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1-10-33

PRESENT NEEDS IN THE W.R.A. VOCATIONAL TRAINING

1. Assembly of statistical data justifying the expenditure of funds for vocational education.
2. Assembly of factual evidence demonstrating that our program of vocational education makes a major contribution to center employment and relocation.
3. Identification of training needs not now being met.
4. Development of justifiable objective records.
5. Improvement of instruction.
6. Improvement of shop management techniques.
7. Development of time allotments for all courses.
8. Development of a plan for conducting a program of vocational education if, when and as State funds cease to be available.
9. Preparation of a plan for terminating the vocational training program when the center closes.
10. Determination of policy and program of vocational education during the next six months.

P. 673

Check list:

All Centers

- 1- From SS and VTS get figures representing number of teachers and teaching assistants who will be available after Sept 1st.
- 2- Get figures representing number of evacuee teachers who also will be available after Sept 1st.
- 3- Combine adult and vocational programs and supervision.
- 4- Prepare with VTS a list of short term courses which can be offered evacuees from now on.
- 5- Prepare with AVTS a list of short term adult classes which can be offered evacuees from now on.
- 6- From school officials, get:
 - a- Check on school forms needed to complete program.
 - b- Number of these forms on hand.
 - c- Number needed. (urge immediate requisition).Forms: 238,245,280,281,282,283,292,353,354,374,393.
- 7- Develop plan for making inventory of vocational supplies and equipment.
- 8- Impress VTS with importance of clearing his records of materials charged to him. (deductions from salary).
- 9- Develop outline for final report of VTS.
- 10 Make list of key people leaving center soon.
- 11 Evaluate general school morale.
- 12 Evaluate English program among adults.
- 13 Get 354 and 374 for all voc'l courses.
- 14 Bring 245's up to date for past year and a half.

MEMORANDUM

December 15, 1943.

TO: John E. Provinse

FROM: Joseph Samler

SUBJECT: Progress Report on Vocational Training

Attached to this memorandum is a chart summarizing present activities in the vocational training program. Summarized, these data indicate that

1. Under the supervised apprenticeship program for which funds were made available in October, 84 apprentices are in training; approval has been sent out for 99 additional apprenticeships up to a few days ago. It is important to note that four of the nine centers account for 161 of the 193 approved apprenticeships.
2. 293 men and women are taking trade training in eight different fields. There are more than twice as many registrations (734) in the commercial subjects. (This is necessarily a partially duplicate count, as a person taking stenography is also likely to be taking typing). Two-thirds (217) of the 293 people in the trades classes are receiving their instruction in State supported courses.
3. 2886 High school students (partially duplicated count in the commercial subjects) are taking training in eight fields.
4. Adult and high school trade classes which have been specifically planned to start in December have been indicated as such.

The data on the chart present a statistical picture of vocational training activities. They do not reflect the growing awareness of the need for and importance of training, nor can they describe activities like the ambitious on-the-job training program at Topas or the technical progress made with the supervised apprenticeship program at Rehwer, Poston, and Minidoka.

While progress in the various areas is evident, our approach in using existing facilities for vocational training does not seem too successful. It is by no means as much, I feel, as might have been accomplished had the program had budget and staff. I feel responsible for not having continuously and vigorously pressed the need for fiscal provision for this program, beyond what was done. In the recommendations below it is urged that at this time we

review the purpose and scope of the program, and that we make definite budget and staff provision for it, if we are to look toward it as a genuine training resource. Before doing so, however, and at the risk of stating what you already know, I am listing the conditions under which the program has thus far operated. This should serve as well as a background against which to view the chart data.

1. Night school directors, to whom responsibility for the program was given, had no training or experience to which to relate their new efforts. Their academic background was in many instances quite opposite to the highly specific organization and detail work necessary in trade training. This situation has not been helped by my inability to spend more than a few days at each center at infrequent intervals. A few of the men have made steady progress in adopting themselves toward a new field. Others have not been able to do so.
2. With the exception of provision for supervised apprenticeships (and in this case only since Oct. 18th) and outside of my salary, there is no budget for vocational training. With the exception of normal provision for commercial classes, this is true for high schools as well.
3. Budget provision on a center level is very difficult to secure. My impression is that the immediate institutional needs of the center tend against giving any kind of consideration to necessarily expensive training items. What funds we have used have come, at some sacrifice, from the Education Section.
4. The above, in part, account for my emphasis on support for training from sources outside of our agency. It is part of the reason for having secured the ill-fated N.Y.A. agreement and the plan we subsequently abandoned to replace that program. The two attempts cut down our working time by two months. It accounts also for the emphasis on State supported programs at present in operation in a number of the centers.
5. In interpreting these data, I know you will wish to bear in mind that the first few activities were the most difficult for the night school directors in that they constituted real learning experiences for them. I am hopeful that quicker progress will be made now that some of them have made a start.

Recommendations:

There always has been considerable interest in a training program by agency executives. I have been conferring with some of the Washington staff in the last month and feel that this may be the time to reopen the entire subject. I recommend the following:

1. That the Washington Vocational Training Committee be reorganized. In your absence, after consulting Miss Gifford, I suggested to Mr. Uts and Mr. Arnold that representatives of their divisions be placed on the Committee. Miss Gifford has sent on to the Director the names of the new Committee members for his approval.
2. That there be established in each center the position of vocational training supervisor on a P-3 level. That we recruit for such personnel and assign them to centers where the high school director is not doing an adequate training job.
3. That the apprentice training fund be continued for the next quarter.
4. That the centers be urged to submit a budget for vocational training activities each quarter, and for the fiscal year 1945. There does not seem to be any such provision in the Call for Estimates. I have suggested this in a memo which Miss Gifford sent to Mr. Barrows.
5. That from time to time the centers be required to take designated action in vocational training but that budget provision for the specific activity be made in Washington. In a memo dated December 5th, I urged that certain sums be made available for an auto mechanics course and for an auto mechanics instructor for each center.
6. That we attempt to interest industry in establishing training courses within the center as outlined in the memo on this subject dated November 17th.
7. That the series of releases starting with the expanded Manual Section, the memorandum to heads of Operations Divisions and the memorandum on State aid in organizing training courses be continued.
8. That a comprehensive plan for vocational training (embracing the items listed above but including others as well), now in preparation, be submitted for the Fiscal Year 1945 but that as many of the provisions as possible be inaugurated before July 1944.

E2-673

WAR RELOCATION AUTHORITY
Central Utah Project
Topaz, Utah

February 12, 1944

To: Section and Unit Heads

From: Laverne C. Bane
Executive Secretary, Vocational Training

Subject: Appointment of Apprentices

I believe the following quotations from a recent letter from Mr. Joseph Samler are self-explanatory. If the Section and Unit heads who have applied for apprentices will fill out the form at the bottom of the page, I will forward it to the Washington office.

"In applying for approval for apprenticeships I suggest that the most important item with which to furnish us is the job analysis. I am enclosing a copy of a teletype sent you today approving two of the proposed apprenticeships. Congratulations on them! About the others I must raise some questions.

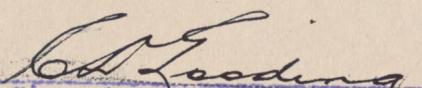
It seems necessary to differentiate rather sharply between In-Service training for workers who are or should be employed on the \$16 wage and apprenticeship training. Both groups can be given supplementary training out of whatever shop they are in. And it is recognized that the primary aim with both types of workers is production. Apprentices learn while they work. Your In-Service training program is designed to make better workers of employees who theoretically at least are already qualified to do the job. Because of its very extensive and commendable In-Service training program Topaz may face a special situation and the above differentiation may seem somewhat artificial. Nevertheless, the apprenticeship training funds are sharply limited at present to \$1200 per month and should not be used to pay workers who do not belong in this category. I should think that one of the criteria we might apply in any situation is that apprentices are hired after the regular corps of workers is engaged.

If you will assure me that the four general clerical posts in the Relocation Division are genuine apprenticeships in that they are not qualified to do general clerical work but are to learn these skills on the job, I shall be very glad to send you immediate approval. Much the same thing is true for the general clerical group in the Education Section. The same thing precisely applies

to the four workers in Cost Accounting in the Finance-
Cost Unit. I shall wait for word from you on these.
May I re-emphasize that it will only lead to difficulty
later if we do not keep a differentiation between apprentices
and qualified workers in mind as clearly as possible.
Great as the temptation may be not to do so, the fact
that a supplementary class in related work is given to
In-Service workers would not, in my own opinion, justify
counting them as apprentices."

To: Laverne C. Bane
Executive Secretary, Vocational Training

I have read the above quotations from Mr. Joseph
Samler's letter and am willing to certify that the
4 apprentices who are to be trained in my unit
are true apprentices and are not just supplementary workers.


Signature of Unit Head
Cost Accountant

	Min No. Trained Every 6 months	Fiscal Year 1945	Per Quarter
<i>Final</i>			
3. Adult Trade Training			
a. Automobile Mechanics Class (Document D)	20		
1. Equipment & supplies			
2. Instructor (both items to be used (jointly with Educat'm) (Charged to Education)			
b. Beauty Culture Class (Doc. E)	15		
1. Equipment and Supplies		300.	300. ¹
2. One evacuee Chief Instructor at \$19. rate		228.	57.
3. One evacuee Asst. instructor at \$16. rate		192.	48.
c. Typing Classes (minimum of 120 students) (using 30 school & 30) (administrative typewriters) (Each class of 30 to meet) (2, two-hr sessions a wk) (for total of 16 evening) (teaching hours)	60 ²		
1. Instructors to be secured on <i>exchange</i> compensatory time from schools or offices. Schools to be allowed equivalent evacuee teaching time (Document F)		284.	86.
2. Supplies & materials		160.	40.
d. Stenography Classes (same as 3c except that no) (typewriters are needed)	60 ²		
1. Same as 3c-1		384.	96.
2. Books, Supplies & Mat'ls.		100.	25.
e. One course from permissive group (Document G) of short term courses, preferably on full-time basis with an average outlay	15		
1. for equipment & supplies of		500.	125.
2. One evacuee chief instructor at \$19. rate		228.	57.
4. Vocational Courses in High School			
a. Automobile Mechanics (Doc. D)	20		
1. Equipment		2000.	1500. ¹
2. Supplies and materials		600.	150.
3. Instructor		2600.	650.
		† overtime	† overtime

	Min No. Trained Every 6 months	Fiscal Year 1945	Per Quarter
4. Vocational Courses in High School			
(cont'd)			
b. Commercial Courses:	100		
Stenog. Typing, Bookping, Secretarial Practice. These courses are well organized, are making good progress and have funds provided in the normal Education Budget. Average of about 275 students are in training in these courses in each center. It may be estimated that more than 1/3 of the group is graduated each term with these skills.			
c. Vocational Agriculture	20		
Funds for these courses are provided in the normal school budget. Average of about 45 students are in training in this field in each center. It may be estimated that about 1/2 of the group is graduated each term.			
d. Work Experience Program (Doc. H)	50		
Student wages to be financed from Apprentices Training Fund			
1. Appointed Staff: 1/2 time teacher at \$2000. level		1000.	250.
2. Evacuee Staff: 1 Asst. at \$16. rate		192.	48.

It is important to note that this program outlines only what should be required from every center. There is every reason to expect that nearly every center will go beyond this minimum program. It does not seem advisable at this time to prescribe required courses other than those listed because:

1. The centers will differ in their preferences and in the types of instructors available.
2. There are so very many fields in which training can be given
3. Because it seems desirable to give the centers as much freedom and initiative as is consistent with good programing.

Such courses are already in session or already have been provided for, as for instance radio service at Poston, carpentry in a number of centers, electrical work at Jerome and Minidoka, bookbinding at Gila, Beauty culture at Manzanar, etc.

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- 1 -The major part of the equipment expenditure will have to be made the first quarter.
 - 2 -This is probably a duplicate count.

