A Work-Study Program for Educable Mentally Retarded in Lincoln Junior High--Salt Lake City, Utah

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A WORK-STUDY PROGRAM FOR EDUCABLE MENTALLY RETARDED
IN LINCOLN JUNIOR HIGH--SALT LAKE CITY, UTAH

by

Jay Elmo Christensen

A seminar report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

in

Special Education

Approved:

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Jay Elmo Christensen
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INTRODUCTION

In the spring of 1968 this writer was assigned to teach a group of seventh, eighth and ninth grade students who had been labeled Educable Mentally Retarded at Lincoln Junior High School. The students ranged from twelve to sixteen years of age, and many of them were from lower income homes.

In attempting to set up a work-study program the administration had decided that they preferred a work-study orientation program for these pupils. It was hoped that this type of program would motivate the students to become more involved in the school program.

Problem

The problem was to find information which appeared to be occupationally oriented for junior high school students and adaptable for a work-study program for the educable mentally retarded students at Lincoln Junior High.

Procedure

In order to provide the data called for in the problem posed in this seminar report the writer decided to:

1. Review the literature to find what writers in the field considered appropriate occupational experiences in settings similar to Lincoln Junior High School and its students.

2. Try some of these programs at Lincoln Junior High and assess their value in subjective terms.
Definition of Terms

In this seminar the term "work-study program" refers to any organization scheme whose goals and procedure are oriented toward easing the school-to-work transition for its pupil/clients. The term work-study program in this report is used to refer to programs with the same basic goals such as work-experience, work-exploration, work-evaluation or work program.

Limitations

The writer feels that many of the studies used in this report are of little usefulness because of their broad, general orientation. Many of them are lacking in empirical data to support their assumptions and contentions. Their usefulness is limited because of this generalization. These reports are used because they are the only studies presently available in the field upon which to plan a program.

Another limitation of the information presented in this study is that it has been aimed at groups other than junior high age. Most of the information is from the literature on high school age mentally retarded, drop outs, culturally deprived and physically handicapped.

Part of the problem is in definition. A strict definition of work-study would involve only those studies dealing with job placement and school programming. A more loosely defined program would involve the exploratory experiences designed to lead up to job placement—this is the trend of this paper. An assumption made at the beginning of the search for information was that much of what is considered good work habits and attitudes and the programs designed to produce these are generalizations across populations and groups.
REVIEW OF LITERATURE

Why We Need a Work-Study Program

"Our public schools have more pupils than ever before who are, if they are to become occupationally adequate, in need of special help. The reasons for this situation are many." (Kolstoe and Frey, 1965, p. 26)

First, special programs have kept many students in school who otherwise would have dropped out. Second, more mentally retarded students are going on to high school. Third, unions, fair trade employment practices, and state and federal laws make it difficult for a person in high school to obtain employment (Kolstoe and Frey, 1965, p. 26)

As we look at why the students do not stay in school we find basically three categories:

1) Youngsters who present difficulties in the school setting, but who fit adequately into the world of work. . . .
2) Individuals who have trouble adjusting to both school and society. . . .
3) Those who fail to perform adequately in the normal school setting because of health or physical problems (pregnancy should be included in this category), emotional maladjustment, immaturity, low basic intelligence and financial needs of the students or his family. It should be noted that the culturally deprived and certain minority groups are too often put into this category inappropriately. (Russell, 1968, p. 10)

Any student who falls into one of the above categories needs a special program to help him overcome his difficulty or difficulties. When a student goes to look for a job he may well find that "Every American industry wants experienced, qualified workers. Few want to take on the responsibilities and problems of part-time student employees." (Feirer, 1969, p. 23)

In our American society we deny the average youth an opportunity to do any real work. "The change from an agricultural society to a
highly industrial civilization has all but eliminated the opportunities for a young man or woman under 18 to earn wages." (Feirer, 1969, p. 23)

Students want to earn money and pay their own way in society, but find it difficult with the growing number of unemployed youth mushrooming at a hurried pace and teenagers with an unusually high rate of unemployment. (Savitzky, 1964, p. 156) (Muller and Lewis, 1966, p. 75) "The unusually high rate of unemployment among teenagers has focused attention of both community and school upon the need to provide counseling and training for non-college bound youngsters." (Muller and Lewis, 1966, p. 75) When a student does ask for a job he will probably hear these words, "Sorry, we need someone with experience." (Donovan, 1969, p. 36)

On the junior high level stress should be laid on pre-vocational training and investigating job opportunities throughout the area. This should be exploratory on the part of the teachers and students. An awareness and availability of the jobs, and an extensive period of observation of many job possibilities within the immediate area should take a considerable block of time during all the years of the students stay on the junior high level. (Committee, 1965, p. 104)

With an understanding of jobs and job opportunities in the area the students will have an idea of where they want to work when they enter high school.

