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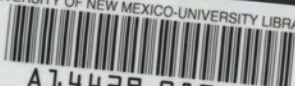
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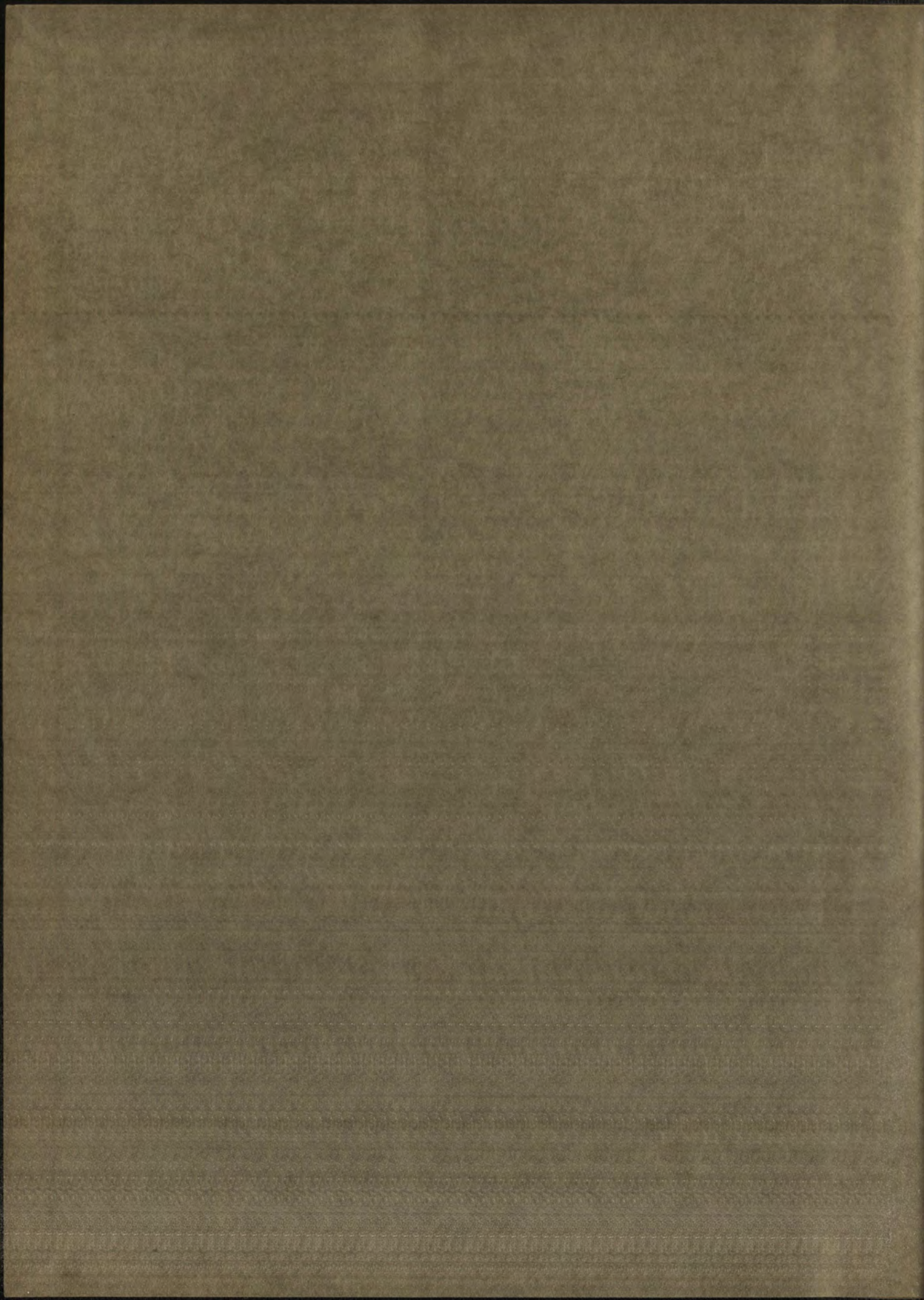
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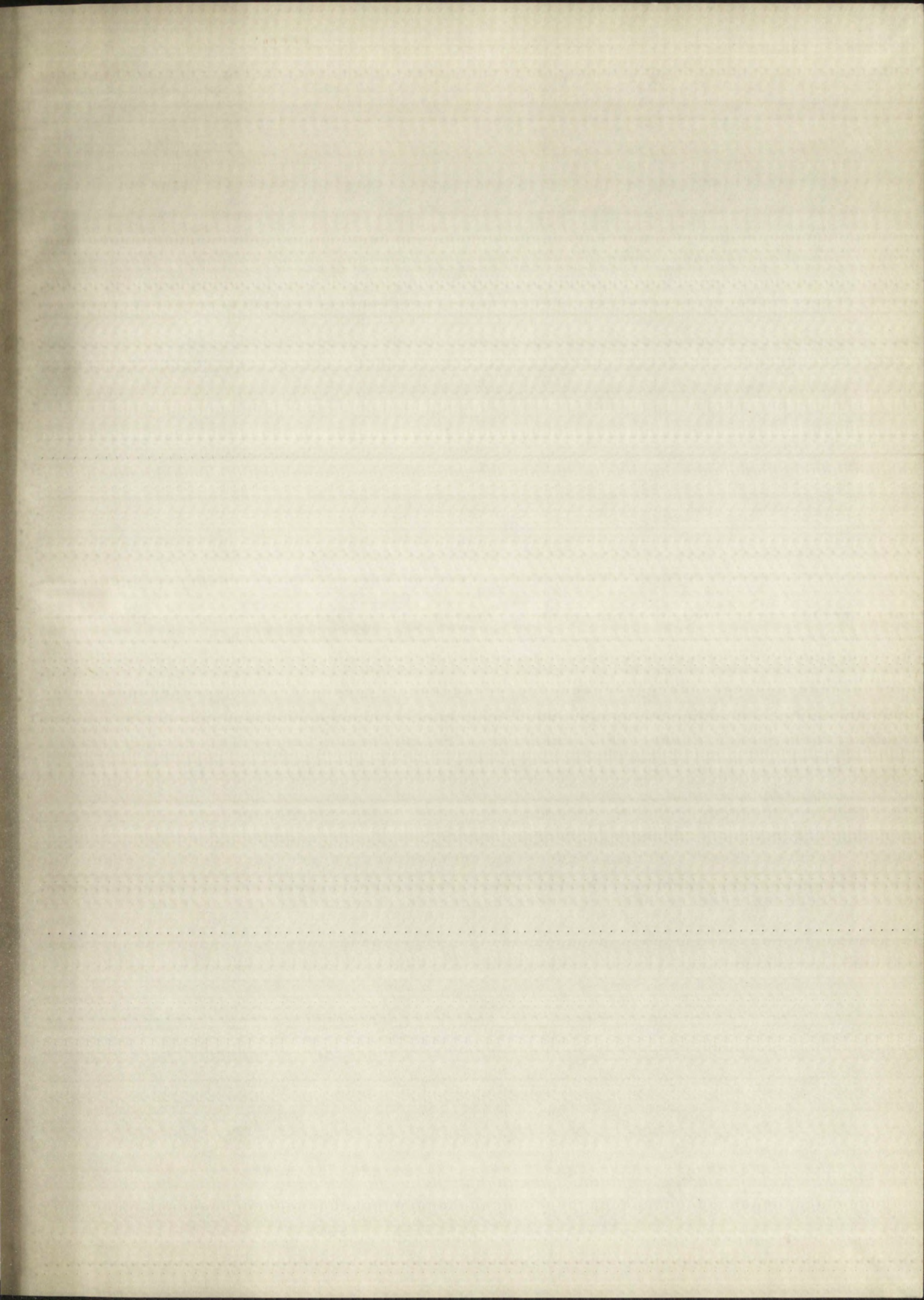
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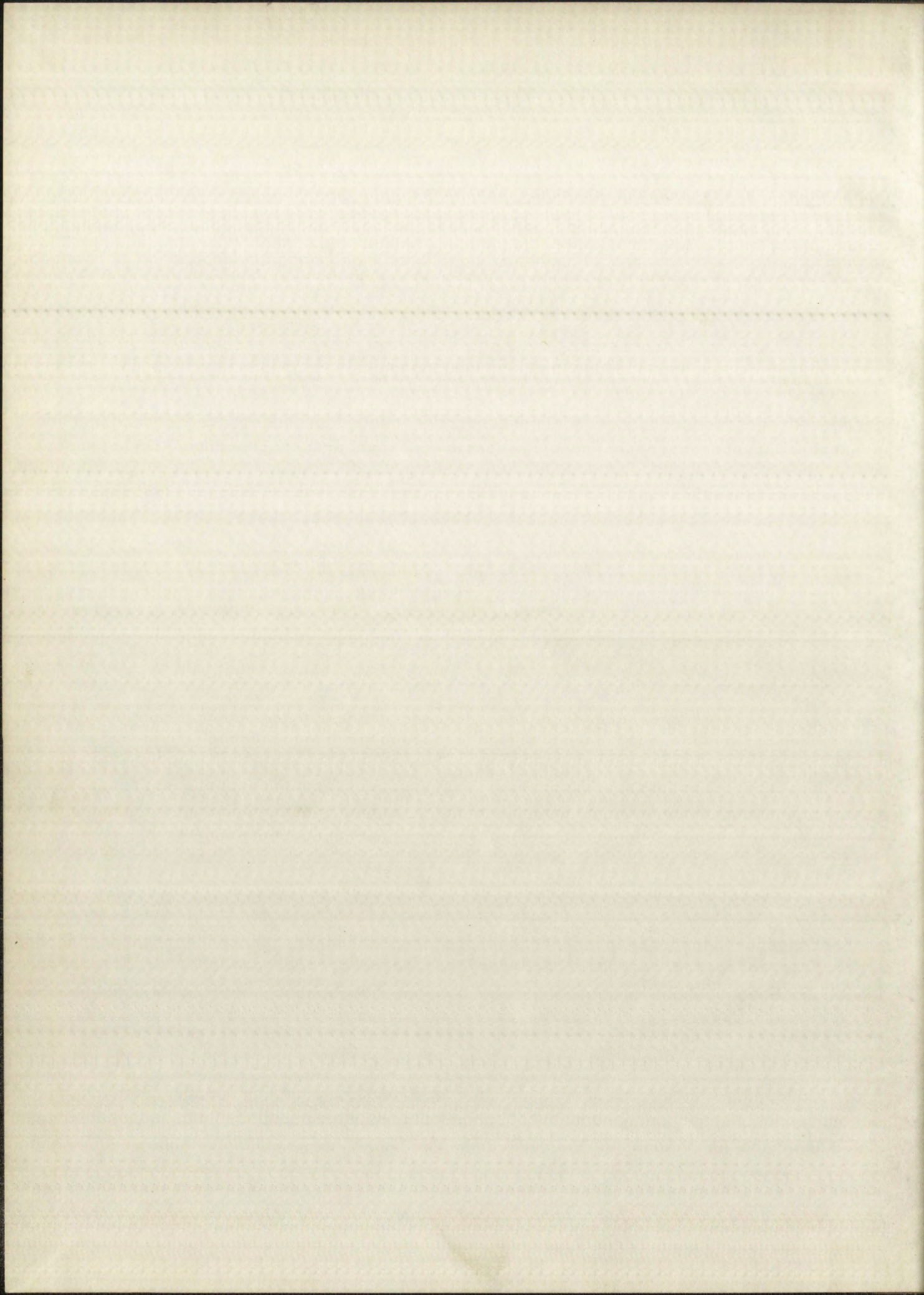
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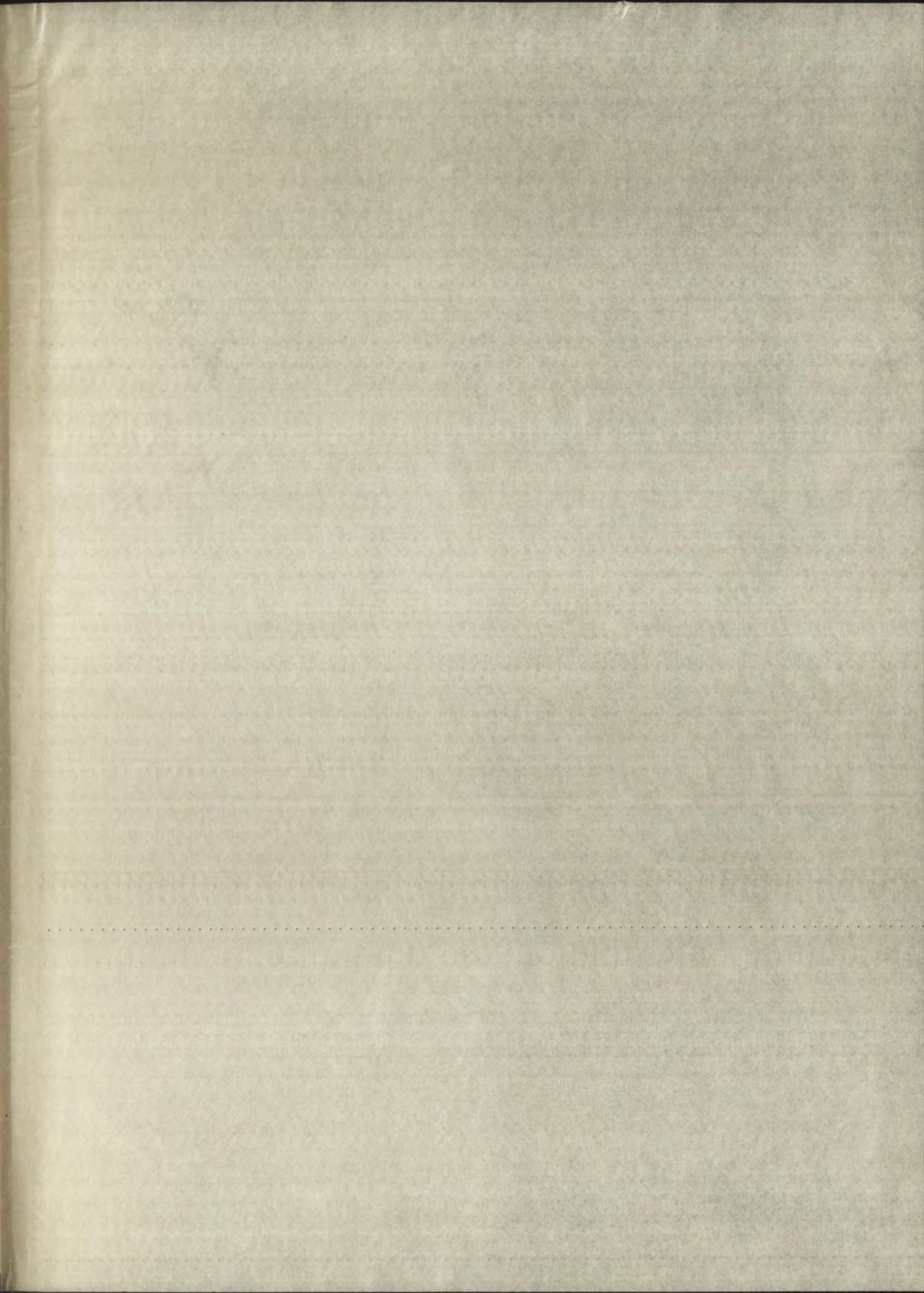
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THE OCCUPATIONAL TRAINING
OF HIGH SCHOOL PUPILS

By

Helen Leona Thomas

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A Thesis

Submitted in partial fulfillment of the
Requirements for the Degree of
Master of Arts in Education

