FLORIDA STATE UNIVERSITY

AN ANALYSIS OF THE DIVERSIFIED COOPERATIVE TRAINING PROGRAM IN JEFFERSON HIGH SCHOOL
TAMPA, FLORIDA

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DEDICATION

No mere paper could adequately represent the contribution which Dr. K. Roy Hinson made to the progress of education in Florida. In spite of that fact, the writer wishes to dedicate this paper which he saw through the initial planning and writing stages, to the memory of Dr. Hinson.

A more genuine illustration of the title, "Gentleman, Scholar, and Friend," could not be found.
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INTRODUCTION

Cooperatively speaking, the Diversified Cooperative Training program is a recent development in the secondary school curriculum of the United States. It is an outgrowth of educational thinking calling for the fulfillment of the needs of youth. The need discussed in this paper is the opportunity for youth to discover vocational aptitudes and work experiences of a general and basic nature in their occupational choices.

Diversified Cooperative Training may be defined as a high school program in which the facilities of selected business and industrial establishments are utilized to provide specific manipulative work experience for students in their chosen occupations. The idea of teaching while in school is not new. Its roots go back to the apprenticeship training of primitive societies. In general, the aim of education in primitive societies was the same as that of any other culture, namely, to enable the individual to become an integral part of the cultural life in which he existed.... Each tribe tried to bring its children up in the image of its elders. Some tribes taught respect for property; others, did not.

Some gave special attention to developing technical and vocational skills; others left those to chance and casual imitation. As mankind advanced and society became more complex, the earlier methods of active participation gave way to a newer means of assimilating knowledge. The school became the specialized place where language and written material were learned through memorizing the accumulated knowledge of the past and the accepted modes of conduct.

It is only a matter of supposition that might have been incorporated in the curriculum of schools down through the centuries had not Aristotle placed such an indictment against the practical arts in schools. Aristotle believed firmly that education should be liberal (that is for free men) rather than practical or vocational. The proper occupation for free men, according to Aristotle, is citizenship. Whereas the lower occupations of trade, artisanship, or farming, are illiberal because they distort the body, destroy harmonious development, destroy leisure time, and do not allow for the pursuits of citizenship and intellectual investigation. Our inherited tradition that a liberal education is something opposed to preparation for earning a living grew out of an aristocratic society and of human nature, and was firmly entrenched in Western education through the efforts of the followers of Plato and Aristotle.

American democracy differs from the ancient Grecian democracy on this point. In order to contribute to American democracy completely, among other things, a citizen should be occupationally worthy, so that he may share in his government.

2Ibid. p. 22.
3Ibid. p. 264.
Thus being branded as not requiring intellect to perform the duties of a craftsman or artisan; no systematic approach was made toward the training of youth entering occupations until the functions of guilds in the middle ages. The guild system of training gave way when the restrictions the members imposed became too severe. Men quite often spent their lives working as journeymen because no vacancies existed in the hierarchy enabling them to become master craftsmen. This system kept many men from venturing into business for themselves since the law would only permit masters to engage in a trade.

The Statue of Artificers issued in 1563 set up national standards of skill in the trades in England, taking control of apprentices away from the guilds, and putting it in the hands of the civil magistrates. A series of poor laws culminating in the Poor Law of 1601 required the parishes to take care of their poor, if necessary, by taxation, and required the compulsory apprenticeship of poor boys and girls, the parish overseers being empowered to carry out the orders. Insofar as the masters came to conduct the vocational and religious education of their apprentices, the poor laws helped to provide the seeds of civil control and taxation for vocational education in England and America.

From the historical viewpoint education in America from the time of the founding fathers until the middle of the eighteenth century was primarily designed to enhance
the church. The very things which the first settlers of New England were protesting against in England, religious freedom, once established in America permitted less freedom in the colony under a theocratic rule than had been afforded them in England.

As knowledge accumulated and the practical applications of laws of science were discovered the imagination of man was freed from the fetters of tradition, superstition, Aristotelianism and ecclesiastical dogma. This led to changes in educational theory and practice.