Summary: As we look at why we need a work-study program in junior high we find that youngsters are having difficulty with the school setting. This difficulty is caused in part by health and physical problems, emotional and behavior problems, poor school experiences and financial needs. While the number of unemployed youths have been increasing the labor market has been declining because of automation, thus forcing the school and society to better prepare students for the world of work.
Why Students Need a Work-Study Program

The students today are finding it difficult to attain employment because of automation and the number of people unemployed.

Because of rapid changes in both the types of jobs and the work activities involved, students need to know more about the requirements of the world of work. While some occupations require little or no training, their number is steadily declining. Others require varying lengths of training time in order to develop the required specialized knowledge and skills. In recognition of this, and the fact that youth generally lack an understanding of the educational requirements and aptitudes necessary for entrance into various occupations, California high schools are offering work experience programs. (Gwinn, 1963, p. 15)

These programs should help the students become better prepared for jobs.

"Today many people are finding the transition from school to work difficult. Jobs are becoming increasingly harder to find for those who lack vocational training and experience." (Hanson, 1964, p. 20)

Students need help in adjusting to the changes necessary when one enters the field of employment.

"Some students don't know what they want to do in life and they want to gain some practical experience before making a decision."

(Donovan, 1969, p. 36)

Naturally these youngsters look forward to getting a job and earning a livelihood. Many times they have unrealistic job aspirations and need to have guidance towards tasks where they can generally achieve successfully. (Denny and Harris, 1963, p. 19)

Because the young people look forward to getting a job and are willing to learn we find "part-time employment or jobs are providing an excellent device for getting individual students to work in school."

(Parker, 1970, p. 57) Parker relates this example:

One boy who was a "holy terror" in the classroom refused to study and was constantly involved in fights, changed almost completely when he got a part-time job at the minimum wage. This boy has now returned to full-time regular classes and has been getting along satisfactorily. (Parker, 1970, p. 57)
Many students find it hard to believe that school and work are related. It becomes the job of the school to help the students see the importance of school and how it trains them for work.

Urban youth from slum areas, with outlooks shaped by a legacy of poverty, despair, and discrimination, do not readily "buy" the idea of school attendance as preparation for employment. It is instead, merely an alternative to idleness. (Lammers, 1967, p. 35)

Students should be taught that good school attendance becomes a habit that can carry over to the field of employment.

One of the big problems with many of these youngsters is that they have nobody they can turn to for advice. Some feel their problem is too embarrassing to discuss with their parents or friends. (Taylor, 1965, p. 40)

Summary: Because of automation and the increased number of unemployed youth the students of today need to understand job requirements. It is also important to be able to adjust to transfer from one place or job to another. Practical experience is also required by most businesses, and many times the students do not have realistic job aspirations. Students need to associate school attendance and preparation as related to obtaining and keeping jobs.

Personnel Involved in a Work-Study Program

When discussing these programs we cannot leave out the role of personnel. The best program in the nation will not function properly unless you have qualified personnel. In order to have a qualified personnel for a program there is need to examine what others consider adequate staffing for an occupationally oriented program.

The needs of the work-study program are varied, and should include part or all of the following personnel depending on the enrollment of the school and personnel hired: psychologist, curriculum specialist, vocational supervisor, school counselors, vocational guidance personnel, social worker, reading and speech specialist, physical therapist, school nurse, school doctor, and administrator level personnel. (Groves, 1966, p. 89)
In reviewing the literature this writer has found little or no mention of many of the personnel mentioned by Groves. It is important that each of the personnel above play an important role in helping students become better people, but it may or may not be directly related to a work-study program.

Donovan, (1969, p. 36) developed a work-study program with a work-study director and an advisory committee. The director coordinated the program and communication with teachers, staff, and departments. "An internal committee was formed which consisted of the high school principal, representatives of the guidance department, and chairman of the various school departments involved in the program." (Donovan, 1969, p. 36)

"Two special education teachers were used who were responsible for their regular work experience program. A vocational counselor from the Department of Vocational Rehabilitation served as a resource person and was helpful in placement and final evaluation of several participants." (Sluser and Mathewson, 1970, p. 50-51) While Laird (1969, p. 13) talks about a teacher-counselor and makes no mention of any other help. Turner (1968, p. 200) mentions the principal, employers, and herself.