E2.17

California -

There seems to be no system of accrediting by State Board of Education. A letter dated 4-5-38 from E. W. Morgan, Assistant Superintendent addressed to Commissioner Studebaker stated that no attempt made by State Department to accredit public or private secondary schools. Each school required to comply with law on standards and courses of study since the state approves same. This, in a sense makes approval if not accreditation. State Board is supposed to set up standards for Junior College.

A bulletin issued by the University of California, July, 1942, states that schools listed are accredited by the University of California may send graduates to the University without examination. (It is our understanding that other schools accept this accreditation). Some minimum requirements set up in the bulletin are:

1. Curriculum offered must provide preparation for university work.
2. At least three full time instructors.
3. Have class for twelfth grade for graduation in year approved.
4. Adequate library and laboratory
5. At least 170 days of school.

Other factors such as administration, organization, student and teacher loads to be considered.

Utah -

Report made as of July, 1938.

No explanatory notes but listing made from report of State Department. Gives following suggested standards:

1. High school shall remain open nine months or at least 172 days per year.
2. All high school teachers legally certified.
3. Adequate supervision for high school. The State Board is to determine what is adequate.
4. Teacher load not over six periods per day except by special permission.
5. Student load not over 4 and one-half units per year except for special permission. Sixteen units required for graduation, including eight units prescribed by State Board of Education. Twelve of these units must be earned in last three years of high school.
6. School shall provide satisfactory teaching, high standards of scholarship, proper school atmosphere, an approved system of school records and suitable building and grounds facilities. County schools shall make proper use of state course of study. State Board inspection once each year before high school aid is approved.

Standards set up by State Board for approval.

Idaho -

Taken from comments in letter addressed to Commissioner Studebaker by State Superintendent of Education and from 1938 approval standards as outlined on state approval forms. Some standards listed are:

1. At least three teachers in elementary school with adequate program.
2. Building location, construction, lighting, heating, ventilation and sanitation together with cleaning methods, type of furniture and apparatus adequate to insure hygienic conditions to be factors in approval.
3. Library to be classified and well stored. Books selected from standard high school catalogue. Estimated need at least four and one-half volumes for pupil. Laboratory adequate for course shall be properly stored.
4. Records. Up to date attendance and scholarship records needed.
5. Approval granted for either three or four years high school. Eleven units required for three year high school. Thirty-six weeks or 126 clock hours class work required. Shop time to be counted as equal to one-half academic time.
6. The school atmosphere, such as habits of student, general tone of school shall be factors in approval.
7. There should be at least four teachers who shall have bachelor degrees or equivalent, with fifteen hours in education and shall hold Idaho certificates valid for subjects taught.
8. Teaching load. It is recommended class size be not over twenty-five, teacher have not more than five classes per day or 150 pupil class hours per day. The maximum is set at teacher-pupil ratio of 1 to 30. Teacher class load six per day. Teacher-student load 160 student hours per day.
9. Pupil load four units of regular class work per year. School year shall be at least 172 days. Class period shall be at least 40 minutes long. Laboratory and class periods sixty minutes long.

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F.W.S.

Johnson
VE2-673

PART-TIME COOPERATIVE
TRAINING PROGRAM

PART-TIME COOPERATIVE TRAINING PROGRAM

I. THE PROBLEM

It is admitted that the high school has devoted itself almost exclusively to preparing students for entrance into college. Steadily increasing high school enrollments and changing external conditions have forced school administrators to modify and expand the curricula until today we are engaged in a great effort to revise the curricula from the kindergarten through the high schools. For several years the State Department of Education, in conjunction with schools over the State, has tried and is still trying to revise courses of study to more nearly meet the needs of the young men and women leaving the public schools--either by graduating or withdrawing.

From the 11th and 13th biennial reports of the Texas State Department of Education, it is found that 87,818 students enrolled in the seventh grade in 1933. Of this class, only 43,515 graduated from high school in 1938. This is a loss of over 44,000 students--almost 52 % of the seventh grade students--who failed to finish high schools.

Data given in the Statistical Summary of Education for 1933-'34, issued by the United States Office of Education, shows that the high school graduating class of 1933 represented only 31.6% of the total number of students starting out in the fifth grade. Twenty-three percent of the high school graduates entered college. This means that approximately 7.2% of those students in the fifth grade in the year 1925-'26 actually entered college. It is reasonable, then, to assume that the secondary schools should concern themselves to a large degree with the group of students who do not go to college, since they constitute a majority of the high school enrollees. The school must offer them a type of training that will enable them to take their rightful places in the social and economic world.

Our schools have been guilty of imparting too much "cold storage" knowledge. The acquisition of knowledge, without any attempt to definitely apply it, is, to a large extent, wasted effort. In a part-time cooperative program, it should be possible to maintain close correlation between the subject matter being studied and the actual daily work experiences of the student. This leads to more efficient assimilation of both.

The Federal Government recognized the need for Vocational Education when, in 1917, it passed the Smith-Hughes Act, providing for Federal subsidy to foster and promote Vocational Education. This act pays special attention to the problems of small communities.

The George-Deen Bill was passed and approved on June 8, 1936. It provides that at least one-third of the funds appropriated shall be spent for part-time schools, a provision of advantage to smaller schools lacking the facilities or money to provide full-time trade preparatory training. The George-Deen Act also provides for instruction in distributive and public service occupations.

It has always been possible for the larger cities to set up schools to train students to enter skilled occupations. Means for industrial training in small communities has heretofore been limited because they could not justify the establishment of such schools. Today there are three ways in which small communities can offer their youth industrial training:

1. General Industrial Shops (commonly called Type B shops) can be set up wherein the student may gain pre-employment training that will assist him or her in entering some occupation.

2. Regional Trade Schools may be set up to provide industrial training for a number of adjacent communities. Here, again, the problem of financing the school is the greatest obstacle. Provisions must be made for special taxes to support such an institution, and this is not always feasible.
3. Diversified part-time cooperative training programs provide the third way of offering occupational training in small communities. This type of training can be given at a very moderate cost to a community, since it requires only regular classroom facilities and reference material.

This is a cooperative program in which schools assist business men and industry in training new employees. The establishments of employers are used for training students in actual occupational activities for one-half of the day, and the other half is spent in school. A minimum of ninety minutes of the student's daily school time should be devoted to study of subjects directly related to their chosen occupations. The remainder of the time in school is usually devoted to regular academic courses. The acquisition of occupational training in this manner does not preclude graduation from the regular high school.

Advantages of a cooperative part-time training program are:

1. The employer cooperates with the school in selecting and training learners who will, upon graduation from high school, become full-time employees. Thus is avoided the danger of the school's training more workers than can be absorbed in an occupation.
2. Students are trained under actual, rather than pseudo, working conditions.
3. Training may be given for any occupation requiring at least 2,000 hours of training and for which a definite need in the community can be shown. In certain cases where State regulations prescribe the type of training necessary for a particular job, training cannot be offered in all cases.
4. The school does not have to purchase expensive equipment, since manipulative skills are acquired in the employer's establishment.
5. Part-time students do not displace regular workers, because as long as their hours of work are limited they cannot compete with full-time workers. No regular full-time employee may be displaced.

6. Part-time students are employed in the same manner as anyother employee and receive wages for their work.
7. Students and employers in industry are protected by the Workman's Compensation Act.
8. Students come within the scope of the Social Security Act and receive its benefits.
9. Students graduate from high school with enough fundamental training in an occupation to make them employable.
10. Should a part-time student decide to go on to college, his occupational training may be an asset to him in earning his way. Furthermore, his experience as a wage earner will have helped him to acquire the proper attitude toward work, will have given him the ability to get along with his fellow workers and the boss, and will have developed in him the ability to meet the public, all of which will be to his credit in whatever professional pursuit his college work may lead him.
11. The agreement under which each student works makes for an organized and orderly program of training.
12. Part-time cooperative training in no way interferes with regular apprenticeship because the student does not become a journeyman worker until he has served the full apprenticeship period as prescribed by his craft.

The person responsible to the school superintendent for administering and directing the program is called the coordinator. It is his duty to organize the program, direct the study of related subjects, and to correlate this study with each student's occupational activity.

Any student, sixteen years of age or older, who has completed all but the last two years of high school is eligible to enter this program. Naturally, each occupation will call for the possession of certain personal qualities necessary for success in that field; the initial selection of students should be made on a basis of these qualities. Agriculture may take students at fourteen.

The training period should extend over a minimum of two years and the occupations in which students are to be placed should require at least 2,000 hours of training, including the time spent in the study of related subjects. The following is a list of some possible fields for training:

Automotive Electricity
Auto Mechanics
Auto Machine Work
Auto Top and Body Repair
Baking
Drafting
Dry Cleaning and Dyeing
Electrical
Electrical Appliance Service
Lumber, Retail
Metal Working
Banking
Building Supply
Cabinetmaking
Carpentry
Commercial Art
Meat Cutting and Butchering
Photography

Electric Motor and Armature Service
Farm Machinery Service
Furniture Sales
Gas Utility Service
Grocery, Retail and Wholesale
Hardware, Retail and Wholesale
Laboratory Techniques
Plumbing
Printing
Radio Service
Refrigeration Service
Secretarial Training
Sheet Metalworking
Store Management
Tailoring

II. Advantages of Cooperative Training

Since the program discussed is a cooperative activity wherein the school assist employers in training beginning employees, it is essential that the employers be completely sold on the training program in order to secure their wholehearted support. Too often an employer may enter into a program just to assist the school in putting it on, without realizing its real merits. Training of new employees has always been a serious problem with employers, especially in smaller establishments where there are regular training programs. This program enables the employer to obtain the benefits of systematic training for beginning employees. Many of the employers, never having gone through a regular training period themselves, will not be familiar with the benefits to be derived from organized training. It is necessary to discuss with each one concerned the benefits that accrue from such a program. They also must understand that fully trained, journeyman grade workers will not be developed by a two-year training program, since more time is usually necessary to acquire skill in an occupation's essential work experiences. This program will develop advanced learners with the benefit of two years of directed study and work experiences in many phases of their occupation.

The advantages of this training program are:

1. It aids the employer in the choice of qualified beginners.
2. It provides directed study of technical information.
3. It provides directed study of related information, as job ethics, safety and first aid, and personal hygiene.
4. It insures organized training on the job.

5. It correlates work experiences and studies of related technical information.
6. It allows the employer to supervise and help plan the training of future employees.
7. It provides a coordinator to assist the employer with his training problems.

The initial selection of qualified students by the coordinator and his committee is made after analyzing the background of each student applying for training. This permits the employer to select his beginning employees from a pre-selected group of students who possess qualities essential for successful employment.

The average employee makes little attempt to acquire related technical or informational knowledge, yet there is an ever increasing need for this knowledge in all occupations. Many large companies have already recognized this and are putting on special training courses for their employees. Individual study of technical and informational matter pertaining to the occupations in which students are receiving training is an essential feature of a part-time cooperative program. Carefully planned, written assignment sheets are used in conjunction with appropriate reference material. These lesson sheets are taken from courses of study that have been prepared by experts in different lines.

In preparing a training schedule for each beginner, the employer and the coordinator should analyze the training requirements of the occupation and set up a schedule of work experiences. This schedule permits the systematic and efficient training of the employee, and assures the employer of an "all-around" trained person rather than a specialist.

III. SURVEY OF COMMUNITY NEEDS

Unless there is a need for a part-time cooperative training program in a community, it would be foolish for the school to sponsor this type of training. The first problem a locality is faced with, then, is to determine whether or not it is wise to incorporate the program commonly called Diversified Occupations in the high school course of study. The answer cannot be obtained by consulting school officials only, but requires that both employer and employee organizations be contacted to ascertain whether or not they will have a cooperative attitude toward the program. The employer furnishes the job for the student, and generally speaking, employees who are skilled workmen should do most of the training. The survey should determine the attitude of all concerned.