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University of New Mexico

1939

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MASTER OF ARTS

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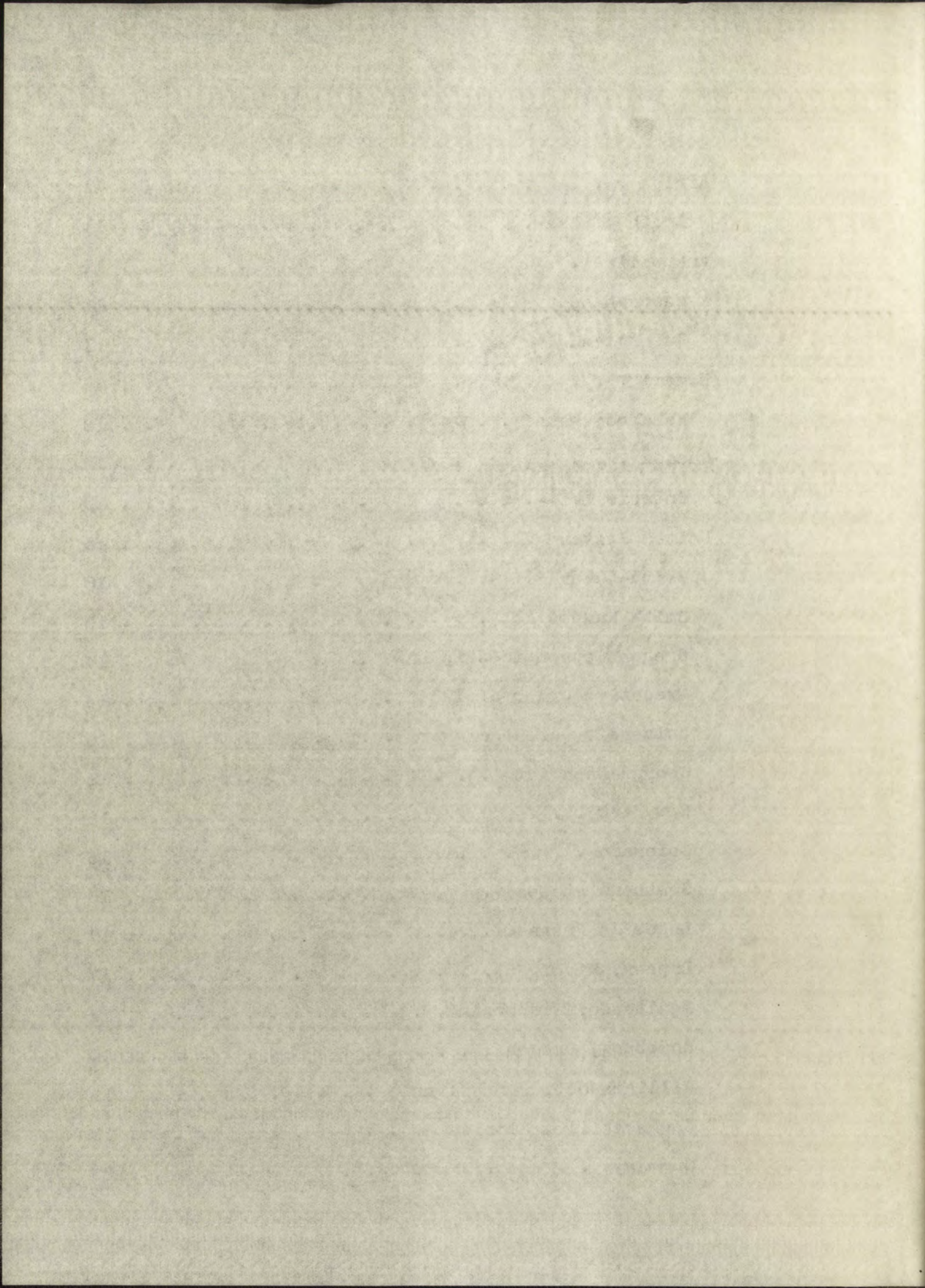
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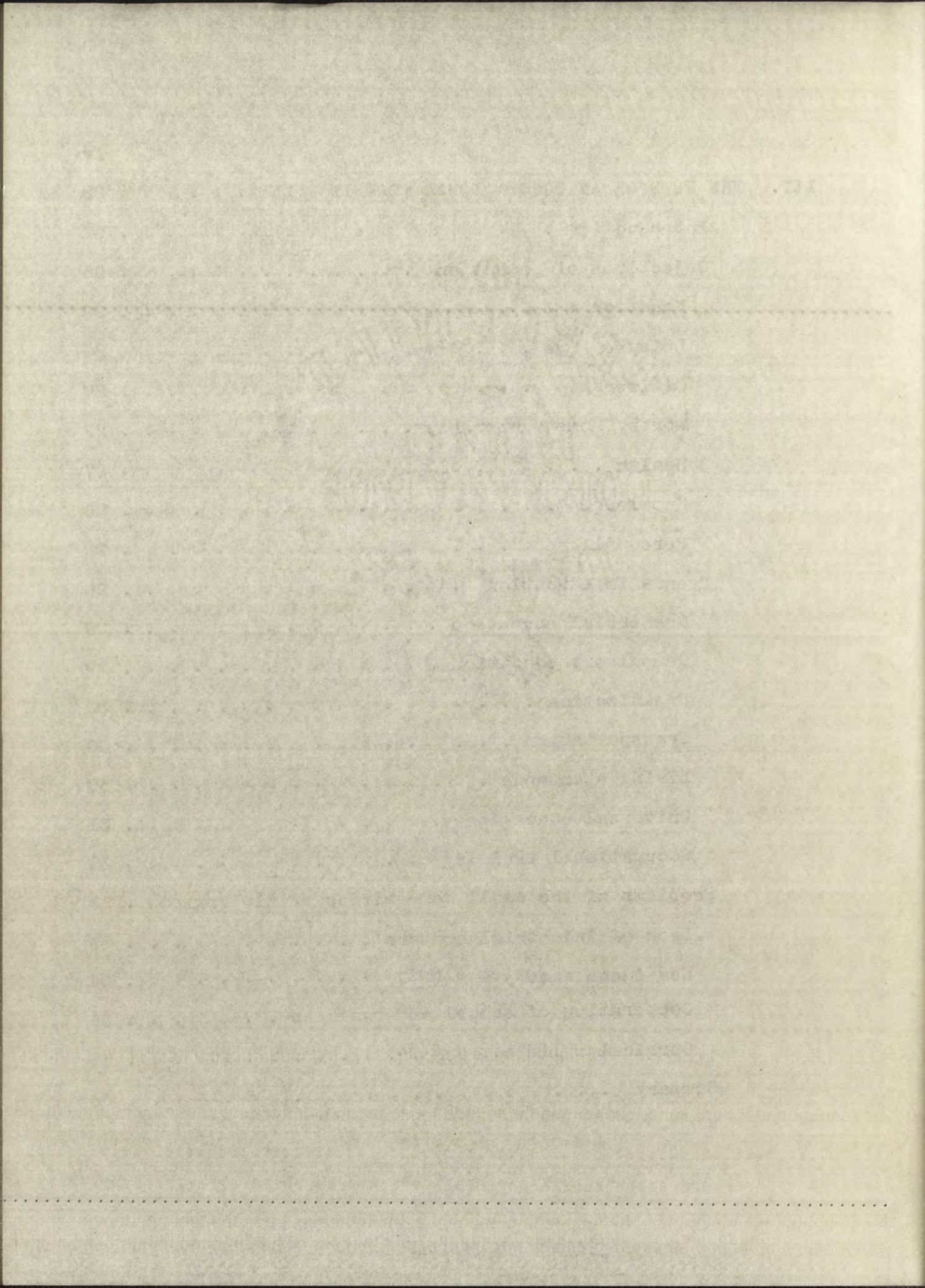
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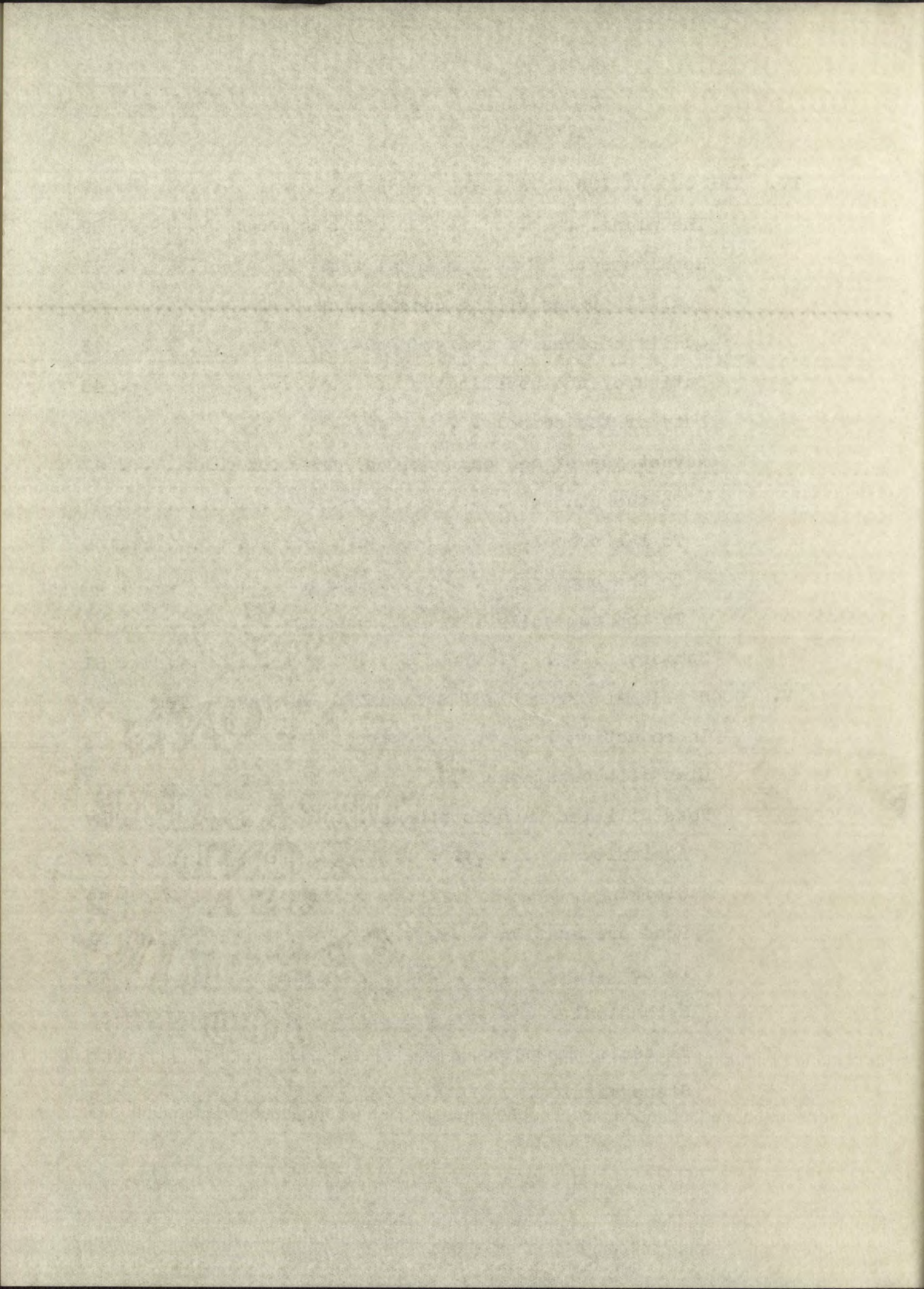
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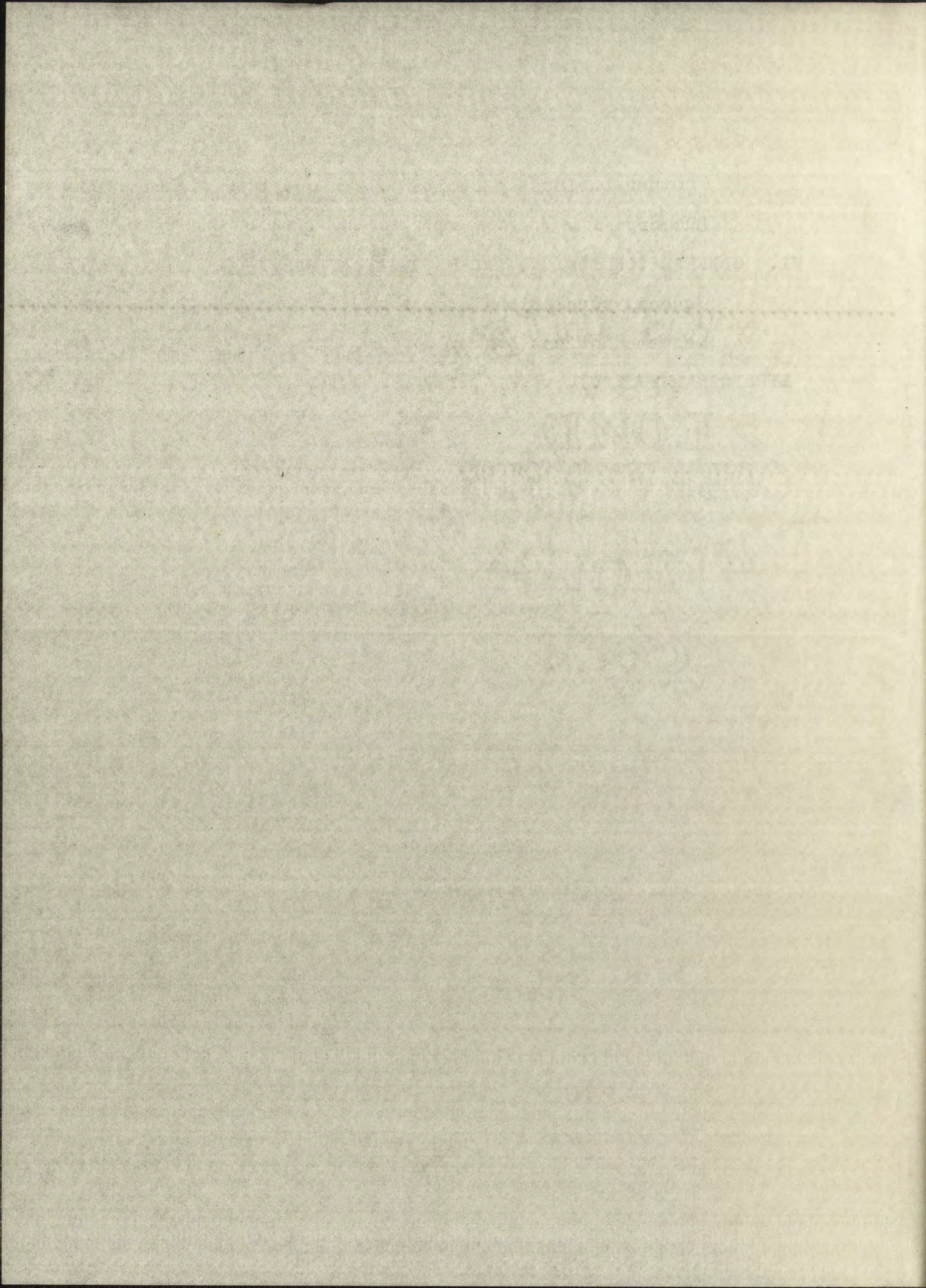
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CHAPTER I

INTRODUCTION

The problem of occupational training of high school pupils involves a consideration of the need of such training in the small communities, the organization of a program which will be valuable to the students and to the business men, and the interest of school and citizens in the future of its youth. New Mexico has done little in the advancement of an occupational training movement.

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to consider the need of part-time occupational training for the youth of small communities; (2) to develop an interest and concern of the school authorities and citizens for the future of the youth; and (3) to present a part-time program of student training in the occupational setting for the small communities of Aztec and Farmington which will be valuable to students and business men.

Although the specific purpose of this report was to prepare a part-time cooperative training program for the small community, a consideration of other aspects of the problem must be considered.

II. SUMMARY

The results of the study of the mail service in the United States are summarized in the following paragraphs. The study was conducted in the form of a series of interviews with officials of the Post Office Department and with representatives of the business community. The study was conducted in the form of a series of interviews with officials of the Post Office Department and with representatives of the business community. The study was conducted in the form of a series of interviews with officials of the Post Office Department and with representatives of the business community.

III. THE PROBLEM

Statement of the Problem The purpose of this study was to determine the extent of the problem of mail service in the United States. The study was conducted in the form of a series of interviews with officials of the Post Office Department and with representatives of the business community. The study was conducted in the form of a series of interviews with officials of the Post Office Department and with representatives of the business community. The study was conducted in the form of a series of interviews with officials of the Post Office Department and with representatives of the business community.

Although the results of the study are not yet available, it is expected that the study will provide a valuable basis for the development of a program to improve mail service in the United States. The study was conducted in the form of a series of interviews with officials of the Post Office Department and with representatives of the business community. The study was conducted in the form of a series of interviews with officials of the Post Office Department and with representatives of the business community.

Delimitations. This study presents an overview of the general field of occupational training, but is limited in its specific application to the junior and senior students of the high schools of Aztec and Farmington, New Mexico.

Importance of the problem. The selection of the occupation which is to be continued for many years is especially important to the youth of today because of the large field of occupations from which to choose and the competition which is to be met.

A study of trade preparatory education indicates that training of the youth for occupations has been limited to large cities and industrial centers. Such a plan of training is quite important for the youth in large centers; however, it is even more important for the young people of the small communities. Due to the general employment situation and the maladjustment of the youth, the need of training of the youth for occupations is increased. Very few of the graduates of the Aztec and Farmington high schools attend institutions of higher learning. The school does not prepare the youth to maintain themselves. Much of the work which can be done by untrained workers is seasonal in nature. It seemed logical and necessary that some plan for the training of the youth in the work of the locality should be placed in the curriculum of the high

Deliberations. This study presents an overview of the general field of occupational training, but is limited in its specific application to the junior and senior students of the high schools of better and intermediate Mexico.

Importance of the problem. The selection of the occupation which is to be followed for many years is especially important to the youth of today because of the large field of occupations from which to choose and the small selection which is to be met.

A study of trade preparation, vocational education, that training of the youth for occupations has been limited to large cities and industrial centers. Such a plan of training is quite important for the youth in large centers; however, it is even more important for the young people of the small communities. Due to the general indifference, attention and the adjustment of the youth, the training of the youth for occupations is somewhat neglected. Few of the graduates of the latter are trained in schools attend institutions of higher learning. The school does not prepare the youth to sustain themselves. Much of the work which can be done by industrial workers is seasonal in nature. It is a logical and necessary step some plan for the training of the youth in the work of the locality should be made in the curriculum of the high

schools.

School and business seldom cooperate in giving employment during school hours which is of an educational nature.

II. DEFINITIONS OF TERMS USED

In order to avoid misunderstanding as to the meaning of occupational training for high school pupils it was thought necessary to define certain terms used in the study.

Cooperative part-time education. Cooperative part-time education provides a part-time cooperative training of students in the occupations of a community; the pupils spend part of the school day in school with regular subjects and the other part of the day is spent learning the practical aspects of a business. The program is possible through a cooperation of business and the school.

Related subject. Any subject which presents material relative to the job is considered a related subject.

Related instruction. Related instruction is any instruction which will increase the efficiency of student work or aid in the guidance of student-worker in the occupation.

Occupational committee. The occupational committee

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Occupational committee. The occupational committee

is composed of the director of the program, the chairman of the town board, the president and the educational chairman of civic clubs of the town, and the superintendent of the town schools. The duties of the committee are to aid the director in the administration of the program with the best interests of the school, business, and youth in mind.

Student-worker. The student-worker is the boy or girl who receives training in practical work with part-time spent in school and part-time on the job.

The director or coordinator. The person who supervises the administration of the training program in the locality is known as the director or coordinator.

III. SOURCES OF DATA

The data for this study were obtained from government reports, periodicals, and text-books which were available in the library of the University of New Mexico, or were obtained through government offices.

IV. PROCEDURE

An attempt to answer a few pertinent questions was made in order to solve the problem attempted. Among the questions are the following:

What can be done in preparing the youth for an occupation?

is composed of the director of the program, the dean of the school, the president of the town board, the members of the town council, and a representative of the business community. The director is the administrator of the program and is responsible for the best interests of the community. The director is also responsible for the financial management of the program.

The director is the administrator of the program and is responsible for the best interests of the community. The director is also responsible for the financial management of the program.

Student-workers. The student-workers are responsible for the day-to-day operation of the program. They are responsible for the collection of funds, the distribution of materials, and the maintenance of the program. They are also responsible for the recruitment of new members and the training of existing members.

The director of food service. The director of food service is responsible for the management of the food service program. He is responsible for the procurement of food, the preparation of meals, and the distribution of food to the members of the program. He is also responsible for the financial management of the program.

