

SPECIAL REPORT

A LIFE ADJUSTMENT
COURSE FOR THE KENOSHA
VOCATIONAL SCHOOL

Submitted by
Wildon F. Owens

In partial fulfillment of the requirements
for the Degree of Master of Education
Colorado State College
of
Agriculture and Mechanic Arts
Fort Collins, Colorado

August, 1944

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WE HEREBY RECOMMEND THAT THE SPECIAL REPORT PREPARED UNDER
 OUR SUPERVISION BY WILDON F. OWENS
 ENTITLED A LIFE ADJUSTMENT COURSE FOR THE
KENOSHA VOCATIONAL SCHOOL
 BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE
 DEGREE OF MASTER OF EDUCATION
 MAJORING IN EDUCATIONAL ADMINISTRATION

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Permission to publish this special report or any part of it must be obtained from the Dean of the Graduate School.

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Chapter I
INTRODUCTION

The purpose of this report is to provide information that can be used in serving Kenosha youth and adults who need further skills and knowledge to aid them in adjusting to the conditions of the changing labor market (4:42-50). Public school officials are making plans which include careful attention to life adjustment problems which are facing all citizens in the post war period (33:13-14). These problems will probably be particularly difficult for those who are in the labor market at the beginning of this period. This is true of the United States as a whole (33:13-14).

The city of Kenosha, Wisconsin, located in the extreme southeast corner of the state, is an industrial center having a population of approximately 49,000 people. The area of the city is 7.68 square miles with a tax rate of \$33 per thousand and a tax value of \$73,302,130. The city has 18 school buildings including a vocational school which has regularly enrolled about 500 students (41).

The Kenosha Vocational School was established largely on a compulsory attendance basis for working

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boys and girls between the ages of 14 and 16 years. The original law provided for half-day attendance for the group that had left public school. Later in an attempt to improve their occupational status, students between the ages of 16 and 17 years were required to attend this school one day per week (28:1). The part-time group was eventually extended to the age of 18 years because individuals younger than this did not have sufficient maturity to be successful on their jobs (28:4). The half-time group was limited to those who had completed eight grades of public school and whose services were needed at home. This latter group was then required to attend full time until they reached the age of 16 years, inasmuch as no work permit is now allowed for individuals below that age (45).

The type of student enrolled in vocational schools under the early laws was composed largely of people interested in shop and home economics work (28:4). The advent of the depression brought about a decided shifting in the population of the school (44). High School graduates were no longer able to find employment readily, and many found themselves ill equipped for any vocational pursuit (44). This group began enrolling in large numbers, particularly in the commercial department. The present population finds that 63% of the students are high school graduates, 40% are over 18

years of age, and only 17% come under the compulsory attendance law (44).

Since Pearl Harbor the demand for youth in industry has rapidly changed the attendance to a part-time group, from 16 to 17 years of age, attending school eight hours per week and working in industry the remainder of the time. The demand for shop and home economics classes has increased.

The need for vocational training in Kenosha can probably best be shown by comments from in-school and out-of-school groups. Sather (44) in 1939 and 1940, in his survey made such a comparison in answer to the inquiry as to the value of public school and vocational school training, and the statements are as follows:

Comments from in-school groups

1. Sciences formed a more thorough knowledge of nature; sociology weighed the pros and cons of the world's problems, solutions, and social status. Office training gave an outlet for expression in neatness of work, ability to do work, and in doing that which interested me. It is impossible to get too much education. The further we get into education, the less we seem to know about it. We should go more intensively into every type of knowledge.
2. More personal guidance and interest in students is needed in both.
3. I find that there is an entirely different attitude between teacher and pupil. I can say I like vocational school the better since one is an individual here

not one of the mass; but it is hard to accustom oneself to doing something without being forced to. Initiative was entirely lacking in me when I enrolled here. I think I have remedied that deficiency.

4. In my opinion, vocational teaches its students the way they should be taught.

Voluntary statements mentioned in the above paragraphs expressing the value of understanding world problems, social status, neatness of work, ability to work, personal guidance, and initiative show the value of a life adjustment course.