The Longview Independent School District started a work-study program and mentioned the following personnel:

The program consists of two junior high school level classes for the mentally retarded, served by two vocational education teachers and one vocational rehabilitation counselor (part time). The special education teachers provide the academic preparation for the students and the vocational training appropriate for the groups. The vocational rehabilitation counselor follows through with off-campus supervised job training. (Young, 1969, p. 16)

Summary: In examining the personnel involved in a work-study program we find some programs have an adequate staff with the teachers and
part-time help from vocational rehabilitation or a resource person. Other programs refer to a multiple staff that includes psychologist, counselors, social workers, reading and speech specialist, physical therapist, nurse, doctor and administrator level personnel.

**Job Opportunities for a Work-Study Program**

When discussing occupationally oriented programs one cannot ignore the job experiences available in a work-study program, and the possible employment the students will have because of this training.

"Jobs are becoming increasingly hard to find for those who lack vocational training and experience. The physical impairments or mental limitation frequently restrict the choice of available jobs." (Hanson, 1964, p. 20) Students should be given guidance and training necessary in order to realize their potentials and limitations.

As automation eliminates job after job and changes the nature of many other job areas, there is an increasing demand on the worker for more—not—less job skills. The uneducated, unskilled non-retarded individual finds that he is forced to move downward in the job hierarchy, rather than being able to move upward. (Bernstein, 1966, p. 17)

Thus it becomes important for the young people to develop the skills they will need for life and not just for a little while. Many jobs are directly connected with automation and are routine and boring, and a person of higher intelligence will not accept the job. If teachers could just persuade businessmen to hire the slow student, businessmen might find a much happier, dependable and uncomplaining employee. (Crawfis, 1965, p. 67)

In our pursuit of perfection we sometimes forget that the best possible man is not necessarily the best educated, the most experienced, the best looking, the most intelligent, but how the man fits the job. Fit involves more than just ability to do the job; it is also the right attitude toward the job. Over-Hired on
a job is very likely to become bored, restless, eventually indifferent to a situation which holds no challenge, no opportunity for utilization of intelligence, creativity, or responsibility. (Dubrow, 1966, p. 16)

In order to help our young people prepare for jobs we must give them a chance to learn how to work. In order to train students to work we need places they can learn a job and job responsibilities. Rice (1970, p. 122) feels the goals of a work-study program are: 1. To improve the attitudes of the pupils toward school, community and work, 2. to correlate academic training with work experience through laboratory and on-the-job training, and 3. to encourage pupils to remain in school.

It is the objective of a work-study program to train the student so he can change or adapt to new situations. McKeever (1969, p. 44) states "Vocational training is nothing but a fake panacea for the socially disadvantaged child. It is absurd to train children on jobs or for jobs that will soon be out of existence."

Research has indicated that the majority of graduates who fail on the job do so because of limited or in some cases, adverse social skills. To overcome this inadequacy, students need continual social experience. (Sluser and Mathewson, 1970 p. 49)

In order to give the students continual social experience we need to give them job opportunities so they can learn to get along with their employer and fellow employees.

Some of the occupational areas in which job-training students participated in Chicago are as follows: clothing alteration and repairman, shade assembler (factory), auto mechanic helper, hotel porter, cafeteria service, delivery boy, cook's helper, hat packer, stock boy. (Gallington and Evans, 1966, p. 75)
Some of the off-campus jobs held by students at Salinas Union High School District are: service station attendant, motel maid, beauty shop helper, tire recapper, auto lot helper, window washer, paper factory helper, library assistant, toy assembler, saw filer, motorcycle shop helper, flower shop helper, assistant to the cook, salad girl, teacher helper in pre-school class, stock clerk, laundry worker, custodian's assistant, seat cover maker trainee. (Muller and Lewis, 1966, p. 78)

Savitzky (1964, p. 157) lists the following jobs:
1. Warehouse and shipping: wrapping, mailing, parcel post, receiving practices, etc.
2. Stock, taking inventory, physical movement of materials, distribution techniques, order selection, controls, etc.
3. Sales and service (for smaller stores and supermarkets), delivery, serving customers, check-out and cash register, etc.

Rice (1970, p. 122) lists some of the following places where students can work: small appliance repair, horticulture, landscape maintenance work, golf-course activities, florist-shop work, highway landscaping, garden-store salesman, produce managers, clerks, shoe repair, office production, business machines, duplicators, mimeographs, folders, collators and those used for punching, binding, offset and platemaking, engine lathe operation, production.

Summary: Jobs are becoming harder to find and require more training as automation eliminates many jobs causing people to change to other occupations. We must teach students how to work and adjust to new situations if they are to remain employable. Some of the areas where students can work are warehouse and shipping, stock, sales and service and many more depending on the area and its needs.
Job Preparation and Guidance for a Work-Study Program

When discussing occupationally oriented programs one needs to see what the writers in the field have to say about how to prepare and guide students in the world of work.