177. School of the
The school of the is responsible for the management of the school. It is responsible for the procurement of materials, the preparation of lessons, and the distribution of materials to the students. It is also responsible for the financial management of the school.

The school of the
The school of the is responsible for the management of the school. It is responsible for the procurement of materials, the preparation of lessons, and the distribution of materials to the students. It is also responsible for the financial management of the school.

What are other communities doing to overcome the youth problem?

How may the citizens of a community provide for occupational adjustment of youth?

What are the occupational opportunities of Aztec and Farmington, New Mexico?

Will a new type of curriculum prepare the young people to maintain themselves in a changing world?

Should our public schools make provisions for the youth as they leave the school world of books and help the youth in solving the problem of adjustment in business and the industrial world?

V. REVIEW OF RELATED STUDIES

No studies were available which dealt with the problem undertaken. However, "A Study of Vocational Opportunities in Albuquerque, New Mexico," was made by Robert A. Anderson¹ in which were presented the opinions of employers in educational matters and the selection of an occupation, employment requirements, future possibilities, activities of local advertising agencies, and an unemployment census study.

¹ Robert A. Anderson, "A Study of Vocational Opportunities in Albuquerque, New Mexico," (unpublished Master's thesis, University of New Mexico, Albuquerque, 1938), 157 pp.

What are the occupational opportunities for the youth?

How may the situation of a country be improved?

What are the occupational opportunities for the youth?

What are the occupational opportunities for the youth?

What are the occupational opportunities for the youth?

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What are the occupational opportunities for the youth?

What are the occupational opportunities for the youth?

What are the occupational opportunities for the youth?

What are the occupational opportunities for the youth?

What are the occupational opportunities for the youth?

V. REVIEW OF THE LITERATURE

No studies were available which dealt with the problem

of the youth in the United States. However, "A Study of Vocational Opportunity

in the United States" by Robert L. Anderson, New Mexico, 1932, 137 pp.

A. Anderson in which were presented the opinions of the

profession in educational matters and the collection of an

occupational, employment requirements, future possibilities

activities of local advertising agencies, and manufacturing

ment career study.

Robert L. Anderson "A Study of Vocational Opportunity

in the United States" (unpublished manuscript)

Thesis, University of New Mexico, Albuquerque, 1932, 137 pp.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

One chapter of the study is devoted to the conditions which make the need for some program for training youth most apparent.

A review of the apprentice systems which have been used in Europe, Australia, Africa, Hawaii, and Canada and the various forms which have developed in the United States during the past thirty years appears as Chapter II.

A consideration of the occupational opportunities in Aztec and Farmington was made to determine the feasibility of a program for the employment and training of the youth of these communities. Chapter V is devoted to the consideration of these data.

An occupational training program was outlined showing the problems, requirements, duties, qualifications, and advantages of such a program. Ways were suggested in which the interests and concern of school authorities and citizens may be motivated.

Conclusions were made in view of the needs and possibilities of the communities of Aztec and Farmington. Recommendations were made for the introduction into the curriculum of remedial measures which may help in training the youth for occupations in these localities.

VI. ORGANIZATION OF THE STUDY

One chapter of the study is devoted to the

conditions which make the need for such a study
youth most apparent.

A review of the experience of the United States
used in Europe, Australia, and Japan, and of the
the various forms which have developed in the
States during the past half-century is presented.

A comparison of the experience of the United States
in Asia and Latin America was made to determine the feasibility
ity of a program for the development of youth.

YOUTH OF THESE COUNTRIES, however, is not
consideration of these factors.

In occupational training, a comparison of the
of the United States, and of the United States
advantages of such a program, have been made. The
the interests and concerns of youth, and the
may be motivated.

Recommendations were made for the development of
activities of the community, and for the
Recommendations were made for the development of
relation of youth to the community, and for the
youth for occupations in the future.

VII. SUMMARY

A problem exists in the small communities of Aztec and Farmington. There are in these two towns a large number of untrained, idle youth. Due to the lack of industrial establishments and the lack of interest of the general public in the school and the welfare of the youth in the community, it seems that some form of training should be available for these young people so that they would be able to maintain themselves.

The selection of an occupation which meets the requirements of the young person is a definite problem in either of these small communities. The duty of the school and the community is to help the youth make adjustments.

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community, it is a national community

available for the public and the

to maintain themselves

The objects of the project are to

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CHAPTER II

SURVEY OF APPRENTICE SYSTEMS

The purpose of this chapter is to present facts on apprenticeship in industries in some foreign countries as well as in parts of the United States. In a pamphlet issued by the Federal Board of Vocational Education in June 1931, the following statement was made:

Training for apprentices is one of the oldest forms of vocational education. In fact, for hundreds of years it was the only form provided. Other methods of training industrial workers have been devised, but apprenticeship has not been entirely replaced. Essential features of the apprentice system have been changed but the idea of training workers by participation in actual work remains. No longer is provision made in apprenticeship agreements for home, good clothing, and religious instruction, to be furnished by the employer, but the need for providing thorough instruction in the essentials of the trade is still recognized, although the methods used in giving this training have naturally changed as the occupations themselves have changed.

During the past thirty years the values of training of youth for a vocation have been recognized. Theory and culture have been important, but there seems to be a reali-

¹ Federal Board for Vocational Education, "Trade Preparatory Training for Small Cities and Rural Communities," (Federal Board of Vocational Education, Bulletin No. 157, Trade and Industrial Series, No. 45. Washington, D. C.: Federal Board of Vocational Education, 1933), p. 53.

APPRENTICESHIP

APPRENTICESHIP

The purpose of this report is to present a

comprehensive survey of the apprenticeship system in the United States.

As a part of the survey, the following information is presented:

1. The Federal Board of Vocational Education and Training, established in 1931, and the following information:

2. The following information:

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zation of the greater importance of the practical training of youth in occupations, as is expressed in the following statement:

Changes in industrial practices have brought changes in the qualifications of workers, but workers to-day as in other periods still need training for the mind as well as for the hands.²

In parts of Europe the teacher receives training much the same as the doctor, lawyer, and engineer receive training beyond the school level. That is by a plan similar to the apprenticeship or internship.³

In Germany the training of apprentices was considered fundamental for the future economic welfare and the preservation of the social order. German people consider themselves obligated to prepare the youth for some form of employment. Training was given by the employers in mechanical and laboring pursuits. The employer was required to train for life work, although the number preparing in any trade was limited.⁴

The following statement will convince the reader that apprenticeship is not a new thing in England:

² Federal Board of Vocational Education, loc. cit.

³ Harold O. Ried, Cooperative Institutional In-Service Training for Teachers (An abstract of a Doctor's thesis. Lincoln, Nebraska: University of Nebraska, 1938), pp. 33-35.

⁴ Editorial, "European Apprentice Systems," School and Society, 40:377, September 22, 1934.

section of the ... of youth in organizations ... statement

Changes in ... workers ... training

In part of ... much the same as the ... training beyond the ... similar to the ...

In Germany the ... fundamental for the ... version of the ... values obtained ... employment. Training ... and laboring ... for the work ... was limited.

The following ... apprenticeship ...

2 Federal ... 3 Harold C. ... Service ... 4 ... 5 ...

6 ... 7 ... 8 ...

The ancient and honorable apprentice system of England is familiar to all of us who have read British novels. The efficiency of Great Britain as a world power is due in part to the background of thoroughness built up through the centuries by apprenticeship. From the twelfth century to the time of Elizabeth the system of apprenticing youth was controlled by the guilds. In 1563, the Statute of Laborers consolidated this system and provided that apprenticeship would extend to 7 years and not expire before the apprentice attained the age of 24 and that only graduate apprentices should be admitted to the practice of any craft. British industry operated under this statute until 1814, when changing machinery called for less rigid conditions; and the law which has served England so well for three and a half centuries was repealed. Since 1814 apprenticeship in Great Britain has been voluntary but quite generally practiced. Before the depression, one fifth of the male working population of Great Britain under 21 years of age, consisted of apprentices.⁵

Previous to the war, France conducted its apprenticeship system through the employers. A tax was levied upon the employers to defray the most of the expense of the apprenticeship schools which were conducted in the public schools.⁶

In Czechoslovakia, industrial training was given in the technical schools of secondary and lower grade levels.⁷

⁵ H. G. Leach, "Apprentice Young America," Forum, 97:129-130, March, 1937.

⁶ Editorial, "European Apprentice Systems," School and Society, 40:377, September 22, 1934.

⁷ Severin K. Turosienski, "Education in Czechoslovakia," (U.S. Education Bulletin, No. 11, 1935, Washington, D. C.: Office of Education, 1935), pp. 81-97.

In South Africa, an act passed in 1922 was designed to promote apprenticeship and to secure such training as would develop good artisans. The printing industry required seven years for apprenticeship. It was understood that no employer could have more apprentices than he was prepared to train for an occupation.⁸

The boys of Western Australia between the ages of 18 and 20 years who had had no definite training and whose employment was seasonal might enter an apprenticeship. Instruction in the scientific and mathematical aspects, as well as of practical application of a chosen vocation was given to the applicant as he attended school four hours a week over a period of five years. A future was assured for those who were efficiently trained.⁹

An apprentice and minors act, in Queensland, was under the supervision of a central executive body acting with a group committee. The committee was made up of two members who were appointed by the Minister of Labor, and three representatives (each) of unions and employers. This committee acted as a controlling body in the administration of the act. Employers must request apprentices through the

⁸ "Progress of Apprenticeship in South Africa," Monthly Labor Review, 28:820-821, April, 1929.

⁹ Editorial, "The Apprenticeship Problem in Western Australia," School and Society, 30:594, November 2, 1929.

In South Africa, the 1946-47 season was a record one for the country.

to produce a bumper crop and the government has decided to provide the necessary facilities for the purpose.

It is expected that the 1947-48 season will be a record one for the country.

That no major crop losses have occurred in the past few years is a tribute to the government's policy of providing the necessary facilities for the purpose.

preparing to train for the purpose.

The boys of the country have been trained for the purpose.

It is expected that the 1947-48 season will be a record one for the country.

employment has been maintained at a high level in the past few years.

attention in the country has been directed towards the purpose.

well as of the government's policy of providing the necessary facilities for the purpose.

given to the government as the necessary facilities for the purpose.

was over a period of time.

those who were officially trained.

An appropriate and suitable method of training has been adopted.

under the supervision of a committee of experts.

with a view to providing the necessary facilities for the purpose.

however the work has been carried out in a systematic manner.

three responsible officials have been appointed for the purpose.

committee has been set up to look into the matter.

of the work. The government has decided to provide the necessary facilities for the purpose.

8 "Progress of Agriculture in South Africa"
Monthly Labor Review, No. 40, 1947.

9 "Agriculture in South Africa"
Monthly Labor Review, No. 40, 1947.

secretary of the executive body. There was an educational requirement for those who registered for apprentice training.¹⁰

An industrial course has been conducted in the elementary school in Kalaheo, Kauai, Hawaii, in which specific training was given in three trades--auto-mechanics, electricity, and machine shop practice. The entrance age of fourteen years or more, and an ability to profit by the training were the prerequisites. The pupils were admitted on trial, but if interest and ability lagged, the pupils were dropped. The pupils were encouraged in finding work during the busy season, then to return for further training.¹¹

The apprenticeship law of Ontario applied to the building trades. It prohibited a minor being employed more than three months in any trade on the list, except under an apprenticeship which was for a period of two years.¹²

¹⁰ "Workers' Education and Training," Monthly Labor Review, 31:150, July, 1930.

¹¹ Federal Board of Vocational Education, "Trade Preparatory Training for Small Cities and Rural Communities," p. 13 (Federal Board of Vocational Education, Bulletin No. 157, Trade and Industrial Series, No. 45. Washington, D. C.: Federal Board of Vocational Education, 1933).

¹² "Apprenticeship Law of Ontario," Monthly Labor Review, 28:101-102, June, 1929.

The early situation in this country is pointed out in the following excerpt:

In the United States the British system of indenture was inherited from the colonial days and flourished down to the Civil War, when mass production and trade unionism came in and the old father-and-son relationship passed out. Even so the practice of apprenticeship has by no means disappeared.¹³

State and federal governments have given encouragement by allotting money for the establishment of programs of vocational education. The school is the one organization through which the plan can be organized, as will be seen by the prevalence of some plan for training of the youth in various parts of the country. Although these programs are not uniform, they do have the interests of the youth of the country in mind.

The Smith-Lever Bill of 1914 provided for instruction and practical demonstrations in agriculture and home economics.

The Smith-Hughes Act of 1917 provided that one-third of the money which was allotted to the state was for vocational education for the youth. This act had in view the training of youth in production--agriculture, and trades and industries. Another phase of the act had to do with the training of the consumer in homemaking. It is important,

¹³ H. G. Leach, "Apprentice Young America," Forum, 97:129-130, March, 1937.

since it was claimed that eighty-five per cent of the money was spent by the homemaker.¹⁴

The Oregon Apprenticeship Law of February 28, 1931, defines an apprentice as:

...any minor, 16 years or over, who shall enter into a contract of employment of more than two months duration, whereby he is to receive from or through his employer in consideration for his services in whole or in part, instruction in any trade, craft, occupation, or business and whereby the learning of any trade, craft, occupation or business is an essential part of the condition thereof and of the benefit to be derived therefrom.¹⁵

The law also specifies that the

...school officials are to cooperate with the State Apprenticeship Commission, State Board of Vocational Education and employers of apprentices in providing the necessary training classes for apprentices. The apprentice shall be required to attend such classes not less than the equivalent of four hours per week, either within or without the usual working hours, as a part of his working obligation.¹⁶

In 1933, part-time vocational education was adapted to the diversified occupations program and made a part of the regular high school program.

Industry and the schools were brought together by an Executive Order of President Roosevelt in 1934. The appren-

¹⁴ B. Frank Kyker, Distributive Education, Organization and Administration, (Office of Education, Misc. 2046, Washington, D. C.: Office of Education).

¹⁵ "Oregon Apprenticeship Law," Monthly Labor Review, 32:1112-3, May, 1931.

¹⁶ Loc. cit.

since it was claimed that the money was spent by the Government.

The Oregon Appellate Court in 1931

declined to examine the case.

...my friend, in 1931, I was called upon to write a report on the situation of the Oregon Appellate Court. In my report, I stated that the court was in a state of confusion and that the judges were not doing their duty. I also stated that the court was not interested in the rights of the people and that it was only interested in the rights of the Government.

The law also specified that the

...of the office of the State Appellate Court. The court was to be composed of three judges, one of whom was to be the Chief Justice. The court was to have the power to hear and determine all appeals from the lower courts. The court was also to have the power to issue writs of habeas corpus, certiorari, and mandamus.

In 1931, the Oregon Appellate Court was organized.

to the of the State Appellate Court.

The Oregon Appellate Court was organized.

Industry and the State Appellate Court.

Executive Order of President Roosevelt in 1931.

Is B. Frank Taylor, President of the Oregon Appellate Court, also an Administrator of the Office of the State Appellate Court?

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tice was practically a ward of the government. This plan endeavored to train the youth in industries which were not over-supplied.¹⁷

Dr. Herman Schneider originated the idea of part-time in school and part-time in employment at the college level, specifically in the College of Engineering at the University of Cincinnati in 1935. The idea originated with the plan of

...balanced training to insure highest attainment through the skilled use of all the factors involved--theory, men, materials, methods, and mechanics. The advantages were that it conserved time; was economical, provided money while in college; fitness for the chosen profession could be judged; trained a critical mentality. The disadvantages were that the futures were indefinite, standards were likely to vary, and that it was not used for some time after the training was acquired.¹⁸

The George-Deen Act provided for the large group of workers who were not interested in production and consumption. This act was effective July 1, 1937 and increased the appropriation and types of vocational training to be pro-

vided.¹⁹

¹⁷ J. J. Metz, editor, "Coming Events Cast Their Shadows Before," Industrial Arts and Vocational Education, 24:81, March, 1935.

¹⁸ Herman Schneider, "The Cooperative System Interpreted by its Originator," School Review, 43:411-413, 1935.

¹⁹ J. J. Metz, editor, "George-Deen Act," Industrial Arts and Vocational Education, 25:278, September, 1936.

New York state has provided an opportunity for the high school graduates who do not continue in college to prepare for "junior technical positions in industrial chemistry, architecture and building construction, technical electricity, automobile mechanics, and watch and clock repairing."²⁰ This plan provided for two years of training with free tuition.

Colorado has organized quite an extensive plan of Diversified Occupational Training which is under the State Vocational Board of Education. The plan attempts to prepare youth for occupations in the community upon the completion of the high school. This plan has been used quite successfully in several small communities.²¹

Schools and industrial establishments in the southern states cooperated in a part-time cooperative program in which the pupil attended school during one-half of the day and spent the remainder of the day in receiving training for some occupation.²²

²⁰ Editorial, "Training for Unemployed High School Graduates in New York State," School and Society, 46:458-9, October, 1937.

²¹ State Board for Vocational Education, Diversified Occupational Training, Bulletin No. 19, (n.d.) Denver, Colorado: State Board of Vocational Education.

²² Charles M. Arthur, "The Vocational Summary," School Life, 19:153, March, 1934. Cited by H. O. Ried, op. cit., p. 28.

New York state has awarded an honorarium to the
high school graduates who have served in the armed
forces for "their service to the state."
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electricity, and other modern conveniences.
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being." This plan is to be put into effect
with free tuition.

Colorado has a number of schools in the state
Diversified Occupational Training Schools. These
Vocational Board of Education. The board has
been youth for occupational training. The board
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Schools are important in the state.
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20 Editorial: "Training for the future."
Overman in New York state. The board has
October, 1937.

21 State Board for Vocational Education.
The Occupational Training Board. The board has
Colorado State Board of Education. The board has

22 Charles M. ...
School ...
Oct. 1937.

The Lakeside Press provided trade teachers and instructors for the training of apprentices. During the pre-apprentice period which lasted from six to twelve months, depending upon the work and the progress which the student made, one-half of the time was spent in school and the remainder of the day was spent in the factory. On the completion of the pre-apprentice training, the apprentice was placed on full-time work which he continued for five years.²³

Lapeer, Michigan, provided a program for part-time cooperative training. There were a wide range of opportunities in the community. The student spent one-half of the day in school and the other part of the school day was spent in bank, office, store, shop, or factory learning practical work.²⁴

Three years were required to receive training for the baking trade in the vocational school in Manitowoc, Wisconsin. The student began with a wage of \$10-12 per week and the salary increased \$22.50-24. per week at the end of the time. The instructor was a baker, and the

²³ Logan M. Anderson, "The Apprentice School of the Lakeside Press," Abstract. National Educational Association, Addresses and Proceedings, 1929:959-960.