5. Vocational training has been more valuable to me, but it should be run differently. After reaching a certain goal in school training, the student should be sent to a practical shop, or job along the line he intends to pursue. This would give the experience so necessary in applying for work.
6. At H. S. there should be more useful subjects.
7. Vocational School is better.
8. Vocational School has been more helpful to me than any public school I have attended. No improvements need be made.
9. I like Vocational School but think a little more home management should be taught.
10. Jr. H. S. work was the best.
11. The work over here has helped more.
12. When I came to Vocational School, I didn't know how to cook or keep house very well. Foods classes have helped me a great deal.

13. The work I received at Vocational School has helped me more.

14. Vocational more helpful.

Comments from Out-of-school groups

1. In Jr. H. S. I didn't have any subjects that would help me in my life work, but at the Vocational School, a fellow has a chance to pick those subjects that he is really interested in and that will eventually help him.
2. When a pupil takes certain subjects, they should be given a talk on how these things will be in the future. Will the subjects they are taking today be of value to them tomorrow? Most pupils take a subject because forced to or because it sounds good. This should be remedied.
3. My training at the Vocational School has proved the more helpful to me.
4. Aside from learning fundamental truths, I have profited little from either as far as making a living or enjoying a fuller life.
5. I would suggest that subjects be suited to the individual and that considerably more stress be put on one's public life, demeanor, association with other people, habits, hobbies and speech. One must consider the increasing amount of leisure time.

It is worthy to note that the out-of-school group has faced the realities of life more than the in-school-group. These individuals realized the importance of subjects that are of value to them and suggested that the school include subjects which place more emphasis on public relations, personal habits, speech, and recreation.

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5. More guidance in one's life, for it was not until entering vocational school after graduation from high school, that I found myself and started working with a purpose. The greater friendliness of the teachers was the factor that gave vocational school zest. It was this attention to the individual that made me decide to enter college.
 6. My high school, college of commerce, and vocational school training were naturally the direct causes for my securing a position. I think both high school and vocational school are fine places for learning if the student is willing to learn.
 7. Smaller classes and individual attention to students were needed at high school.

I received more benefit from my vocational school work than from high school. I gained confidence in myself at the vocational school because the teachers are more amiable and informal.

8. Vocational school has its subjects arranged so that you may get a complete course in the field you desire.

High school offered the more social activities.

9. In high school I feel that the type of training I received was beneficial to my continued work at Wisconsin. I was able to take a year and a half of university work through the extension division at vocational school and am now in Madison.

If I had not received my commercial training at the vocational school I would have been unable to earn my living. I learned there in a comparatively short time how to make a living. I secured a position through the school and now have a year's leave of absence from my position to attend University.

- 10. My high school training was more valuable, as I attended vocational for only two months. There was no social life at the vocational school.
- 11. I found all my training valuable and only wish some one had advised me to take more commercial subjects. It was necessary for me to get these at the vocational school after I had graduated.
- 12. In high school I learned a lot of things that may never help me in my work but they are nice to know and are accomplishments. At the vocational school I learned the typing and comptometry I am now using.
- 13. Both should give students more encouragement.
- 14. At vocational school I completed my typing and shorthand and also learned comptometry. However, for office work it is better to first graduate from high school.

The need for life adjustment training has been shown by the fact that 10 out of 14 of the in-school-group described shortcomings in their own educational patterns, while 12 out of 14 of the out-of-school group, or 64%, indicated the importance of life adjustment information as necessary to success in life.

Sather (44), in 1939 and 1940, summarized this problem when he stated:

the lack of value of education in life appreciation and in earning a living, coupled with the desire for courses more closely allied with life's problems, gives one ample reason to speculate on the progress of schools in teaching life and living to its students. Perhaps modern trends have tended to alleviate this deficiency, but it is easily seen that as

yet we have missed one of the most important areas of education.

In order to develop such a course it became necessary to make a careful analysis of adjustment problems, course content, and appropriate learning activities for vocational students. This consideration resulted in the list of questions which follows:

Problem

What should comprise a life adjustment program for the Kenosha Vocational School?

Problem analysis.--1. What type of government does Kenosha have?