In preparing for a job a student needs to be oriented to know the meaning, responsibility and privileges of a job. He also needs to know where and how to look for a job, documents and legal authorization in applying for a job, how to measure success on the job, learning about yourself, planning ahead, military service and where to get help after school. (Savitzky, 1964, p. 156)

Sollie (1967, p. 498) states that it seems apparent that the schools must overcome the family background, teach students the skills of getting along with people, teach them how to fit in the school and how to fit into society when they finish school.

Schreiber (1964, p. 81) mentions several objectives where the low ability groups in the secondary school program have proved successful. Some of these successful areas were: instilling a good self-image in the individual; guiding each pupil to a better understanding of himself and his capabilities; improving his understanding of the ways in which he can better relate to his peers and to those who represent authority, i.e., his employer; providing direct experience with work so that the attitudes and habits needed by effective workers can be developed to a higher level; developing a curriculum which will permit him to attain minimum levels of educational and vocational skills; and educating him to be a functioning, participating, and contributing citizen.

Mary Turner (1968, p. 199-201) wrote down a list of rules for her students to follow in preparing for work. Her rules covered the following areas:
1. Be clean. Have clean skin, hair, teeth, fingernails and clothes.
2. Be quiet. Do not disturb other people. Talk in a soft voice and do not bang tools around.
3. Be dependable. Do what your employer tells you even if he is not around. Do not take things that do not belong to you, obey the rules and report unfinished work--never leave a job unfinished without telling your employer.
4. Be cheerful and remember to use good manners. Do not forget to say please and thank you.
5. Be a hard worker. Do not waste time and keep your mind on what you are doing.
6. Keep good, accurate records of your work.

Allen and Cross (1967, p. 7-11) discuss the need of elementary, intermediate, and junior high curriculums for educable mentally retarded children. "(a) information and concept learning (b) personal appearance (c) personality development (d) work habits; and, (e) coordination skills."

It is difficult to say what or how to teach a student how to be a good citizen as each child needs different things. The above items suggest things all of us should learn. It is up to teachers to find out what the students need to be taught and then teach them. "If a child is to succeed he must not only be accepted, but he must also know he is accepted." (Mason, 1969, p. 35)

In order to prepare and guide students in junior high we need to present the following information:
1. Response to supervision (Laird, 1969, p. 13)
2. Work performance (Laird, 1969, p. 13)
3. Ability to get along with others (Laird, 1969, p. 13)

4. Solving personal and/or vocational problems (Laird, 1969, p. 13)

5. Parents and environment (Laird, 1969, p. 13)

6. Aware of their vocational possibilities (Mathas and Morehouse, 1969, p. 553)

7. Academic limitations (Mathas and Morehouse, 1969, p. 553)


9. Acquire marketable skills and knowledge in an occupation for which they have an aptitude (DePianta, 1969, p. 72)

**Summary:** Job preparation and guidance suggest many things that need to be overcome whether at home, school or play. It is the responsibility of the family, school, society and the person involved to help create a successful person. This information should be presented to the students so they can try to overcome their particular weakness.
PROCEDURE AND RESULTS

Programs Used at Lincoln Junior High School

When discussing programs on the junior high school level that are occupationally oriented one finds most of them have jobs in mind. This study covers only part of the programs used at Lincoln.

On the junior high level stress should be laid on prevocational training and investigating job opportunities throughout the area. This should be exploratory on the part of teachers and students. An awareness and availability of the jobs and an extensive period of observation of many job possibilities within the immediate area should take a considerable block of time during all the years of the students' stay on the junior high level. (Committee, 1965, p. 104)

In planning a procedure at Lincoln Junior High School the following programs were available and utilized:

1. A punctuality program was set up to establish habits of being on time and ready for work when told.
2. Health program established to stress good health and grooming habits, personal appearance and some social skills.
3. In-service program where students receive on-the-job training.
4. Pre-vocational program where students and teachers investigate job opportunities in the area.

Punctuality Program at Lincoln Junior High

Most schools do not need to set up a punctuality program as students arrive on time ready for work. However such a program was found to be necessary at Lincoln.

When setting up a work-study program we must stress the importance of punctuality. Tardiness can cause the student to lose money and in
some cases may cost him his job.

"Tardy pupils appear to be late arrivals throughout life. Help to pattern his arrival time at school before tardiness affects his pay check." (Allen and Cross, 1967, p. 10)

Sengstock (1964, p. 180) had this to say about tardiness: "Some of the traits which most strongly affect performance on the job are: personal appearance, punctuality, manners, getting along with peers and employers."

