc.

- Areas: (1) English Usage
(2) Math Usage
(3) Social Studies Reading
(4) Natural Science Reading
(5) Word Usage

Composite Score and Cutting Scores are reported also.

P.S.A.T.

Preliminary Scholastic Aptitude Tests are offered to juniors and seniors in October. This is not only inexpensive practice for the College Board S.A.T., but also is the basis for the major portion of the scholarship cutting scores. Participation is voluntary and the cost is \$1.00 at the time of test.

- Areas: (1) Verbal
(2) Math

Two other tests are offered to T.F. South Students. There is no cost to the student and both are valuable as occupational guides.

1. AIR FORCE APTITUDE TESTS

Are made available in the spring (usually February) to any student of either sex who is 17 years of age and interested in a career in the armed services. These are administered and interpreted by the area recruiting officers. No charge.

2. OCCUPATIONAL APTITUDE TESTS

Administered and interpreted by counselors from the Illinois State Employment Service. All non-college bound or undecided seniors are eligible. There is no charge. Usually given in December and interpreted in the spring.

- Some areas are: (1) Manual Dexterity (3) Personality
(2) General Ability (4) Interests

Seniors:

Check schools of your choice and make sure that you take whatever tests are required of you and that you take them at the proper time - namely, C.E.E.B. and A.C.T. We publicize test dates and furnish applications.

C.E.E.B.

College Entrance Examination Board gives S.A.T. and achievement tests in various areas - math, science, English, foreign languages, etc... These are administered at college centers only. (See information booklet for dates and locations.) They are primarily for seniors, although juniors may sometimes take them for practice. From time to time the cost increases. Presently it is \$5.00 for S.A.T. and \$8.00 for 1 to 3 achievement tests. For scholarship applications the December S.A.T. is required, the application deadline is usually one month before the test. Students make application directly to Educational Testing Service. We furnish information bulletins and blanks.

Areas for S.A.T. are same as P.S.A.T.: (1) Verbal
(2) Math

A.C.T.

American College Test is acceptable to many schools and required by some - specifically, it is required by all six Illinois State Scholarships - and for this purpose must be taken early in November. Again, the student must apply directly. We furnish instruction booklets and application blanks. The cost to the student, at this time, is \$3.00 for A.C.T. plus \$1.00 for Strong Interest Inventory (an adult version of claimed occupational interest similar to the Kuder - but dealing with specific occupations rather than areas) which is required by many colleges to be used as a guidance tool.

Areas: (1) English Usage
(2) Math Usage
(3) Social Studies Reading
(4) Natural Science Reading
(5) Word Usage

Tests available for special uses - Retests by request of counselors or teachers are:

Mental Ability: (1) Otis
(2) S.R.A. Verbal
(3) Henmon-Nelson

Math: Algebra Readiness

Reading: S.R.A.

English: Diagnostic

EDUCATIONAL AGENCIES

CUB SCOUTS & BOY SCOUTS

Den 234

Pack 525

Pack 526

Pack 245

Pack 249

Pack 577

Pack 286

Pack 2861

Troop 526

Troop 246

Troop 247

Troop 273

Troop 276

Post 526

Post 237

Post 246

Post 276

Post 193

GIRL SCOUTS

L'Annower Neighborhood

Merry Maples Neighborhood

Triana Neighborhood

Chi-Coo-Rea Neighborhood

ORGANIZATIONS

The organizations listed cooperate and participate in projects connected directly with the school. Some of the projects undertaken have been:

1. Volunteer participation in the Thornton Fractional Township Scholarship Foundation and scholarships to summer workshops.
2. Beautification of the grounds with trees, shrubs, lawn furniture, etc.
3. Flags and flag poles were donated for all classrooms.
4. Major contributions toward the athletic field preparation, bleachers, scoreboard, etc.
5. Contributions toward band uniforms.
6. Any special equipment needed for classroom use.
7. Much time, money, and effort toward the needs of the school.
8. Conversely, the physical facilities of the school are in almost constant use to meet such community needs as auditorium, cafeteria, pool, classrooms, and gymnasium.

COMMUNITY AGENCIES

Youth Council

MEDICAL & HEALTH ORGANIZATIONS

Mental Health

SOCIAL SERVICE AGENCIES

Red Cross

Salvation Army

United Fund

LABOR ORGANIZATIONS

Christian Labor Association

PATRIOTIC & VETERANS ORGANIZATIONS

American Legion
Edward Schultz Post No. 697

Disabled American Veterans

Veterans of Foreign Wars
Kenneth E. Brady Post No. 7880

War Mothers

ORGANIZATIONS (continued)

RELIGIOUS ORGANIZATIONS (CHURCHES)

Baptist

First Baptist Church

Christian

First Christian Church

Christian Reformed

Bethel Christian Reform Church

First Christian Reformed
Church of Lansing

Oak-Glen Christian Reformed

Church of the Nazarene
Church of the Nazarene

Episcopal

Christ the King Episcopal

Independent Fundamental
Lansing Bible Church

Lutheran (Augustana)

Our Savior Lutheran Church

Lutheran (Missouri Synod)
St. John Lutheran Church

Trinity Lutheran Church

FRATERNAL ORGANIZATIONS

Knights of Columbus
Lansing Council No. 3540

Lansing Square Club

Methodist

First Methodist Church

New Apostolic

Lansing Apostolic Church

Non-Denominational

Lansing Gospel Chapel

Presbyterian

Lansing Presbyterian Church

Reformed Church of America

First Reformed Church of Lansing

Grace Reformed Church

Roman Catholic

St. Ann's Catholic Church

Southern Baptist Convention

Lan-Oak Baptist Church

PROFESSIONAL ORGANIZATIONS

South Suburban Lawyers Assoc.