2. What programs do Kenosha social agencies provide for the betterment of society?

3. What types of industries are located in Kenosha?

4. What are the causes of occupational failure?

5. What is the trend of employment opportunities in Kenosha?

6. What are the requirements in Wisconsin for social adjustment courses?

7. What units are most frequently included in adjustment courses now being offered in Wisconsin?

8. What should comprise the course in life adjustment?

Since much student interest has been manifested in the organization of a life adjustment course, a survey was made of research literature in an effort to find answers to the foregoing questions. Pertinent information is reported in the next chapter.

Chapter II

REVIEW OF RESEARCH

Students in vocational education are striving to prepare themselves for employment. This task embraces a number of important facts. One of these has to do with subsequent life adjustment. Because adjustment is a continuous process and one which presents difficult and rapidly changing problems, it has been the subject of numerous investigations.

The research findings that relate to question number one, What type of government does Kenosha have? follows:

Laughlin, city manager of Kenosha in 1938, in the seventeenth annual report (20:11) made a comparative study of the facts showing progress and growth of Kenosha by comparing the statistics for December 31, 1921, with those of December 31, 1938, and December 31, 1943. The city of Kenosha has prepared an annual report for the past 17 years, and the figures were obtained from these reports. His findings are as follows:

Facts Showing Progress and Growth of Kenosha:

	Dec. 31, 1921	Dec. 31, 1938 (U.S. 1930)	Dec. 31, 1943 (U.S. 1943)
Population	40,472	50,262	48,765
Area-square miles	5.74	7.68	7.68
Tax value	\$54,938,400	\$70,049,510	\$73,302,130
Tax rate (per \$1000)	\$31.00	\$31.00	\$33.00
Streets-total miles	107.22	149.47	149.47
Streets-total miles paved	26.95	95.02	95.176
Sewers-total miles	65.85	120.09	121.89
Sidewalk-total miles	58.25	190.56	193.8
Water mains-total miles	66.78	121.19	124.779
Gas mains-total miles	55.64	124.85	168.028
Hydrants (fire)	527	1,003	1,017
Meters	6,934	10,297	10,885
Parks and play-grounds-acres	169.46	542.01	568.3
Family dwellings			
One-family	5,756	7,988	8,549
Two-family	765	994	995
Three or more	42	68	72
Street Railway (trackless trolley system since 1931)			
total miles	7.5	16.4	16.4
Ornamental lights	252	354	350
Arc or Mazda lights	530	869	869
School buildings (including vocational)	11	18	18 (41)

Kenosha has the council-manager type of government. The seven council members are elected at large by popular vote and hold office for two years, four leaving office in the even numbered years and three in the odd numbered years. The seven council members elect the president of the council at their first organ-

ization meeting each year.

The city manager is selected by the city council on the merit basis and is responsible for administering city government. The person selected as manager may be a resident of Kenosha, although the city council is permitted to go outside the city to get the best person available.

In addition to the city manager there is a Director of Finance, City Engineer and Director of Public Works, Director of Health, Chief of Police Department, Chief of Fire Department, Chief of Inspection Department, Director of Parks, Director of Law and two city assessors.

There are seven members on the board of education, ten members on the library board and five on the Board of Vocational and Adult Education. The city plan commission has eight members and the board of zoning appeals has six members. The police and Fire Commission, Board of Building Appeals and Examiners, Board of Stationary Engineers, Board of Electrical Examiners and Board of Harbor have five, six, three, four and eight members, respectively.

The preceding information will be of value in constructing a life adjustment course at the Kenosha Vocational School inasmuch as the understanding of local government is a desirable characteristic of a good citizen.

Organization Chart-City of Kenosha, Wisconsin

VOTERS OF KENOSHA

SCHOOL BOARD

MUNICIPAL

VOCATIONAL BOARD

JUDGE

--COUNCIL-7 MEMBERS--

LIBRARY BOARD--

CITY PLAN COM.

HARBOR COM.---

--BOARD OF ZONING APPL.