The establishment of the Philadelphia Academy in 1753 by Benjamin Franklin, including such subjects in the curriculum as surveying, navigation, astronomy, drawing in perspective, writing, arithmetic and merchants accounts was a direct result of the social trends and thinking of the world at this time. The secondary school took the cue from the academy in developing their curriculum. A good beginning was made toward serving the purposes of their students. However, they in time became too rigid and exclusive in their requirements, preparing students for college entrance and they too had to give way to a more democratic institution more adaptable to social demands of the nineteenth century—the "Public High School."

In the early part of the nineteenth century the

manual labor movement, stemming from Pestalozzi and Fellenberg in Europe, gained wide popularity in the United States. The idea was sponsored by such men as William McClure and Joseph Reed who organized the Manual Labor Society for Promoting Manual Labor in Literary Institutions in 1831. Many academies took up the idea and tried to combine farming or industrial work with regular study. The character-forming aim as well as the social and practical aims was set forth by the manual labor enthusiasts who saw in the idea a chance for students to engage in useful work that would help them pay the cost of schooling while developing habits of democratic co-operation. The idea as it was presented did not gain the common acceptance of the people. Tradition and hero worship of older methods of education possibly kept the idea from spreading too far.

The public high school has gained much by the faith that the public placed in this institution. Although it came nearer educating the youth of the day it too was steeped in tradition. Of far reaching consequences to the public high school curriculum were the seven cardinal principles brought forth by the Committee on the Reorganization of Secondary Education.¹

Educational leaders began to recognize more in school life than the matter of training the "intellect;"

training the whole child carried over into secondary schools and necessitated the recognition of vocations.

No attempt has been made on the part of the writer to give a complete history of vocational education. The purpose is to show that Diversified Cooperative Training is not new in theory. The application of the theory of "on the job" training in secondary schools in America, however, is quite recent.

As a direct result of the financial crash in 1929 and the depression following thereafter, a myriad of problems arose for everyone. Re-evaluations of education took place and the problems of youth became a concern of major importance. The problem became more acute in many areas because of the lack of funds to institute any type of aid.

The typical vocational schools and vocational departments of the high schools in larger communities prepare about twenty per cent of our youth for entrance to comparatively low-wage-earning occupations. Another twenty per cent, who plan to go to college, are trained in high schools to meet college entrance requirements.

In our cities the remaining sixty per cent, and in smaller communities as much as eighty per cent, of the students of secondary school age are not receiving the life adjustment training they need and to which they are entitled as American citizens. Real equality of opportunity in education awaits the solution of this problem. 1

In the summer of 1933, a group of vocational educators were called together by C. E. Rakestraw of the United States Office of Education for the purpose of developing a plan of Diversified Occupations Program. After setting up

plans, guiding principles and minimum standards, the pro-
gram was approved by the State Supervisors of Trade and
Industrial Education in the southern region.

One of the first programs was established in Jack-
sonville, Florida in the fall of 1933. This beginning pro-
gram met with such gratifying success that in a few years
it had spread over the state.1

Before Jefferson High School in Tampa, Florida came
into being, the Hillsborough County Board of Public Instruc-
tion knew the values that could be derived from a Diversified
Co-operative Training program from results obtained in its
high schools. A successful program having been operated in
Hillsborough High School in Tampa and the Plant City High
School in Plant City, Florida. With the revival of the
ship-building industry in Tampa coupled with the establish-
ment of two large air force bases the population of Tampa
increased considerably. School housing, which for years
had been thought adequate for long-range future needs was
suddenly filled to over-flowing. The creating of a third
high school became necessary. The new high school was des-
ignated Jefferson High School. The school for some time
had been a junior high school but grades were added until
it finally reached the status of a full secondary school.
The curriculum in Jefferson High School provided a place

1Diversified Co-operative Training Program in Flor-
ida Public Schools: P. C. State Department of Education,
Tallahassee, Florida, 1948.
For the Diversified Cooperative Training Program. in the fall of 1941, the same year it became an established high school.

The guiding philosophy of the beginning program was based on the premise that all boys and girls should have the opportunity to discover and develop to the fullest, their interests, latent aptitudes, and abilities, which will enable them to become more valuable citizens, with a satisfying feeling of confidence and vocational security. While this is the specific purpose of the course today, the writer wishes to make clear that the program is a part of the school curriculum and not an entity in itself duplicating the duties and efforts of others in the school.