Description: At Lincoln Junior High School we found that many students were in the habit of coming to class late and without the necessary work equipment. The Special Education Department established a punctuality program to develop the habits of coming on time ready for work.

A week before this program went into affect we told the students that on Monday we were starting a new program. Those who were on time for class would leave on time, and those who were late would make up the time and assignment after school! Each sluff would be considered thirty minutes. The tardy time was recorded in the roll book, and the total time due was written on the blackboard. If a student did not make up the time on his own, he would be held at the teacher's request until the time was made up.

Result: At first the students did not think we would enforce the program, and they let the minutes build up. When they stayed after school we only gave them credit if they sat in their seats and were quiet. Some students would not sit and behave, so they would have to stay longer in order to make up their time. As a result the next time they were well behaved and had to stay only the time due.

The program was very effective and most students were very proud when they would not have to make up any time. One girl was late three
hundred minutes before she started to cut down, and then she made up the
time and was happy she had been able to do it.

The biggest disappointment was that several of the students did not
like school and only came when they wanted and only did what they wanted. 
These students also attended some regular classes that they sluffed. It
was hard to control this group because of their irregular school and/or
class attendance habits. When they did come to school they only went to
part of their classes; the rest of the time they were in the halls or on
the school ground.

The punctuality program at Lincoln helped the students realize the
importance of being on time ready for work and helped them understand
that others depended on them. It also pointed out that in order to get
credit for time you have to obey the rules of those in charge.

Some of the ideas stressed on page twelve of this work were stressed
in this program such as (1) being dependable (2) being responsive to
supervision (3) being quiet and, (4) developing good work habits.

This program was considered successful for the students took a real
interest in the program. They seemed to enjoy leaving on time, for
those who had to stay were teased.

Putting in their time after school did not necessarily mean they
had completed their assignment. Many would not work and would goof off
instead of obeying the rules. They were shown that those who did what
was expected were rewarded by leaving early and in some cases had their
assignments reduced. Those who disobeyed had their time lengthened and
still had their assignments to complete.

This writer feels the best way to set up a program would be to
have a study period the last period of the day. The students who came
on time and got their work done would have the choice of staying for the study period or going home. Those who came on time but did not complete their work would stay for the study period but could leave when they finished their assignment. Those who were tardy would have to stay for the full study period. This plan would reward those who were punctual and/or those who worked.

Health Program at Lincoln Junior High

When setting up a work-study program one cannot overlook the importance of good health, manners, cleanliness and appearance. A person can be a good worker, but if he does not have good manners and appearance he may never get a chance to show what he can do.

"Some of the traits which mostly affect performance on the job are: personal appearance, punctuality, manners and getting along with peers."

(Sengstock, 1964, p. 180)

Turner (1968, p. 200) mentions the need for workers to be neat and clean and use good manners. Another author stresses some of the same needs as follows:

Vocational training for educable mentally retarded (EMR) children should begin concurrently with enrollment in EMR special classes, at either the primary or intermediate level. Emphasis is placed upon the development of personal grooming habits, good work attitudes, acceptable social skills, and other traits which employers seek and desire. (McColl, 1964, p. 56)

Description: At Lincoln Junior High School we found that many students needed help with cleanliness, appearance and manners. Several looked very sloppy with unpleasant body odors and poor manners. It was decided the health class should stress personal health habits, good grooming and personal appearance.

To encourage the students to get in the habit of using good personal
health habits and good grooming the teachers had resource people visit the class such as a beautician, school nurse, parents and administrators.

As a class project the girls in the health class decided they would all work together and help one particular girl look and act like a lady. The first thing they did was have the beautician show her how to wear her hair and how to apply makeup. Under the direction of one of the teachers in the program the girl was also taught how to adjust her clothes to look her best before going to class.

The girl showed remarkable improvement when reinforced, but when the reinforcement stopped she went back to her old ways.

Result: The health class proved to be very effective as students had not only studied good health habits but were also shown how to put them into practice. The girl who was helped by the class was shown how to act, dress and behave; thus for a short period of time she became a better person. Although she went back to some of her old habits she improved in many ways. This also served as a good observation lesson for the other students.

The health program at Lincoln Junior High School stressed the ideas mentioned earlier on pages eleven and twelve. Good health habits, good manners, personal appearance, personal development, being accepted and knowing he was accepted were all important parts of this program.