It is impossible to solve any problem without having definite knowledge of the various factors involved. Nor is it possible to set up a training program that will meet the needs of a community without first determining the actual facts involved. Hence, one of the first jobs is to make an occupational survey of the community to determine the possible training fields. The following data should be secured for each occupation:

1. Absorption power of the occupation for new employees.
2. Special laws regulating the occupation.
3. Educational requirements.
4. Physical requirements.
5. Annual turnover of employees.
6. Average ages of beginners and skilled workers.
7. Type of training program--if any--already in use.
8. Number of apprentices and beginners.
9. Number of full-time skilled employees.
10. Wages for beginners.
11. Wages for skilled employees.
12. Desirable ratio of skilled workers to beginners, and the present ratio.
13. Amount of training involved in occupation.

By using the information obtained in the survey, the advisory committee will be able to set up the quota of trainees for each occupation. The information obtained is purely statistical and will show all of the real vocational needs of a community; for that reason it is advisable for the coordinator to conduct another survey later in the year. In the preliminary survey, representative men and workers from various occupational fields can be organized into occupational committees to analyze employee training needs in their respective occupations, and to make recommendations for correcting some of the existing faults. These recommendations may cover revision of the present school curriculum, new courses needed for the school, and evening classes desirable for regular employees. The committees should attempt to ascertain educational weaknesses of their present employees, analyze the various contributing causes, and suggest possible remedies. The information obtained in this type of survey can, if properly used, be of inestimable value to the entire school system.

IV. ORGANIZATION

Controlling purpose of part-time cooperative classes shall be to provide part-time employed workers over sixteen years of age with such training as will increase their civic and vocational intelligence, to the end that they will be better prepared to pursue their chosen trade or occupation.

The Coordinator supervises and correlates the school work and the practical work experiences of part-time students. He is to promote interest in the program, organize the various phases of the program, develop and organize instructional material, direct the study of related and technical information given in the school, and correlate it with the particular phases of the occupation in which the student is engaged. He shall devote all of his time to this work.

State Qualifications as provided for in the Texas State Plan for Vocational Education, necessary to obtain a coordinator's certificate are as follows:

1. General Education: Graduation, including a major in technical courses, from a standard college or university.
2. Occupational Experience: Three years' experience as a wage earner in two or more occupations or skilled trades. One year of the employment shall consist of continuous employment in a single occupation or trade.
3. Professional Education: Coordinators and instructors of part-time cooperative classes will be required to complete eight teacher training courses in a designated teacher training institution within four years after the date of their employment.
4. Teaching Experience: Three years' teaching experience in the public schools, one of which shall have been in the field of Industrial Education.

In addition to the above qualifications, provision should be made whereby the new coordinator may serve an apprenticeship under the immediate supervision of an experienced coordinator. This apprenticeship shall cover 4 months of training, wherein the apprentice coordinator shall teach related classes, organize instructional material, meet with advisory committees, and carry on all the activities of a regular coordinator under the guidance and direction of an experienced and well trained coordinator.

General Qualifications. The coordinator should have enough of the following qualifications to make him outstanding not only as a teacher but as a citizen as well, in order that he may have the respect of all persons concerned with his work:

1. Ability to deal with people successfully.
2. Ability to get things done--leadership.
3. Ability to size up an industrial situation--vision.

- 4
4. Ability to analyze an industrial situation--decision.
 5. Ability to organize a plan to carry out his conclusions--action.
 6. Ability to sell ideas and at the same time stand pat for his convictions; be open-minded and on the square.
 7. Should be of an active age and in good health.
 8. Ability to instruct others.
 9. Industrially minded.
 - a. Speaking knowledge of many fields.
 - b. Special doing ability in one field.
 - c. Knowledge and understanding of employer-employee relationships.
 10. Ability and willingness to conform to generally accepted standards of the community.
 11. Ability to deal fairly and squarely.
 12. Capacity for growth.
 13. Natural interest in the development of employable persons.
 14. Confidence and respect of both employers and employees.

It must be realized that in order to be a successful coordinator, one must be a person of ability. The many phases of the work that must be controlled by the person in charge make it imperative that an applicant be fully aware of the responsibilities involved.

ADVISORY COMMITTEES

In far too many communities it is customary to regard educational methods and details as of no concern or interest to anyone except teachers and other members of the school staff, with citizens content to remain inactive and uninterested until contact with high school graduates reveals a lack of certain desired qualities or abilities. Such an attitude places an impossible task before school officials attempting to provide vocational training for high school students.

It is obvious that three factors affect any program of Vocational Education: (1) the student, (2) the school, (3) and industry. The success of vocational training in any community depends directly upon the cooperation existing between the representatives of these three factors. Advisory committees, composed of representatives of both employees and employers, provide the most satisfactory method of maintaining active cooperation between the interested groups. Committees are expected to

serve as consulting and advisory bodies on problems--especially those regarding occupational trends and needs, and specific training requirements--pertaining to the school's training program.

Generally speaking, advisory committees are of two varieties: (1) the general advisory committee, and (2) the trade, craft or occupational committee. The general committee, as its name implies, is expected to advise the school on general matters pertaining to its training activities, performing the following duties:

1. Advise as to general training policies.
2. Advise as to the fitness of training stations.
3. Pass upon wage scales.
4. Approve training agreements.
5. Cancel or transfer training agreements when necessary.
6. Suggest and pass upon plans for entering new fields of training.
7. Make or pass upon studies made to show the absorption ability of occupations for new employees (this pertains to their own community only).
8. Assist in promoting the vocational program.
9. Assist in evaluating the vocational program.

A general advisory committee should consist of at least six persons: two employers, two employees, one neutral members, and the coordinator or other school representative; the coordinator or other school representative has no vote in committee activities. One school year is the period of service usually requested of each committee member.

A trade, craft or occupational committee serves in a more specific capacity than the general advisory committee, and usually is needed only when several students are being trained in one particular occupation. This group serves to represent their own specific trade or occupation only, and in some instances--especially in small communities--may consist of no more than one or two members.

In addition to the duties outlined for a general advisory committee, the occupational committee is expected to aid in preparing instructional material and training standards for students in their type of work, and to serve as a supervisory body for such students. All of the body's activities--as suggested by its name--are to apply only to the occupation or trade from which they were chosen. Meetings should be held when and as often as necessary.

Both employers and employees should be represented on the trade or occupational committee as on the general committee, and

all members should be appointed in official manner by the school superintendent after consultation with interested groups. No special procedure is required, but it is suggested that committee members be selected for appointment from lists furnished by the groups to be represented.

Each committee should have a chairman and secretary selected by the group from its own members. It is suggested that the coordinator act as secretary, since he is in a better position to keep records and make reports than anyone else, but in no case shall he assume the duties or authority of the committee. Regular meetings of the general advisory committee should be held every calendar month; called meetings should be held when necessary. Minutes of the meeting must be kept in the files in the school. It is important that all regulations concerning this type of work be explained to the committee.

It should be remembered that advisory committee members donate their time and effort to aid the school, and the imposition of unnecessary requests for assistance is very unwise. The coordinator should exercise care in preparing plans for committee meetings, making certain that a meeting is needed, and that a definite program is followed. Meetings called merely for the sake of meeting are likely to result in a loss of interest and the eventual loss of a committee. It is imperative, also, that each of the advisors become well acquainted with the aims, objectives, and methods of vocational education in the large sense; this portion of the committee work is largely educational, but the success of a community's cooperative program depends, in large measure, upon the thoroughness with which it is done.

SCHOOL ORGANIZATION

The student in the part-time cooperative program should spend at least ninety consecutive minutes daily in the study of inferential and technical subject matter directly related to the occupation and job on which he is working. This study shall be supervised and directed by the coordinator or an approved related subjects teacher. Not more than half of this time may be spent in a general study of employment and social problems related to working conditions, safety instruction, employer-employee relations, and citizenship in general. In no case should the student be "farmed" out to other teachers in the school during the time allotted to related studies.

The study, with the exception of the group discussion, is individual and specific in character and consequently, individual lesson sheets must be prepared from trade texts and trade literature. This related study may be supervised either by the coordinator or a qualified related subjects teacher.

All manipulative processes must be learned on the job and taught by the employer or his representative.

A written agreement should be prepared for each individual student, setting forth the work experiences to be provided the student by the employer, the technical and related information to be taught the student by the school, and a schedule of wages

to be paid the student. Such wages should be comparable to wages paid apprentices and other employees in the occupation in which the student is engaged. All wage scales should be approved by the local advisory committee.

Students selected for training in this program should be from those who are eligible for enrollment preferably in the last two years of the regular high school program.

Students should be sixteen years of age or over and eligible for enrollment in the last two years of the regular high school. Any other applicants who are sixteen years of age or older may be admitted upon special recommendation of the local advisory committee.

The program must be organized to operate for a minimum of nine months or thirty-six weeks per year. Each student should spend a minimum of twenty hours per week on the job. Work done on Saturday or other holidays may not be counted in the minimum required. If possible students should work not less than four hours per day nor more than five hours per day for five days per week. If a student works on Saturday it should be considered as outside of the regular training program.

SCHOOL EQUIPMENT

The school is expected to furnish adequate classroom facilities for students. The classroom should contain study tables and chairs, bookcases, blackboards, bulletin boards, filing cabinets, and a desk for the coordinator. An adequate supply of reference material, composed of textbooks, manuals, bulletins, charts, correspondence course material, and the like, for each occupation in which training is being offered shall be furnished by the school. The equipment necessary for a classroom is as follows:

Two four-drawer letter-size file cabinets.

Seven tables, large enough to seat a minimum of four students.

One cabinet for student notebooks and completed assignments.

One bookcase with glass doors for reference books.

One cabinet with shelves and glass doors for instructional material.

One teacher's desk.

One large blackboard.

One roll screen for slides and strip films.

Two bulletin-boards (as large as is consistent with available wall space).

One special case for bulletins and trade literature.

It must be remembered that the effectiveness of the program is dependent upon class organization and the opportunity a student has for study of related subject material. Because of this fact, the local school should set aside an adequate fund each year for the purchase of supplies and study materials. This fund will have to be greater the first year than the succeeding ones. It is estimated that ten dollars per student the first year and five dollars per student each succeeding year will be sufficient. The budget must be set to conform to a plan that will maintain the program in accordance with the standards set by the Board for Vocational Education.

There is no such thing as purchasing a "complete" library all at one time for a part-time cooperative class. Industry is constantly changing and the related study texts and materials must be constantly revised and brought up-to-date in order that students may have an opportunity to obtain the latest information concerning the occupation in which they are being trained.

The customary procedure is for the related subjects class to be taught during the morning periods. In some cases, three consecutive periods are used in such a manner that half of the students attend the first and second periods, and the other half attend the second and third periods. This permits the students more flexibility in choosing other courses in the regular high school curriculum. It also permits the coordinator to devote more time to directing the study of individual students.

The course carries a maximum of four affiliated credits. Credit will be recognized in even numbers of units; i.e., two credits are given each year for two years, but no recognition is given for either one or three units.

THE TRAINING STATION

The employer is expected to cooperate with the school by furnishing facilities for giving students training in the actual work experiences of an occupation. A definite training schedule should be set up by the employer and the coordinator to insure the students' obtaining--during the two-year period--the maximum amount of systematic training. The progress of the student will be checked at frequent intervals with the training schedule. Care must be taken to prevent exploitation and to insure "all-around" training. When a process or skill has been mastered, the student should not be required to repeat it.

If the training of students in the occupation is to be conducted on a high level, then the training station must be of like grade. In selecting the training station, every factor must be considered and properly evaluated.

It does not necessarily follow that because a shop is a large one doing a large amount of work, it is the most desirable training station. If the employees are on a piece-rate basis, and no special training facilities are set up, the beginning employee may receive very little training. It may be a case of the trainee having to "steal" his information and trade knowledge. If employees are paid on a piece-rate basis, their attitude toward training beginners may not be satisfactory. Two other important factors are sincere interest on the part of the employer in training the new employee, and equipment adequate to provide the training. All training stations shall meet with the approval of the advisory committee.

Each training station should be thoroughly studied and rated. Only stations having a reasonably high score should be used, for training purposes.