²⁴ F. W. Dalton, "The Lapeer Cooperative Venture," Industrial Arts and Vocational Education, 27:92-93, March, 1938.

The Lake Erie Press, Toledo, Ohio, has been
operating for the past few years as a
two-column paper, and has been published

the present state of affairs, and the
school and the community, and the
city. On the 10th of the month of

the operations were placed in the hands of the
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Three years ago, the paper was
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week and the paper was in the hands of the
end of the line. The paper was in the hands of the

23 Joseph E. Johnson, "The Lake Erie Press,"
Lake Erie Press, Toledo, Ohio, 1938.
24 P. E. Johnson, "The Lake Erie Press,"
Lake Erie Press, Toledo, Ohio, 1938.

materials were supplied by the Fleischmann Company. Two hours were spent in discussion and two hours in the school kitchen.²⁵ Since bakeries employ so many, it seems that there are opportunities for training in many localities.

A cooperative program for the training of the youth in Roseburg, Oregon, has been conducted for several years. During the school year 1930-1931, twenty-three pupils were enrolled and received training in printing, garage work, planing, stores, and offices. One-half of the school day was spent on the job. Of the pupils who received training before the completion of school, seventy-five per cent have been employed in work for which they were trained.²⁶

Williamsport, Pennsylvania, provided a training for its citizens in which there was whole-hearted cooperation. The training was given in occupations of the community since the taxpayer's money and the student's time were considered wasted when training which was of no use in the community was given.²⁷

²⁵ C. L. Conroy, "Apprenticeship in the Baking Trade," Industrial Arts and Vocational Education, 19:258-9, July, 1930.

²⁶ Federal Board of Vocational Education, "Trade Preparatory Training for Small Cities and Rural Communities," p. 25. (Federal Board of Vocational Education, Bulletin No. 157, Trade and Industrial Series, No. 45. Washington, D.C.: Federal Board of Vocational Education, 1933).

²⁷ Frances Maule, "Williamsport Defeats Unemployment Through Vocational Adjustment," Occupations, 17:106-113, November, 1938.

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The part-time program for the junior and senior students of the Jacksonville, Florida, high schools has been developed. The pupils were selected by an occupational committee who consider the occupational needs and the physical and mental capacities of the applicant. The pupil received no salary, but received "practical instruction and experience." No regular employee was out of a job because of the work which was done by the student-worker. The course lasted two school terms. Throughout the school there seemed to prevail an interest in producer and consumer relationships.²⁸

The preceding paragraphs have presented a few of the plans which are in use. In the following paragraph an outlook on the widespread use of a program of occupational training on part-time basis is presented:

Although cooperative part-time education now has a history of three decades, its greatest expansion has been in recent years. Earlier programs for the most part provided training in only one or two fields, and this is still largely the situation among the 23 colleges and universities known to be employing this method of vocational training. In 1931, however, the Federal Board of Vocational Education ruled that its funds should be available to support programs of cooperative training in diversified occupations as well as the older and more restricted kind. Since then, this type of enterprise, of which

²⁸ R. C. Marshall, "Learning on the Job," Nation's Schools, 18:12-16, July, 1936.

The purpose of this study is to determine

the effect of the physical environment on the

development of the child.

The study is a descriptive study of the

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Jacksonville, Florida is an outstanding example, has been widely initiated, particularly in the southeast. In 1936, there were 140 communities throughout the country in which such programs were being conducted, and the number of occupations in which training was being offered by a single high school ranged as high as 36. Seventy of the communities, or one-half, were in 10 southeastern states; and of this group, 60 had been begun in 1935 or 1936. The programs in the southeastern communities alone enrolled 1,716 youth, of whom a third were girls. Their ages were, for the most part, between 16 and 22, and the number being trained by a single school ranged from 6 to 130, with an average of 24.²⁹

Summary. In view of the literature presented in the chapter, certain summary conclusions are drawn:

(1) The training by apprenticeship is an old form of practical education. Many foreign countries have used apprentice training from an early date. Various conditions of apprenticeship have occurred in the United States since colonial days.

(2) Federal and state governments have given encouragement in establishing a training program on part-time basis for the training of the youth for an occupation. The value of the public schools in promoting the plan and coordinating the school program with business opportunities seems outstanding.

(3) Although there is a lack of uniformity in the

²⁹ American Youth Commission. Letter. June 10, 1938.

plans used in various parts of the United States, there does seem to be the idea of training youth for an occupation which may be used in the local community.

(4) Professional men have a cooperative attitude toward the plan, since there is the realization of the need of theoretical and cultural education, combined with the practical aspects of the training program. New interests are being aroused in some type of training.

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CHAPTER III

THE NEED OF AN OCCUPATIONAL TRAINING PLAN

It is the purpose of this chapter to present the needs of the small community in view of economic and industrial changes, of objectives of education, of the trends in education, and the problems of the small community which make a plan of occupational training advisable.

Today the need of more than literacy is recognized. Our economic and industrial conditions have made it possible and practically necessary for the youth to continue their education and prepare for definite vocations in order that they may maintain themselves and make adequate adjustments for the changing conditions.

Since apprenticeship programs have been used quite extensively and successfully in other countries during the past, and since these programs have been considered quite essential to the social and economic progress of these countries, it would seem that the American people should consider some plan for the adjustment of youth to economic and social problems.

During the past few years youth have formed habits adapted to the school environment and find adjustment to competitive employment very difficult. Youth have been ex-

THE NEED FOR A NEW EDUCATIONAL PHILOSOPHY

It is the purpose of this paper to discuss the

needs of the social sciences in the field of education, and to suggest some possible ways in which these needs might be met. The first of these needs is for a new educational philosophy, one which is based on a sound understanding of the nature of man and of the social sciences.

Our economic and industrial conditions are changing rapidly, and this is creating a need for a new educational philosophy. The old philosophy, which was based on the idea of the individual, is no longer adequate. We need a new philosophy which is based on the idea of the social group, and which recognizes the importance of the social sciences in the education of the individual.

Since we are now living in a time of rapid change, it is essential that we have a new educational philosophy. This new philosophy should be based on a sound understanding of the nature of man and of the social sciences. It should recognize the importance of the social sciences in the education of the individual, and it should provide a framework for the development of a new educational system.

During the past few years, there has been a growing realization that the old educational philosophy is no longer adequate. We need a new philosophy which is based on a sound understanding of the nature of man and of the social sciences. This new philosophy should provide a framework for the development of a new educational system.

cluded from the occupations which they would have chosen normally because of a lack of preparation and training for that occupation.

Although the children of school age make up a small part of the gainfully employed wage earners in the state, it seems that too large a per cent have been allowed to shift for themselves at a time when the schools should have been preparing them for some life occupation.

According to the Census Report for New Mexico for the year 1930, Table I, there were 90.7 per cent of the children 7 to 13 years of age in school. Of the number 14 to 15 years of age, only 84.8 per cent were in school. The percentage decreased materially for the 16 to 17 year old youth, as 57.4 per cent of the pupils were in school attendance. For the 18 to 20 year old group, 22.1 per cent¹ were in school attendance. Hence, it appears that many of the youth drop out of school when they should be in school preparing for an occupation. An adjustment of school program should take care of a great many of the young people.

In the census report for San Juan County, Table II, the outlook was even less optimistic. For the 7 to 13 year old group, 63.3 per cent were in school attendance.

¹ Bureau of the Census, Population, Fifteenth Census of the U. S. Vol. III, Part 2, Washington, D. C.: U. S. Government Printing Office, 1930. p. 231.

TABLE I
CENSUS OF SCHOOL POPULATION FOR 1930
FOR STATE OF NEW MEXICO²

Age	Total No.	Number Attending School	Per Cent Attending School
7 to 13 years	69,853	63,335	90.7
14 to 15 years	17,478	14,815	84.8
16 to 17 years	17,396	9,980	57.4
18 to 20 years	25,184	5,559	22.1

TABLE II
CENSUS OF SCHOOL POPULATION FOR 1930
FOR SAN JUAN COUNTY³

Age	Total No.	Number Attending School	Per Cent Attending School
7 to 13 years	2,642	1,672	63.3
14 to 15 years	623	422	67.7
16 to 17 years	640	338	52.8
18 to 20 years	953	207	21.7

² Ibid., p. 231.

³ Op. cit., p. 240.

TABLE 1
OWNERS OF SCHOOL PROPERTY
FOR STATE OF

Age	Total No.	Value
7 to 12 years	29,553	1,177
13 to 15 years	19,419	1,177
16 to 18 years	17,520	1,177
19 to 20 years	23,131	1,177

TABLE 2
OWNERS OF SCHOOL PROPERTY
FOR STATE OF

Age	Total No.	Value
7 to 12 years	8,642	1,177
13 to 15 years	632	1,177
16 to 18 years	640	1,177
19 to 20 years	352	1,177

The 14 to 15 year old group were a little higher with 67.7 per cent. The 16 to 17 year old group dropped with 52.8 per cent in school attendance. While the 18 to 20 year old group had 21.7 per cent attending school. The older group was nearest the average for the state.⁴

Due to the large number of maladjusted youth and to the existing economic conditions, it seems quite important that some plan of youth training for occupations should be introduced into the United States. However, if such a program does not seem practical as a nation-wide plan, the school employees and business people should cooperate in providing a plan which will train the youth of the community for the occupational needs of the locality.

Unemployment is a third or a fourth greater at 16 than at 18. Hence one way in which the gap might be bridged would be by increasing the age of compulsory attendance in school. Another method in which the same thing might be accomplished would be by the introduction of some form of vocational adjustment in the school.

I. OBJECTIVES OF EDUCATION

The need of an occupational training program cannot be discussed without a consideration of the objectives of

⁴ Ibid., p. 240.

The 14 to 15 year age group...
57.7 per cent...
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education as outlined by the National Educational Association.

Education must become universal and give an equal opportunity for all. The seven objectives of education--citizenship, vocation, home membership, leisure, health, knowledge, and personality--still apply to the scope of the school not only for today but for the future. During the past few years, some of these objectives have not been paramount among the educators generally or there would not have been the idleness and maladjustment among the young people which has been prevalent.

Preparation for a vocation, as long as it can be done in the class room, has been considered an essential function of the school. At the completion of the work in the secondary school it has not been considered necessary for school authorities to function in helping young people find employment and become adjusted to it. Today the need of adjustment and progress in an occupation are considered as duties of the school. The idea of service is important and the training should be built around the principle.

Leisure time results in aimless activities unless the school and community make an effort to prepare pupils for happy leisure activities. Habits and interests may be guided into activities or into literature or into occupational study which may help in selecting an occupation and

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The importance of participation in group discussion and activities cannot be overlooked in school in order for the student to make adjustment to the changed economic situation upon completion of secondary education. Class discussion and club organizations have a real place in the training of the youth for their places as citizens in a community and nation.

Worthy home membership as a function of the school has been neglected. Perhaps the attitude of many school people may be that the duty of the home is to train the youth under the direction of the older members of the household. However, when one observes that many of the children who are in the least need of help are the ones of lower social level, and many of those who do need the greatest amount of coaching in home membership are from the better families of the locality, it seems that the school should take on another duty of the homes of the past.

The realization of health as an aim of education has been more general as may be seen in the establishment of health programs in the states with doctors and nurses in most communities whose first thought is the health of the youth. The school and community have become health minded.

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The school has aimed to give knowledge and to develop the interests of the secondary pupils in more education and training beyond the level at which they graduate. Such striving for knowledge may be self-directed or may be by some educational agency. The individual learns to think and to develop interests which results in greater pleasure in living.

The secondary school has attempted to train the youth to think and do for themselves. However much of the education has resulted in a single pattern and a lack of personality.

From this review of the objectives of education, it is possible to see a need for a program for youth training in order to attain the aims set out for education several years ago. Douglass⁵ believes that twelve years of formal schooling should be considered the minimum amount for citizens of this country.

II. TRENDS IN EDUCATION

After a consideration of the aims of education, it seems that a discussion of the modern trends in education

⁵ Harl R. Douglass, Secondary Education for Youth in Modern America, p. 24 (Report of the American Youth Commission of the American Council of Education. Washington, D. C.: American Council on Education, 1938).

The second part of the book is devoted to the development of the individual's personality. It is here that the author discusses the importance of the individual's own efforts in the development of his personality. He points out that the individual must be able to think for himself and to make his own decisions. This is a process that takes time and effort, but it is essential for the individual to become a fully developed person. The author also discusses the importance of the individual's own efforts in the development of his personality. He points out that the individual must be able to think for himself and to make his own decisions. This is a process that takes time and effort, but it is essential for the individual to become a fully developed person.

After a consideration of the individual's own efforts in the development of his personality, the author discusses the importance of the individual's own efforts in the development of his personality. He points out that the individual must be able to think for himself and to make his own decisions. This is a process that takes time and effort, but it is essential for the individual to become a fully developed person.

6. Book Review: The Individual's Own Efforts in the Development of His Personality
The author of this book is a well-known expert on the subject of the individual's own efforts in the development of his personality. He has written many books on this subject and has been a leading authority in the field for many years. His book is a comprehensive study of the individual's own efforts in the development of his personality. It is a book that is well worth reading for anyone who is interested in the subject of the individual's own efforts in the development of his personality.

would further present the needs for an occupational training-program.

The employment opportunities for high-school-trained stenographers and bookkeepers are decreasing materially, principally because of the increased number of stenographers and bookkeepers who complete a business course in college, business college, or some other institution beyond the high school level. Hence the actual value of shorthand and bookkeeping as occupational training is decreasing. The secondary schools should center their training upon the clerical and other work in which high school students have at least a fair chance in obtaining employment.⁶

Much of the maladjustment of the past ten years has been due to the fact that people accepted jobs for which they were not prepared. The young people must learn that preparation is very desirable for any type of work which they expect to do. They must learn to respect manual labor if that is what the person is equipped to do.

School attendance of youth is gaining due to the compulsory attendance, and the difficulty with which work for the adolescents is obtained. Bell⁷ states that the

⁶ Earl W. Barnhart, "Employment Opportunities for Beginning Stenographers and Typists," School Life, 23:278, April, 1938.

⁷ Howard M. Bell, Youth Tell Their Story, (Washington, D. C.: American Council on Education, 1938), foreword.

would further present the subject of the importance of

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School attendance is very important, and the program was held on the 1st of January.

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percentage of employable and out-of-school youth who are not employed at the end of the first year after leaving school is within 40 and 46 per cent. Ways must be found for making the youth employable.

The trend toward urbanization with its technical development of industry and the elimination of child labor has changed the attitude of people toward education. A general knowledge and appreciation of art, of health, of speech, of appearance, of leisure pursuits, and of moral and character values place additional obligations upon the school, and make an education more necessary for the youth in the changing society. The improvement in literacy has led to greater reading, which leads to the need of thinking along lines of public interest in order to understand and discuss intelligently the important problems of the day.

Transportation facilities have made it possible for the children of rural and urban areas to have the same educational advantages and opportunities.

The movie, telephone, radio, good roads, and other improvements in the standards of living tend to make for a more homogeneous people in rural and urban areas. The appearance, speech, interests, knowledges, opportunities, and attitudes are much the same. Various mechanical improvements and the scarcity of free lands have eliminated the call of people to the rural areas.

The trend in wage earning occupations is to enlarge the gap between school attendance and employability upon the completion of high school. The employers of the past have made work for the youth very promising. The American situation of today is expressed in the following:

...there is one youth in four, which is approximately more than 5,000,000 from 16 to 24 years of age who are neither in school nor employed. Of this number, approximately 3,000,000 are from 16 to 20 years of age.⁸

In order for education to be democratic, it must be universal and must give an equal opportunity for each individual. Secondary education for the few is gradually giving away to a type which will universally educate all for the duties of living. This is being accomplished by a reorganization of the curriculum in giving more practical courses, considering individual differences, and placing the emphasis upon the interrelation of all activities of life. A reorganization of the curriculum to meet the needs of modern social living seems quite essential when one considers the following excerpt:

The average brightness of pupils attending high school in 1920, as shown in studies made at that time, may be represented by an I. Q. between 105 and 110. The I.Q. of most

⁸ Harl R. Douglass, Secondary Education for Youth in Modern America, p. 78 (Report of the American Youth Commission of the American Council of Education. Washington, D. C.: American Council on Education, 1938).

The trend in the country is toward the
the gap between school and the community
the completion of the school system
have been seen in the country...

situation of today is very different
...there is a great deal of work
provision for the future
24 years of age and over
employed. Of this number
5,000,000 and over in the country...

In order to meet the needs of the
university and that of the community
vital. Secondly, the school must be
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courses, considering the needs of the
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shows the following examples...

The reorganization of the school system
the high school in 1910...
made at that time...
I. G. between 1910 and 1920...

© Harp & Bowyer, 1910
Modern America, p. 10
also of the American people
D. C.: American Council on Education, 1910

of the youth of high school age but not in school today, is probably between 85 and 105. The typical non-vocational curriculum of the school today is pitched for children of I.Q. of 105 or above.⁹

Douglass continues the discussion and relates that:

...35 per cent of all children have I.Q.'s as high as 105, and less than 20 per cent is not more than 90.¹⁰

The average youth is leaving school at the age of sixteen and at the end of the ninth grade. The trend is toward full-time attendance until eighteen and the completion of the eleventh or twelfth grades.

Upon the public schools of today falls the responsibility of occupational training. The revised curriculum must present a general education to meet the ordinary activities of life, it must open many ways to enjoyment of leisure, and must provide an understanding of the modern economic and industrial conditions. The youth will then have a better understanding for entering the industrial and professional occupations.

The vocational program which has been operative during the past few years in which training is given in one or two fields must yield to one in which the training is quite general and basic, particularly broad in its application

⁹ Ibid., p. 28.