The teachers felt it was worth while as the students took a real interest in the class. For several weeks they came to school early so they could help one of the girls clean up and get ready for school. They asked a lot of questions about health and brought soap, cosmetics, mirrors, combs, curlers, bobbie pins, etc. from home so they could learn how to use make-up and how to keep clean and look nice.
A good health program should include classroom visits from professionals such as doctors, nurses, barbers and beauticians to explain their role. If possible a visit to some places of work would broaden students' horizon. They need to visit a barber shop or beauty shop to find out about the prices and how and what to expect when visiting such an establishment.

In-Service Jobs at Lincoln Junior High

Work experience is valuable and can be established in a junior high school program. Myers (1969, p. 38) tells how the boys were assigned to janitors and the girls to the cafeteria. Sengstock (1964, p. 181) suggests the following as a good starting point for an in-service job-training program: cafeteria helpers to wash dishes, clean tables or peel potatoes.

Turner tells how she found jobs for thirteen children. Some were long-term jobs such as handling the dishwasher in the cafeteria, setting tables for lunch or weeding newly landscaped grounds. Others were short term jobs lasting only a day or two such as stacking chairs, assembling and stapling bulletins, painting signs and hanging clothes on the lost and found line.

Description: At Lincoln Junior High School we had nineteen in-service jobs: one boy with the janitor, one girl with the matron, two in the library, and fifteen in the lunch room as dishwashers, wipers, cashiers and table cleaners. We placed at least one outside the school in a cafe as a dishwasher.

The boy who helped as a janitor was placed there to see if we could
get him to slow down and do a good job without supervision. After he found out how to do the job assigned he would do it so fast it would have to be done over again. After six months we got him to the point where he slowed down considerably and did a much better job, but he was still too fast.

The two girls placed in the library did a good job. We had no problems with them as long as they worked alone. But as soon as we tried another girl with them it created problems so we let the girls work alone.

The one assigned to the matron was very good and was able to do as she was told with no problems.

In the lunch room we had all kinds of trouble and success. We had five students who worked first lunch, five second lunch and five third lunch.

Most of the problems in the lunch room were small ones such as one person telling another how he should work, or that he was not working, or that he did not like the boss because the boss yelled at him. One girl was absent a lot so we told her if she was not going to come every day we would replace her. Low and behold her attendance improved.

Most of the problems were solved as they arose or were corrected as soon as possible. One of our boys and a so-called regular student were caught stealing from the cash box. They were cashiers and the money was put in a cupcake tin from which they would take a little money each day. They also were guilty of giving sandwiches to their friend and not charging for it. Our boy replaced the money and kept on working while the other just quit.

The first of the year we had quite a turnover as several students
wanted to work but only when they were out of money or when they wanted to--they would tell us one thing and do another. These students were replaced by others who really wanted to work and needed the money. One student was allowed to work if he would do better in the class he was missing in order to work. He not only improved in this class but did better in the others as well.

Results: The pay received for the in-service jobs was a lunch for those who worked in the cafeteria and a grade for the others.

The boy who helped the janitor was later placed in another job where he did very well. He scraped the dishes and put them in the washer. The girl with the matron was very happy as she was able to get along with the matron and seemed to feel important and needed. The two in the library followed instructions and were able to keep busy and out of trouble even when the boss was not there, as long as they worked alone.

In the lunch room we had both success and failures. Several students had to be replaced because of their behavior and because they were not willing to work every day. One student was replaced for stealing, another for not showing up for work or trading shifts without permission.

Most of the students in the lunch program became better workers. We had to solve a lot of problems, but the students wanted to learn and were most cooperative.

The in-service jobs helped the teachers and students gain an understanding of the students' ability to respond to supervision, to evaluate his work performance and to understand his possible personal and vocational problems. By seeing and working with their own problems the students became aware of their own limitations, and by making a few changes here and there they became better workers.
Those in the program improved. Some talked less and worked more, others worked faster and better. They all stopped complaining and became more interested and concerned with their own work instead of worrying about the other person's job.

This writer feels the best way to develop an in-service program is to find out what the students need and how they can best be served.

In junior high the students should be exposed to many job areas. They should only work if it will help them become better, or if they need the money and really want to work.

**Pre-Vocational Program at Lincoln Junior High**

In discussing programs that will help students explore the world of work we cannot overlook the pre-vocational class where students not only study about jobs but also visit them as well.

The Salinas Union High School District in preparing students for work suggests the following areas: class discussion, field trips, job notebooks, tests, self-study, community study, application blanks, training course, aptitude tests, study guides, employment, posters and actual work. (Muller and Lewis, 1966, p. 75-76) Another author discusses field trips as follows:

Junior high special classes take field trips to see work done, to observe the work adults do. They discover that within any store, factory, garage, hospital, or working establishment there are many jobs having many different work requirements. (Allen and Cross, 1967, p. 7)

**Description:** In order to let the students at Lincoln Junior High School explore the many areas of work, we set up a pre-vocational class. The students were able to learn about jobs by using the following methods: class discussion, field trips, job notebooks and tests both oral and written.
At the beginning of the year the teachers and students searched possible places to go on a field trip. As most of the students live by the school it was felt that this area would be a good place to start. By visiting the businesses around the school the students could see what jobs are in their neighborhood.