Table I is a form which may be used to measure the efficiency of a training station. Careful use will prove its usefulness.

Rating Chart for Training Station

	Poor	Fair	Good
1. Opportunity for employment after training.			
2. Stability of firm			
3. Opportunity for Advancement			
4. Training Environment			
5. Potential Training Hours			
6. Extent of transfer of training to related occupation			
7. Regularity of employment			
8. Pay			
9. Training Facilities			
10. Hazards			
11. Respectability and responsibility of the employer			
12. Training equipment available			
13. Availability of properly trained employees			
14. Volume of business			
15. Variety of work available for training purposes			
16. Wages to be paid trainee			
17. Attitude of employer and employees toward program			
18. Policies toward trainees			
19. Standards of workmanship to be met			
20. Degree of specialization required.			
21. Employee-employer relationships existing			
22. Working hours			
23. Column Totals			

The starting wage paid a student in industry, etc. for his time on the job should not be less than 25% of the skilled workers' rate in the locality. Increases should be made each semester and should not be less than 5% of the local skilled workers' scale. All wage scales must be approved by the local advisory committee.

As stated previously, the student shall work a minimum of 20 hours per school week in order to receive credit in the course, but he should not be permitted to work more than five hours per day for the five school days per week covered by his training agreement. If the student desires to work on week-ends, he should be regarded the same as any other regular student and the work not considered a part of this training program. The number of hours to be worked and the wage scales must be approved by the advisory committee.

CHOOSING THE STUDENT

One of the major factors involved in this program is the quality of students selected to enter occupational training. A desirable employee can result from the training received under this program only when students enrolled in it are capable and desirous of receiving the training. From the first grade on through the eleventh, the general objective of teachers has been to influence boys and girls to enter college. This has prevented many excellent students from giving serious consideration to entering skilled occupations. In many schools the general impression is left with students that any goal of less than college level is an admission of inferiority or mediocrity. Hence, it is necessary to show students that the training necessary to enter a legitimate industrial or commercial field requires more than average intelligence, and that the prospects for advancement are as good or better than in many professional fields; since not more than twenty to twenty-five per cent of high school graduates go to college, it is important that careful consideration be given the possibility of entrance into fields in which the greatest opportunities lie. Likewise, the number of positions requiring college graduation, while increasing, are not increasing so fast as is the number of college graduates; this trend forces many college graduates to accept work in fields other than that for which they have been trained. These facts must be given not only to students but to teachers. The earnest cooperation of teachers should be solicited in guiding and directing students in selecting their future work.

There are many factors to be considered in the selection of students for the part-time cooperative training program. Some are:

1. Enthusiasm.
2. Educational background.
3. Home conditions (economic and social).
4. Parents' occupations.
5. Working habits in school.
6. Why the student is interested in entering a particular occupation.
7. School attendance and promptness in general
8. Disciplinary record.
9. Attitudes, interests, aptitudes, talents.
10. General personality.
11. Previous employment.
12. Character.
13. Availability of training stations.
14. Parents' attitude toward the program.
15. Mental suitability of the student for the job.
16. Physical suitability of the student for the job.

A practical vocational guidance course preceding this program will be of great value. The coordinator is justified in conducting a program of guidance and counseling when the work is limited to students who have expressed a desire to enter an occupational training program. A special practical guidance course, if any, should be conducted the second semester of each school year. The objective of the course should be to familiarize students in the class with the occupations in which training is available in the locality. The course should be no means purport to give general information about all occupations or about those in which training cannot be offered locally. An excellent method of giving occupational information to the students is by a series of bulletin-board displays and cards. Material for the displays and cards can be secured from periodicals and bulletins. This type of guidance should be carried on throughout the year.

Students who are going to enter the guidance course should be selected during the first semester. This can be done through individual conferences with parents, students, and teachers. It is a good idea to send out questionnaires to students and their parents in order that both may get the objectives of guidance well in mind before the class is started.

Often schools have regarded the part-time cooperative program as a dumping ground for undesirable students who have been failures in other classes. The business world has no place for a loafer or one who is unfit. Every person enrolled must be able to "Benefit from the training."

The entire social and economic order of this world consists of many screening processes tending to separate the population into a multitude of classifications. It is likewise necessary, in selecting students for the training program, to use one or more screening processes in order to eliminate the unfit. The first screening process will be in selection of prospective students on the basis of their past records; the coordinator should have each applicant fill out an application blank which will disclose that background. In rating a student, three or more people who have been closely associated with him should be consulted. These persons may be teachers, former employers, or perhaps parents. It is possible in many cases to get the parents to give a fairly accurate rating of their child after discussing with them the value of such information. One method of obtaining opinions is by means of a rating card one shown in Table II. A composite chart should be made from the ratings given to the student by the various persons.

If the opinions are in accord, then they may be accepted as being reasonably accurate. If reports show a wide variation, there should be further investigation into the student's past record in order to determine the causes for the variation of opinions. The composite chart is placed at the bottom of the application blank. A careful study of all the data on the application blank should be made before the student is accepted or rejected.

It cannot be emphasized too greatly that the characteristics of the membership of the class will materially affect the success or failure of a part-time cooperative program. The course cannot be introduced to relieve crowded or undesirable conditions in other classes, but must be used solely to accomplish its aims and objectives.

STUDENT RATING CARD

Name of student.....; Date.....

Your personal opinion of this student is desired. Please do not consult anyone else in rating the student. This record is strictly confidential.

Use E for excellent, G for good, F for fair, and P for poor.

	Rating	Remarks
Initiative (ability to originate and execute ideas).....
Willingness to work.....
Honesty
Common sense.....
Loyalty
Cooperation with others
Ability to meet and talk with others.....
Neatness in work.....
Personal appearance.....
Perseverance
Capacity to do work.....

Rated by:

The application blank, a copy of which is shown in Table III, should be required long enough in advance of enrollment to permit complete investigation of a student and all the factors surrounding his entrance into the program.

A standard agreement, providing for a probationary period and stating the schedules of the work experiences to be given the student, the related subjects matter to be studied, and the wages to be paid, must be prepared for each part-time student. This agreement shall be entered into and signed by the employer, the student, the student's parents, and the coordinator before the student enters into training. Approval of the local advisory committee must be secured for each agreement. Copies of agreements must be filed with employers, the school, and the State Board for Vocational Education, Trade and Industrial Division. A sample copy of the agreement in use at the present time is shown on the insert, Table IV.

PLACEMENT

Before the opening of school, there are several methods of handling students who have been accepted to enter this program. One method is to call students together for a daily two-hour class period for two weeks preceding the start of the regular school term. During this two-hour class period, students will study and discuss occupational opportunities, job qualifications, job etiquette, methods of approach in applying for a job, and employer-employee relationships. Most students know very little of the industrial world. This orientation is to prepare them for entrance into their new environment.

Employers who desire to train part-time students as employees are permitted to select from the applications those students whom they wish to interview. The application of each student to be interviewed should be retained by the employer and used for reference purposes to assist him in selecting desirable students, after which the application blank should be returned to the coordinator and placed in a permanent file. These interviews usually take place during the second week of the pre-employment training periods and students selected by employers start to work when the regular school term commences, while those who fail to obtain employment take up their regular school subjects. The most serious objection to this plan is the difficulty of getting students to report for the pre-employment training period. Some students will be out of town, some at work that they cannot leave until the regular school term starts, and there is the general reluctance of students to attend classes at any time except during the regular school term.

Another method is to have each acceptable student enroll in regular academic subjects, as well as in the occupational related subjects classes, with schedules arranged so that the prerequisites, necessary for graduation, come during the morning periods and elective courses during the afternoon periods. The previously mentioned guidance courses are given during the related subjects period and placements are made accordingly. Under this plan, students who obtain placements drop their afternoon classes and go to work, while those who fail to obtain placements drop the related subjects and continue with their regular academic courses. In smaller communities, this second plan is the one most likely to prove satisfactory.

Once the training program is well established, prospective trainees can be selected through a guidance and counseling program carried on during the second half of the regular school year. During the summer months they can be encouraged to secure temporary work in the field of their interest. This will enable the coordinator to make placements more easily.

Special occupational requirements should be taken into consideration in placing individual students. Below is given two lists; the first contains suggestions for determining special occupational requirements, and the second a scale for judging students' fitness.

TO DETERMINE SPECIAL OCCUPATIONAL REQUIREMENTS

1. Use a trade or occupational advisor committee.
2. Hold conferences with employees and employers.
3. Consult lists of trade rules and special laws.
4. Observe and examine the work done in an occupation.
5. Use a trade analysis.

LIST FOR JUDGING OCCUPATIONAL FITNESS OF STUDENTS

1. Physical suitability.
2. Mental suitability.
3. Moral suitability.
4. Social suitability.
5. Educational background and training in special subjects.
6. Special aptitudes.
7. Interests and hobbies.
8. Past experience.
9. Race.
10. Special personality characteristics.
11. General knowledge.
12. Recommendations.
13. Sex.
14. Age.
15. Past employers' opinions.

All of the factors in both lists should be carefully used for selecting each student, for placing each trainee in the right occupation is as important as selecting competent students at the program's beginning.

APPLICATION FOR ADMITTANCE INTO CO-OPERATIVE DIVERSIFIED OCCUPATIONS COURSE

Name of student.....; Date.....

Age, last birthday.....; date of birth.....; height.....; weight....

Physical condition.....; remarks.....

Address.....Phone No.....

Parents' name.....; occupation.....

Occupation desired.....; reasons.....

Con't

.....

 High school credits: English...; Mathematics...; Science...; History..;
 Foreign Language...; Vocational..; Commercial...; Social Science....;
 What vocational courses have you taken?.....

 What prerequisite subjects do you need for graduation?.....

 Have you ever been employed before?.....Where?.....

 What other recommendations can you offer?.....

 Do you agree to complete the two-year training period?.....
 List as references three teachers under whom you have studied for at
 least a year:.....

 Approved by:.....Signed:.....
 Parent or Guardian Student

Composite rating chart:

	P	F	G	E
Initiative.....
Willingness to work.....
Honesty.....
Common sense.....
Loyalty.....
Cooperation with others.....
Ability to meet and talk with people.....
Neatness in work.....
Personal appearance.....
Perseverance.....
Capacity to do work.....

PART*TIME COOPERATIVE TRAINING AGREEMENT

This agreement is made and entered into this.....day of

.....,19...., between....., Employer

and Student and....., Parent or Guardian

and..... Local Public Schools

The employer agrees to assist the school in training.....

.....for the trade or occupation of..... Student

.....under the terms and conditions contained in this agreement.

That..... Student agrees to diligently and

faithfully perform the work incidental to the trade or occupation throughout the learning period.

That the learning period begins on the.....day of.....

.....,19....., and extends through the scholastic years 19.....and 19.....-

(SEE ATTACHED SLIP)

That there shall be a probationary period of.....days during which time the parties hereto shall determine if the student has made an adequate choice of an occupation and if his training should be continued. If, at any time during this probationary period, one or more of the parties decide that the training should not be continued, this agreement will be terminated.

PART*TIME COOPERATIVE TRAINING AGREEMENT

This agreement is made and entered into this.....day of

.....,19...., between....., Employer

and Student and..... Parent or Guardian

and..... Local Public Schools

The employer agrees to assist the school in training.....

.....for the trade or occupation of..... Student

.....under the terms and conditions

contained in this agreement.

That..... agrees to diligently and Student

faithfully perform the work incidental to the trade or occupation

throughout the learning period.

That the learning period begins on the.....day of.....

.....,19....., and extends through the

scholastic years 19.....and 19.....-

(SEE ATTACHED SLIP)

That the local public school agrees to employ a coordinator whose duty it shall be to assist the employer in analyzing the trade or occupation to determine the skills or operations to be taught the student; to direct the student in the study of the related technical information of the trade or occupation; and to correlate the practical work with school instruction.

OR MORE OF THE PARTIES DECIDE THAT THE TRAINING SHOULD NOT BE

continued, this agreement will be terminated.