¹⁰ Loc. cit.

of the results of the study, it was found that the
school system is not doing enough to prepare the
The typical school system is not doing enough to
school system is not doing enough to prepare the
of 100 or more.

...35 per cent of the total population is
at high school level, and 25 per cent is
not more than 10.

The average of the total population is 100, and
and at the end of the study, the average of the
full-time students is 100, and the average of the
the average of the full-time students is 100.
Upon the basis of the study, it is found that

ability of occupational and professional
must present a general picture of the
activities of life, in which one must
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economic and industrial, and that the study is
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and professional, and that the study is

The vocational training system is not doing
ing the past few years, it has been found that
two thirds of the total population is not doing
general and basic, and that the study is

9. Total population
10. Total population

and of a type which may not be acquired readily when the youth are on the job and such that preparation is given for living.

The high school curriculum should be planned so that the upper age group may be prepared to select a vocation, prepare for it, and enter into it in the community. The vocation must be financially agreeable and fitted to the qualifications of the individual.

III. PROBLEMS OF SMALL COMMUNITIES OF NEW MEXICO

Aztec and Farmington are located in San Juan County in the northwestern part of the state of New Mexico. The county contains 5,476 square miles. Agriculture is engaged in by 8,719 of the 14,701 people who reside in the county. There is no organized industry within the county. It seems then that the development in trade and agriculture should be of first consideration.

Since there are no organized industrial centers, it seems quite unlikely that a program for the training of high school students in the occupations of the community would include the use of technical equipment when such training would be of little use to the student in the county. Such training would be expensive if it were necessary for the school to provide the necessary equipment and such equipment would become antedated before the value of it

and of a type which is not
found elsewhere in the world
for living.

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could be realized. Since the need for such training cannot be justified in Aztec and Farmington, more time will not be spent discussing the training of high school students along technical lines.

Small communities are usually very slow in accepting new ideas. It seems, therefore, that the program which is presented may be a bit slow of adoption until it has been thoroughly explained and perhaps proven for what it is worth. There must be a cooperative attitude of schools and business concerns in order to make such a plan really succeed within these small communities.

Some provisions must be made for those young people who do not fit into the present educational system so that they will be occupied in work which is useful to society and also satisfactory to themselves. Cooperation of schools and business concerns may help to reduce the great waste to the young people who are staggering about in the changing world.

..... Schools and employers must be educated as to the
..... part which they are to play in this changing world. The
..... conditions of employment and the mind set of the people
..... would aid in making such a plan beneficial at this time.

Since many of the regular pupils of the public schools are rural pupils and are dependent upon a school bus for transportation, it seems that the only way in which

could be reached. Since the case for the
not as justified in fact and the
not as great as the one which is

Small communities are usually very
the new ideas. If such, therefore, a
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changing world.

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these children may have an opportunity at the training which is being proposed in this study is by having the training given during the school time.

When a pupil is no longer able to apply himself to one type of curriculum, another type of work should be available. Schools of small communities find difficulty in having a curriculum so varied that it provides for the needs of those who are no longer willing to apply themselves. Some plan should be introduced into the school program of the small communities especially, whereby the youth may receive training in practical lines of the business world while a part of the day is spent under the direction and supervision of the school.

The programs which have been worked out for other communities are not adapted to the needs of Aztec and Farmington. One of the problems to be met in the situation is the adjustment of the school program so that the pupils may be away from the regular school for a part of the school day, and yet may keep up the regular studies.

The individual and group needs will vary so that a broader program of training of the student must take place, hence the coordinator must give much time in preparation and counseling to the future workers in the community.

The problems of employment of the youth in small communities, such as Farmington and Aztec, may best be solved

in their natural settings. Valuable training for a vocation under actual working conditions may be provided for the youth by the cooperation of the school and industries of the community. While such a plan would not solve completely the maladjustment of many youth of the locality, it would materially aid the situation which prevails in practically every locality.

Local employers prefer to employ the youth of the local community whenever possible, but they do feel that some type of training should be given to prepare the youth to work efficiently.

IV. SUMMARY

The following conclusions have been made after a consideration of the needs presented in this chapter:

(1) The educational systems have not prepared youth for occupations, hence youth have stopped school and have proceeded to shift for themselves at an early date. Secondary education should emphasize training youth in work for which the pupils are fitted and in which the pupils may obtain employment upon the completion of an education.

(2) The responsibility for the maladjustment and unemployment of youth during the past few years may be placed largely upon the community itself. The lack of proper training for an occupation in the locality may be due to

failure of the school to realize the importance of the objectives of education and to the citizens who fail to help youth make adjustment. Ways must be found for making the youth employable.

(3) Training which can be used in the community would overcome much of the maladjustment. There would be little use for technical training where there are no organized industries. A cooperative attitude of business and school would aid in adjustment. An adjustment of curriculum would allow youth to receive practical training in business during a part of the school day. The raising of age of compulsory education to eighteen with supervision until adjusted to the job would prevent some of the idleness.

(4) The unemployed youth should be kept under the direction of the school. If youth are employed part-time but are out of school, the school should maintain some supervision until they are adapted to the surroundings.

..... Training beyond high school should appeal to out of school youth.
.....

(5) A recognized need for occupational training exists throughout the nation. There is a lack of uniformity in programs which have been formulated, yet the aim underlying all of the plans is the same--adjustment of youth to an occupation. The opportunities for training differ so

much in various parts of the country that it seems advisable that each community formulate a plan which is fitted to the local conditions.

CHAPTER IV

THE OCCUPATIONAL TRAINING PROGRAM

The program of occupational training which has been set up in this study has attempted to give a basis for part-time cooperative training in some vocation while the pupil is devoting part-time to studies in the junior and senior years of high school with the aim of preparation for some specific occupation upon the completion of high school. There has been considerable development of this type of training during the past few years due to the cooperation of school and local employers. The student attends school during one-half of the school day, and during the remainder of the school day the student works in business learning the practical part of the job. The student receives instruction in the particular business operation, in the order of difficulty, in return for services rendered in some business, trade, or professional establishment.

Fifteen hours time per week, during school hours, is spent learning the essentials of the business. Some plan of training under actual employment conditions must be agreed upon previously in order that the school may feel that the pupil is obtaining worth-while training for the

occupation. A half unit of credit is allowed for satisfactory completion of a semester of work. No pay is allowed when credit is earned in high school. An occupational committee composed of the director of the program, the chairman of the town board, the president and educational chairman of civic clubs of the community, and the superintendent of town schools shall administer the project in the community.

During the school time the pupil takes the required courses under the direction of the regular teachers. It is possible under this plan for the student to carry a full high school course and graduate with the class. Some direction in the particular occupational needs as to safety, hygiene, labor, and economic relationships should be given by the coordinator. The student should receive sufficient experience by the time he has reached the point of graduation that he may be useful to an employer. No regular employee is to be eliminated because of the additional services which the student renders while in service.

The coordinator must have in mind the best interests of the school, pupil, and business. He must confer with trainees and help in employment problems. He must confer with the individual business men in selection of trainees, type of training expected, and the progress of the student-worker. The progress of the student is the primary concern

occupation. A full unit of credit is assigned for each
factory completion of a semester of work. To get credit
lower when credit is earned in high school. An individual
school must be approved by the state board of education.
The chairman of the board, the president and other
national chairman of civic clubs of the community, and the
superintendent of local schools shall administer the program
in the community.
During the school year the night school shall be
courses under the direction of the regular teachers. It
is possible under this plan for the student to earn a
high school course and graduate with the class. The
question in the particular case of night school is whether
hygiene, labor, and economic education should be given
by the coordinator. The program should be given
experience by the time he has reached the point of graduation
tion that he may be useful as an employer. The regular
ployee is to be eliminated because of the individual course
views which the student receives while in school.
The coordinator must have in mind the needs of the
of the school, pupil, and business. He must cooperate with
business and help in employment problems. He must cooperate
with the individual business man in selection of the
type of training expected, and the progress of the student
worker. The progress of the student in the training program

of school and business and any suggestions which may improve the work are to be given. The coordinator must be interested in young people. Records of progress of each pupil must be a part of the work, and they must be kept carefully. Upon the coordinator depends, in part, the future success of the program.

The hour periods are employed in Aztec and Farmington. The related subjects may be given to the students during the noon hour or preceding the beginning of regular classes in the morning or following the close of school.

The work is to be in place of extra-curricular activity. Basketball games in which town youth play may give necessary outlet to the desire to play the regular games.

I. REQUIREMENTS OF THE OCCUPATIONAL TRAINING PLAN

There are many requirements necessary for the successful operation of a plan of occupational training for youth. Among these requirements the following seem of great importance:

(1) The occupational training must be specific.

Any course which gives a heterogeneous training which is not adapted to use in natural settings upon the completion of the course is not considered of value as job experience.

(2) Apprentice training should result in persons

who are well trained for a trade. In the towns of Aztec and Farmington, the type of training for the local industries, generally speaking, is not difficult, hence the training received in a semester or two may prepare the youth to maintain themselves.

(3) The job must fit the abilities of the individual who receives the training. No job is so trivial that it does not have some value as cooperative training in it. The training must be usable and should be used soon after it is received in order to be of greatest value.

(4) The duties and responsibilities of a citizen must be realized. The knowledge, skills, ideals, and attitudes should be developed which will result in good citizenship.

(5) The trainee is not to replace a regular employee. If an employee is discharged because of the work done by the student-worker, the student shall be withdrawn immediately.

.....(6) This program is not organized "for 'problem' cases". "Dumb-bells' and 'boneheads' do not become good trade workers any more than they become good stenographers and lawyers."¹

¹ Federal Board for Vocational Education, "Trade Preparatory Training for Small Cities and Rural Communities," (Federal Board of Vocational Education, Bulletin No. 157, Trade and Industrial Series, No. 45, p. 11. Washington, D.C.: Federal Board of Vocational Education, 1931).

who are well trained for a trade. In the towns of England and Farmington, the type of training for the young is more, generally speaking, is not sufficient. Hence the training received in a vocational school is not sufficient for youth to maintain themselves.

(2) The fact that the training of the youth is not sufficient for the youth to maintain themselves is not sufficient. It does not have any value at all. The training must be made and should be made so that it is received in order to be successful.

(3) The choice of a vocation is a matter of choice. It must be realized that the choice of a vocation is a matter of choice. The choice of a vocation is a matter of choice. The choice of a vocation is a matter of choice.

(4) The training is not to be a regular employee. If an employee is discharged because of his own fault, the training is not to be a regular employee. The training is not to be a regular employee. The training is not to be a regular employee.

(5) This program is not to be a "one-time" program. It is not to be a "one-time" program. It is not to be a "one-time" program. It is not to be a "one-time" program. It is not to be a "one-time" program.

(6) This program is not to be a "one-time" program. It is not to be a "one-time" program. It is not to be a "one-time" program. It is not to be a "one-time" program. It is not to be a "one-time" program.

II. QUALIFICATIONS OF THE COORDINATOR

While one cannot definitely state the needs of the coordinator of this program, it is possible to list some desirable qualifications. Additional qualities may be hoped for, but a few of the most important characteristics of the coordinator are listed in the following paragraphs:

(1) The coordinator should be a person with sound judgment; a keen understanding of people; mentally, physically, and morally fit; ambitious; cooperative; diplomatic and tactful.²

(2) The coordinator should be a person with occupational and teaching experience; he should have a kindly and cooperative attitude toward students, school, and business employees. The director must be methodical in records of scholarship and experience of students. A knowledge of occupational trends should be a part of the director's equipment so that proper guidance may be done. Among the desirable qualities should be listed versatility.

III. QUALIFICATIONS OF THE STUDENT-WORKER

The student that is seeking temporary employment in

² State Board for Vocational Education, Diversified Occupational Training, p.11-12, Bulletin No. 19 (n.d.) Denver, Colorado: State Board of Vocational Education.

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III. Summary...

order that the school day may be shortened is not wanted in this plan of occupational training. In order to eliminate this problem, the plan as outlined in this chapter, does not provide for reimbursement for the student but does allow credit in high school for work which is satisfactorily completed. The success of the program depends, in part, upon the sincerity of the student-worker.

The requirements for participation of the student in this program are:

(1) The student records of the school should indicate that the scholarship is satisfactory. One subject failure on record of the school should make eligibility for participating in the plan conditional. The condition may be removed only after serious consideration of the occupational committee and the teacher under whose direction the failure occurred. A second subject failure should disqualify the student from further participation in the program.

..... (2) Most jobs require many personal qualities. The
..... more important of these will be considered in this chapter.
A pleasing personality is helpful in all lines of business. A friendly attitude toward the employer, customers, and employees of the business is desirable. Sufficient interest in the progress of the establishment that some initiative of the student-worker may be apparent. The school records give

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much information about the punctuality of the students. Schools may tolerate tardiness, but business men consider punctuality as an essential to good business. Health is another important factor in all work and reflects in the appearance and work of the employee. The appearance of the individual, whether in a grocery store or an office, is important in the opinion of the customer. A business like manner in a garage and in a store is always for the best interests of the establishment. The student-worker must not make errors because of training or of outside interests, but must be able to concentrate on the job.

(3) In order to do any type of work, the school work must function. The English, mathematics, and other school subjects must be put into practical use. The progress in subject work must act as preparation for learning a job. The student-worker must have a cooperative attitude toward other employees of the business and toward the school. The good and bad habits formed under this program are to act as experience in the future. Consequently, the importance and use of this training are to determine the future of the student in work in the community.

IV. DUTIES OF THE COORDINATOR

(1) The coordinator makes plans for the program before it is to be used.

such information as the following:

Schools may indicate the following:

Individuality of the student

Another important factor is the

appearance and type of the

the individual, and the

is important to the position of the student in the

like manner in a group and the student's attitude

best interests of the student

must not make any sense of the student's

teacher, but must be a help to the student

(3) In order to be a good teacher, the teacher

work must include the following:

school subjects must be

progress in subject matter and the student's

ing a job. The student must be able to

attitude toward other subjects of the school

the school. The good teacher must be able to

progress are to be as effective as the student

quality, the teacher must be able to

determine the value of the student's

ment.

(4) The teacher must be able to

There is to be a

(2) Committees for the plan and operation of the community program must be well organized at an early date.

(3) Employers must help in selection of student-workers and in the organization of a program which will give suitable training for the trainee.

(4) Contact of student in guidance, at work, and in class; of parents of student-workers and prospective student-workers; of the general public through papers and community activities; employers through civic organization and work; and school employees.

(5) Instruction in business relations and trends take a part of the teaching time.

(6) Records of student reaction in work must be kept accurately and confidentially; hence, he is responsible for the distribution of placement information within the school.

(7) Student failure in making adjustment in one occupation must be met by the coordinator with additional guidance in making another attempt.

.....(8) Interviews with graduates and drop-outs to help
.....make adjustment.

V. DUTY OF THE SCHOOL

(1) The school authorities, which includes the teachers and board, must help the director in selling the plan of occupational training for youth to the business men

(2) Committees on the plan and organization of the

community program and the selection of the staff.

(3) Teachers and staff in relation to the plan.

..... workers should be organized in a way that will

give suitable training for the workers.

(4) Contact of the plan with the community and the

class; of parents of children; workers and teachers; and

dent-workers; of the general public through various means.

community activities; and the various divisions of the

and work; and school organization.

(5) Instruction in industrial relations and the

take a part of the training time.

(6) Records of student training in work and in the

accurately and confidentially recorded, and the responsibility for

the distribution of the records should be clearly defined.

(7) Student training in making judgments in the

occupation must be met by the occupational training and

guidance in making another selection.

(8) Interviews with graduates will also be held to help

make adjustment.

V. DUTY OF THE SCHOOL

(1) The school authorities, which include the

teachers and board, must help the student in the

plan of occupational training for the student to the

of the community. The school must adapt the program so that the youth may receive training under the direction of the employer.

(2) Accurate records of scholarship and employment experience must be kept in order that the training may be used as experience for the student in the future.

(3) Guidance for maladjusted employed and for idle youth who need help in getting adjusted is part of the duty of the school. The following excerpt gives an opinion of the part of the school in the program:

Responsibilities of the public schools for the occupational guidance of the individual extends not only to regularly enrolled pupils, but to occupationally maladjusted persons in the out of school population, to workers seeking occupational improvement, and to individuals with advanced general education but without specific vocational skills or knowledge.³

(4) The importance of the program must be presented to the pupils in the lower school years so that there may be serious thought about a life occupation before high school is reached.

VI. ADVANTAGES OF OCCUPATIONAL TRAINING PROGRAM

To the Student:

(1) A student of upper classes of high school are

³ Frances Maule, "Williamsport Defeats Unemployment through Vocational Adjustment," Occupations, 17:106-113, November, 1938.

of the community. The school must adapt its program so that the youth may receive training under the direction of the employer.

(2) Accurate records of school activities and experiences must be kept in order that the employer may be used as experience for the student in the future.

(3) Guidance for maladjusted employed and for life youth who need help in getting adjusted is part of the of the school. The following excerpt gives an opinion of the part of the school in the program:

Responsibilities of the public schools for the occupational guidance of the maladjusted extends not only to regularly enrolled pupils but to occupationally maladjusted persons, the out of school population, the workless class, the occupational improvement, and to individual occupational advancement with advanced general education and out specific vocational skills or knowledge.

(4) The importance of the program must be presented to the pupils in the lower school years so that there may be serious thought about a life occupational career when school is reached.

VI. ADVANTAGES OF OCCUPATIONAL TRAINING PROGRAM

To the Students:

(1) A student of upper classes of high school are

3 Frances Marie, "Williamson's Labor Education through Vocational Adjustment," Occupational, November, 1938.

old enough to have an idea as to what they desire to do when the secondary education is completed. The pupil lives at home and may receive counsel of the family in addition to the guidance of school and practical training of the business.

(2) The student takes an interest and develops initiative and resourcefulness in showing the employer the type of work he is capable of doing.⁴

(3) Scholarship is improved when the student finds that school experiences are practical and there are future plans for those who are interested, hence there are fewer repeaters.

(4) The student develops good habits of work which may be used upon the completion of high school in the establishment in which training was received.

(5) Experience and good work habits may be of definite value to the students who attend college and who find it necessary to pay part of their own expenses, in which case the student earns while he continues an education.