The purpose of this study is to analyze the Diversified Cooperative Training Program at Jefferson High School as to its methods in meeting the needs of students to better serve themselves and the community.

Chapter I will describe the concepts of the Diversified Cooperative Training Program. Chapter II will describe the Diversified Cooperative Training Program at Jefferson High School in Tampa, Florida, followed by a summary.
CHAPTER I

A DESCRIPTION OF THE DIVERSIFIED COOPERATIVE TRAINING PROGRAM

The basic elements involved in the Diversified Cooperative Training Program are the secondary school and a coop-training agency. These elements are brought together by co-ordination. Consequently, cooperation on a high level is the essence of this enterprise. It is assumed that no program could operate in a community unless there was a need for it existed. This is determined by a survey of the community resources for training as well as the administration's willingness to incorporate it in the secondary curriculum.

Psychologically and socially, a work experience program has a place in the secondary curriculum. Philosophers (notably John Dewey) and psychologists often express a unitary concept of the nature of man's development of activities. They usually stress the learning aspect of these activities, but they also make it clear that they consider all types of experience as aspects of the developmental process. Stating further, Evans and Range point out the chief aim of the school is to facilitate the learning process in the development of personality. If work is
m essential element in the developmental process, then the school can improve its effectiveness by including work in its program. In fact, it might be implied that if the school does not include work, the approach to the problem of assisting child development and learning will be incomplete.¹

Provisions for work experience in the Diversified Cooperative Training Program create many problems for the school administrator. A suitable place for the class to meet must be found. It should be near an exit and be accessible for students to enter and leave the building without disturbing other classes. The furniture must be movable. Standard equipment in the room includes a telephone, filing cabinet, and typewriter. A library of technical books related to the course in which the students are in training must be maintained in the classroom separate from the main library in the school. Subscriptions to current trade journals further supplement the library.

The matter of scheduling classes must be done in such a manner that students in the Diversified Cooperative Training Program can satisfy their requirements in the morning hours. A typical junior in the program will need to schedule English and Modern History and two periods of

¹Ibid., p. 75.
related study. A senior will schedule English, an elective, and two units of related study. By scheduling these classes in the forenoon these students are able to do the necessary work toward graduation.

By dividing the school day into four hours of study in the high school and two hours of work experience, in the student-teacher's chosen occupation, the time element of the plan can be put into operation.

The four hours in school enable the student learner to remain in school and pull to with his class. He will enroll the same as other students in high school taking the required courses necessary for graduation. Popular high school subjects taken by most student-trainees in the Diversified Cooperative Training Program are English and History. The remaining two hours are spent in the Diversified Cooperative Training class usually referred to as related study class. One hour is spent in general related study which takes into consideration the problems that confront all student-trainees. The remaining hour is spent in a specific related study class pertaining to the student-teacher's occupation.

The unique feature of his specific related study is that it is flexible enough to meet the demands of changing job and work conditions. The basic principle here is to base theory and practice related. As the student performs on the job in actual practice his related study in
school corresponds to what he is doing, further enhancing the task.

In the general related study course, the problems of beginning workers are studied. This list of topics includes matters concerning personal health, personal appearance and grooming, initial interviews with prospective employers, budget keeping, parliamentary procedure, life insurance, banking procedures, travel matters, consumer education and others as their need arises.

The Diversified Cooperative Program is planned to develop a student academically, economically and socially. The coordinator, or instructor, assists the student-trainee to see the value of his school subjects as real tools to success in his work rather than something abstract and apart from what he is practicing at his job.

The four hours spent on the job consists of a series of work experiences planned by the coordinator in cooperation with the employer. These work experiences are known as a schedule of processes showing the phases of development that the student-learner must master in order to reach a point known as "production level." Once "production level" is reached, the student-learner is moved to some other phase of training where the new processes of mastering a skill or job take place. The schedule of processes then becomes the guide for the student-learner involving approximately a thousand hours of training. It is his own
individual course of study, designed to meet his and his employer's needs. As a further value, the student learns a new vocabulary consisting of trade terms peculiar to his occupation. This growth is encouraged, with the cooperation of English instructors in the school, to permit the student to write on topics concerning his work whenever possible.