Many students are unable to go on long field trips. They are involved with classes and jobs requiring them to be at school around the noon hour. Field trips that last for an hour at the close of the day are the easiest to arrange.

The search in the area revealed so many businesses to visit that we were unable to visit them all. Those visited were chosen because teachers thought they would be the most beneficial for the students. The field trips were planned by both the teachers and students.

In a pre-vocational class we would study about a job for a week and then take a field trip to see what went on at the job site. We would then discuss and review the trip stressing points that applied as mentioned on pages eleven and twelve. The trips that were most successful were: Big Jim's, Mountain State Casket Company, Young Sign Company and Husky Oil. Coca Cola Bottling Company and Sears Warehouse were less successful.

**Big Jim's Cafe:** For a week our regular math class learned how to take orders using Big Jim's order blanks. In our pre-vocational class we role played the parts of customer and waiter using prices listed on the board and play money. The class then went to Big Jim's Cafe where he let part of the students wait on the others. Most were scared and could not remember what to do or how to do the things we had talked about in class. One stole a wallet from another and was made to give it back.

Back in class we talked about courtesy in handling customers and requirements necessary to become a good waiter. All the students then
wrote a paper on what they liked and disliked at Big Jim's.

**Results of Field Trip to Big Jim's Cafe:** This writer felt the trip was very successful. The students got to see customers served and then actually tried being both a waiter and a customer. They now have some idea of what it takes to be a business owner, waiter or customer; and the many problems are more fully appreciated.

**Mountain State Casket Company:** One of the best field trips we had was when we visited the Mountain State Casket Company. A week and a half before we went to the casket company we talked about funerals, how caskets were made, what they were made out of and how they were placed in the ground or a cement vault. However most of the time was spent in figuring the cost of various caskets. What would be the difference between one for a baby, an average man or a five hundred pound person? How are caskets padded, shipped and stored? What jobs are available at Mountain State Casket Company? These and other questions were discussed.

We learned that they employ a dozen or so sewers who sew the casket linings, two men who install the lining, two men who make caskets or assemble them as the case may be and two or three men who ship and receive caskets plus a salesman and the owner or manager.

After the class discussions we went to the casket company. We found it hard to move the students past the sewing machines and the liner who put tacks in his mouth and spit them out one at a time as he hammered.

The next few days after our visit we talked about it. We discussed how easy it would be to get a piece of cloth dirty and then have to do it over for most of it cannot be cleaned. We also talked about what might happen if one swallowed a few tacks and how important it must be to measure and cut material properly so as not to cause waste.
Results of Field Trip to Mountain State Casket Company: This writer felt the trip very successful because students were not rushed through and actually saw the men working at their various jobs. The jobs were explained while students watched and were allowed to ask questions. The students encountered kindness and courtesy from those in charge.

Young Sign Company: After studying a week about how signs were designed, manufactured and sold we went to visit the Young Sign Company. Our first stop was by the switchboard where the students were able to see and hear how a woman handled incoming and outgoing calls, pushed buttons, called the boss by use of an intercom and yet was busy typing letters when not on the phone.

We then went to the design room where personnel showed us blueprints of new signs and how they worked and what would happen if measurements were off an inch.

From the design room we went to the enlargement room where blueprints are made actual size by use of various dark room equipment and an overhead projector.

Our next stop was the part of the plant where signs are actually manufactured. Students were shown the many jobs available—electricians, pipe fitters, welders, etc. We were then taken to the glass blowing shop where they put gas in the signs and bend glass according to specifications.

Back in the classroom we discussed the trip and followed with a test covering the information stressed.

Results of Field Trip to Young Sign Company:

This trip was also considered successful by the writer because students were not rushed through and had various jobs explained to them as they watched. Personnel was considerate, and students were allowed to ask
questions.

**Husky Service Station:** Before our planned trip to the Husky Service Station we had the students find out the difference between a regular service station and a self-service station. We then went to the service station and watched the men check the oil, put on new tires, grease a car and give it a general safety inspection. The students watched how the bill was prepared and how it was paid for. They also observed how extra charges such as a new valve stem or fuse are added to the bill.

Once in the classroom again the trip was discussed. We had made out a sales slip before going to the service station and compared ours with one furnished by the station manager. Questions were asked and answered and a test given.