(6) The employer finds the employee more employable and cooperative after training during youth has been received.⁵

⁴ State Board for Vocational Education, Diversified Occupational Training, p. 4, Bulletin No. 19 (n.d.) Denver, Colorado: State Board for Vocational Education.

⁵ Ibid.

all enough to bring about a change in the school system when the necessary conditions are met. The school system is not a static entity but a dynamic one which must be able to adapt itself to the changing needs of the community.

..... addition to the school system, the school system must be able to adapt itself to the changing needs of the community.

ing of the institution.

(3) The school system must be able to adapt itself to the changing needs of the community.

initiative and responsibility in the school system.

type of work in the school system.

(3) School system must be able to adapt itself to the changing needs of the community.

that school expansion and development are necessary for the school system.

plans for those who are interested in the school system.

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(4) The school system must be able to adapt itself to the changing needs of the community.

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(6) The school system must be able to adapt itself to the changing needs of the community.

and cooperative effort in the school system.

4 State Board of Education, Colorado.

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Promotion and better wages are a result of usable training.

(7) The youth is adjusted to the business world, so that idleness is reduced; self-reliance and self-analysis are desirable characteristics which can be depended upon in the future.

(8) Citizenship may be expected as a desirable outcome of the training.

To the School:

(1) A more vitalized interest in schools results since the pupils are interested in the outcome of a practical as well as a cultural education. Scholarship is improved when practical aspects of school are discovered; hence fewer repeaters in school is a result which aids the scholarship.

(2) The scope of school training is broadened as a result of the balanced training given by the school and industry in the interest of youth.

(3) The social burden of the idle and maladjusted youth in the community is relieved since the definite training for an occupation may appeal to those who would otherwise become leaders on streets and in pool halls.

(4) The cost of such a part-time educational program is negligible since the equipment is furnished by the employer who provides the training.

(5) Teachers may consider subject matter and usabil-

Education and Social Service, and the Department of Social Work.

(7) The purpose of the study is to determine the effect of the

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ity more carefully. A bit of introspection may result in better teaching.

To the Employer:

(1) The employer is helped in the selection of a student-worker and in a training plan for the student by the director.

(2) The employer awakens interest when he considers training a student. Hence, business methods may be improved.

(3) The community is made up of a number of trained workers. Home trained employees are more helpful to the employer because they are acquainted with local situation.

(4) Employer may find special talent among an ambitious trainee which will boost the business.

(5) The records of the school may be used in employment agency for youth in the future.

(6) The ethics of good business may be a part of the program.

..... To the Community:

..... (1) The student has been prepared for employment in the locality, and the employer prefers home town workers. If employed soon after the training is received the youth does not form habits of loafing.

(2) Higher class citizens result when prepared for some occupation.

any more carefully. A lot of better results
better results
to the public

(1) The employer is responsible for the
attendance of his workers for the
the Director.

(2) The employer is responsible for the
training of his workers, and for the
providing of the necessary facilities.

(3) The employer is responsible for the
working conditions of his workers, and for the
employment of his workers in the most efficient manner.

(4) The employer is responsible for the
providing of the necessary facilities for the
protection of his workers.

(5) The employer is responsible for the
providing of the necessary facilities for the
protection of his workers.

(6) The employer is responsible for the
providing of the necessary facilities for the
protection of his workers.

(7) The employer is responsible for the
providing of the necessary facilities for the
protection of his workers.

(8) The employer is responsible for the
providing of the necessary facilities for the
protection of his workers.

(3) The employment burden of the community is reduced.

(4) The instruction in various lines may be given when the needs of one occupation have been satisfied.

(5) The curriculum is adjusted to modern living conditions, hence the community is interested in the training program.

VII. SUMMARY

A consideration of the occupational training program points out the following important facts:

(1) The occupational training program presents plans for enrichment and enlargement of the curriculum of the high school without additional cost to the school through the cooperation of training available in business concerns of the communities and the facilities of the school. The director helps in selection and planning of work in business concern, and in the training of the student-worker.

.....(2) A community of enthusiastic, trained workers, who
.....are adjusted to the business life of the community.

(3) Interests, work habits, and knowledge are given new life.

(4) The advantages of the program to the student are that work habits are developed, employability is improved since experience has been provided, adjustment in the busi-

about

- (3) The equipment
- (4) The materials

When the needs of the community are met, the community is in a position to develop its own program, under the guidance of the community council.

The community council is the body which is responsible for the development of the community program.

points out the following factors:

(1) The community council is the body which is responsible for the development of the community program. It is the body which is responsible for the development of the community program. It is the body which is responsible for the development of the community program. It is the body which is responsible for the development of the community program.

(2) A community council is the body which is responsible for the development of the community program. It is the body which is responsible for the development of the community program. It is the body which is responsible for the development of the community program.

(3) The community council is the body which is responsible for the development of the community program. It is the body which is responsible for the development of the community program. It is the body which is responsible for the development of the community program.

(4) The community council is the body which is responsible for the development of the community program. It is the body which is responsible for the development of the community program. It is the body which is responsible for the development of the community program.

ness world is improved, and the student learns cooperation with others.

(5) The advantages to the school are that no expense is required for equipment; the interests of school and community is so coordinated that the gap between the school and employment is decreased.

(6) The advantages to employers are that there are qualified workers in the community, employers are interested in the training for the future, and there is a unity of purpose involved in the community and school project.

(7) The advantages to the community are that the social burden is reduced; more interest is shown by the community when school is functioning in training pupils. The unemployment burden is reduced.

.....

.....

ness was in its infancy, and the
with others.

(5) The advantages to the community

.....
and community is no longer limited to
school and employment in the community.

(6) The advantages to the community
qualified workers in the community
acted in the training for the
of purpose involved in the community.

(7) The advantages to the community
social better is reflected more in the
community when school is involved.
The unskilled worker is trained.

CHAPTER V

OCCUPATIONAL OPPORTUNITIES IN AZTEC AND FARMINGTON

An attempt to solve the problem of occupational training for junior and senior students of the Aztec and Farmington high schools must involve a consideration of the opportunities available for training in the various business concerns of the locality.

The grocery stores, meat markets, theater, churches, bank, dry goods, bakery, and paper routes have provided after school, Saturday, and seasonal employment to high school students in Aztec. The bakery, bank, cafe, dairy, dry goods, filling stations, grocery stores, hardware stores, hotel, drug stores, novelty and gift shops, telephone, hotel, and theater have provided for after school and Saturday employment for youth in Farmington. Most of the students became quite efficient in meeting the public and in carrying on business transactions.

In Aztec, during the past year, each of two grocery stores employed a high school boy for after school and Saturday work. The duties consisted in filling shelves, decorating windows, and waiting on customers. One of the meat markets employed a boy whose work consisted of replenishing supplies in the show cases, grinding of meat,

and waiting on trade. Two boys were employed in the projection room of the theater, and two girls acted as ushers. The disadvantage of the theater work was that it was night and Sunday afternoon work. One boy worked in a gift shop before and after school, another did the janitor work in a church, while still another did the janitor work in the bank. The delivery of the Albuquerque Journal provided after school employment for one boy. One girl worked for a time in a dry goods store, but the firm employed someone on a full time basis who was better prepared for the job. One boy worked in a bakery, but the hours were hard to combine with school work. Many of the boys and girls worked at home receiving training in work habits which were just as important as those received as clerk in a store or usher in a theater. It is difficult to estimate the number of the students who were doing work of a practical nature at home.

In Farmington during the past year the bakeries have employed two high school boys, the bank employed one boy who graduated from the high school this spring and is receiving training in the bank. A cafe employed one high school pupil. Two boys worked for the dairies, and two were employed in dry goods stores. Filling stations provided work for three boys, two boys were employed as grocery clerks. One boy worked in the hardware store after

and waiting at the door. Two boys were employed in the
projection room at the theatre, and two girls in the
usher's. The advantage of the theatre was that
it was night and the other afternoon. The boys were
in a gift shop before and after school, and the girls
janitor work in a church, while the girls were in the
janitor work in the bank. The delivery of the school
journal provided after school employment for the boys.
I worked for a time in a dry goods store, and the
employed someone on a full time basis. I was
paid for the job. One boy worked in a grocery store
hours were paid to do the work with school work. The girls
boys and girls worked at home, mostly in the
habits which were just as important as those in school.
either in a store or either in a home. It is
estimate the number of the students and the
a practical nature at home.

In Washington during the past year the students were
employed two high school boys. The girls were
who graduated from the high school. The girls were
ceiving training in the bank. A girl employed in the
school pupil. Two boys worked for the school, and two
were employed in dry goods stores. The girls were
vided work for three boys, two boys were
Grocery clerks. One boy worked in the bank, and one

school and on Saturdays during the school year, and worked full time during vacations. The hotel, drug store, and bus depot each provided work for a boy. Four homes provided training for girls who were staying in town during the school year. The novelty and gift shops employed four of the students. The telephone office trained two of the high school pupils during out of school hours, and the theater provided janitor work, ushering and projection room work for four of the youth. Many of the youth worked on the ranches receiving valuable training in natural settings which was preparing definitely for a vocation in the locality.

The students obtained the work through their initiative and desire for spending money. There was no guidance through the school, although the school did cooperate in permitting students to work occasionally during a half-day of school if it were necessary.

A list of occupations with the number of business in Aztec and in Farmington and the total number of employees in these firms which offer opportunity for training for a life occupation is given in Table III.

Most of the occupations which have been listed offer training and employment for the entire year, with occasionally a seasonal rush. For the occupations which are seasonal in nature, a combination of two occupations which

school and on Saturdays during the school year, and worked full time during vacations. The hotel, drug store, and bus depot each provided work for a boy. Four houses provided vacation for girls who were working in home-making the school year. The novelty and gift shops employed four of the students. The telephone office trained two of the high school pupils during out of school hours, and the theater provided janitor work, repairing and projection room work for four of the youth. Many of the youth worked on the ranches receiving valuable training in manual skill things which was preparing definitely for a vocation in the locality.

The students obtained the work through their initiative and desire for spending money. There was no assistance through the school, although the school did cooperate in permitting students to work occasionally during a half-day of school if it were necessary.

A list of occupations with the number of students in each and in Farmington and the total number of employees in these firms which offer opportunity for training for a life occupation is given in Table III.

Most of the occupations which have been listed offer training and employment for the entire year, with occasionally a seasonal rush. For the occupations which are seasonal in nature, a combination of two occupations which

TABLE III

EMPLOYMENT DISTRIBUTION FOR AZTEC AND FARMINGTON

Occupations	Aztec	Farmington	Total employed	Students employed
Agricultural				
Dairying	1	2	6	2
Nursery	1	1	3	0
Ranching	U	U	U	U
Clerking				
Bakery	1	2	8	3
Dry Goods	2	2	14	3
Drug Store	2	3	12	2
Electrical Equipment	0	1	5	0
Grocery Store	3	7	21	4
Hardware Store	2	1	7	1
Hotel	1	2	9	1
Jewelry	0	1	1	0
Novelty and Gift Shop	2	4	10	5
Newspaper Office	1	1	9	0
Real Estate	1	3	4	0
Food Preparation				
Bakery	1	2	8	3
Meat Market	2	3	6	1
Cafes	4	5	18	1
Cannery	1	1	U	U
Creamery	1	1	3	0
Labor				
Carpentry	3	6	9	0
Cleaning and Pressing	1	2	5	0
Natural Gas	1	1	6	0
Oil Distribution	3	3	6	0
Oil Refinery	1	1	15	1
Paper and Paint	2	2	6	0
Plumbing	2	1	4	0
Lumber	1	2	9	0
Mechanical				
Auto-Mechanics	4	5	23	0
Blacksmith	1	3	4	0
Electrical Appl.	1	1	2	0
Newspaper	1	1	10	0
Shoe Repair	1	3	4	0

THE CITY OF NEW YORK DEPARTMENT OF THE CITY CLERK OFFICE OF THE CITY CLERK

<p> Department Name Address City State Zip </p>	
<p> Automobile Delivery Express Freight </p>	<p> 1 1 1 1 </p>
<p> Cleaning Dry Goods Drug Store Electrician Equipment Grocery Store Hardware Store Hotel Jewelry Novelty and Gift Shop Newspaper Office Real Estate </p>	<p> 1 1 1 1 1 1 1 1 1 1 1 1 1 </p>
<p> Food Preparation Bakery Meat Market Cakes Confectionery Creamery </p>	<p> 1 1 1 1 1 1 </p>
<p> Labor Carpenter Cleaning and Pressing Natural Gas Oil Distribution Oil Refinery Paper and Pulp Plumbing Lumber </p>	<p> 1 1 1 1 1 1 1 1 1 </p>
<p> Mechanical Auto-Mechanics Blacksmith Electrical Newspaper Shoe Repair </p>	<p> 1 1 1 1 1 1 </p>

TABLE III (continued)

EMPLOYMENT DISTRIBUTION FOR AZTEC AND FARMINGTON

Occupations	Aztec	Farmington	Total employed	Students employed
Pleasure Pursuits				
National Monument	1	0	5	0
Photography	0	1	1	0
Theater	1	1	12	8
Stenographic				
Bank	1	1	9	1
National Monument	1	0	5	0
Newspaper	1	1	9	0
Trained Stenos.	2	3	5	0
Other Business Pursuits				
Barbershop	2	2	7	0
Beauty Shop	1	3	6	0
Filling Station	6	10	34	4
Household Manage- ment	0	4	4	4
Laundry	1	2	4	0
Albuquerque Journal	1	1	2	2
Telegraph and Express	1	1	2	1
Telephone Operator	1	1	5	2

U = number unknown.

would require like interests may provide for future employ-
ment.

I. AGRICULTURAL OCCUPATIONS

The agricultural possibilities for a life occupation are particularly broad in the area surrounding Aztec and Farmington.

Dairying should be especially profitable considering

TABULAR DATA

EMPLOYMENT BY INDUSTRY

Industry	1929	1930	1931	1932	1933	1934	1935	1936	1937	1938	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2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the abundance of food for stock. Farmington has a creamery and Aztec has added one to the business establishments during the year. The training of youth in the best stock for the area and in the operation of a dairy should aid the exportation of food products and the resultant financial income to the area through the establishment of the creamery which markets the products. The creamery gives opportunity for the training of youth in the manufacture and care of dairy products, but provides limited possibility for a future occupation after training.

There is a nursery in Farmington and one in Aztec which should provide opportunity for a student-worker to study the care and culture of plants, the desirable varieties of fruits for the locality, and the selling of plants with the idea of improving the fruit in the region. The care of plants, such as spraying and pruning, and the care of the crop and marketing give ample opportunity for preparation for a life occupation.

.....Ranching is one of the important aspects of agricul-
.....ture in the area surrounding Aztec and Farmington, and the
training of youth to operate a ranch successfully should
result in usable preparation through which several youth
may be prepared to maintain themselves. The study of soils,
crops, methods of harvesting and marketing crops, and the
raising of stock and poultry will improve the business of

ranching so that it will be made to function financially much as any other business operates.

II. CLERKING

Service to the public is especially important in the efficient handling of a business. The training of clerks to serve the public in an efficient and business like manner is essential in all types of work in which clerks are employed.

In a bakery, the clerk is important in the handling of food products and in meeting the public. Training for selling such products is not difficult and it provides experience of a type which is usable in the locality.

The opportunity of training a student in a dry goods store in Aztec is not particularly promising in view of usability, since there are two stores operated by the members of the families. One of the stores employs a clerk during the busy hours. There are two stores dealing in dry goods in Farmington. The one store has trained students so that upon entrance into college the student obtained employment readily. Opportunity for training of clerk in the one store is very promising.

There is one establishment in Farmington which deals in electrical supplies. The training involves advanced work which is difficult to present high school students. Future

remains to be seen whether the
with an eye to the future.

Service to the community is
the highest principle of the
element to serve the public.
This matter is essential to the
efforts are being made.

In a history of the city, it is
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possibilities are only fair for employment.

Several high school boys have received training and experience in the grocery stores in Aztec and Farmington during the past several years. One boy has been employed in a meat market. These boys were young and cooperative and became adapted to the business environment in a short time. While these boys have not continued as grocery or meat clerks, the training and experience have made them employable.

The hardware store in Farmington has been training a high school boy in the hardware business. It is doubtful whether additional young people could be trained in Farmington. However there is opportunity for valuable training of a student-worker in Aztec.

Aztec has one hotel which is operated by a family. It is doubtful whether there would be sufficient need or training for a student to be trained in the work of clerk and in hotel management. Farmington has two hotels. There is opportunity for the training of a very limited number of students in hotel management.

The jewelry business offers little opportunity for a student-worker in Aztec, since there is no store which deals in this kind of merchandise. One store deals in jewelry in Farmington, but there is little, if any, opportunity for valuable usable training in the locality.

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Novelty and gift shops in Farmington and Aztec give opportunity for a limited number of ambitious young persons to become clerks of value. Accuracy and efficiency must be evident in each transaction. Knowledge of the merchandise, salesmanship, and the business transaction are important to the success of the work.

The selling experience in the newspaper office would be quite limited, and valuable only as it fits in with the other aspects of the business.

Few transfers of property take place in Aztec and Farmington; however a knowledge of available property and valuations are important to a person who plans to enter the business. A student would receive fair training in land evaluations, salesmanship, and meeting the public, but the usability of the training in the locality would be very limited.

III. FOOD PREPARATION

Baking offers opportunity for theory and practice in an occupation which has grown rapidly during the past few years. A course in baking may be divided into units so that it can be mastered readily. The mechanics, materials used, and the manufacture of food products provides a useful training for any person who is interested in the making of foods which are becoming increasingly

Novelty and gift shops in Washington give opportunity for a limited number of persons to become clerks of value. However, it is always hard to find in each business of the merchandise, salesmanship, and the business action are important to the success of the work.

The selling experience in the newspaper would be quite limited, and valuable only in the other aspects of the business.

Few transfers of property take place in the Washington; however a knowledge of available property valuations are important to a person who plans to enter the business. A student would receive little training in land valuations, salesmanship, and meeting the public but the usability of the training in the locality would be very limited.