Ministerial Association

Real Estate Board

BUSINESS ASSOCIATIONS

Lansing Chamber of Commerce

Junior Chamber of Commerce

Tavern Owners Association

ORGANIZATIONS (continued)

SERVICE CLUBS

Kiwanis Club
Kiwanis Key Club
Lady Lions Club
Lansing Lions Club
Rotary Club

CULTURAL ORGANIZATIONS

Womens Club Art Department
Lansing Civic Chorus
Illiana Oratorio Society
Biography Club

WOMENS ORGANIZATIONS

Senior Womens Club
Junior Womens Club
Evening Womens Club
Lansing Garden Club

UNITED STATES CENSUS OF POPULATION
OF LANSING, ILLINOIS: 1960

GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS

U. S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS

SUMMARY OF SOCIAL CHARACTERISTICS, FOR STANDARD METROPOLITAN STATISTICAL
AREAS, URBANIZED AREAS, AND URBAN PLACES OF 10,000 OR MORE: 1960

LANSING, ILLINOIS

<u>TOTAL POPULATION</u>	
Number	18,098
Percent Foreign Born	4.5
Percent Native of Foreign or Mixed Parentage	22.0
<u>FOREIGN BORN</u>	
Percent with Mother Tongue Other Than English	76.8
<u>NATIVE POPULATION</u>	
Percent Residing in State of Birth	61.8
<u>TOTAL POPULATION</u>	
Percent Moved into House after 1958	15.8
<u>PERSONS 5 YEARS OLD AND OVER</u>	
Percent Migrant ^{1/}	14.2
<u>CHILDREN IN ELEMENTARY SCHOOL</u>	
Percent in Private School	35.5
<u>PERSONS 14 TO 17 YEARS OLD</u>	
Percent in School	96.4
<u>PERSONS 25 YEARS OLD AND OVER</u>	
Median School Years Completed	12.1
Percent Who Completed 4 Years of High School or More	51.9
<u>MARRIED COUPLES</u>	
Percent Without Own Household	1.1
<u>FAMILIES</u>	
Percent With Own Children Under 6 Years Old	39.0
<u>CUMULATIVE FERTILITY RATE</u> ^{2/}	1,917

^{1/} Persons who lived in different counties in the United States in 1955 and 1960.

^{2/} Children ever born per 1,000 women 15 to 44 years old of all marital classes.

SUMMARY OF ECONOMIC CHARACTERISTICS, FOR STANDARD METROPOLITAN STATISTICAL
AREAS, URBANIZED AREAS, AND URBAN PLACES OF 10,000 OR MORE: 1960

LANSING, ILLINOIS

<u>NON-WORKER - WORKER RATIO</u> ^{1/}	1.77
<u>PERCENT IN LABOR FORCE</u>	
Female, 14 Years Old and Over.	26.1
<u>MARRIED WOMEN, HUSBAND PRESENT</u>	
Total.	22.5
With Own Children Under 6	10.1
<u>MALE</u>	
18 to 24 Years Old	88.1
65 Years Old and Over.	41.7
<u>CIVILIAN LABOR FORCE</u>	
Percent Unemployed	1.9
<u>EMPLOYED PERSONS</u>	
Percent in Manufacturing Industries.	41.8
Percent in White-Collar Occupations ^{2/}	46.5
<u>WORKERS DURING CENSUS WEEK</u> ^{3/}	
Percent Working Outside County of Residence.	41.0
Percent Using Public Transportation.	5.4
<u>PERSONS WHO WORKED IN 1959</u>	
Percent Worked 50 to 52 Weeks.	62.9
<u>FAMILIES</u>	
Median Income (Dollars).	.\$8,028
<u>PERCENT WITH INCOMES OF-</u>	
* Under \$3,000.	4.0
\$10,000 and Over.	28.2

^{1/} Ratio of persons not in the labor force (including children under 14) to labor force.

^{2/} Professional, managerial (except farm), clerical, and sales.

^{3/} Includes members of the Armed Forces.

**SOCIAL CHARACTERISTICS OF THE POPULATION FOR STANDARD METROPOLITAN STATISTICAL
AREAS, URBANIZED AREAS, AND URBAN PLACES OF 10,000 OR MORE: 1960**

LANSING, ILLINOIS

TOTAL POPULATION 18,098

NATIVITY AND PARENTAGE

Native 17,283
Native Parentage 13,293
 White 13,289
 Nonwhite 4
Foreign or Mixed Parentage 3,990
 White 3,982
 Nonwhite 8

Foreign Born 815
 White 810
 Nonwhite 5

STATE OF BIRTH

Total Native Population. 17,283
 Born in State of Residence 10,679
 Born in Different State. 6,417
 Born in U.S. Outlying Area, at
 Sea, etc. 12
 State of Birth Not Reported. 175

RESIDENCE IN 1955

Population 5 Years Old and Over, '60 15,842
 Same House as in 1960. 9,413
 Different House in U.S.. 6,281
 Same County. 4,031
 Different County 2,250
 Same State 183
 Different State. 2,067
 Abroad. 94
 Moved, Residence in 1955 Not Re-
 ported.. 54

YEAR MOVED INTO PRESENT HOUSE

Total. 18,098
 1959 to 1960 2,852
 1958 1,759
 1957 1,437
 1954 to 1956 4,184
 1950 to 1953 4,130
 1940 to 1949 2,475
 1939 or Earlier. 559
 Always Lived in This House 702

PLACE OF WORK & MEANS OF TRANSPORTATION

All Workers^{1/}. 6,298
 Worked in County of Residence. 3,555
 Worked Outside County of Res.. . . . 2,582
 Place of Work Not Reported 161

All Workers (continued)

Private Automobile or Car Pool. . . 5,348
 Railroad, Subway, or Elevated . . . 217
 Bus or Streetcar. 126
 Walked to Work. 301
 Other Means. 133
 Worked at Home 67
 Not Reported 106

VETERAN STATUS

Civilian Males 14 Years Old & Over. 5,729
 Veteran. 2,767
 Korean War 410
 Korean War & World War II. 76
 World War II 2,007
 World War I. 104
 Other Service. 170
 Nonveteran. 2,962

MARRIED COUPLES AND FAMILIES

Married Couples 4,386
 With Own Household. 4,339
 With Own Children Under 6 1,780
 With Own Children Under 18 3,132
 With Husband Under 45 2,678
 With Own Children Under 18 2,366
 Families. 4,539
 Husband-Wife Families 4,339
 With Own Children Under 6 1,772
 With Own Children Under 18. 3,187
 Unrelated Individuals. 349
 Persons Under 18 Years Old. 7,733
 Living With Both Parents. 7,489