That this agreement may be terminated, for just cause, by either party upon application to, and with the consent of, the local advisory committee.

That the following work experiences shall be given the student by the employer during the learning period: (Attach extra sheet if more space is needed.)

That the following course of study will be taught the student by the school: (Attach extra sheet if more space is needed.)

That wages shall be paid the student for his practical work according to the following schedule:

Probationary period:.....	5th period:.....
1st period:*	6th period:.....
2nd period:.....	7th period:.....
3rd period:.....	8th period:.....
4th period:.....	

The prevailing wage for journeymen or skilled workers in this occupation is.....per.....

That this agreement shall be submitted to the Chairman of the State Advisory Committee on Trade and Industrial Education and State Director of Industrial Education for final approval.

In witness whereof, the parties to this agreement have affixed their signatures:

.....
Student

.....
Employer

.....
Parent or Guardian

.....
Coordinator

* A PERIOD IS UNDERSTOOD
TO BE A SCHOOL SEMESTER
OR A SIX-MONTH WORKING
PERIOD.

Approved by.....

V. ORGANIZATION OF RELATED SUBJECT MATERIAL

The success of the program will depend on the preparation and presentation of related subject material. Too much emphasis cannot be laid on this phase of the work. The disadvantages of a part-time cooperative training program, from the employer's standpoint, are offset by the fact that students will be directed and supervised by the coordinator in the study of related information and technical subject matter. Such a correlated study will enhance the value of the beginner and tend to make a superior employee out of him. In order to determine the contents of a related subject course, a careful analysis of the occupation must be made. One of the essential qualities of a coordinator is the ability to make comprehensive analyses. The relation between an occupational analysis and a complete training program is shown in Table V.

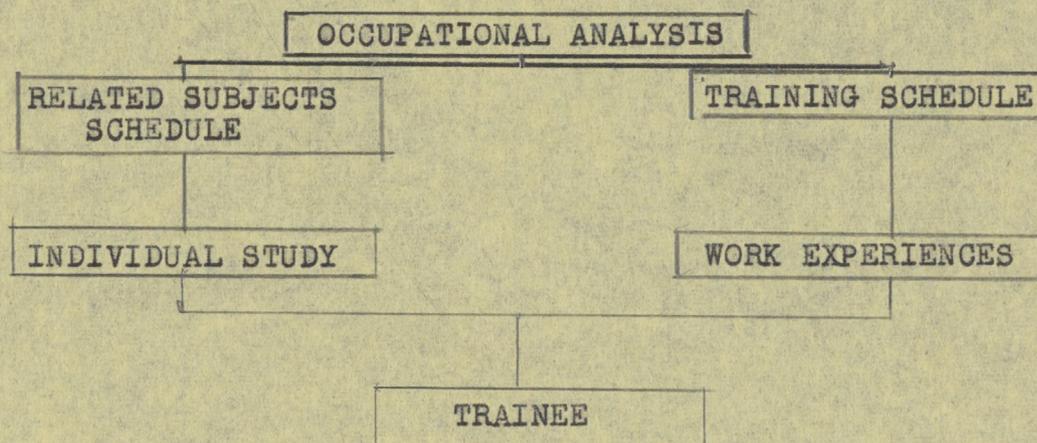


Table V. Relation between the occupational analysis and a complete training program.

Before a student is placed in a training station, a detailed occupational analysis should be made in cooperation with the employer, a tentative training program set up, and the related subjects that should be studied outlined. The development of this analysis will enable the employer to set up a systematic training schedule. The data derived from the analysis should be used to draw up a training agreement before the student is even selected. After the student is selected, the agreement covering his training must be approved by a local advisory committee. Every unit must be carefully analyzed to select information the students should acquire. Each unit should have listed under it the informational sub-units that it contains. After the related subjects schedule is worked out, revisions will have to be made throughout the two-year training period in order to properly correlate it with the training schedule.

Assignment sheets should be prepared for each informational sub-unit of the related material to be studied, and, although the actual size of instructional units will vary, a sheet should be prepared to cover each complete instructional unit. Whenever possible, the assignment should be of such length as to utilize one period of class work. A fault to be avoided when preparing this material is that of embodying more material than can readily be mastered at one time. Plan these sheets to contain the subject or

title, references, necessary explanations and applications, and questions that will assist in directing the student's thinking. A satisfactory outline is shown in Table VI.

When the references provided do not adequately cover a subject, it will be necessary to add an information sheet to the assignment sheet. The information sheet will provide additional information sufficient to enable the student to complete his assignment. It is absolutely necessary that each student have a carefully planned and written assignment sheet for each day's work. Whenever the student's interest wanes in the study of related subject matter, the coordinator should give special attention to the assignment sheets and make certain that they are well planned and prepared. Poor assignment sheets will cause a student to lose interest quicker than almost anything else.

LESSON OR ASSIGNMENT SHEET

Block
 Unit
 Sheet

FOR

.....Occupation or Trade.

<p>Aim or Subject or Job or Lesson</p>	<p>Name or title of the thing to be done. Must be concise but specific. Must use few words but cannot be too general.</p>
<p>References:</p>	<p>Texts, charts, pamphlets, catalogs, bulletins, previous lesson sheets, graphs, diagrams, etc. Should refer by naming publication, publisher, name of writer, and page numbers, or use symbols for text or other reference material.</p>
<p>Explanation or Procedure</p>	<p>Tell the student how to do it and why. Include safety or precautions. <u>Call attention</u> to any new information involved in the assignment--- not necessarily to give the information, but to show it is to be brought to bear.</p>
<p>Application:</p>	<p>Things the student should do. This is to relate the work with the learning. Show how the technical knowledge relates or is applied to the job. Bring in and use all of the related science, drawing, mathematics, etc., possible.</p>
<p>Questions or Promblems</p>	<p>To check the student or to test his knowledge to see if his application of the information is conscious or merely mechanical. Should be thought questions rather than questions of fact. Should bear on the application and not on work apart from the job.</p>

Table VI. Outline to be followed when preparing assignment sheets.

During the first year of this program, it is desirable to devote one class period to an individual study of subjects directly related to the student's occupation. The other period can be spent in a group discussion of some of the following related subjects:

1. Safe living, personal hygiene, and first aid.
2. Job ethics.

3. Development of personal characteristics necessary for success.
4. Public relationships.
5. Employer-employee relationships.
6. Legal acts and regulations pertaining to employees.
7. Business letter-writing.
8. Simple business law.

A carefully prepared lesson plan should be used for each day's discussion and study. The subject should be thoroughly dealt with, and care must be taken not to waste time on minor details not of general interest. In no case should a general academic course be adopted and taught as part of the related study. Only such fundamentals as are considered essential to the actual success of an employee should be included in such courses. The three-period plan for the related subjects class, as mentioned before, will allow the first year part-time students to meet for one class hour by themselves, during which time the above mentioned subjects can be studied. The first and second year students will be together during the middle period, and the second year students can meet by themselves the other period and devote all of their time to the study of their occupations. The period when first and second year groups meet together can also be used for individual study. It is important that no attempt be made to hold group discussions for one group in the related subjects room while a second group of students is engaged in individual study.

Outlines of certain course material suitable for this hour should be prepared.

In most cases, textbooks are desirable sources of information. However, industry is changing so rapidly that technical books are frequently out-of-date when printed, and it will be necessary to use trade journals, bulletins, and manuals to supplement the texts. Usually, three to five good reference texts for each occupation will be adequate. At least one good trade journal--to supplement text materials--should be subscribed to for training field. All of the reference material should be classified and indexed since new books, bulletins, and periodicals will be added constantly. It will be necessary to devote a certain amount of time each month to keeping the reference library up-to-date.

VI. COORDINATION

Often a coordinator is confused concerning the actual work of coordination. Some suppose that it requires visiting various training stations and determining whether or not the student is at work, while others suppose that it requires no more than being a "good mixer" and visiting with business men, not necessarily on matters pertaining to the program; another group presumes that it means keeping out of the school superintendent's sight during each afternoon. The committee on coordination,

at the National Conference on Trade and Industrial Education, Minneapolis, Minnesota, August, 1936, listed the following duties of a coordinator:

1. PLACEMENT OF STUDENTS ON A SATISFACTORY JOB. It shall be the responsibility of the coordinator to select students and place them in an employment situation in such manner that the job will be filled in a manner satisfactory to the employer and yet give the student opportunity of developing to the limit of his capacity.
2. FOLLOW-UP AFTER PLACEMENT. Placement on the job alone is not sufficient. Adjustment of the student on the job, consultation with the student, foreman, plant superintendent, and school instructors is necessary in order that the student may satisfactorily fill the industrial position.
3. CONTACT EMPLOYERS TO ESTABLISH COOPERATIVE RELATIONSHIP. The coordinator should be continually meeting industrial people, not alone for placement, but also for the purpose of educating industry as to what the school is doing and how it is doing it, and for the purpose of covering aids and suggestions for improving the school situation,
4. ASSIST IN MAKING OCCUPATIONAL AND TRADE ANALYSES. The coordinator should assist teachers in making analyses of teaching content of training courses, modifying it, and in making additions in the light of his experience in industry.
5. ESTABLISH PROPER INFORMATIONAL DATA IN PLACEMENT. This enables employers to make better selection and to check back against records.
6. GIVE, OR ARRANGE TO HAVE GIVEN, ORGANIZED RELATED TRAINING. As a result of his contacts with industry, the coordinator should acquire information that can be carried back to the school, and included in related courses. He should assist teachers in using this information as course material.
7. ASSIST IN ORGANIZING AND KEEPING ADVISORY COMMITTEES BUSY. Under the direction of the local director, the coordinator should continually contact the advisory committees and keep in close touch with their activities. He should constantly confer with them as to his other activities.
8. RESPONSIBILITY FOR THE FITNESS OF EACH PERSON'S TRAINING PROGRAM. The coordinator should keep in touch with shop teachers and with students who are receiving training. He should become acquainted with students and their individual training needs. He should counsel students as to their progress.

9. SEE THAT STUDENTS RECEIVE GENERAL TRAINING. When students are placed as learners in industry, the coordinator should see that the student is given an opportunity to learn and is not exploited by keeping him in one particular line of work for unreasonably long periods. He must make certain that the student is rotated through jobs and gets a well-rounded experience.
10. CONDUCT CONFERENCES WITH STUDENTS ON PERSONAL ACHIEVEMENT, JOB ACHIEVEMENT, SOCIAL ACHIEVEMENT. Because of his experience and contact with employment conditions, a coordinator should confer with students to advise them in personal and employment problems.
11. MAKE CONTACTS AND ESTABLISH COOPERATIVE RELATIONS WITH EMPLOYEE'S HOME, SOCIAL GROUP, SCHOOL, AND ADVISORY COMMITTEE. A coordinator's work requires much cooperative endeavor, and in the light of his requirement, he must work with all persons who are concerned with the development of students. This means he must cooperate with the employers, students, parents, and even the student's associates.
12. MAKE CONTACTS WITH EMPLOYERS, LABOR GROUPS, AND SCHOOL ADMINISTRATORS REGARDING PROPER TRAINING PROGRAMS. In his contacts the coordinator should constantly endeavor to educate school administrators and labor and industrial people as to what the training is, and how it is being carried out.
13. CONFER WITH VOCATIONAL COUNSELLORS. The selection of students, and the preparation of training material must be based on job requirements. School officials, teachers, and counsellors need information as to what is needed by employees in certain fields of employment. The coordinator should assist those who select and organize this information.
14. PREPARE RECORDS AND REPORTS. A coordinator must be able to show the progressive employability of student in training programs. He should keep records of his activities, not as a justification for his work, but as an aid in future work. These records should contain notes on: (1) placement, (2) employees, (3) types of employers, (4) follow-up trips and what was found, (5) suggestions for modification of training, etc.