III. FOOD PREPARATION

Baking offers opportunity for theory and practice in an occupation which has grown rapidly during the past few years. A course in baking may be divided into three so that it can be mastered readily. The first part materials used, and the manufacture of food products provides a useful training for any person who is interested in the making of foods which are becoming increasingly

important to the housewife.

There are many units of study for a young person who plans on entering the business of a butcher. The student-worker should learn to judge stock and poultry, to prepare meat which appeals to the public, and to know the various cuts of meat. The needs of the community and the transactions involved in the training are important in the usability and future of the student-worker.

Several student-workers could receive useful training and experience in the cafes of Aztec in meal planning and serving. The future use of such training, however, may be limited in the two communities.

There are small canneries in Aztec and in Farmington which operate a short time during the summer. Since the business does not operate during the school year, it is doubtful whether training of students under present conditions could be depended upon for more than short seasonal employment.

..... The training of youth in the manufacture and care
..... of dairy products would give excellent training in this
locality where dairying is one of the important occupations
in the future.

IV. LABOR

Under this division there are several opportunities

important to the industry
There are many who
who place on
...
to proper
the various
and the
best in
several
training
may be
which
business
domestic
there
equipment
The
of
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for student-workers who are interested in manual work which has little machinery involved.

The training of a few youth in the various phases of carpentry is important since there are few prepared for the work and wages are good. A study of building materials, building construction, and stains and paints would be valuable training in this program.

There is one establishment in Aztec which does cleaning and pressing. There are two cleaning and pressing establishments in Farmington. Much cleaning and pressing is sent to Durango, Colorado, or else is done in the home. Future prospects for employment are not promising in Farmington, although Aztec could use a student in learning and progressing in the trade.

Since the communities of Aztec and Farmington are located in a region where natural gas is quite abundant, it seems that an opportunity for students to learn about the distribution of gas and the repair of gas appliances would be valuable for future use in the locality. Meter reading and bookkeeping would provide use for lessons learned in school science and in mathematics.

Some oil is obtained a few miles from Aztec, and Farmington has quite a large refinery. The drilling and refining of oil would offer limited opportunity for practical training of a type which would be definitely valuable for use in the future in the region.

for student-workers who are interested in various ways
of making their lives more interesting and useful.
The training of a few years in the various phases
of engineering is important also, because it is the only way
the work can be done. The training of the student-workers
in building construction, and in the various phases of
mechanical training in this program.
There is also a special training in the various phases of
the program. There are two classes in the program
extensive training in building construction, and in the various
is sent to the various departments, and also in the various
future prospects for employment and for training in
training, although future prospects are not in training
and progressing in the future.
Since the construction of the various phases of the
located in the various departments, and in the various
it seems that an opportunity for the student-workers
the distribution of the various phases of the program
would be valuable for future use in the various phases of the
reading and bookkeeping, and in the various phases of the
learned in school science and in mathematics.
Some of the other phases of the program are the various
departments has a large number of departments, and in the
refining of oil, and other phases of the program, and in the
local training of a type which is a valuable training
for use in the future in the program.

Painting and decorating would give opportunity for student-workers to receive training in a seasonal occupation in which there is limited opportunity for employment.

There are two men in Aztec who do plumbing during a part of the time. One establishment in Farmington is operated by two men who take care of the plumbing needs of the community. The homes are being modernized and a student-worker or two could learn some things under the direction of these men which would help in further training for the occupation which has a fair future in the locality.

The lumber business offers opportunity for a student-worker to become well trained in a work which has a future. The type of work offers educational advantages and can be grouped into units for training.

V. MECHANICAL

Much of the study and work of auto-mechanics may be divided into units which give opportunity for thorough training and practices. Some of the units which offer the best opportunity for training include tire repairing, wheel alignment, body and fender repair, radiator repair, motor adjustment and repair, and battery and automobile wiring.

The work of a blacksmith is not as important as it

was before the advent of tractors. There are machines to repair, and plows to sharpen so there is still work for a blacksmith to do. While this work would not require a complicated education, the future would not be as promising as many youth would like.

There is little opportunity for training of a student-worker in the mechanics of electricity, such that it would be useful training for the locality. The application of electricity in the field of radio and refrigeration would be practical training for a student-worker, but there should be someone well-trained to teach the youth about things which change so rapidly.

The newspaper offices of Aztec and Farmington offer opportunity for a limited number of student-workers to learn several types of work. The process of editing a paper, the odd jobs, and the machinery would provide excellent training in the shop. The reporting, while not mechanical, provides for contacting people and using the commercial subjects and English of school training. Part-time employment in the newspaper office would give excellent training in meeting people and adjustment to business environment.

The work of repairing shoes in Aztec and Farmington is important since the population is largely of the working class. The appearance and wearing qualities of shoes

depends upon the care which is taken of them. The work demands a knowledge of shoe construction, of simple machinery which is used in repair work, and some dexterity. While one man does the work in Aztec, and three do the work in Farmington, a student-worker could learn many valuable lessons in shoe repair. Since there are several employed in Farmington in this line of work, it seems that the feasibility of training a student in this community would not lead to future employment of importance.

VI. PLEASURE PURSUITS

The importance of wholesome leisure time occupations cannot be overlooked in the consideration of occupational opportunities. The directing of such activity may be done in three occupations of Aztec, and in two in Farmington.

The National Monument near Aztec gives opportunity for a helper with a store of interesting and educational knowledge who can guide visitors, and who can do routine work in the office. The work is educational and pleasant.

The development of films would offer limited opportunity for a student to get started in photography. There is no one doing this type of work in the community so that training by an experienced worker would be lacking.

The theater employs four of the high school students in each of the two towns. While training is practical and

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has been a source of much interest and concern
to the United States.

While the United States has not been able to
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the high school course may be completed in the usual time, it does have the disadvantage of giving night and Sunday afternoon work. The quality of the school work is lower than it should be for these students. The projection room offers training in which one might make a living. The management of a theater would be an outcome of the training. There is not opportunity for thorough training for an occupation in theater work for many of the young people in either of the towns.

VII. STENOGRAPHIC

There are few opportunities for the work due to the fact that turn-over is not great, and little knowledge of commercial work is needed in order for a person to enter work and do the bookkeeping and typing necessary. Stenographers with advanced training are not common in Aztec, but several of the young people doing stenographic work have improved upon the training received in high school.

..... A few have received training in business college or college.

..... The banks offer limited opportunity for training in stenographic or bookkeeping work.

The work of clerks in the local stores requires a small amount of bookkeeping and typing of a kind which can be learned in a short time after employment is secured.

A small amount of stenographic work is required at

The high school course may be completed in the morning
it does have the disadvantage of giving nothing in the
afternoon work. The quality of the education is lower
than it should be. The course is not a good one
offers training in which the night work is done
management of a business would be an excellent training
ing. There is not opportunity for training in the
an occupation in the morning hours. At the same time
in either of the forms.

VII. RECOMMENDATIONS

There are few opportunities for the young man
fact that turn-over is not great, and the work is
commercial work is needed in order for the young man
work and do the bookkeeping and the other things
experience with advanced training in the business
but several of the young people who are working
have improved upon the training received in the
A few have received training in business colleges or
The banks offer limited opportunities for training
stenographic or bookkeeping work.
The work of clerks in the local stores requires a
small amount of bookkeeping and other training which
can be learned in a short time after completion of school
A small amount of stenographic work is needed in

the National Monument so that preparation in high school should be sufficient.

The use of stenographic work in news reporting is important in the accuracy and speed of the reporting and in the preparation of news for editing.

There are a few trained stenographers employed in Aztec and Farmington, but there is opportunity and need for training of student-workers in the work for advancement and future employment.

VIII. OTHER BUSINESS PURSUITS

A varied line of work is managed in the barbershop. The usual line of barbering with the sideline of shoe shining and an agency for laundry constitute the major possibilities of the one shop. While the work would not be difficult to learn, the future outlook is not particularly optimistic from the point of providing a living. Training beyond the local possibilities is necessary for student although some worth-while training available.

One woman does the beauty shop work in Aztec, while five are employed in the Farmington shops. At times the business is quite rushing. A student-worker would learn much about the work in a beauty shop through assisting a part of the day. Sales of beauty preparations, appointments, and cleanliness would act as early training which would be helpful to the student and the operator. In order

the National Monument as that preparation is being made
should be sufficient.

The use of stenographic notes in reporting is

important in the news and report writing business
in the preparation of news for editing.

There are a few trained stenographers employed in

the news and report writing business, but there is opportunity for more

for training of students-workers in the news and report writing

news and report writing business.

VIII. OTHER BUSINESS OPPORTUNITIES

A varied line of work is available in the business

The usual line of partnering with the state of Ohio

shading and an agency for January construction business

possibilities of the one shop. While the work is not

be difficult to learn, the future outlook is not promising

optimistic from the point of view of the future

beyond the local possibilities is necessary for the future

although some work while training is available

One woman does the beauty shop work in the future, while

five are employed in the Washington shops. At times the

business is quite thriving. A student-worker would find

much about the work in a beauty shop, though training is

part of the day. Sales of beauty preparations, cosmetics

ments, and cleanliness would not be easily learned in a

would be helpful to the student and the business. In order

to prepare for the occupation, additional training would be required, yet the time in advanced training might be shortened through proper training as a student-worker.

Filling stations provide training for youth who are interested in manual tasks and machinery. Training in proper washing, with special attention to lubrication and servicing of a car are important to the future of the station. Courtesy to customers, and accuracy in doing what is asked for and speed in doing the extra things such as washing the wind shield, checking tires, and radiator are important in drawing trade to the station.

In the field of household management, there are several units in which training may be given and applied. Several homes in Aztec would provide quite usable occupational training in meal planning and serving, canning, household management, budgets for household use, and sewing. Several Farmington homes have provided training for the students who remained in town to go to school.

..... In the laundry service, a study of water hardness,
..... softeners, soaps and ironing would provide very limited
training for the student-worker in Aztec or in Farmington.

While the distribution of the Albuquerque Journal has provided after school employment to high school students, it does not give opportunity for training suitable for a future occupation in Aztec or in Farmington.

to prepare the final report, which is to be
submitted to the committee for its consideration
and approval.

The committee has also received a letter from
the Secretary of the Department of the Interior,
dated at Washington, D. C., January 10, 1906,
in which he has requested that the committee
report on the progress of the work of the
Bureau of Land Management, and on the results
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The telegraph and express work is done by one man in Aztec and one in Farmington. Occasionally a high school boy is employed to do the janitor work, delivery of messages, and the express work in Aztec. The training of a young person in the work by an experienced and efficient operator should prove of value to the individual and to the community.

The training of a telephone operator would not be a valuable occupation for a high school student to prepare for in Aztec, as one girl is employed outside of the family to operate the switch board during the day shift. Two girls have worked in the Farmington office, yet have not been employed permanently. The wages are not sufficient to appeal to anyone for an occupation in which to make a living.

IX. SUMMARY

From the preceding discussion on occupational opportunities in Aztec and Farmington, the following conclusions may be made:

(1) Of the agricultural pursuits, ranching furnishes the broadest opportunity of training for future use, while dairying offers prospects of increasing importance in the locality. Nursery gives the poorest outlook for occupational advancement.

The telegraph and express work is done by one man in Astec and one in Farmington. Occasionally a high school boy is employed to do the janitor work, delivery of mail, and the express work in Astec. The training of a young person in the work by an experienced and efficient operator should prove of value to the individual and to the community.

The training of a telephone operator would not be a valuable occupation for a high school student to prepare for in Astec, as one girl is employed outside of the family to operate the switch board during the day shift. Two girls have worked in the Farmington office but have not been employed permanently. The wages are not sufficient to appeal to anyone for an occupation in which to make a living.

IX. SUMMARY

From the preceding discussion on occupational opportunities in Astec and Farmington, the following conclusions may be made:

- (1) Of the agricultural pursuits, ranching furnishes the broadest opportunity of training for future work, while dairying offers prospects of increasing importance in the locality. Quarry gives the poorest outlet for occupational advancement.

(2) Business establishments have employed high school students for clerks before and after school and for Saturdays. The total number of students employed in this field compared with other fields would indicate that opportunities for clerking has been particularly good. The number of youth employed in any type of clerking correlated closely with the total employees in the business concern.

(3) In the group of occupations which prepared foods for the public, the bakeries employed the most of the high school pupils. Although there were more employees in one other occupation in food preparation, it appears that the training and future advancement in the field of baking gave indications of valuable training for a life vocation.

(4) The field of mechanical and laboring pursuits apparently gave little training of the youth of the community. It is very probable that there is more opportunity for training in the future in these occupations than in clerking and food preparation. Auto-mechanics with twenty-three employed in the nine concerns would be a logical occupation for future employment. The oil refinery and newspaper should provide for training of youth considering the total number employed in the two occupations.

(5) Some development of occupations offering a possibility in the direction of leisure time pursuits would

(2) Business associations, professional societies, and school students for the purpose of the act. The act is intended to be applied to all these groups.

That is, the act is intended to be applied to all these groups. The act is intended to be applied to all these groups. The act is intended to be applied to all these groups.

(3) In the case of the act, the act is intended to be applied to all these groups. The act is intended to be applied to all these groups. The act is intended to be applied to all these groups.

(4) The act is intended to be applied to all these groups. The act is intended to be applied to all these groups. The act is intended to be applied to all these groups.

(5) Some development of the act is intended to be applied to all these groups. The act is intended to be applied to all these groups. The act is intended to be applied to all these groups.

seem quite opportune since few have been employed in this field except for the theater which offers little opening for future advancement or employment.

(6) Students have not been prepared for stenographic positions, but have developed in such work after employment. Complete training for a stenographic position should give opportunity for training of a few for occupational advancement.

(7) Other business pursuits do not offer much encouragement for many to enter employment. Household management and filling stations offer possibility of future employment, while the telegraph and telephone training provides training for a limited number. The barbershop, laundry, and beauty shops are jobs with limited opportunity for training.

X. SUMMARY CONCLUSION

Ranching, dairying, clerking, baking, auto-mechanics, oil refinery, stenography, household management, and filling stations offer the best outlook for future training for a practical livelihood in the localities of Aztec and Farmington.

some date operations since we have been advised in this
field except for the reason which is the lack of
for future advancement in employment.

(5) Almost all of the employees in this field are
positions, and have developed in this work since
Complete training for a specialized position or training
opportunity for training of a new for specialized position
ment.

(7) Other various reasons are not of a such as
encouragement for many to enter employment. However,
management and filling positions of responsibility of
future employment, while the lack of training
training provides training for a limited number. The
workshop, industry, and many other are for a limited
opportunity for training.

X. Future Consideration
Remedial, training, planning, and other
and filling positions of responsibility, however, training
training for a specialized position or training
Areas and various.

CHAPTER VI

GENERAL CONCLUSIONS AND RECOMMENDATIONS

I. GENERAL CONCLUSIONS

The conclusions which follow were drawn in order to emphasize the importance of the consideration of an occupational training program.

(1) The preparation of an occupational training program for Aztec and Farmington seems to be of importance since there are many idle and untrained youth, the towns are small and are not in industrial communities. The programs which have been prepared for other communities are of little value. The training of the youth is essential to the progress of the community, and the selection of an occupation which is fitted to the needs of the young person in a small community is a definite problem.

(2) The training of an apprentice dates back through several hundreds of years, nevertheless, it is a form of occupational training. Various programs of training have been formulated with but one aim--the occupational training and adjustment of the youth. The trend in the United States is toward a specific practical training which may be used upon completion of the training. A definite trend

GERMAN CONSERVATIVES AND RECONSTRUCTION

I. THE CONSERVATIVE POSITION

The conservatives which follow were drawn in order to emphasize the importance of the conservatism of the occupational training program.

(1) The preparation of an occupational training program for Austria and Germany goes to the heart of the conservative position since there are many jobs and enterprises which are small and are not in industrial communities. The program which have been proposed for these communities are of little value. The training of the youth is essential to the progress of the community, and the selection of an occupation which is fitted to the needs of the young person in a small community is a definite problem.

(2) The training of an apprentice takes even longer several hundreds of years, nevertheless, it is a form of occupational training. The program of training have been formulated with but one aim--the occupational training and adjustment of the youth. The youth in the United States is toward a specific practical training which can be used upon completion of the training. A definite trend

of industries and professions is to utilize educational agencies through a coordination of theory and practice.

(3) Federal and state governments have given encouragement in establishing a program for training of youth. While a definite plan, applicable to all communities seems impractical, any community may develop a workable plan by keeping the best interests of youth, school, and community in mind. Such a program would result in a cooperation of professional men, with the best interests of the youth in mind.

(4) Secondary education should attempt to train pupils for work in which employment may be obtained upon the completion of the training period. The training should include vocations which are in the community in order for the training to be useful to the locality. Technical training would be very impractical in Aztec or Farmington since it could be used very little in the natural settings.

(5) The occupational training program tends to decrease the gap between school and employment by providing theoretical and practical education. There is evidence that the pupils need assistance in selecting, and advancing in a vocation.

(6) This program does not interfere with employment of adults since the student does not receive pay for work

of instruction and research in the field of
psychology and education. The following are the
(3) General Principles of Instruction

1. The first principle is that instruction should be based on the needs of the learner. This means that the teacher should know the learner's background, interests, and abilities, and should tailor the instruction accordingly. The second principle is that instruction should be based on the nature of the subject matter. This means that the teacher should understand the subject matter and should use appropriate methods and materials to teach it. The third principle is that instruction should be based on the principles of learning. This means that the teacher should understand how people learn and should use appropriate methods and materials to facilitate learning.

(4) The second principle is that instruction should be based on the nature of the subject matter. This means that the teacher should understand the subject matter and should use appropriate methods and materials to teach it. The third principle is that instruction should be based on the principles of learning. This means that the teacher should understand how people learn and should use appropriate methods and materials to facilitate learning. The fourth principle is that instruction should be based on the principles of assessment. This means that the teacher should understand how to assess learning and should use appropriate methods and materials to assess learning. The fifth principle is that instruction should be based on the principles of evaluation. This means that the teacher should understand how to evaluate instruction and should use appropriate methods and materials to evaluate instruction.

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(6) The fourth principle is that instruction should be based on the principles of assessment. This means that the teacher should understand how to assess learning and should use appropriate methods and materials to assess learning. The fifth principle is that instruction should be based on the principles of evaluation. This means that the teacher should understand how to evaluate instruction and should use appropriate methods and materials to evaluate instruction.

done, and no regular employee is to be eliminated because of the work done by the students.