CHILDREN EVER BORN

Women Ever Married, 15 to 24 Yrs. 326
 Old. 326
 Children Per 1,000 Women Ever
 Married. 1,285
 Women Ever Married, 25 to 34 Yrs. 1,298
 Children Per 1,000 Women Ever
 Married. 2,493
 Women Ever Married, 35 to 44 Yrs. 1,516
 Children Per 1,000 Women Ever
 Married. 2,523

^{1/} Indicates statistics for members of the Armed Forces

**EDUCATION, EMPLOYMENT STATUS, AND SELECTED LABOR FORCE CHARACTERISTICS OF THE
POPULATION, FOR STANDARD METROPOLITAN STATISTICAL AREAS, URBANIZED
AREAS, AND URBAN PLACES OF 10,000 OR MORE: 1960**

LANSING, ILLINOIS

SCHOOL ENROLLMENT

Total Enrolled, 5 to 34 Years Old..	5,205
Kindergarten.	239
Public.	33
Elementary (1 to 8 Years)	3,677
Public.	2,370
High School (1 to 4 Years)	1,186
Public.	1,042
College	103
Number Enrolled in School, By Age:	
5 and 6 Years Old	605
7 to 13 Years Old	3,189
14 and 15 Years Old	576
16 and 17 Years Old	590
18 and 19 Years Old	126
20 and 21 Years Old	16
22 to 24 Years Old.	23
25 to 34 Years Old.	80
Percent Enrolled in School, By Age:	
5 and 6 Years Old	58.5
7 to 13 Years Old	98.6
14 and 15 Years Old	99.3
16 and 17 Years Old	93.7
18 and 19 Years Old	37.0
20 and 21 Years Old	7.2
22 to 24 Years Old.	5.1
25 to 34 Years Old.	3.2

YEARS OF SCHOOL COMPLETED

Male, 25 Years Old and Over	4,662
No School Years Completed	7
Elementary: 1 to 4 Years	57
5 and 6 Years.	194
7 Years.	211
8 Years.	699
High School: 1 to 3 Years.	975
4 Years	1,591
College: 1 to 3 Years.	488
4 Years or More	440
Median School Years Completed	12.1
Female, 25 Years Old and Over	4,688
No School Years Completed.	34
Elementary: 1 to 4 Years	77
5 and 6 Years.	164
7 Years.	126
8 Years.	861
High School: 1 to 3 Years.	1,092
4 Years	1,883
College: 1 to 3 Years.	305
4 Years or More	146
Median School Years Completed	12.0

EMPLOYMENT STATUS

Male, 14 Years Old and Over.	5,739
Labor Force.	5,019
Armed Forces	10
Civilian Labor Force	5,009
Employed	4,928
Unemployed	81
Not in Labor Force	720
Inmate of Institution. . . . .	..
Enrolled in School	466
Other, Under 65 Years Old.	72
Other, 65 Years Old and Over	182
Female, 14 Years Old and Over.	5,836
Labor Force.	1,525
Employed	1,481
Unemployed	44
Not in Labor Force	4,311
Inmate of Institution. . . . .	..
Enrolled in School	518
Other, Under 65 Years Old.	3,422
With Own Children Under 6.	1,586
Married, Husband Present	1,582
Other, 65 Years Old and Over	371

AGE OF PERSONS IN LABOR FORCE

Male:	14 to 17 Years Old.	198
	18 to 24 Years Old.	420
	25 to 34 Years Old.	1,153
	35 to 44 Years Old.	1,581
	45 to 64 Years Old.	1,537
	65 Years Old and Over	130
Female:	14 to 17 Years Old.	89
	18 to 24 Years Old.	298
	25 to 34 Years Old.	270
	35 to 44 Years Old.	447
	45 to 64 Years Old.	406
	65 Years Old and Over	15
	Married Women in Labor Force,	
	Husband Present.	981
	Women in Labor Force With Own	
	Children Under 6	194
	Married, Husband Present	179

Supplement E

COUNTRY OF ORIGIN OF THE FOREIGN STOCK, FOR SELECTED STANDARD METROPOLITAN
 STATISTICAL AREAS, URBANIZED AREAS, AND URBAN PLACES OF 10,000 OR MORE: 1960

LANSING, ILLINOIS

COUNTRY OF ORIGIN

<u>Total Foreign Stock.</u>	4,805
United Kingdom.	455
Ireland (Eire)	68
Norway.	106
Sweden.	278
Denmark	33
Netherlands	878
Switzerland	24
France	26
Germany	714
Poland.	557
Czechoslovakia	256
Austria	138
Hungary	179
Yugoslavia.	131
U.S.S.R..	124
Lithuania	60
Finland	12
Rumania	35
Greece.	24
Italy	291
Portugal. . . . .	...
Other Europe.	58
Asia.	35
Canada.	236
Mexico.	40
Other America	20
All Other	15
Not Reported.	12

INCOME IN 1959 OF FAMILIES AND PERSONS, AND WEEKS WORKED IN 1959, FOR STANDARD METRO-POLITAN STATISTICAL AREAS, URBANIZED AREAS, AND URBAN PLACES OF 10,000 OR MORE: 1960

LANSING, ILLINOIS

FAMILY INCOME

All Families	4,539
Under \$1,000	46
\$1,000 to \$1,999	28
\$2,000 to \$2,999	108
\$3,000 to \$3,999	103
\$4,000 to \$4,999	215
\$5,000 to \$5,999	489
\$6,000 to \$6,999	596
\$7,000 to \$7,999	669
\$8,000 to \$8,999	547
\$9,000 to \$9,999	460
\$10,000 to \$14,999	1,006
\$15,000 to \$24,999	225
\$25,000 and Over	47
Median Income: Families	\$8,028
Unrelated Ind.	\$2,429
Families & Unrelated Ind.	\$7,816
Husband-Wife Families, Head an Earner, 2 Child	
Under 18	932
Median Income	\$7,799

Female, Total (Continued)