Frequency of Conferences and Inspections. The frequency of employer or student conferences and inspections of training stations should be given careful consideration. There are many factors that will control the frequency of these activities. The individual student, his personal characteristics, his progress, his home environment, his social environment, his school activities, the employer's attitude and training ability, the type of training program, and the shop environment are all factors that will enter the problem. The coordinator must weigh

the factors involved in each individual case, and from them determine the actual frequency of his conferences and inspections, being very careful to prevent irrelevant factors, such as personal interest in an occupation and friendliness of employees or employer from affecting the frequency of his conferences or inspections. Unless extreme care is used, he will discover himself visiting most frequently those places where the work is of greatest personal interest and where the employees are most congenial.

Short, routine inspections of most training stations should be made at least every other day to see that the student is on the job, to determine the type of work he is engaged in, and give the employer an opportunity to discuss with the coordinator any problems that have developed. At least twice a month, conferences should be held with each employer engaged in training students, and the students' training activities discussed. The suggestions and recommendations developed in these conferences should be incorporated in the students' training program.

The coordinator should confer with the student's parents at least twice each school semester and report on the student's progress. Reactions and recommendations of parents should be carefully noted, since home environment is an important factor in the student's life. The whole-hearted cooperation of parents will materially assist the coordinator and employer in training the youth; hence, it is essential that the coordinator keep them thoroughly sold on the merits of the program.

The coordinator must be on the alert to detect changes in the student's attitudes and meet undesirable situations that may be developing. He must note the attitudes of the student toward the occupation, the job at hand, the employer, fellow employees, the study of related subjects, and fellow students. Any sudden change in attitude by the student should be noted and analyzed as to cause, effect, and possible remedy. It is easier to correct an unfavorable situation during development than to wait for it to "come to a head" when drastic action is often necessary. The coordinator who persistently allows an unfavorable situation to "come to a head" before giving it attention is not coordinating his work properly.

No definite route or schedule of inspections should be followed. It is a poor coordinator that inspects his training stations in a set order, always starting and finishing at the same places every day. The schedule should be arranged so that the time of arrival at any one training station will vary from the earliest hour to the latest.

It must be remembered at all times that without close supervision of the student on the job, a part-time cooperative training program loses much of its value. It is almost solely by inspection and conference that the coordinator is able to conduct the study of related subject matter.

VII. EVALUATING THE COORDINATOR'S WORK

Certain criteria must always be selected in order that work

may be properly evaluated. For evaluating the coordinator's work, the following criteria will be used:

1. THE TYPE OF RELATIONSHIPS DEVELOPED BETWEEN INDUSTRY AND THE SCHOOL: Does a desire for close cooperation exist between the community and the school? Are the industries sold on the idea that the school can and will assist in solving problems of common interest to both? In what ways has the cooperation between them been developed? Do the men show confidence in the ability of the coordinator to carry out the program?
2. THE QUALITY OF THE TRAINING STATION: What type of training stations are being used? Are they well equipped and manned by competent workers? Is there a sincere desire to train the student? Are the physical and working conditions in the station of satisfactory quality?
3. THE QUALITY OF THE STUDENT: Are the students sufficiently mature mentally and physically? Do they seem intent on learning the occupation? Are they above average, or below average in mental ability? Is their personal appearance satisfactory? Are they courteous? Do they seem to possess those qualities necessary to become successful employees?
4. EXTENT OF THE TRAINING PROGRAM: Does the program really meet the needs of the community, in so far as it can, or is the training under or over the existing needs? Is the coordinator planning for future work?
5. TYPE AND PRESENTATION OF THE RELATED SUBJECT MATERIAL: Is the material the best that can be secured? Is it well organized? Is it presented in such a manner that the students are interested in studying it? Is the material kept up-to-date? Does the coordinator make use of trade journals and company bulletins? Does close correlation exist between the related subject material and the work experiences? To what extent are the students assimilating this material?
6. TECHNIQUE USED IN COORDINATING ON THE JOB: Does the coordinator attempt to determine the various attitudes of the student, employee, and employers when inspecting a training station, or does he just "visit"? Does he make notes on conditions while coordinating? Does he vary his route or schedule of visits properly? Is he distributing his time in the best manner?
7. CONSTRUCTIVE CRITICISM OF THE PROGRAM OFFERED: Does the coordinator show evidences of giving serious thought to his work and suggest methods of improving the program? When it is possible, does he try out these ideas by putting them in use? Is he really studying his job?

8. KEEPING RECORDS AND MAKING REPORTS: Does he keep his records in good condition? Is he prompt and thorough in executing his reports? Is he making use of the records to help him do his job?
9. ATTITUDE OF STUDENT BODY AND TEACHERS TOWARD PROGRAM: Do the teachers really believe in the program? Has the coordinator established close cooperation with them? Does the student body look upon this program as a desirable program or as one designed for backward students?
10. ATTITUDE OF THE PART-TIME STUDENTS TOWARD COORDINATOR: Do they show their confidence in him as a leader and counsellor? Do they bring their problems to him for discussion? Do they respect him and hold him in high esteem?
11. COOPERATION WITH OTHERS: Does the coordinator cooperate with other coordinators in developing the program? Does he attend voluntary conferences and take an active part in discussing problems? Does he cooperate with his local school administrators and other teachers?
12. ATTITUDE OF EMPLOYEE AND EMPLOYER GROUPS TOWARD THE PROGRAM: Do these groups really believe in this method of training? Does the coordinator represent their ideas in training? Do employees cooperate and assist the students on the job whenever possible? Do employers look to the program for beginners?
13. THOROUGHNESS OF TRAINING: Do students who finish the program keep their jobs? Are employers satisfied with the job the school has done in training the beginner? Do the students have respect for their occupations and continue working in the same places or similar ones after the agreed period is completed?
14. COORDINATOR'S CONTRIBUTION TO STATE PROGRAM: Does the coordinator attend professional conferences whenever he is called to do so? Does he send in his assignments regularly? Does he carry his part of the load with reference to the development of new lesson material?

VIII. RECORDS AND REPORTS

Permanent Record Cards. Application blanks and student rating cards have been discussed in a previous section. Some kind of a permanent record must be kept for each student in training. This record should include data that describes the student's work. The record form reproduced in Table VII is designed for a 5"x 8" card, and permits recording ratings given the student by the employer every six weeks. It also permits recording of the grades made in related subjects. Since it is of importance to know the hours of actual work on the job and in the related subjects class, and the wages received, space is allotted for these items to be shown by six weeks intervals. Space is provided at the bottom for recording the date of high school graduation and the awarding of a certificate. On the reverse side of the card, space is left to describe the nature of the personal conferences held with the student, and the date of each conference. A list of conferences, with the subjects discussed, will be of value in counselling with the student and making future recommendations about his work. This conference record will also indicate to some extent how well the coordinator is handling his work. Any practical permanent record should include a "follow-up" record. In this case, space is provided for four "follow-up" entries. It is suggested that entries be made at the end of the training period and at intervals of six months, twelve months, and twenty-four months. Information recorded after longer periods would be of interest, but it is difficult to obtain complete and accurate data on students after they have been out of school for more than two years.

Employer's Periodical Reports. It is necessary that the employer be given an opportunity to express his opinion of the student's activities at frequent intervals. It has been customary in many places to obtain a written report every month, but since the school systems have adopted six-week periods as the standard time interval for reports, an employer's report every six weeks will fit in with the regular school report better than the monthly report, and should be just as satisfactory. There are many items that could be included in an employer's periodical report, but it has been found from past experience that lengthy reports are not always given adequate attention. A sample employer's periodical report is shown in Table VIII.

Table VII

PERMANENT RECORD CARD--DIVERSIFIED OCCUPATIONS

Name.....; Occupation.....

Date placed.....; Date of birth.....

Height.....; Weight.....

School.....; Training station.....

Employer's rating: E, excellent; G, good; F, fair; P, poor

Six weeks period	1	2	3	4	5	6	7	8	9	10	11	12
Progress												
Initiative												
Reliability												
Loyalty												
Willingness to work												
Cooperation with employees												

Related subjects

Hours on job

Wages received

Hours in class

Graduated from high school.....

Training certificate awarded.....
(front side of card)

EMPLOYER'S PERIODICAL REPORT

Name of student.....;Date...../.....

Training station.....

Use E for excellent, G for good, F for fair, P for poor

Grade	Remarks
Progress.....	
Initiative.....	
Reliability.....	
Loyalty.....	
Willingness to work.....	
Cooperation with employees.....	

Suggestions for improvement.....

Signed by:.....

(Use other side for additional remarks)

Table VIII. Reproduction of an Employer's Periodical Report. The original is on a 3in. x 5-in. card.

A report similar to the one shown has been used in the past with considerable success. The coordinator discusses each item with the employer, foreman, or trainer, and determines from the discussion a representative grade for each item, noting any special remarks. This plan leads to more uniform grades than can be expected if each employer is allowed to assign grades unassisted. If more space is needed for remarks, they can be written on the back of the report.

The coordinator should have a complete understanding with the employer concerning his report and why it is expected. Too often it has been found that employers do not see why they should take time to give a "school grade." In addition to selling the employer on the idea of making the periodical report accurately, he must be reminded from time to time that his opinion and reaction has much to do with securing proper training.

Student's Job Report. Students should make daily reports of their work activities. The report should be a comprehensive summary of the student's activities while on the job. The number of hours of work should also be shown. Once a week the wages received for the past week's work should be indicated, and the hours on the job should be totaled. It is imperative that these reports be filed every day in order to overcome the tendency to overlook various jobs if making the report is postponed until the end of the week. They should be filed in such a manner that the total wages and the hours for each six-week's period can be tabulated easily.

STUDENT'S JOB REPORT

(To be made every day for the preceding day)

Name.....Week Ending.....

Training Station.....Occupation.....

Work Activities for:

Monday.....

.....

Hours worked for day.

Tuesday.....

.....

Hours worked for day.....

Wednesday.....

.....

Hours worked for day.....

Thursday.....

.....

Hours worked for day.....

Friday.....

.....

Hours worked for day.....

Hours worked during school week,.....

Wages received during school week.....

Special Comment

.....

.....

.....

.....

.....

.....

Table IX. Form used for daily Student's Job Report. The original is on an 8 1/2 x 11 inch sheet.

Students' Job Progress Record: Once a week, work activities should be posted by the coordinator on the student's job progress record. This record will indicate the different types of jobs the student has helped to do or has done without help. Each time a student repeats a job either as a helper or "doer," it should be so indicated on the progress record. This record will contain the usual data concerning the student's name, training station, occupation, and date of entrance. A column is provided for listing the different types of jobs the student works on, such as (for general auto mechanics) grinding valves, adjusting brakes, tuning up motor, etc. Spaces are provided in the two columns on the right for indicating each time a certain type of job is done. That is, a student may help grind the valves of an automobile engine five times, and the record should indicate this by check marks in the "helped on job" column. Then he may do the job by himself three times, and the marks in the "did job" column should indicate this amount of repetition. The number of times a student acts as a helper on any job will depend on the type of the job and the ability of the student. The coordinator, employer, and supervisor can determine by examining this record what the student has been doing and whether there is need for more or less rotation on the job. Every six weeks a copy of the student's progress record should be submitted to the employer for his examination and approval. A suggested form for a progress record is shown in Table X.

Coordination Report. A record must be kept of each contact with an employer. Some contacts will be brief, routine inspections; others will be regular conferences with the employer to discuss phases of the students' training activities. A daily report showing the coordination activities will be adequate. Such a report should contain information about the places visited, special items of interest to the coordinator, and the result of discussions with employers. A suggestive form is shown in Table XI. If mimeographed copies of this form are made, it will expedite their preparation.

The coordinator will find that this report, if kept daily, will be a great help in properly budgeting his time. In addition to this, it will keep him familiar with the activities of all the students and the comment made by employers concerning them.

Classroom Records. The usual classroom register and progress card for the related subjects must be kept. Coordinators may use the same forms that are used for other classes in their schools; such records must be kept very carefully and be available for inspection at all times by representatives of the State Board for Vocational Education.