CITY MANAGER---

<u>DIRECTOR OF FINANCE</u>	<u>BOARD OF POLICE & FIRE COM.</u>	<u>DIR. OF PARKS</u>	<u>DIR. OF HEALTH</u>
<u>CITY CLERK</u>	<u>POLICE DEPT.</u>	<u>DIRECTOR OF LAW</u>	<u>SCHOOL NURSES</u>
<u>CITY TREASURE</u>	<u>FIRE DEPT.</u>		<u>CHEMIST</u>
<u>CITY ASSESSOR</u>			<u>MILK, FOOD AND SANITARY INSP.</u>

CITY ENGINEER AND DIRECTOR OF PUBLIC WKS.

CHIEF OF THE INSPECTION DEPT.

SUPT. OF WATER DEPT.
SUPT. OF STREETS ETC.
SUPT. OF WASTE DEPT.
SUPT. OF MUN. GARAGE

BUILDING INSPECTOR
PLUMBING INSPECTOR
ELECTRICAL INSPECTOR
SEALER OF WTS. AND MEAS.

The people by Ballot Elect-
 City Council (7 members)
 Board of Education (7 members)
 Judge of Municipal Court

The City Manager Appoints
 Board of Police and
 Fire Commission
 Heads of all Depts.
 All other city Employ-
 ees.

The City Council Appoints-
 City Manager
 Library Board
 City Plan Commission
 Harbor Commission

The City Manager acts
 as-
 Administrative Head of
 City
 Board of Public Works
 Chairman of City Plan
 Commission
 Harbor Master

The research findings that relate to question number two, What programs do Kenosha social agencies provide for the betterment of society? follow:

Marlatt (22) in 1941, made an analysis of the budget allocations of the funds subscribed for community chest purposes for Kenosha in that year and indicated how the money was used. The method used was that of transcription and tabulation from the official records of the community chest.

His findings were:

Part of the Work Accomplished Last Year

Persons receiving benefit, aid or assistance	20,382
Patients in our hospitals receiving all or part time free service	2,404
Home calls to tuberculosis cases	1,960
Pieces of clothing and shoes supplied	2,945
Free and part-pay nursing calls	1,852
Free examinations in clinics	661
Free meals provided	1,505
Veterans sent to hospitals	65
Accidental injuries treated free	262
Tuberculin skin tests free	1,076
Number of days free care given to aged	6,573
Number of girls benefit by residing at Girls' Club	125
Boys and girls enrolled in summer camps	929
Days camping for boys and girls	9,050
Total boys and girls enrolled in educational and athletic classes	9,272
Social Service Exchange Registrations	3,306

How the Community Chest Money Was Spent This Past Year

American Red Cross	\$ 1,750.00
Red Cross Veterans Service	3,095.00
Boy Scouts	6,960.00
Carmelite Sisters' Home for the Aged	6,000.00

Catholic Youth Organization	\$	1,000.00
Girl Scouts		6,055.00
Kenosha Girls' Club		3,900.00
Kenosha Hospital		10,000.00
Kenosha Service League		11,303.00
Kenosha Tuberculosis Society		1,256.16
Kenosha Visiting Nurse Association		2,000.00
Kenosha Youth Foundation		13,500.00
Protestant Youth Council		850.00
St. Catherines Hospital		10,000.00
Salvation Army		5,800.00
Disabled American Veterans		250.00
Transient Relief		368.00
Chest Office Expense and Campaign Expense		<u>5,600.00</u>
Total	\$	<u>89,687.45</u>

More than 250 citizens of Kenosha give freely of their time and energy to serve on the various boards of the 15 Kenosha welfare agencies which are supported through the Kenosha Community Chest Fund, giving ample assurance that each agency will be operated efficiently by local people to meet the purposes for which these agencies are designed.

The list of directing boards for the various agencies of the governing board of the Community Chest follows: Community Chest Governing Board, Kenosha Chapter of the American Red Cross, Boy Scouts of America, Carmelite Sisters' Home, Girl Scout Council, Kenosha Girls' Club, Kenosha Hospital, Kenosha Service League, Kenosha Tuberculosis Society, Visiting Nurse Association, Kenosha Youth Foundation, Catholic Youth Council, Catholic Youth Organization, St. Catherine's Hospital, and the Salvation Army.