A student-trainee is paid no less than minimum wages stipulated by Federal Law. He is a bona fide employee of the organization and must assume the duties and responsibilities of a regular worker. Consideration is given to the fact he is a trainee and his duties and responsibilities are assigned to him accordingly, and he shares in Christmas bonus, insurance benefits and paid vacations.

This description of the Diversified Cooperative Training Program may seem simple, but it is highly complex in operation. The matrix of the structure is cooperation at all times among all parties. Student selection is of first importance, to the student as well as the school and the employer. The student must have a desire for training in some field available in the community. His health, temperament, physical condition, parental approval of his occupational choice are factors to be considered before placement in a training situation can be made intelligently. Proper placement is the foundation for a successful program of training.

There is little reason to wonder at the evident
and apparent failure of many of our youth to accept responsibility in a more general or abstract way. They cannot learn the lessons of responsibility if they are never placed in positions where they can practice it. We are aware that in our modern society some misguided, though apparently well-intentioned parents, seeking to "protect" their children from hardships which they themselves endured in growing up, actually prevent their children from ever having the opportunity to exercise responsibility in areas of personal living which have great significance.3

Prior to acceptance in the Diversified Cooperative Training Program, the student-trainee signs an agreement as a condition for acceptance into the Diversified Cooperative Training class. It is the frame of reference in which he agrees to the conditions necessary for the program's operation. They are as follows:

1. To be regular in attendance at school and on the job.
2. To be on time at school and on the job.
3. To notify his employer in advance in case of necessary absence.
4. To attend an eight o'clock class.
5. To accept counseling and guidance from the coordinator cheerfully.
6. To perform related study assignments with earnestness and sincerity.

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7. To carry out his training on the job in such a manner that he will reflect credit upon himself and the program.

8. To perform all his duties in a creditable manner.

9. To know that the coordinator is the recognized authority for making adjustments or changes in the training on the job.

10. To know that if his conduct or work is not satisfactory that his training can be discontinued and he will fail the course.

11. To know that he must continue his training throughout the semester or else lose by credit.

12. To attend the Employer-Employee Banquet with his employer as his guest.

13. To have a medical and dental check-up by a doctor of his own choice before entering the program.

14. To present his birth certificate or proof that he is in the process of securing one.

15. To have his parent co-sign this agreement.

This student agreement is discussed with the student and his parents. The decision he makes is his decision, for in the final analysis it will be up to him to judge whether he is pursuing or has pursued the right course to meet his own requirements. This is a basic lesson in personal responsibility in action.

Once the student has signified the choice of an occupation in which he desires training, it becomes the business of the coordinator to discuss with the student the prospects of present training agencies in the community offering training in the direction he desires. The prospect of the student's occupational choice is discussed with
him. Factors that are considered are whether occupation is declining or gaining in importance to business and industry. Working conditions, hazards, seasonal layoff, wage schedules, insurance benefits, vacations, and retirement plans are further points discussed with the trainee.

Final placement on the job is determined on the basis of interviews and tests. The most widely used test in the Diversified Cooperative Training Program is the General Aptitude Test battery given by the Florida State Employment Service. The new USJ5 General Aptitude Test Battery is a combination of tests which measures a number of important aptitudes; and it supplies information regarding the individual's possibilities for successfully learning job performances in a great many occupations grouped together into fields of work.\(^1\) The test measures such aptitudes as intelligence, verbal ability, numerical ability, spatial ability, form perception, clerical perception, aiming, motor speed, finger dexterity, and manual dexterity. Proper combinations of these aptitudes in varying degrees can contribute to occupational success.

The student trainee's test result is explained to him. During the interview, it is explained that occupational success or failure is not assured on the basis of this test or any other. It simply acts as a guide toward

the direction he might follow.