\$4,000 to \$4,499	151
\$4,500 to \$4,999	56
\$5,000 to \$5,999	106
\$6,000 to \$6,999	28
\$7,000 to \$9,999	16
\$10,000 and Over	23
Median Income	\$1,462

WEEKS WORKED

Total Persons Who Worked in 1959	7,080
50 to 52 Weeks	4,454
48 to 49 Weeks	360
40 to 47 Weeks	628
27 to 39 Weeks	616
14 to 26 Weeks	438
13 Weeks or Less	584

MEDIAN EARNINGS OF SELECTED OCCUPATION GROUPS

<u>Male, Total With Earnings</u> ^{1/}	\$6,749
Prof., Managerial & Kindred Wkrs.	7,877
Craftsmen, Foremen, & Kind. Wkrs.	7,398
Operatives & Kindred Workers	6,241
Laborers, Exc. Farm & Mine	3,406

<u>Female, Total With Earnings</u> ^{1/}	\$2,460
Clerical & Kindred Workers	3,187
Operatives & Kindred Workers . . . . .	...

TYPE OF INCOME

<u>All Types of Income</u> ^{2/} : No. of Re-	
cipients	7,743
Mean Income	\$5,355
Wages or Salary: No. of Rec.	6,626
Mean Income	\$5,326
Self-Employment Income:	
No. of Recipients	627
Mean Income	\$6,559

^{1/} Includes persons in other occupation groups, not shown separately.

^{2/} Includes other income: not shown separately.

INCOME OF PERSONS

<u>Male Total</u>	5,739
Total With Income	5,361
\$1 to \$499 or loss	262
\$500 to \$999	141
\$1,000 to \$1,499	123
\$1,500 to \$1,999	93
\$2,000 to \$2,499	96
\$2,500 to \$2,999	78
\$3,000 to \$3,499	83
\$3,500 to \$3,999	85
\$4,000 to \$4,499	149
\$4,500 to \$4,999	235
\$5,000 to \$5,999	732
\$6,000 to \$6,999	930
\$7,000 to \$9,999	1,688
\$10,000 and Over	666
Median Income	\$6,649

<u>Female Total</u>	5,836
Total With Income	2,382
\$1 to \$499 or Loss	559
\$500 to \$999	436
\$1,000 to \$1,499	212
\$1,500 to \$1,999	190
\$2,000 to \$2,499	173
\$2,500 to \$2,999	134
\$3,000 to \$3,499	180
\$3,500 to \$3,999	118

INDUSTRY GROUP OF EMPLOYED PERSONS AND MAJOR OCCUPATION GROUP OF UNEMPLOYED PERSONS, BY SEX,
 FOR STANDARD METROPOLITAN STATISTICAL AREAS, URBANIZED AREAS, AND URBAN PLACES OF 10,000 OR
 MORE: 1960 - Page 2

MAJOR OCCUPATION GROUP OF UNEMPLOYED

Male, Experienced Unemployed. 70

Professional, Technical, & Kindred
 Workers. 4
 Farmers & Farm Managers
 Managers, Officials & Propr's.,
 Exc. Farm. 5
 Clerical & Kindred Workers.
 Sales Workers. 3
 Craftsmen, Foremen, & Kindred
 Workers. 38
 Operatives & Kindred Workers.
 Private Household Workers
 Service Workers, Except Private
 Household. 5
 Farm Laborers and Foremen
 Laborers, Except Farm & Mine. 12
 Occupation Not Reported 3

Female, Experienced Unemployed. 35

Professional, Technical, & Kindred
 Workers.
 Farmers & Farm Managers
 Managers, Officials, & Propr's,
 Exc. Farm.
 Clerical and Kindred Workers. 8
 Sales Workers. 12
 Craftsmen, Foremen, & Kindred
 Workers.
 Operatives & Kindred Workers.
 Private Household Workers. 4
 Service Workers, Except Private
 Household. 11
 Farm Laborers & Foremen.
 Laborers, Except Farm & Mine.

OCCUPATION GROUP AND CLASS OF WORKER OF EMPLOYED PERSONS, BY SEX, FOR STANDARD METROPOLITAN STATISTICAL AREAS, URBANIZED AREAS, AND URBAN PLACES OF 10,000 OR MORE: 1960

LANSING, ILLINOIS

OCCUPATION

Female, Employed (continued)

<u>Male, Employed.</u>	4,928
Professional, Technical, & Kindred Workers.	629
Engineers, Technical.	177
Medical & Other Health Workers:	
Salaried.	17
Self-Employed	28
Teachers, Elem. & Secondary	41
Other Prof., etc.: Salaried	352
Self-Employed	14
Farmers & Farm Managers . . . . .	...
Managers, Officials & Propr's,	
Exc. Farm.	494
Salaried.	356
Self-Employed: Retail Trade	86
Other Than	52
Clerical & Kindred Workers.	343
Sales Workers	426
Retail Trade.	128
Other Than Retail Trade	298
Craftsmen, Foremen, & Kindred Wrkrs.	1,543
Construction Craftsmen.	419
Foremen (N.E.C. ^{1/}).	335
Mechanics & Repairmen	273
Metal Craftsmen, Except Mech.	242
Other Craftsmen	274
Operatives & Kindred Workers.	959
Drivers & Deliverymen	272
Other Operatives, etc.:	
Durable Goods Mfg.	347
Nondur. Goods Mfg.	137
Nonmfg. Industries	203
Private Household Workers . . . . .	...
Service Workers, Exc. Pvt. Hshld.	159
Protective Service Wkrs.. . . .	69
Waiters, Bartenders, Cooks & Counter Workers.. . . .	27
Other Service Workers	63
Farm Laborers & Farm Foremen.	4
Laborers, Except Farm & Mine.	243
Construction.	21
Manufacturing	122
Other Industries.	100
Occupation Not Reported	128
<u>Female, Employed.</u>	1,481
Prof., Tech., & Kindred Wkrs.	184
Med. & Other Health Wkrs.	
Salaried	56
Self-Employed	4