**Results of Field Trip to Husky Service Station:** This trip was another successful one mainly because jobs were explained while students watched the men work. Questions were welcomed, and students were made to feel that the personnel at the station were really glad to have them as visitors.

As stated before the Coca Cola Bottling Company and Sears Warehouse field trips were less than successful. It would be well to see why some trips are successful while others do not quite measure up. These two trips are discussed briefly.

**Coca Cola Bottling Company:** A week before we went to the Coke plant we made charts and studied the different jobs available. When we arrived at the plant we were taken to a room where we were told how the drinks are made. We were also given a short history of the Coca Cola Bottling Company. We then made a tour of the plant and saw how they made soft drinks. Each one of us was given a drink as we departed for home.
Results of Field Trip to Coca Cola Bottling Company: Later we studied the jobs at the Coke plant, but they were not too meaningful for we did not get a chance to see what the workers really did. The trip was nothing more or less than just a quick tour through the plant.

Sears Warehouse: Many of the students wanted to see what went on in a warehouse. After a week of preparing for our trip we made charts and studied the jobs to be found in a warehouse. When we arrived at the appointed time the man who was going to give us the tour was just leaving the building. He told someone else to show us around. The visit was a guided tour through the plant as we looked in the room where they repair televisions, looked at the merchandise stacked around and then went home.

Results of Field Trip to Sears Warehouse: Back in the classroom we studied warehouse jobs, but they did not mean a lot as the class had not actually gotten to see the men at work or had their jobs explained. This field trip proved to be just another tour.

The field trips became an important part of the students' school program at Lincoln Junior High. When we talked about the things they liked or did not like it was interesting to note their responses. Each field trip was different, and we learned and saw different things on each one. Some students would notice one thing while others had not noticed it. The students looked forward to these field trips, and they had a chance to visit many different places. Some youngsters had never paid for what they wanted to buy. At one business we punched in and out on the time clock. Several youngsters were afraid of the clock while others had no problems.

The way to judge the success of a field trip is by the interest
shown during the field trip and the reactions after. On several the
students were so interested they would not leave a certain area. At
other times they were way ahead of the person in charge and seemed to
be bored.

Each field trip was evaluated by a written test and comments from
the students. Most comments were favorable. We found the best trips
were those that lasted an hour or two. We went on two field trips that
lasted all day, and they were not too beneficial as we covered too much
in too short a time. The students lost interest.

When planning a trip the person in charge should visit the place
first. He should note the amount of time for the trip, what to look for,
necessary precautions, length of trip and what the students are expected
to do. The trip should be short and simple. If it is more than an hour
or two or is too complicated it should be split so each trip is simple
and to the point.

Each trip should be meaningful to the students. Some trips may
take a short time to prepare while others take a long time. You should
never be in a hurry or take too large a group at one time. If needed it
is best to take part of the group one time and the rest another time.
Small groups make it easier for management and allows the students to see
and hear better.

It is a good idea to have the teacher plan what he expects the
students to see and gain from the field trip. This plan should then be
discussed with the businessman in charge before going. This way all per-
sons involved know what to expect and how to plan to best meet the needs
of the children.

A phone call or a personal visit is advisable the day before the
trip. Many times an adjustment has to be made at the last minute, or they might have forgotten or in some cases the wrong dates have been checked. To be safe call or visit a day or two ahead to confirm the time and date.
SUMMARY

Literature supported the fact that many students need special help in order to remain in school as they find it difficult adjusting to the school setting. Schools therefore are being forced to assume more responsibility in employment preparation because of the increase in student enrollment and a decline in job opportunities. Automation is also causing people to change from one area of employment to another making it more important for students to be more prepared to enter the world of work. More than ever before the students need to understand job requirements and how to shift from one area of work to another. Students need to have realistic knowledge of the society and its job requirements. Students also need to realize how school attendance and preparation relates to finding and keeping jobs.

The programs at Lincoln Junior High School were designed to carry out many of the recommendations listed in the review of literature. Students received training in job preparation, many experienced actual work experience at school, and all took part in various planned field trips to businesses in the area.

This writer would recommend that all junior high schools set up a program where the students who are labeled Educable Mentally Retarded can explore the world of work. Students should be involved in an in-service work situation if they do not already have jobs after school. Pre-vocational classes should be well staffed, and the curriculum should cover material relative to the world of work.
This writer believes that one of the most effective ways to introduce the junior high school student to the world of work is through well planned and supervised field trips. It is also recommended when planning a field trip or visit that the people involved know ahead of time the objectives of the visit. This advanced preparation would result in a more effective field trip.
LITERATURE CITED


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