Next in importance to the coordinator, once placement has been made, is the matter of following up the progress of the student by regular visits to the training agency. The purpose of the visit is to check the learner's progress, work habits, initiative and ability to get along with others on the job. This is done by a personal call on his supervisor. Any time the student may be deficient in is called to the student's attention and measures are taken to correct the situation during his related study hour. A visit to the trainee's home, consulting with this parent as to his rate of progress in school, and on the job, is another part of coordination in the operation of the program. Conferences with faculty members give the coordinator further help in assisting the trainee to make the most of his opportunities in school. This conference in most instances takes only a matter of minutes and is usually very informal. The topics discussed here, again, are much the same regarding the progress of the trainee. In many instances student trainees improve their work in academic courses as they see more need of its use as a tool for successful job performance. Teacher conferences assist in helping the student correlate his school work with his job training program. His academic work must not suffer at the expense of other activities. Failure in work results from an improper use of time and effort on the part of the
trains. Since proper work habits are of utmost importance in his work experiences, it became the coordinator's business to see that the trainees perform satisfactorily in school as well as on the job.

Much has been said concerning the description of the concept of the program and its operation. Psychologically it has its place in the modern curriculum, that calls for educating the whole child. The concept is not one of parts, but consists of a unified whole.
In the school year 1911 - 1912 Jefferson High School was established. It included in its curriculum Diversified Vocational Training. This was due in part to the needs as was shown by surveys made in the community. The school population was predominantly urban at the time, even though some students were transported from outlying rural districts of the north and western parts of Hillsborough County.

Thirty-seven pupils were enrolled for the first semester preceding to success. The coverage in occupational fields was good. The interests of the students and their work was wide-spread covering a variety of occupations. The students trained for the following occupations: typist, shop clerk, field hand, sawmill hand, clothing tailor, general office clerk, accounting clerk, telephone operator, newspaper man, news-dealer, repairman, automobile mechanic, mechanic, general mechanically skilled labor, commercial art, school teacher, and social worker.

The Diversified Vocational Training Program had not been in operation long enough to assure data sufficient to determine that right or right not be a normal span of
ention, that it is not yet possible to evaluate the progress of the Department, but it is expected that a comprehensive report will be made later.

The report indicates that the Department has made significant progress in its objectives. It has identified several areas for improvement and has taken steps to address them. The report also highlights the need for continued support and funding from the government and the private sector.

The report is available for public inspection at the Department's website. The Department is committed to continuing its efforts to improve the quality of education and training in the field.

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at any other time during the eleven year period covered by this report. This was in a measure prompted by patriotic reasons to help out in the war effort.

One danger of this period, to the Diversified Cooperative Training Program, lead too many employers to think the course was designed only for retail selling. In Florida it is necessary to incorporate all types of occupational training under one program. However, other states operate two distinct types of training programs. These programs are known as Distributive Education and Distributive Occupations. Distributive Education primarily concerns itself with occupations pertaining to the distribution of goods. The Diversified Occupations Program concerns itself with occupations other than distributive. The course did meet and serve a community need in placing student-learners in the business world provided the student wanted that type of employment.

The author's experience began with the Diversified Training Program in the school year of 1946 - 1947. The trend from that date to the present has changed from a class dealing with distributive occupations to one of greater variety. The major factor contributing to the change was due largely to economic conditions. With the closing of defense industries many workers returned to their former places of employment. In addition to former employees, returning veterans also competed in the labor market. The
high school trainee began to lose the major significance in the retail field that he had only recently held. Many employers realized his worth to their organizations and have made provisions to continue training high school students through the Diversified Cooperative Training Program. This attitude exists where employers have had excellent results through proper placement of trainees.

Training agencies, that were unknown to Jefferson High School prior to 1946, were located in other fields. A review of Federal Report Forms made annually to the State Department of Education in Tallahassee, Florida bears this out.¹

In 1946, the thirty-two students who were enrolled were given training in nine types of occupations. Ten were in department store training in some selling activity. Seven others listed as stock clerks were in retail establishments. Two were training as shoe salesmen. Three were listed as auto mechanics. One in training as a photographer. Two file clerks and one typist completed the list of training occupations.

The following year's report shows a decrease in enrollment but a greater participation in new areas of training activity. Twenty-four students were training in twenty occupations. The list includes such occupations

as window trimmer, auto parts salesman, commercial refrigeration, grocery management, meat cutter, auto body repairman, auto painting, cashier, photographer, stock clerk, auto mechanic, restaurant management, radio repairman, and retail salesman engaged in selling infants clothes, boys clothes, paint, and hardware.

In 1948 - 1949, twenty-eight students were enrolled. New occupations added to the list mentioned in previous years included machinists, cement finisher, furniture finisher, cabinet maker, and insurance office secretary.