Teachers, Elem. & Secondary.	88
Other Prof. etc.: Salaried.	28
Self-Employed	8
Farmers & Farm Managers. . . . .	...
Managers, Officials, & Propr's.	
Exc. Farm.	52
Salaried	33
Self-Employed: Retail Trade	12
Other Than Retail	7
Clerical & Kindred Workers	686
Sec., Stenos., and Typists	183
Other Clerical Workers	503
Sales Workers.	163
Retail Trade	130
Other than Retail Trade.	33
Craftsmen, Foremen & Kindred Wkrs.	19
Operatives & Kindred Workers	96
Durable Goods Manufacturing.	41
Nondurable Goods Manufacturing	28
Nonmanufacturing Industries.	27
Private Household Workers.	50
Service Workers, Exc. Pvt. Hshld.	178
Waiters, Bartenders, Cooks, & Counter Workers.	85
Other Service Workers.	93
Farm Laborers & Farm Foremen . . . . .	...
Laborers, Except Farm & Mine	4
Occupation Not Reported.	49

CLASS OF WORKER

Male, Employed in Agriculture.	17
Private Wage & Salary Workers.	17
Government Workers. . . . .	...
Self-Employed Workers . . . . .	...
Unpaid Family Workers . . . . .	...
Female, Employed in Agriculture.	3
Private Wage & Salary Workers.	3
Government Workers. . . . .	...
Self-Employed Workers . . . . .	...
Unpaid Family Workers . . . . .	...
Male, Employed in Nonagric. Indus.	4,911
Private Wage & Salary Workers	4,376
Government Workers.	168
Self-Employed Workers	363
Unpaid Family Workers	4
Female, Employed in Nonagric. Indus.	1,478
Private Wage & Salary Workers	1,247
Government Workers.	145
Self-Employed Workers	58
Unpaid Family Workers	28

^{1/} "N.E.C." means Not Elsewhere Classified

INDUSTRY GROUP OF EMPLOYED PERSONS AND MAJOR OCCUPATION GROUP OF UNEMPLOYED PERSONS, BY SEX, FOR STANDARD METROPOLITAN STATISTICAL AREAS, URBANIZED AREAS, AND URBAN PLACES OF 10,000 OR MORE: 1960

LANSING, ILLINOIS

INDUSTRY GROUP OF EMPLOYED

<u>Both Sexes</u>	6,409
Agriculture.	20
Forestry and Fisheries	3
Mining . . . . .	...
Construction	426
Manufacturing.	2,681
Furniture, & Lumber & Wood Prods..	64
Primary Metal Industries	823
Fabric'd Metal Ind. (Incl. Not Spec. Metal).	189
Machinery, Except Electrical	191
Electrical Machinery, Equip. & Supplies	44
Motor Vehicles & Motor Vehicle Equipment.	147
Transportation Equip., Exc. Motor Vehicle.	95
Other Durable Goods	170
Food and Kindred Products	242
Textile Mill Products	4
Apparel & Other Fabric'd Textile Products.	4
Printing, Publishing, & Allied Products.	149
Chemical and Allied Products	109
Other Nondur. Goods (Incl. Not Spec. Mfg.)	450
Railroad & Railway Express Serv.	198
Trucking Serv. & Warehousing	100
Other Transportation.	55
Communications.	109
Utilities & Sanitary Service	140
Wholesale Trade	232
Food & Dairy Products Stores	206
Eating & Drinking Places	108
Other Retail Trade.	614
Finance, Insurance, & Real Estate.	270
Business Services	105
Repair Services.	68
Private Households	58
Other Personal Services.	134
Entertainment & Recreation Serv.	80
Hospitals.	82
Educational Serv: Government.	140
Private	89
Welf., Relig., & Nonprofit Membership Organizations.	55
Other Professional & Related Serv.	121
Public Administration.	136
Industry Not Reported.	179

<u>Female.</u>	1,481
Agric., Forestry & Fisheries.	3
Construction & Mining	4
Manufacturing	302
Machinery	40
Transportation Equip.	30
Other Durable Goods	94
Food & Kindred Products	47
Textile Mill Products	4
Apparel & Other Fabri'd Textile Prods	4
Other Nondur. Goods (Incl. Not Spec. Mfg.)	83
Transport., Commun., & Other Public Utilities	107
Wholesale Trade.	35
Food & Dairy Prods. Stores.	86
Eating & Drinking Places	73
Other Retail Trade	184
Finance, Insurance, & Real Estate.	138
Business & Repair Services.	12
Personal Services	124
Entertainment & Recreation Services.	39
Hospitals.	71
Educational Services: Govt	92
Pvt.	58
Other Professional & Related Services.	55
Public Administration.	45
Industry Not Reported	53

(continued on following page)

INDUSTRIAL SURVEY
Calumet City, Illinois
Lansing, Illinois
Calumet Region

TYPE OF INDUSTRY
CALUMET CITY, ILLINOIS
(From A Business Survey By Mr. Thomason, Counselor - School District 215--1964)

<u>TYPE</u>	<u>NUMBER</u>
Service	95
Finance, Real Estate, Insurance	21
Wholesale	7
Retail	67
Manufacturing	16
Entertainment and Recreation	5
Eating and Drinking	110
Professional Service	26
Construction	14
Communication	2
Educational	4
Transportation	8

TYPE OF INDUSTRY
LANSING, ILLINOIS

(From A Business Survey By Mr. Thomason, Counselor - School District 215--1964)

<u>TYPE</u>	<u>NUMBER</u>
Service	58
Finance, Real Estate, Insurance	25
Wholesale	2
Retail	83
Manufacturing	17
Entertainment and Recreation	6
Eating and Drinking	11
Professional Service	10
Construction	4
Communication	1
Transportation	5
Educational	2

CALUMET REGION INDUSTRIAL SURVEY
 (HAMMOND TIMES Staff Writer-William Musset)
 August 23, 1964

BACKGROUND:

The region known as the "Calumet Region" is located approximately 25 miles south-east of the loop section of Chicago, Illinois. It encompasses principally seven State of Indiana communities, and two State of Illinois communities. The Indiana communities are: Hammond, East Chicago, Gary, Whiting, Munster, Griffith and Highland. The two Illinois communities are: Calumet City and Lansing.