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Donors, recipients, agencies, and the community at large are all benefited by the Community Chest plan for central, equalized financing for all welfare agencies of Kenosha. Those who receive help from the agencies benefit because one general fund provides assurance that guidance and financial aid will be available when needed. The subscribers benefit because they are solicited only once a year. People may budget their subscription, paying monthly or quarterly throughout the year, and can support a total community program with a single pledge. The agencies benefit because they receive more money for their work from a greater number of people, than would be possible under any other arrangement. They can devote more time to service when they are relieved of the time and expense of individual campaigning. They have sound financial backing for maintaining equality, raising the standards of their service, and long term planning. The entire community benefits because it is assured that the funds raised go to support a wisely planned program of community service and that these funds will be intelligently apportioned. A central budgeting committee studies the needs of the community and allocates available funds for a balanced program to meet these needs. The city becomes a more united community for the interest in the Community Chest and the good work it supports unites all

citizens on a common ground of human service regardless of race, creed, color, political belief or economic status.

Since the welfare activities of Kenosha are carried on to help citizens of Kenosha as a whole to live on a higher plane of health and happiness, specific information on the activities is needed in making successful life adjustments. This is true whether an individual is serving the welfare of others or is a recipient of the services.

Further information relating to this question was obtained by a leisure-time survey at the Kenosha Vocational School (45). This survey was made possible through the cooperation of the full-time, half-time, and part-time students of the Kenosha Vocational School who were members of classes conducted by Ted D. Sather and W. F. Owens. A two-page questionnaire, based on information given in Youth Tell Their Story by Howard M. Bell (3), was prepared and submitted for approval and suggestions to E. F. Randall, Director of the Kenosha Vocational School; G. M. Phelan, Director of the Kenosha Recreation Department; and G. F. Loomis, Superintendent of Kenosha Public Schools. After suggested changes were made, the final questionnaire was mimeographed and given to the social science classes taught by Owens and the machine calculating classes taught by Sather during the classes held from December 20-22,

1943, and January 3-14, 1944. The results were divided into two groups for tabulation purposes. One group consisted of people attending school half-time and full-time, and the other group was made up of those attending school part-time or eight hours weekly. The boys and girls were listed together and in most cases the tabulations are not divided as to sex.

The oral instructions, given before the questionnaire was filled in, were as follows:

- A. Do not place your name on either of the sheets of the questionnaire.
- B. By all means tell the truth. Rather than state untruths leave the question unanswered.
- C. No attempt whatever will be made to find out what you as an individual write.
- D. This is an attempt to help me help you to help yourselves. Results of this questionnaire will be tabulated, summarized, and sent to the proper city authorities for inspection.

GROUP I

Half-time and Full-time students

Thirteen full-time and five half-time girls filled in the questionnaire. Fifteen full-time boys also answered it. The ages of this group were as follows:

Full-time Girls	Half-time Girls	Full-time Boys	
1-14 years	1-15 years	1-14 years	
8-15 years	2-16 years	13-15 years	
1-16 years	1-17 years	1-16 years	
3-17 years	1-18 years		
<u>13</u>	<u>5</u>	<u>15</u>	Totals

In this group a total of 33 questionnaires was completed, almost equally divided as to sex with an age range of 14 to 18 years, the median age being 15 years.

Summary

The following conclusions might be drawn from this portion of the survey:

1. There is much leisure time (24 hours per week) during which this group must have some activity.
2. Eighty-four per cent of the individuals who filled in the questionnaires felt that provision for such recreational needs was at present inadequate in Kenosha.
3. The schools are offering little in the way of out-of-school activity for the main portion of the students.
4. Churches are not attracting many to their social or recreational programs.
5. For this group money is still a great question, and activities provided must be low cost to participants.
6. Dances, recreation clubs, gyms, and roller skating rinks are the diversions most often mentioned as lacking.
7. The family is the greatest agency affecting their lives. This seems to indicate that parents

should be apprised of the need and should be given an opportunity to help formulate plans for meeting this need.