State Reports. In order to prepare records required by law, Vocational Education must have reports from coordinators. These reports are few in number and short, but they must be prepared accurately and submitted when due. The required forms are listed and explained below.

1. Evening or Part-Time Class Organization Report. This report, which is a record of the class enrollment, must be filled out and sent to Vocational Education at the beginning of each school year. It must contain the names of at least ten enrollees, since that is the minimum number necessary to form a class.
2. Weekly schedule, One copy of this report shall be sent to the office at the beginning of the school year. It must show the actual distribution of the coordinator's working day.
3. Monthly Trade and Industrial Class Report. This report must show the essential data pertaining to the related subjects class for the calendar month. It should be executed in triplicate at the end of each calendar month, one copy being sent to Vocational Education, one copy to the local school superintendent, and one copy placed in the coordinator's file. The director's copy must reach his office not later than the tenth of the month following the period for which such report is made.

ITEM No. 1: Enrollment to Date (cumulative). Enrollment is cumulative and is defined as the total number of individuals who have enrolled in the class since its start; both those still enrolled and those dropped should be included.

I ITEM No. 2: Entered or Reentered During Month. Students entered are those who are starting class work for the first time in the class for which the report is made. Students reentered are those who formerly were in the class, but who dropped out for a period and were later readmitted.

ITEM No. 3: Dropped During Month. Students whose names are taken from the class roll after three consecutive absences are counted as dropped and the total indicated as Item 3. (Such drops may return later and be counted as reentered students.)

ITEM No. 4: Present Membership. This blank is for the total number of members belonging to the class at the time a report is made, and is equal to the cumulative enrollment minus ALL dropped members.

ITEM No. 5: Hours Class in Session for Month. This item refers to the actual number of clock hours the class was in session during the month reported.

ITEM No. 6: Student Hours Attendance. The sum of all hours spent in class by each student en-

rolled. (If every student attended every class meeting, the student hours attendance could be obtained by multiplying class membership by the hours the class was in session.)

ITEM No. 7: Total Absences for Month. In this column enter the total number of absences and not the total hours of absences.

ITEM No. 8: Students Employed. Show the total number of students who are working at the occupation (or occupations) for which instruction is being offered.

4. Coordinator's monthly report, This is a report of coordination activities for the calendar month. It should be handled in the same manner as the monthly class report. The two reports should be sent to the director at the same time. Below is given an explanation of this form:

ITEM No. 1: Show the number of students for whom agreements have been signed who have been placed on the job during the month.

ITEM No. 2: This includes contacts made during visits to places where students are on the job and also contacts made for promotional activities whether a student is working for the employer or not.

ITEM No. 3: Count all meetings of this nature whether there are local organizations or not.

ITEM No. 4: Disregard this unless there is a special teacher used for diversified occupations students other than the coordinator.

ITEM No. 5: This includes both present students and prospective ones.

ITEM No. 6: This is the number of students under agreement in the related subject class. No others should be included.

ITEM No. 7: This includes only the diversified occupations group.

ITEM No. 8: The coordinator may visit other part-time or evening classes during the month. Such visits should be listed under this item.

ITEM No. 9: Both general and occupational committee meetings should be counted.

ITEM No. 10: Only the actual number of hours spent coordinating on the jobs students hold or in promoting new ones should be counted.

IX. PUBLICITY

A certain amount of publicity is necessary for a cooperative program in order that the public will know and understand what is being accomplished. Talks before business organizations, employee organizations, and school organizations will assist in obtaining a better understanding of the program. Each coordinator should keep a "clipping file" wherein all news items concerning his program are placed. Banquets, usually held once a year, at which the part-time students entertain their employers are one of the best methods of obtaining desirable publicity. School administrators and trustees should always be invited, so that they can obtain a better knowledge of the scope of the program. Business men will hold the program in higher esteem after they have met with all the other cooperating employers and realize the real extent of the work. As has been mentioned before, continuous publicity must be kept before the student body, in order that their interest in the program will be maintained.

There is, however, need for one word of caution in regard to publicity. Too much of it can be just as harmful as too little. A situation can easily be created wherein the public will expect too much of the program and censor the coordinator when the program fails to come up to their expectations. Publicity should reveal the present functional value of the program rather than future possibilities. Particularly is this true of newspaper publicity. Accounts of each semester's work and news reports of special events make interesting news items.

Expanding the Program. This program, like any other new work, should be started in a conservative manner. The program may actually cover one-half or less of the community's potential possibilities the first year, for the coordinator must spend a large amount of time in selling the program and in perfecting its organization. Throughout the year, new fields for training should be explored, and the program diversified over as wide a range as is feasible. Likewise, students can be counseled and assisted in selecting desirable occupations, so that superior students will be available for placement the second year. The general tendency may be to overtrain in certain occupations at first, but, if a careful analysis is made of the occupational situation, a reasonable absorption figure can be reached. There will always be a number of isolated specialty fields that can be used in training an occasional student, but there is no justification for training a student for a field in which there is not a definite need for an employee. Handled in a proper manner, with training done according to the actual absorption ability of the various occupations, this program will become a permanent part of the regular school curriculum. As time goes by, the employers will place more reliance on it as the means of obtaining new employees, and the service it renders the community will be of greater value.

E2-673

Japanese Relocation Paper
Bancroft Library

John H. Provinse

1/18/43

Lester K. Ade

Subject: Post-high school education for evacuee students

From the beginning it has been the policy of the WRA to discourage the establishment of junior colleges and university work on the centers. Instead, we have emphasized the vocational program, especially that type of service which will equip evacuees to further the present war effort. The program for the college age group has been limited to extension and correspondence courses provided by outside institutions under arrangements made privately with individual evacuees and without cost to the government. Previous to evacuation the Japanese community had been marked by its appreciation of the opportunities for college and university education.

All of the institutions of higher learning, with the exception of the University of Arizona, have been most anxious to cooperate in offering extension and correspondence courses. The school authorities at Washington have in each instance emphasized the importance of such courses to be vocational in character. This point of view has been emphasized to such an extent that in one of the official reports relative to education above the secondary school level appears the following critical statement of our program:

"There is a suspicion often repeated that the present emphasis on vocational education, or indeed the negative policy of the WRA toward the whole field of education on the post-high school level, is the result of political expediency and pressure from reactionary groups rather than the results of a statesman-like analysis of the long-range problems which this minority group must be trained to meet. An emphasis on vocational education is justified only as it is a part of a well-conserved and well-rounded educational program."

Sporadic and uncoordinated plans of adult education have been initiated at some of the centers. Non-descript types of activity on the adult level are bound to be initiated when no other program has been announced. To date, however, no formal program for the college age group of the usual type has been approved and none is contemplated. At the present time we are planning a comprehensive re-training program which will prepare the evacuees for work outside of the centers. This re-training program is just now being initiated.

E.2.673

Japanese Relocation Paper
Bancroft Library

May 5, 1945

ADULT-VOCATIONAL TRENDS

In March there were 7,239 post-high school adult-vocational enrollees and 283 apprentices or learner-workers. Of these 2,293 were enrolled in English classes and about 1,125 in classes which are specifically vocational in nature.

The proposed 1946 budget included the adult-vocational supervisory position until January 1. The Budget Bureau deleted the position. However, we should have funds to carry on the work if we can supervise from another position. Seven of the positions are now filled by appointed personnel. Manzanar has a capable evacuee supervisor and Tule Lake seems to have little interest in the program.

In Central Utah 105, Gila River 52, Minidoka 43 people were enrolled in state supported courses. Topaz has large classes in auto mechanics and needs equipment. Have approved purchase of valve seat grinder and probably have located some other equipment at Granada.

Manzanar has opened a new course called "School for Brides." The course is open to recent or prospective brides and covers cooking, serving, entertaining, and furnishing houses or apartments.

Minidoka has a new course called "Practical English" conducted in dialogue fashion. It is based on such topics as how to cash a check, how to make hotel reservations, travel, etc. The Minidoka people did not take kindly to the proposed refresher courses. Minidoka has also added a course in letter writing.

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Rohwer expects to assign some teachers to post-high school classes after the regular school closes.

Colorado River has 45 in office training courses which combine training and practical experiences in the offices.

Topaz is attempting to organize block English group discussions. Present enrollees in English classes hope to serve as organizers for their blocks. Then teacher hours will be re-scheduled from Saturday to evenings so that the teacher may visit with the block groups and lead the discussions.

In March there were no apprentices or learners in Granada, Manzanar, Minidoka, or Rohwer. The committee should determine whether these courses are to be continued after June 30.

On April 28 Heart Mountain Sentinel announced a series of forum discussions on rationing and other common problems. (Connected with Relocation.)

5-4-45

A SUMMARY OF THE MARCH ADULT VOCATIONAL ENROLLMENTS

CENTER	VOCATIONAL				ADULT		GRAND TOTAL
	Trade Classes	Learner- ships	State Courses	Total	English	Other Adult	
CENTRAL UTAH	85	41	105	231	469	1676	2376
COLORADO RIVER	20	151		171	370		541
GILA RIVER	133	70	52	255	191	628	1074
GRANADA	34			34	125		159
HT. MOUNTAIN	171	21		192	213	610	1015
MANZANAR	94			94	190	58	342
MINIDOKA			43	43	291	493	827
ROHWER	105			105	444	356	905
TULE LAKE							
TOTAL	642	283	200	1125	2293	3821	7239

1. The total number of 7,239 does not agree with totals shown on March summary recently distributed, since Colorado River had not at that time reported all vocational students.
2. Other adult courses include sewing, some flower arrangement, some mathematics, science and social science classes, most of which are used in the part of teaching English.
3. It is interesting to note that 314 of the English class enrollees are men, that about 500 men are enrolled in other adult classes, and that many women are enrolled in various vocational classes.
4. The vocational enrollments shown here do not include those in flower arrangement and other classes designed primarily as avocational, home improvement, or as vehicles for English teaching. They do include tailoring class enrollments and a small percentage of other sewing class enrollees who probably will use commercially the skills obtained.

May 5, 1945

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MEMORANDUM

Copy for Dr. Adl Japanese Relocation Papers
Bancroft Library

December 15, 1943.

TO: John H. Provinse

FROM: Joseph Sanler

SUBJECT: Progress Report on Vocational Training

Dr. J. Sanler
E2-673

Attached to this memorandum is a chart summarizing present activities in the vocational training program. Summarized, these data indicate that

1. Under the supervised apprenticeship program for which funds were made available in October, 84 apprentices are in training; approval has been sent out for 99 additional apprenticeships up to a few days ago. It is important to note that four of the nine centers account for 161 of the 183 approved apprenticeships.
2. 293 men and women are taking trade training in eight different fields. There are more than twice as many registrations (734) in the commercial subjects. (This is necessarily a partially duplicated count, as a person taking stenography is also likely to be taking typing). Two-thirds (217) of the 293 people in the trades classes are receiving their instruction in State supported courses.
3. 2886 high school students (partially duplicated count in the commercial subjects) are taking training in eight fields.
4. Adult and high school trade classes which have been specifically planned to start in December have been indicated as such.

The data on the chart present a statistical picture of vocational training activities. They do not reflect the growing awareness of the need for and importance of training, nor can they describe activities like the ambitious on-the-job training program at Topaz or the technical progress made with the supervised apprenticeship program at Rohwer, Poston, and Minidoka.

While progress in the various areas is evident, our approach in using existing facilities for vocational training does not seem too successful. It is by no means as much, I feel, as might have been accomplished had the program had budget and staff. I feel responsible for not having continuously and vigorously pressed the need for fiscal provision for this program, beyond what was done. In the recommendations below it is urged that at this time we

2.

review the purpose and scope of the program, and that we make definite budget and staff provision for it, if we are to look toward it as a genuine training resource. Before doing so, however, and at the risk of stating what you already know, I am listing the conditions under which the program has thus far operated. This should serve as well as a background against which to view the chart data.