There are approximately 600,000 persons living in the Calumet Region in 175,000 homes.

The region provides employment for more than 220,000 persons that earn more than \$1.3 billion per year.

The primary products manufactured in the "Calumet Region" include steel, oil, machinery, electrical equipment, metal products, transportation equipment, chemicals and allied products, stone and glass materials, and lumber products.

The following is a list of firms by community and number employed:

HAMMOND

<u>FIRM</u>	<u>NO. EMPLOYED</u>
Lever Bros. Co.	1,500
American Maize Co.. . . .	1,000
Indiana Harbor Belt Railroad.	1,000
Northern Indiana Public Service	1,000
Rand McNally Co..	1,000
American Steel Foundries.	750
Allied Structural Steel	550
La Salle Steel Co.	500
Pullman Standard	450
Stanray Products	400
Illinois Bell Telephone Co.	375
Commonwealth Edison Co. of Indiana.	350
Hammond Valve Co..	350
Hammond Publishers.	300
Swift and Company	250
United Boiler and Heating Co.	225
American Can Co.	200
Baltimore and Ohio Railroad	200
Calumet Construction Co..	200

FIRM (Hammond-continued)

NO. EMPLOYED

Queen Anne Candy Co.	200
S. G. Taylor Chain Co.	200
Winer Manufacturing Co.	200
Monon Railroad.	175
Youngstown Steel Door Co..	175
Continental Baking Co.	150
Farm Bureau Milling Co..	150
Keyes Fibre.	150
J. L. Metz Furniture Co.	150
Borden Milk Co..	145
Crown Corr Erection Co..	125
Calumet Construction Co.	125
Components, Inc.	110
Federal Cement Products.	100
Jones and Laughlin Steel Corp.	100
Meade Electric Co.	100
Southern Electric Co..	100
Standard Lumber Co..	100
Shell Oil Company.	100
Welsh Bros. Motor Service.	100

EAST CHICAGO

Inland Steel Co.	21,000
Youngstown Sheet and Tube Co..	12,000
General American Transportation Co..	2,900
Blaw Knox Co.	2,000
Sinclair Refining Co..	1,600
Standard Forgings Corp..	850
Combustion Engineering, Inc.	800
Cities Service Oil Co.	600
Graver Tank and Manufacturing Co..	500
E. I. De Nemours DuPont Co..	445
American Steel Foundries	400
United States Gypsum Co.	350
Albert Given Mfg. Co.	330
Rockwell Mfg. Co.	325
U.S. Reduction Co.	325
Mobil Oil Co.	300
Union Carbide, Linde Division.	200
Purex Corp.	150
M and T Chemicals.	140
U.S.S. Lead Refinery	130
Harbison Walker Refractories	125
Harbor Sportswear.	120
Indiana Forge and Machine Co..	120
Pepsi Cola Bottlers.	120

<u>FIRM</u>	<u>GARY</u>	<u>NO. EMPLOYED</u>
United Steel Corp.		27,500
American Bridge.		1,400
Gary Sheet and Tin Works		6,000
Gary Steel Works		18,000
Gary Tube Works.		1,250
Universal Atlas Cement Div..		700
The Budd Company		1,900
The Anderson Company		1,200
Elgin, Joliet and Erie Railroad.		1,200
Midwest Steel Company.		1,200
Illinois Bell Telephone Co..		550
Northern Indiana Public Service Co..		400
Screw and Bolt Corp. of America.		400
Jantus Mfg. Co..		250
Rockwell Standard Co..		250
Sunbeam Lighting Co.		250
Bear Brand Hosiery Co.		200
Taylor Forge and Pipe Works.		200
Union Drawn Division		200
Continental Baking Co.		170
Dixie Dairy Co.		150
Gary-Hobart Water Corp..		150
E. J. LaVino Co..		100
Marbon Chemical Division		100

WHITING

American Oil Co..	5,000
Union Carbide Chemicals Co.	650
Federated Metals Division	275
Union Tank Car.	175
Globe Associates.	150
CPT Freight.	120

MUNSTER

Simmons Co.	1,600
Montgomery Ward	450
National Brick Co..	100
Munster Steel Co.	100

GRIFFITH

Packing Corp. of America.	200
Keen Foundry.	180
Smith Victory Corp.	100

HIGHLAND

Illinois Bell Telephone Co.	65
Pleasant View Dairy Co.	50
Nichols Engineering	50
REA Express.	50
Highland Lumber and Supply.	25

<u>FIRM</u>	<u>CALUMET CITY</u>	<u>NO. EMPLOYED</u>
Spencer Chemical Co.		150
Swift and Co.		50
Catalin Corp.		50

LANSING

Vulcan Mold Co.		200
Carter Controls		150
Bee Chemical Co.		70

THE TEN BIGGEST

1. U.S. Steel, Gary.	27,500
2. Inland Steel, East Chicago.	21,300
3. Youngstown Sheet and Tube, East Chicago	12,000
4. American Oil, Whiting	5,000
5. General American Transportation, East Chicago	2,900
6. Blaw Knox, East Chicago	2,000
7. The Budd Company, Gary.	1,900
8. Sinclair Refining, East Chicago	1,600
9. Simmons Company, Munster.	1,600
10. Lever Bros. Company, Hammond.	1,500

In addition to the above mentioned industries, farming is a big business in the Calumet Region.

There are about 1500 farms in production, with more than a quarter million acres under plow, that sell an estimated \$25 million in farm products annually. Grain is the primary crop with vegetables the second largest. Dairy, livestock, and poultry also account for much of the farm dollar.

APPENDIX H

SOURCES OF FEDERAL FUNDS AVAILABLE
WHICH RELATE DIRECTLY AND INDIRECTLY
TO WORK EXPERIENCE EDUCATION.

APPENDIX H

Listed below are some of the sources of federal aid available to your school district that may relate directly or indirectly to work experience education:

Authorization: Public Law 85-864 Title III

Purpose set for available funds.

NDEA matching grants to states provide for acquisition of printed material, published material and materials and equipment for audio visual libraries. The purchase of textbooks is EXCLUDED.