8. Parental education toward this problem might be desirable.

GROUP II
Part-Time Students

In this group a total of 134 questionnaires were completed.

Marital Status of Parents

	Girls	Boys
Parents alive and living together	60	45
Both parents dead	0	1
Father dead	4	6
Mother dead	1	3
Parents divorced	4	4
Parents separated	2	0
	<u>71</u>	<u>59</u>

The distribution shows this to be a normal group with 80% living in homes in which both parents are alive and living together.

Summary

The following conclusions might be drawn from this portion of the survey:

1. There is much leisure time (twenty-four hours a week) during which this group must have activity.
2. Seventy-five per cent of the individuals who filled in the questionnaires felt that provision for such recreational needs was at present inadequate in Kenosha.

3. The schools are offering little in the way of out-of-school activity for the greater portion of the students.

4. Churches are not attracting many to their social or recreational programs.

5. Dances, recreation clubs, gyms, and roller-skating rinks are the diversions most often mentioned as lacking.

6. The family is the greatest agency affecting their lives. This seems to indicate that parents should be apprised of the need and should be given an opportunity to help formulate plans for meeting this need.

7. Parental education toward this problem might be desirable. It is therefore evident that at least from the child's standpoint, there is need for low-cost recreational facilities and a plan for using them.

The various social agencies of Kenosha recognized this need and under the able leadership of G. M. Phelan, Director of Recreation (37:95-6) a youth center was organized and the history and results follow.

The original impetus for the Kenosha Youth Center known as "The Dry Dock" came from the coordinating council. This council is made up of the various social agencies and other organizations in the community

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that are working on youth problems. This body was responsible for appointing an executive committee of not less than nine or more than 15 members, plus the president of the Youth Board. The duty of this committee is to provide quarters for Kenosha Youth Center, furnish the leadership, promote the membership and general welfare, and aid in establishing the policies under which the center shall operate.

Finances for the center were raised by solicitation of organizations, with one exception. One member of the finance committee was responsible for special gifts and solicited donations from several individuals usually in excess of one hundred or so dollars. Membership is composed of teen age youth in the senior high school plus those from 16 to 20 years, inclusive, who are out of high school. Each member pays a fee of one dollar for one year and receives a membership card which must be presented when he enters the center.

When the membership reached approximately 200 a general meeting was called and youth selected their own officers: president, vice president, and secretary, these officers to be aided by three girls and three boys elected at large from membership to compose the Youth Board. The operation of the club has been turned over to this board under the guidance of an

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adult hostess who is present at all times the club is open.

The following set of rules for "The Dry Dock" was adopted by the executive board:

1. Cooperate with those in charge.
2. Check wraps on entering.
3. No smoking in club or hallways.
4. No liquor on or in you during attendance.
5. No gambling in any form.
6. No rowdyism.
7. No loitering on stairways.

The Youth Board has the power to suspend or expel a member for failure to obey regulations but not until such member has had a chance to appear in his defense before the board. Any member so expelled or suspended may, if he feels an injustice has been done, appeal his case to the executive board.

The Dry Dock is equipped with a coke bar, game facilities, a dancing area with a juke box, an area for lounging or visiting. During the summer it is open at the following times:

Monday	8:00	-	11:00 P. M.
Tuesday	8:00	-	11:00 P. M.
Wednesday	8:00	-	12:15 P. M.
Thursday	8:00	-	11:00 P. M.
Friday	8:00	-	12:15 P. M.
Saturday	3:00	-	5:00 P. M. and
	8:00	-	12:15 P. M.
Sunday	--		Not Open

This recreation center was opened in February, 1944, and has a membership of 1,005. The center is proving very popular among the young people, the only complaint being that facilities are not large enough to

accommodate the membership.