1. Night school directors, to whom responsibility for the program was given, had no training or experience to which to relate their new efforts. Their academic background was in many instances quite opposite to the highly specific organization and detail work necessary in trade training. This situation has not been helped by my inability to spend more than a few days at each center at infrequent intervals. A few of the men have made steady progress in adopting themselves toward a new field. Others have not been able to do so.
2. With the exception of provision for supervised apprenticeships (and in this case only since Oct. 16th) and outside of my salary, there is no budget for vocational training. With the exception of normal provision for commercial classes, this is true for high schools as well.
3. Budget provision on a center level is very difficult to secure. My impression is that the immediate institutional needs of the center tend against giving any kind of consideration to necessarily expensive training items. What funds we have used have come, at some sacrifice, from the Education Section.
4. The above, in part, account for my emphasis on support for training from sources outside of our agency. It is part of the reason for having secured the ill-fated N.Y.A. agreement and the plan we subsequently abandoned to replace that program. The two attempts cut down our working time by two months. It accounts also for the emphasis on State supported programs at present in operation in a number of the centers.
5. In interpreting these data, I know you will wish to bear in mind that the first few activities were the most difficult for the night school directors in that they constituted real learning experiences for them. I am hopeful that quicker progress will be made now that some of them have made a start.

3.

Recommendations:

There always has been considerable interest in a training program by agency executives. I have been conferring with some of the Washington staff in the last month and feel that this may be the time to reopen the entire subject. I recommend the following:

1. That the Washington Vocational Training Committee be reorganized. In your absence, after consulting Miss Gifford, I suggested to Mr. Uts and Mr. Arnold that representatives of their divisions be placed on the Committee. Miss Gifford has sent on to the Director the names of the new Committee members for his approval.
2. That there be established in each center the position of vocational training supervisor on a P-3 level. That we recruit for such personnel and assign them to centers where the night school director is not doing an adequate training job.
3. That the apprentice training fund be continued for the next quarter.
4. That the centers be urged to submit a budget for vocational training activities each quarter, and for the fiscal year 1945. There does not seem to be any such provision in the Call for Estimates. I have suggested this in a memo which Miss Gifford sent to Mr. Barrows.
5. That from time to time the centers be required to take designated action in vocational training but that budget provision for the specific activity be made in Washington. In a memo dated December 5th, I urged that certain sums be made available for an auto mechanics course and for an auto mechanics instructor for each center.
6. That we attempt to interest industry in establishing training courses within the center as outlined in the memo on this subject dated November 17th.
7. That the series of releases starting with the expanded Manual Section, the memorandum to heads of Operations Divisions and the memorandum on State aid in organizing training courses be continued.
8. That a comprehensive plan for vocational training (embracing the items listed above but including others as well), now in preparation, be submitted for the Fiscal Year 1945 but that as many of the provisions as possible be inaugurated before July 1944.

QUESTIONS & ANSWERS
REGARDING

LEARNERSHIPS

E2.673

Japanese Relocation Papers
Bancroft Library

I. Q: What is a learnership?

I. A: The learnership program is a plan of supervised work experience and training in the various departments where trained replacement workers are required or where training will help in relocation.

II. Q: Who pays the learners?

II. A: The Administrative management Division.

III. Q: Who keeps the records of paid learners?

III. A: Records of training and progress of all learners are kept by the Vocational Training Supervisor submitted on weekly reports either by employer or school representative.

IV. Q: Can learnership hours be credited toward school work?

IV. A: Certain courses such as auto mechanics and agriculture, where there are parallel school courses, the work done as a learner can be credited toward school graduation.

V. Q: If credit is taken for learnership hours, will pay be given for the same hours?

V. A: No. School credit and pay cannot be given for the same work.



1. The first part of the document is a letterhead containing the name of the organization and its address. It is followed by a salutation and the beginning of the main body of the letter.

2. The second part of the document is a paragraph of text, likely the first paragraph of the letter's main body. It discusses the purpose of the document and the information it contains.

3. The third part of the document is a paragraph of text, likely the second paragraph of the letter's main body. It continues the discussion from the first paragraph, providing more details about the subject matter.

4. The fourth part of the document is a paragraph of text, likely the third paragraph of the letter's main body. It further elaborates on the points made in the previous paragraphs.

5. The fifth part of the document is a paragraph of text, likely the fourth paragraph of the letter's main body. It concludes the main body of the letter with a summary or a call to action.

6. The sixth part of the document is a paragraph of text, likely the closing of the letter. It includes a sign-off, a signature, and possibly a name and title.

7. The seventh part of the document is a paragraph of text, likely the final part of the letter, possibly including a reference to an enclosure or a final note.

8. The eighth part of the document is a paragraph of text, likely the very end of the letter, possibly including a date or a final mark.

VI. Q: What are ^{the hours of} some of the part time learnerships now in effect? ✓

VI. A: School in A.M.: Work from 1 - 5 P.M. 66 ----- 4 hrs. pay
School until 2:15 P.M.: Work from 2:30 - 5 P.M. ----- 2½ hrs. pay
School until 10:00 A.M.: Work from 10 - 5. ----- 6 hrs. (4 pay-2credit)

VII. Q: Who outlines the work of the learners?

VII. A: In all learnership courses, the work is assigned by the department which hires the learners. The Vocational Training department does not force a program or teaching schedule upon learners or instructors. However, learners should be rotated through jobs and jobs should be broken down into operations.

VIII. Q: When is a learnership completed?

VIII. A: Learnerships are on an hourly experience basis and generally are considered completed after 400 hours. However, this varies with the subject and experience gained. The instructor and Vocational Training Supervisor reach an agreement on this point if the learner is slow. Shoe repairmen require six months and beauticians require nine months training.

IX. Q: What certification is given at completion of learnership?

IX. A: At the completion of training a certificate is issued recording the hours of training and work experience gained.

X. Q: What are the maximum hours per week that the learner attending school may work?

RECEIVED
NOV 9 1944
BOSTON
COMMUNICATIONS SECTION

TO: SAC, BOSTON
FROM: SAC, NEW YORK
SUBJECT: [Illegible]

Reference is made to the report of the New York office dated 10/25/44.

The following information was received from the New York office:

[Illegible text block]

It is noted that the New York office is currently conducting an investigation.

[Illegible text block]

The Bureau is advised that the New York office is currently conducting an investigation.

Very truly yours,
Special Agent in Charge

Enclosed for the New York office are two copies of this report.

- 3 -

- X. A: Generally 20 hours per week. A light school schedule might permit a few additional hours. 17 year olds and 48 hours per week for those under 16.
- XI. Q: What is the maximum school credit which can be earned through a learnership in one term?
- XI. A: One unit in one term by working 4 hours a day, 20 hours per week without pay.
- XII. Q: Is a learnership hour equal to a school period?
- XII. A: No. Two learnership hours away from school are equal to one school period.
- XIII. Q: May a learner be discharged?
- XIII. A: Yes, by the Vocational Training Supervisor or the employer.
- XIV. Q: Are learners included in employers' quota of workers?
- XIV. A: No. Learners are on education quota.
- XV. Q: If the learner is working for school credit, does the employer fill out the weekly progress report?
- XV. A: No. The school representative fills out all reports and time cards in departments where school credit is allowed.

XVI. Q: How many learners may be hired by any one department?

XVI. A: The quota is determined by the head of the department. Learners are generally allotted on the basis of the paid staff. One learner to each trained worker. Where mechanics work in pairs, one learner to each pair of mechanics. In shops conducive to learning, there may be as many as six learners to one trained worker. Example (Beauty shops and shoe shops.)

XVII. Q: Are the school credit learners separated from the paid learners?

XVII. A: No. All work together at similar tasks.

XVIII. Q: In what departments are learners now employed?

XVIII. A:	Garage & Machine Shop	28
	Beauty Shops	14
	Offices & Libraries	13
	Shoe Shops	14
	Electrical Maintenance	4
	Radio Maintenance	2
	Agriculture	12
		<hr/>
		87

XIX. Q: How have employers training learners reacted to the learner-ship program?

XIX. A: Answer from Audience. (Messers. Ottem, Beller, Bowman)

XX. Q: How are learners hired?

XX. A: Request sent to the Vocational Training Supervisor, but better to send prospect to be hired to Vocational Training Supervisor and employment office for assignment to your department.



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EXAMPLES OF PART TIME LEARNERSHIPS

Pay & Credit

Learner A attends school $\frac{1}{2}$ day and works from 1-5 p.m. in the garage, total 20 hours per week. He gets pay for 10 hours and credit for 10 hours ($\frac{1}{2}$ unit) recorded as Auto Shop II course. He does not work on Saturday.

Pay only

Learner B attends school to 2:30 p.m. and works from 3 - 5 p.m. for pay in the machine shop. Total hours, 14 per week for pay including Saturday.

Pay only

Learner C attends school $\frac{1}{2}$ day and works from 1 - 5 p.m. in the Electrical Maintenance Department. He cannot receive school credit since a parallel course is not offered in the High School. He therefore works 20 hours per week for pay.

Pay only

Learner D attends school until 2:00 p.m. and works from 2-5 p.m. in the agriculture department. He receives pay for 3 hours per day or 19 hours per week including Saturday. No school Credit.

Pay & Credit

Learner E attends school until 2:00 p.m. and works from 2-5 p.m. in the agriculture department. He receives school credit for 2 hours of this work ($\frac{1}{2}$ unit) and receives pay for the other hour or 9 hours pay per week including Saturday. The $\frac{1}{2}$ unit of credit is recorded as agriculture project.

RECEIVED
NOV 9 1944
WAR DEPARTMENT
WASHINGTON



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SAMPLE "SKILL SHEET"

Department of Vocational Education

ORCHARD FRUIT SKILLS	Only school Practicum Experience			Project & Supervised Practice			Certified by
	Any Previous Experience	Semi-skilled	Skilled	Highly Skilled	Semi-skilled	Skilled	
Seasonal Order							
File Information in Life History Folder							
Name of Pupil.....							
	2	3	4	5	6	7	8
1. Pruning:							
a. Young apple trees.....							
b. Mature apple trees.....							
c. Renovating apple trees.....							
d. Peach trees.....							
e. Pear trees.....							
f. Plum trees.....							
g. Cherry trees.....							
2. Grafting:							
a. Root.....							
b. Cleft.....							
c. Bridge.....							
3. Bracing trees.....							
4. Preparing spray materials:							
a. Bordeaux.....							
b. Sulphur.....							
c. Oil.....							
5. Spraying:							
a. Winter.....							
b. Summer.....							
c. Knapsack pump.....							
d. Barrel.....							
etc.....							

SAMPLE "JOB-PLANNING SHEET"

Agricultural Dept.
.....School
.....

Authorities

PROJECT PLANNING by.....Date....
Project.....To do.....
Sub-project.....Done.....
The Job.....
My Motive or Aim.....

666

My plan. (after study) 1.----

Note--(Loose-leaf sheets, approximately 8 1/2 x 11 inches, will be found to be best suited for this purpose. Job Sheets frequently need to be rearranged to follow seasonal developments.)

My reasons for above steps. 1.-----

EMPLOYER'S ESTIMATE OF THE BOY ON THE JOB

Student.....Age.....Date.....

I. Name of Farm.....Location.....
Type of Farm.....Size.....
Live Stock 1.Crops 1.
(kind and 2. (kind and 2.
number) 3. acres) 3.

II. Duties of Boy:

- 1.5.
2.6.
3.7.
4.8.

III. Employer's Score: (Check with X in Squares below)
1. Excellent 4. Fair
2. Very Good 5. Poor
3. Good 6. Very Poor

Table with 2 columns of traits (a. Boy as a Worker) and 6 columns of scores (1-6). Traits include Dependable, Interested, Ambitious, Productive, Versatile, Thorough, Efficient, Skilled.

Table with 2 columns of traits (B. Boy as a Person) and 6 columns of scores (1-6). Traits include Cleanliness, Appearance, Co-operative, Manners, Socialable, Honest, Obedient, Tactful.

IV. Employer's Written Estimate:

.....
.....
.....

V. Suggestions for Improvement:

.....
.....

Instructor.....Employer.....