For more information contact

Director, NDEA Programs, State Department of Education, your state capital.

Authorization: Departmental Regulation

Purpose set for funds.

Surplus books are available from the Library of Congress for distribution to public and non profit organizations and institutions. Lists are circulated among members of Congress at irregular intervals.

For more information:

Your U.S. Representative or Senator,
House (or Senate) Office Building,
Washington, D. C.

Authorization: Public Law 88-269

Purpose set for funds:

Matching grants (33-66% are available for constructing public libraries which may be integrated into educational centers.

For more information:

State Library Agency
Your state capital

Authorization: Public Law 89-10 Title I

Purpose set for funds:

Financial assistance to local educational agencies for the education of children of low income families may be used for library resources and/or textbooks, if included in approved plan.

For more information:

Bureau of Educational Assistance Programs,
U. S. Office of Education, Washington, D. C.

Authorization: Public Law 89-10 Title II

Purpose set for funds:

Grants are available to states to acquire printed or published materials, including textbooks for use of elementary and secondary pupils and teachers in public and private schools.

For more information:

Director E.S.E.A. Program, State
Department of Education, Your
state capital.

Authorization: Public Law 89-10 Title III

Purpose set for funds:

Direct grants for the establishment of community wide supplementary educational centers, may cover public library or school library facilities if integrated with over-all plan.

For more information:

Bureau of Educational Assistance Programs,
U. S. Office of Education, Washington, D. C.

Authorization: Public Law 89-10 Title III

Purpose set for funds:

Educational television facilities may be included in supplementary educational centers to serve the community at large. Direct grants are available for such projects.

For more information:

Bureau of Educational Assistance
Programs, U. S. Office of Education,
Washington, D. C.

Authorization: Public Law 85-864 Title VII

Purpose set for funds:

Direct grants-in-aid are available for research and experimentation in more effective utilization of all forms of media of communication for educational purposes.

For more information:

Media Research and Dissemination
Branch, U. S. Office of Education,
Washington, D. C.

Authorization: Public Law 88-452 Title IIB

Purpose set for funds:

Programs to teach English to individuals over 18 may be underwritten as part of the War on Poverty to help individuals economically handicapped by inability to read and write English.

For more information:

Adult Basic Education Office, Office
of Economic Opportunity, Washington, D. C.

Authorization: Public Law 85-864 Title V

Purpose set for funds:

Matching grants to states provide for operation of guidance counseling and testing programs in public schools and for testing of pupils in private schools.

For more information:

Director NDEA, State department of education,
Your state capital

Authorization: Public Law 85-864 Title V

Purpose set for funds:

Public school guidance counselors and teachers preparing to be counselors may attend NDEA sponsored guidance and counseling institutes and qualify to receive stipends while in attendance.

For more information:

Counseling and Guidance Institutes Branch,
U. S. Office of Education, Washington, D. C.

Authorization: Public Law 87-274

Purpose set for funds:

Grants-in-aid are available for research and demonstration projects in combating and preventing juvenile delinquency.

For more information:

Office of Juvenile Delinquency and Youth Development, Welfare Administration, Washington, D. C.

Authorization: Public Law 88-647

Purpose set for funds:

A revitalized junior ROTC program will be ready by Jan. 1, 1966. Leadership, instructional material and uniforms will be provided as part of a program which is intended to prepare students who do not plan to attend college for immediate entry into military service.

For more information:

Director for Plans and Programs
Department of Defense, Washington, D. C.

Authorization: Public Law 89-10 Title III

Purpose set for funds:

Guidance and counseling services are specified as suitable programs for supplementary educational centers serving the entire community for which direct grants are available.

For more information:

Bureau of Educational Assistance,
U. S. Office of Education, Washington, D. C.

Authorization: Public Law 88-452 Title IIB

Purpose set for funds:

Adult basic education programs can be supported by grants to states as part of the War on Poverty.

For more information:

Adult Basic Education Division, Office
of Economic Opportunity, Washington, D.C.

Authorization: Public Law 89-10 Title III

Purpose set for funds:

Adult programs may be included in plans for supplementary educational centers to service the community at large. Direct grants are available for planning and pilot projects.

For more information:

Bureau of Educational Assistance Programs,
U.S. Office of Education, Washington, D.C.

Authorization: Public Law 88-210 Part A

Purpose set for funds:

Adult vocational education programs are specified as primary purposes of grants to states under the Vocational Education Act of 1963.

For more information:

Director of Vocational Education, State
Department of Education, Your state
capital.

Authorization: Departmental Regulation

Purpose set for funds:

Small business workshops may be arranged for adult education programs which focus on special problems associated with small business management. A wide range of instructional material is available free to public schools, or at moderate cost to participants.

For more information:

Branch or Regional Manager, Small Business Administration, (Located in Major Cities)

Authorization: Public Law 88-164 Title III

Purpose set for funds:

Grants-in-aid are available to underwrite the cost of research or demonstration projects which promote effective methods of educating mentally retarded and physically handicapped children.

For more information:

Division of Handicapped Children and Youth, U.S. Office of Education, Washington, D. C.

Authorization: Public Law 88-164 Title III

Purpose set for funds:

Institutes, traineeships, and fellowships are available for teachers and specialists in the education of the mentally retarded and physically handicapped.

For more information:

Mentally Retarded and Emotionally Disturbed Branch, Division of Handicapped Children and Youth, Office of Education, Washington, D. C.

Authorization: Public Law 88-210 Part A

Purpose set for funds:

Grants allotted to states under the Vocational Education Act of 1963, specify that one purpose of such assistance is to provide vocational education for persons who have academic, socio economic, or other handicaps.

For more information:

Director Vocational Education Program, State Department of Education, Your state capital.

Authorization: Public Law 89-10 Title I

Purpose set for funds:

Special programs may be established for handicapped children of low income families if such programs are included in the approved local plan.

For more information:

Bureau of Educational Assistance Programs, U.S. Office of Education, Washington, D. C.

Authorization: Public Law 88-452 Title VI

Purpose set for funds:

Special programs may be included as part of the War on Poverty, in which VISTA volunteers may be assigned to work with mentally retarded, economically deprived or otherwise handicapped children.