The trend and type of training stations remained approximately the same in the year 1949 - 1950. Even though the retail field is the least difficult to enter from the standpoint of previous training only four students decided to enter training in this area. Occupations of a semi-professional and skilled nature held more attraction for the students. Training as a doctor's assistant and dental technician and lens grinder opened new fields for training students.

In 1950 - 1951, the same diversity of occupations is apparent. At the close of the school year in 1951 - 1952, twenty-seven students were engaged in the following types of occupations: typewriter mechanic, florist, photographer, dental technician, department store stock clerk, novelty salesman, warehouse clerk, grocery management, dairy plant management, dry cleaning spotter, printer,
typist, accounting clerk, lens grinder, auto mechanic, shining clerk, cashier, men's clothing salesman, and garment cutter.

A one-year follow-up indicates most of the trainees remain on the same job for which they trained or in some allied occupation. The two factors contributing to the change in employment status of graduates is marriage and service in the armed forces. A few continue their education in college as a result of their training in high school.

The cumulative totals from 1941 through the school year are significant in many respects. Perhaps, the fact that the Diversified Cooperative Training students have earned $94,350.20, is most gratifying to the parents, as a whole. This amount could be increased many thousands, because this figure does not take into consideration holiday or vacation earnings. To the parents, this sum of money represents money, that they themselves might have spent, since most students use their earnings to defray a part of the cost of their education.

More important than the amount earned is the business and trade experience gained by these individuals. The girls do not remain employed as continuously as the boys. Marriage is the factor causing them to drop out of the employment status of graduates. Even then many find their previous training advantageous if it is
necessary to return to the labor market for employment.

In connection with the foregoing, regarding earnings, the student is taught that earning money is only a part of the process; wise management as to how he spends his earnings is the second half. By means of budget keeping the student learns many lessons in thrift and management. Consumer education logically follows this process. Savings are stressed. The amount of money saved is minimized but the actual savings habit is stressed. A spot survey of the class in May 1952 indicated that twenty-three students had saved approximately $1200.

A further business procedure is accomplished by having students keep time-cards or a record of time spent on the job. These cards are filled out daily as part of the class routine in getting started. They are devised in such a way that eight weeks can be kept on one card.

The students related study sheet is his plan of the week's work. This is one of the unique features of the Diversified Cooperative Training program. Here each student has his own individual study planned to meet the needs of the job he is performing. As a matter of routine in getting the class underway, the student removes his folder from the filing cabinet, goes to this table and fills in his time-card and his job progress sheet. His job progress chart lists the name of the job he is performing and the frequency with which he is performing the job. Thus,
his work is planned on his related study sheet to meet the need of the immediate task. These forms are kept in the student's file and as they are completed additional sheets are supplied to him. This file forms a day-by-day record of his accomplishments. At the close of the school year these forms become a permanent record. These records are kept for two basic reasons. The first is to give the student and the coordinator a day-by-day record of the student's progress. The second reason is to instill the habit of properly keeping records to aid him as an adult citizen when he will be called upon to produce records concerning his citizenship, ownership of property, statement of earnings and other matters in the complex way of life in America today.

Club work is carried on in connection with the Diversified Cooperative Training Program to compensate in part for high school activities that automatically become closed to the trainee. There is not enough time for a trainee to participate in varsity sports or the school band and still get in the number of hours needed for training in an acceptable training agency.

Informal parties are held regularly at which time club business is taken up in a short business meeting. The affairs conducted at these business meetings are problems that the club members bring before the group. Parliamentary procedure is no longer something apart from the members,
but a useful item in transacting business efficiently. Strict adherence to parliamentary rules becomes a matter of pride. For in this way he learns effectively how to present an idea to his group as well as the necessary steps toward its adoption before it can become action. The writer has had more favorable comment on the benefits of parliamentary procedure than any other one factor as aid to the trainee's success. This skill has immediate use in home rooms as well as in the related study class.

Much of the club business is devoted to affairs of the State Federation of Diversified Cooperative Training Clubs. Every class of Diversified Cooperative Training in the state becomes associated with the Federation early in the fall. An annual convention is held where delegates of each club and the executive board transact business. The convention is arranged in such a manner that constructive work takes place. Recreation, luncheons and banquets are highlights of the convention.