KENOSHA YOUTH CENTER

STATEMENT

June 1, 1944

CUMULATIVE SINCE INCEPTION

RECEIPTS:

Contributions.....	\$	3,841.00
Memberships.....		1,005.00
Sales.....		1,246.65
Total	\$	<u>6,092.65</u>

EXPENDITURES:

Rent of Quarters.....	\$	300.00
Salary of Hostess.....		296.70
Collector of Internal Revenue.....		2.20
Decorating and Washing of Youth Center Quarters.....		458.00
Booths.....		330.00
Electrical Work.....		67.78
Printing of Membership Cards.....		38.00
Cartage.....		34.36
Clean Coat Service for Coke Bar Attendants.....		13.69
Game Equipment.....		15.00
Furniture.....		15.00
Miscellaneous supplies, equipment, services.....		184.32
Electric service.....		50.16
Paint, Lumber, Hardware.....		81.83
Phonograph Rental, Sound Service...		80.00
Candy.....		156.58
Soft drinks.....		671.70
Total.....	\$	<u>2,795.32</u>

Total Receipts.....	\$	6,092.65
Total Expenditures..		<u>2,795.32</u>
Balance.....	\$	<u>3,297.33</u>

Every healthy boy and girl has a certain amount of energy that must be used. Work at home and in school expends a part of this energy. The guidance of youth during leisure hours is a financial as well as

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social asset to a community and a problem of life adjustment for each individual.

The research findings that relate to question number three, What types of industries are located in Kenosha? follow:

Ten of the most important industries in Kenosha were selected by the writer from copies of the Kenosha Industrial News. This information gives a typical industrial picture of Kenosha. A large part of the population works in the industries described below.

The American Brass Company (53) was established in Kenosha in 1886. In 1922, the American Brass Company joined with the Anaconda Copper Mining Company. This combination brought together the world's largest producer of copper and the world's largest manufacturers of copper and copper alloys. Today the Kenosha branch is principally engaged in producing sheets, bars and tubes in various shapes and dimensions from copper and copper alloys. The Kenosha plant in normal times is able to spread its production through each season of the year to provide reasonably steady employment for its 1,500 employees.

The first Nash (11) automobile rolled off the assembly line in the summer of 1917. C. W. Nash purchased the dormant Thomas B. Jeffery Company and founded Nash Motors. An average of more than 5,000 Kenoshans

were to find regular employment with Nash Motors and earn approximately \$250,000,000 in the next 24 years. Kenosha built cars -- a million and a quarter of them which were to carry people in every section of the world. In 1936, on the 20th birthday of the company, it merged with the Kelvinator Corporation and became the Nash Motors Division of the Nash-Kelvinator Corporation. The company at present is busily engaged in producing the famous Pratt & Whitney Airplane motor.

In 1907 when the first brass casings were made by the Specialty Brass Company (1) the founders did not anticipate the steady growth that followed. The factory today occupies 65,000 square feet of floor space and employs 125 persons. A complete line of dairy machinery, sanitary milk pumps, and equipment is produced. The Specialty Brass Company fillers and cappers are particularly well known throughout the dairy industry. In the manufacture of milk pumps, filters, coolers, heaters, tanks, and valves, Specialty Brass Company found that its engineering features were outstanding.

For more than 37 years the Frost Company (15) has devoted its attention to the advance of brass products, the world's oldest known trade. This Company deals in an extensive line of plumbers' brass goods. Though plumbing supplies form the bulk of the company's products, other items produced include oil line parts

for automobiles, automobile grills, parts for fire extinguishers, printing machinery, refrigerators, and Diesel, gasoline and marine motors and equipment. Approximately 200 people are employed at this plant.

The Dynamatic Corporation (12) is still active in that region of industrial development which remains shrouded in mystery. Most companies avoid the mysteries of electric power devices. The Dynamatic Corporation's variable eddy current clutch for air conditioning units of Pullman cars opened a field of development hitherto unknown. Another highly successful product of the Dynamatic Corporation is the Dynamatic Dynamometer. This is a device used by industry to measure the horsepower developed by the various types of engines and motors. The plant employs about 55 well trained mechanics.