(7) An enrichment of the curriculum results through the cooperation of business and school. The community is composed of workers trained in a business.

(8) The occupational training program is valuable because of the interests, habits, and knowledge which are acquired; because of improved employability; cooperation is developed among the pupils and among business people. The cost of the program to the business or to the school is negligible considering the training involved. The program is also valuable because the young people are not allowed to develop habits of idleness.

(9) Specific standards to serve as a guide in formulating and administering an occupational training program have been set up for the communities of Aztec and Farmington.

(10) There are ample opportunities for student training and employment in Aztec and Farmington. By the introduction of a program into the community idle and maladjusted youth may become an asset instead of a liability. Employment needs of the community would indicate that ranching, dairying, clerking, baking, auto-mechanics, oil refinery, stenography, household management, and filling station operation offer the best outlook for future train-

ing for a practical livelihood in the localities of Aztec and Farmington.

II. RECOMMENDATIONS

After a consideration of the foregoing data, the following recommendations regarding the organization of an occupational training program are made:

(1) The employment of a director of broad experience to make the program function in school and in business.

(2) An enrichment of the curriculum which is practical in its application in order to supply needs of the individual through cooperative part-time training.

(3) The cooperation of business and school in training of youth in occupations of the locality. Some needs which can be provided in public schools which will result in more efficient teaching.

(4) An extension of the years of the pupil in school. Compulsory attendance until eighteen years of age, or the completion of the secondary education, and with the supervision of the school until adjustment to the job has been made.

(5) Some effort should be made to train in ranching, dairying, clerking, baking, auto-mechanics, oil refining, stenography, household management, and filling station operation in view of summary of occupational possibilities

for a provision in the act relating to the
and the following:

After a meeting of the board of directors
of the corporation, the board of directors
may, at any time, cause to be filed in the
office of the clerk of the court, in the county
in which the corporation is organized, a statement

(1) The corporation is a corporation organized
under the laws of the State of New York, and
to make the same a part of the public records
(2) As evidence of the fact that the corporation

is in the legal possession of the property
indicated on the statement, and that the same
is the property of the corporation, and that the same
is the property of the corporation, and that the same

(3) The corporation is a corporation organized
under the laws of the State of New York, and
to make the same a part of the public records
result in some other result.

(4) An affidavit of the fact that the corporation
is a corporation organized under the laws of the State
of New York, and to make the same a part of the public
records of the State of New York, and to make the same

Compliance with the provisions of this act shall
constitute evidence of the fact that the corporation
is a corporation organized under the laws of the State
of New York, and to make the same a part of the public
records of the State of New York, and to make the same

(5) Some other result, and to make the same a part
of the public records of the State of New York, and to
make the same a part of the public records of the State
of New York, and to make the same a part of the public
records of the State of New York, and to make the same

in Aztec and Farmington.

The foregoing recommendations are proposals for changes which might be made in the present program which would result in adjustment of youth to the employment conditions of Aztec and Farmington.

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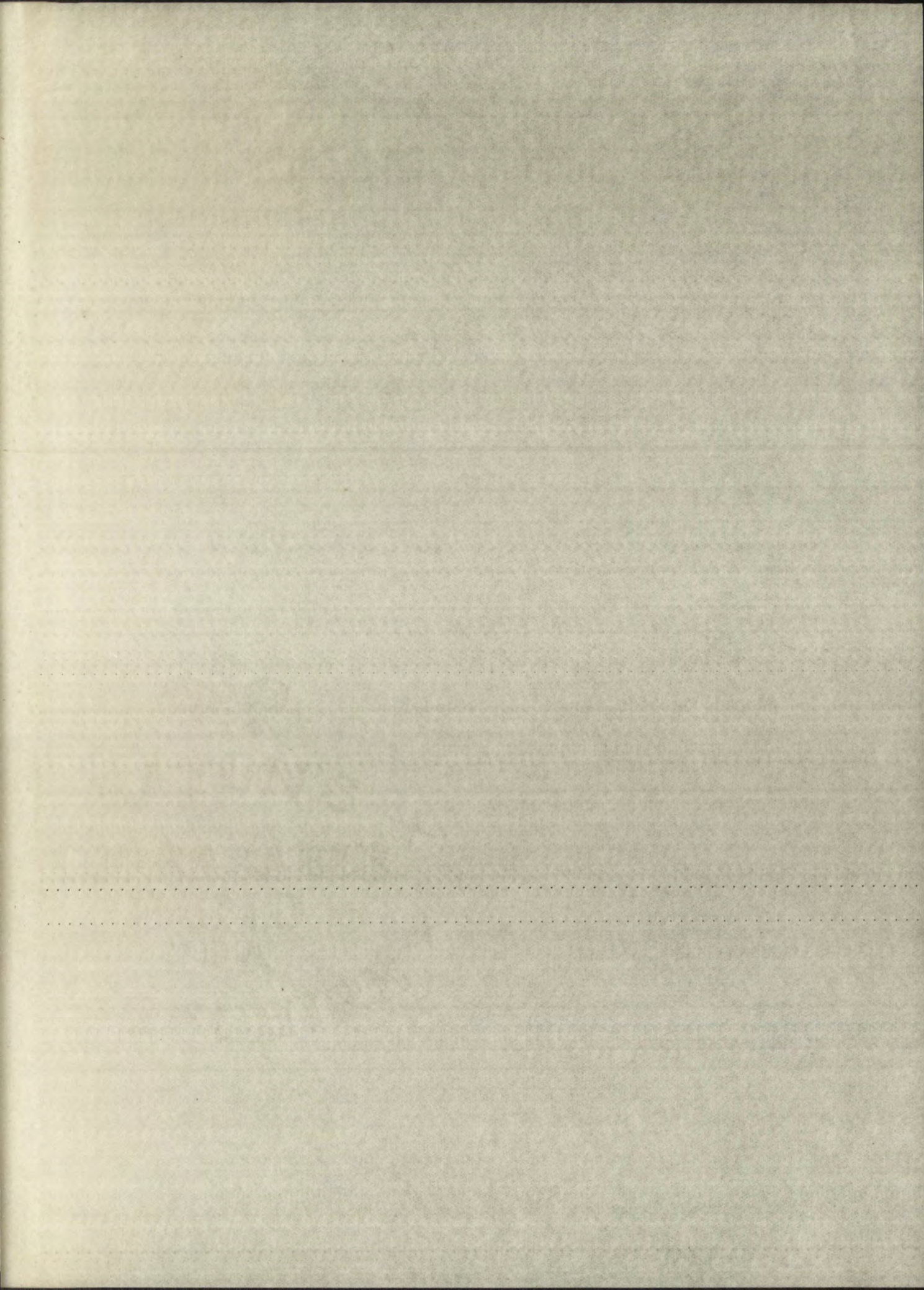
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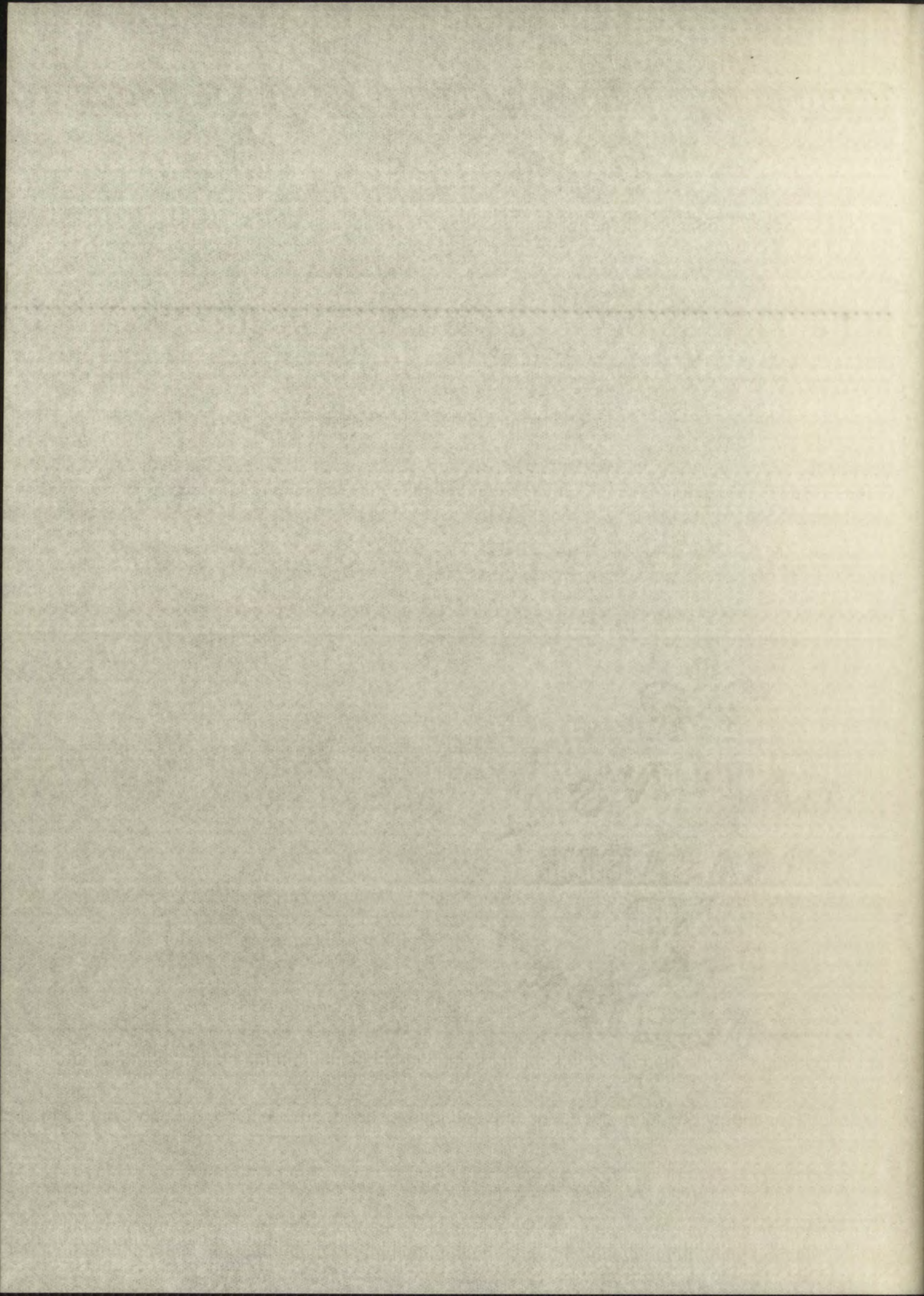
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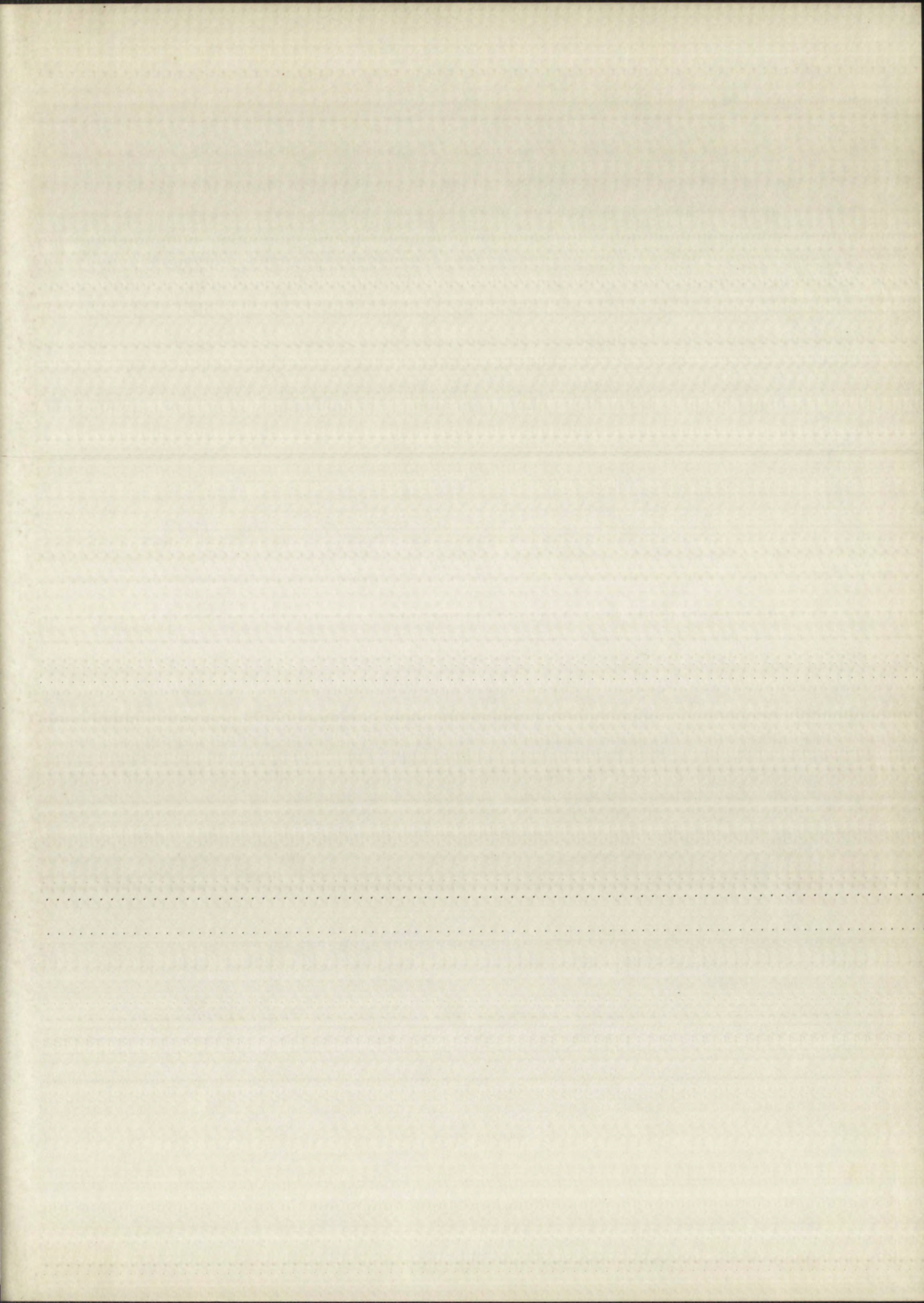
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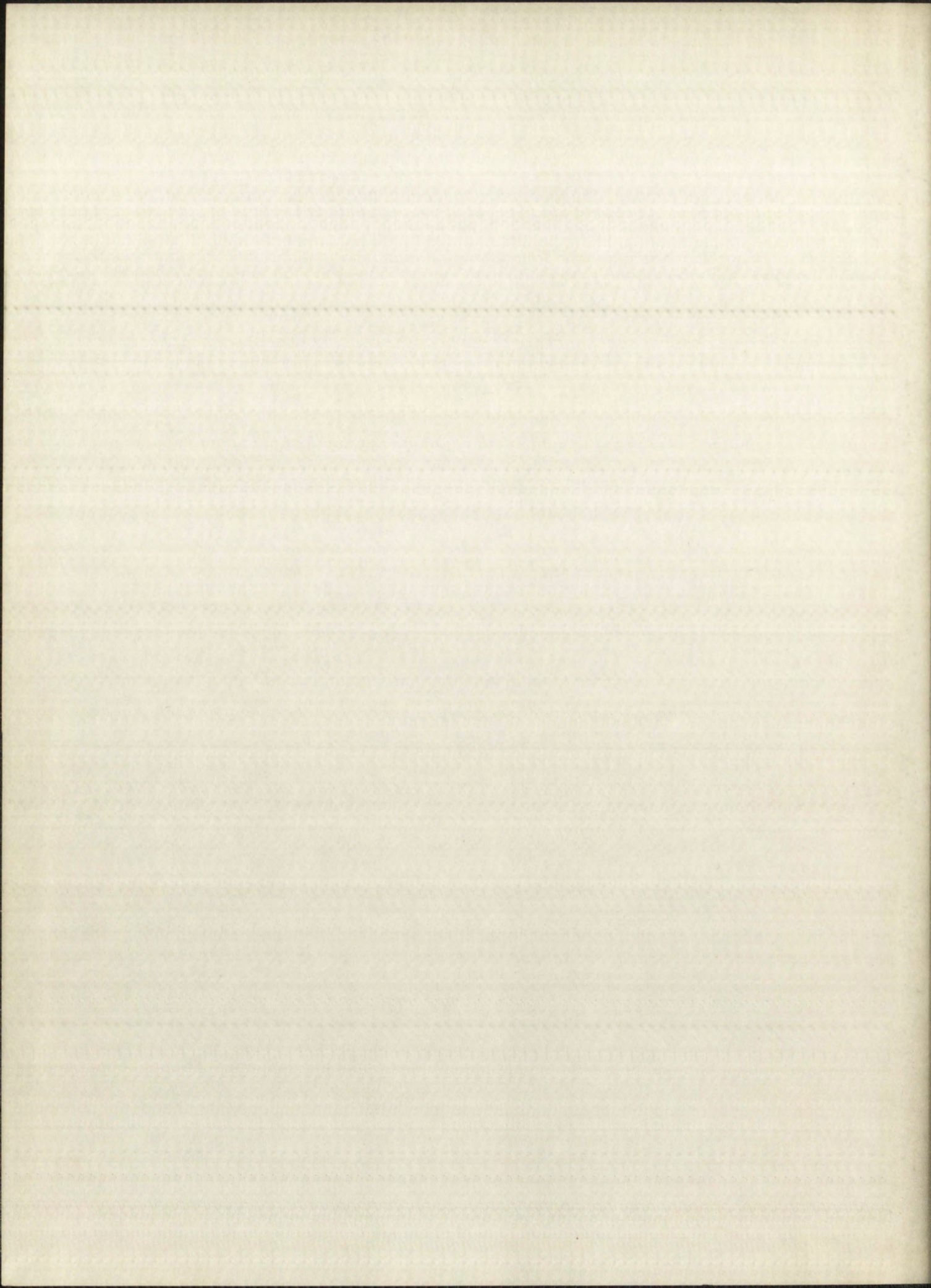
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