A state convention is more than a gathering. The planning necessary for convention arrangements is a student-coordinator enterprise. Arrangements for housing, registration, entertainment, places of meeting and convention paraphernalia is student-planned and executed.

Learning to register in a hotel, ordering meals in a restaurant from a menu, correct table manners, tipping for services and proper dress are experienced by many delegates for the first time. Planning, thought and preparation
are made in advance concerning these and other factors pertaining to his public behavior.

This function is held toward the end of the spring semester. Employers, as a rule, are more impressed with the club's ability to function as a group. Here again is an example of student planning for a different purpose. The employers are definitely impressed with the manner of conduct of the trainees as well as the planning of the program. Seeing his student trainee apart from the job in another role has brought promotions to many students.

As a student is promoted, the Diversified Cooperative Training Program is promoted accordingly. Guests at these functions include county leaders representing many phases of community life. The values of such experiences as these are recognized as those that contribute much in the way of civic and social competency of the individual.
CHAPTER III

SUMMARY

"Bridging the gap between school and industry," a slogan once used by coordinators in the Diversified Cooperative Training Program could also serve as a short summary.

With less opportunity for high school youth to learn work experience through his home life, it now becomes the duty of the school to help meet this need if the student is to develop a balanced concept of his place in the world. Work experience of some nature is a well-established factor, according to psychologists and educators, to the proper development of youth.

The student who participates in the activities of the Diversified Cooperative Training class will have the advantages of meaningful work experience. Viewed from the whole of the secondary curriculum, the Diversified Cooperative Training Program serves a definite need of boys and girls. It is limited only by the school and trained personnel to perform the duties of a coordinator.

The strength or weakness of the Diversified Cooperative Training Program lies in the matter of cooperation and proper job placement. The structure of the entire
program is built on this basis. Since this is the keystone of the program, the selection of students is restricted to those who have an aptitude and inclination toward this type of training. Most students who complete the course benefit materially from their efforts.

The business men of the community, whether it be a large or small community, will cooperate with the school when a feasible plan of operation is presented to them. Concomitant values to the school in the form of public relations based on student successes on the job makes a lasting imprint.

Many persons think in terms of production and products, just as teachers think in terms of educational values and outcomes. The inclusion of work experience in schools, due to social changes in society, becomes the business of the secondary school.

Growth of the program can be attributed to the relative ease of being incorporated in the secondary curriculum. Economy is another factor. The installation of this program does not call for great outlays of capital to begin its operation. Special buildings and expensive shop equipment are not in the financial range of some communities regardless of the many advantages it might hold for the community. This type of program readily lends itself to small communities as well as larger communities. Another factor of paramount importance is the success of the young men and women in the community who received their
initial training through the Diversified Cooperative Training Program. The tendency to move from place to place is cut to a minimum since most trainees have developed work habits that are not conducive to frivolous change. The adjustment from high school to the business world is not so great a task to the graduate since he has experienced one or more years of training prior to his graduation.

A danger to watch for in the Diversified Cooperative Training Program is misunderstanding of its purposes. If the student presumes this course as an easy way to get high school credit with a minimum of effort as well as a means of earning spending money, he has made a wrong decision. Effort spent on cure rather than prevention is not too profitable a way to spend time. Selection based on proper understandings with the student is basic. Complacency on the part of the coordinator is a further danger. The program will not run itself. It operates on the basis of results commensurate with the effort expended by the coordinator. A job challenge requires itself everyday, but the coordinator must be willing to meet the challenge if he expects good results.

Exploitation of students by an employer is another danger. Students can be easily misled and still be exploited. The coordinator must check regularly on training schedules to prevent exploitation from occurring.

The diversified Cooperative Training Plan, in its brief
existence, justified its inclusion in the secondary curricu-

lum. Future expansion for a single to multiple pro-

gram in high schools will come with student demand. This,

of course, depends upon community acceptance and the number

of training teachers willing to teach boys and girls. The

success of the future will depend on its constant growth

of flexibility to react changing conditions; not forgetting

their purpose: that of equipping boys and girls to

train under control of their abilities.
Public Documents


Articles