For more information:

VISTA, Office of Economic Opportunity,
Washington, D.C.

Authorization: Public Law 81-152

Purpose set for funds:

Transfer of real property declared as surplus by various federal agencies for local health or educational facilities: use restricted for such purposes for 20 years. Cost discounted 40-100%.

For more information:

Division of Surplus Property Utilization,
Department of Health Education and Welfare,
Washington, D.C.

Authorization: Public Law 89-10 Title I

Purpose set for funds:

Financial assistance to local education agencies for education of children in low income families may be used for construction, if such purpose is designated in the local plan.

For more information:

Bureau of Educational Assistance
Programs, U. S. Office of Education,
Washington, D.C.

Authorization: Public Law 89-10 Title I

Purpose set for funds:

Audio-visual materials and equipment may be acquired as part of the plan to provide for the education of children of low income families for which grants are made to local districts.

For more information:

Bureau of Educational Assistance Programs,
U.S. Office of Education, Washington, D.C.

Authorization: Public Law 89-10 Title II

Purpose set for funds:

Audio-visual materials and equipment may be included as library resources to be used by elementary and secondary pupils and teachers in public and private schools.

For more information:

Director, Elementary and Secondary
Programs, State Education Department,
Your state capital.

Authorization: Public Law 64-647

Purpose set for funds:

The Smith Hughes Act of 1916 provides matching grants to states for vocational education in agriculture, home economics, retail trade, and industrial occupations.

For more information:

Director of Vocational Education, State
Department of Education, Your state capital.

Authorization: Public Law 79-586

Purpose set for funds:

The George Barden Act of 1946 provides matching grants to states for vocational education in sales, marketing and fisheries trades as well as highly skilled technicians in science and other related occupations.

For more information:

Director of Vocational Education, State
Department of Education, Your state
capital.

Authorization: Public Law 88-210 Part A Sect. 4

Purpose set for funds:

Broad vocational education programs, including adult education, can be provided with grants to states under the Vocational Education Act of 1963.

For more information:

Director of Vocational Education, State
Department of Education, Your state
capital.

Authorization: Public Law 88-210 Part A Sect. 4

Purpose set for funds:

Research and demonstration projects may be undertaken with direct grants in support of pilot programs designed to meet the special vocational education needs of youth, especially youth with handicaps which restrict success in regular programs.

For more information:

Division of Vocational and Technical Education,
U.S. Office of Education, Washington, D.C.

Authorization: Public Law 88-452 Title I

Purpose set for funds:

The war on poverty supports various youth vocational education programs including the Job Corps, work-study and work-training activities. Grants can be made to local and state agencies.

For more information:

Youth Programs Division, Office of Economic
Opportunity, Washington, D. C.

Authorization: Public Law 85-864 Title XI

Purpose set for funds:

Short term and regular session institutes are operated for teachers of history, geography, modern foreign languages, reading and English; media specialists, school librarians, and teachers specializing with disadvantaged youth.

For more information:

Division of College and University Assistance,
U.S. Office of Education, Washington, D.C.

Authorization: Public Law 88-164 Title III

Purpose set for funds:

Teachers and specialists in the education of mentally retarded and physically handicapped children are eligible to attend regular or short term sessions operated with federal grants.

For more information:

Mentally Retarded and Emotionally Disturbed Branch,
U.S. Office of Education, Washington, D. C.

Authorization: Public Law 82-274

Purpose set for funds:

Personnel engaged in or preparing to engage in programs for the prevention of or control of juvenile delinquency or youth offenses are eligible for short-term traineeships, special courses and other activities operated by colleges.

For more information:

Office of Juvenile Delinquency and
Youth Development, Welfare Administration,
Washington, D.C.

APPENDIX I

LIST OF PROGRAMS THAT MIGHT
BE DEVELOPED THROUGH THE USE
OF FUNDS FROM THE ELEMENTARY
AND SECONDARY EDUCATION ACT.

APPENDIX I

Educational Personnel:

In service training for teachers.
Additional teaching personnel to reduce class size.
Teacher aides and instructional secretaries.
Supervisory personnel and full time specialist
for the improvement of instruction and to provide
related pupil services.
Team tutoring.
Provide trained, paid leaders for science youth clubs
and educational clubs.
Exchange programs for teachers and in service
teacher training.
College based institutes for training teachers in
special skills.
Employment of consultants for improvement of program.
Program to train teacher aides.

Curriculum:

Supplementary instructional materials.
Curriculum materials center for disadvantaged children.
Classes for talented elementary students.
Special classes for disturbed and socially maladjusted children.
Pre school training programs.
Remedial programs - especially reading and math.
Education in family living and home management.
Programmed instruction.
Special audio-visuals for disadvantaged.

Related Educational Services:

Program for the early identification and prevention
of drop outs.
Increased guidance services.
Guidance programs for pupils and families.
School job coordinators.
Home and school visitors/or social workers.
Early identification of gifted among the disadvantaged.
Area guidance centers.

Financial and Other Assistance to Individuals:

Supplemental health and food services.
School health, psychiatric, and psychological services.
Provision of clothing, shoes and books where necessary.
Financial assistance to needy high school pupils.

Equipment:

Special laboratories.
School plant improvements.
Purchase of musical recordings of classical nature and
recordings of poems and addresses.
Mobile learning centers.

Summer Programs, Physical Education, Recreation:

Educational camps.
Arts and crafts programs during summer.
Summer school and day camp.
Community centers for organized recreation, hobbies
and special interest.
Full day summer school.
Shop and library facilities available after regular
school hours.
Sports and other activities designed to improve
physical fitness and develop sportsmanship.

Vocational or Occupational:

Occupational training classes.
Work experience programs.
On the job training for high school students.
Program for unemployed out of school youth between
the ages of 16 and 21.
Extended operation of youth organizations - future
farmers, homemakers, nurses, etc.

Libraries and Cultural Enrichment:

Field trips for cultural and educational
development.
Expansion of libraries in major disciplines.
Scheduling of concerts, dramas and lectures.

The above list was compiled from suggestions presented by superintendents
in eight states.