The Peter Pirsch & Sons Co. (38) displays a hand operated fire fighting vehicle built at Waterford, New York, in 1858. At that time Nicholas Pirsch was interested in the manufacture of buggies and wagons of superior design and performance but soon became interested in producing fire fighting equipment. In 1898 Peter Pirsch invented a new ladder of trussed design known as the Pirsch compound trussed fire ladder. This ladder is the forerunner of the latest 100 foot Pirsch Hydro-mechanical aerial ladder that is now in use by

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about 3,000 fire departments. Of the 14 manufacturers engaged in producing fire apparatus, Peter Pirsch & Sons Company ranks third in sales volume and first in original devices and improvements.

The Holm's Manufacturing Company (17) was organized in 1919 by Dr. J. H. Holm and his four brothers. They saw an opportunity for building an organization that would furnish a dependable source of service to companies where production required engineering of tools and equipment for their plants. Since the post-war depression, four additions have been made to the first structure of 2,800 square feet, and today 12,500 square feet of manufacturing space is fully occupied and equipped with modern machinery. Ninety skilled mechanics are employed with a payroll averaging \$150,000 per year.

The adventure of the Arneson Foundry (2) began in 1903 when Ole Arneson negotiated a second mortgage on his home to raise \$500. Four Hundred fifty dollars of this was invested in a foundry. Today the Arneson Foundry has a capacity of 20 tons of "electric" steel and 20 tons of grey iron per day. The production of high grade iron and steel castings has contributed much to the firm's reputation as an efficient jobbing foundry. The firm employs about 59 persons.

The Frank L. Wells Machine Shop (63) was founded in 1893. The company deals exclusively in spring making machinery. Coiled springs, such as the spring which pulls your screen door closed, bed springs, upholstery springs, automobile cushion springs and other varieties of springs are made with Wells machines. Of the 42 employees of the company, 39 have been with the firm 10 years or longer.

The Kenosha Boiler and Structural Company (54) was organized in 1914. Crane runways, conveyor equipment, industrial trucks, cupolas, and boilers are made in addition to its building products. Other successes were achieved in the construction of highway trailer equipment, storage bins, steel stairways, tanks, fire escapes, and steel doors. Its payroll averages \$45,000 annually.

A general understanding of employment possibilities in the industries and businesses of Kenosha, together with an understanding of their contributions to a higher standard of living, are important to youth and adults alike. One purpose of the life adjustment course will be to assist vocational students in developing such understandings.

The research findings that relate to question number four, What are the causes of occupational Failure? follow:

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Cox, in his thesis study (10) of the Funda-
mental Employment Characteristics of the Metal Trades
Industries in the San Francisco Bay District of Calif-
ornia in 1940, used the conference method to determine
the procedure to follow in collecting data. Nine employ-
ers of the metal trades industries who were intensely
interested in employee upgrading considered the most
important characteristics. The conference consisted of
27 meetings.

Following the conferences, individual inter-
views were held with leading employers in the metal
industries in the Bay District to get further informa-
tion and to develop ways and means of collecting in-
formation. An information booklet was used for this
purpose. Approximately 400 of these booklets were made
up and taken out to 50 employers. Forty-five of the 50
booklets were returned completely filled out. In the
final analysis it was found that employment character-
istics were made up of 42 personal characteristics plus
seven job progress factors. These two tables were
compiled into a third table entitled, "Employment
Characteristics."

The findings of this study are as follows:

Employment characteristics placed in the order of
their importance as possible employment advance-
ment factors.

Order of Importance	Employment Characteristics	Minimum Percentage for Advancement Expectancy
1.	Courteousness	91
2.	Physical fitness-health	89
3.	Production speed	89
4.	Punctuality	89
5.	Neatness-personal	87
6.	Conduct-job	86
7.	Conduct-social	85
8.	Family relations-good	84
9.	Thrift (employer)	83
10.	Job orderliness	82
11.	Job interest	81
12.	Personality	81
13.	Thoroughness	81
14.	Honesty	79
15.	Cooperation	78
16.	Disposition	77
17.	Ability to follow instructions	77
18.	Production quality	76
19.	Accuracy	74
20.	Adaptation to job	74
21.	Capability	74
22.	Judgment-social	74
23.	Reliability	74
24.	Adaptability to environment	72
25.	Ambition	72
26.	Energetic	71
27.	Financially sound	70
28.	Tactful	70
29.	Skill	69
30.	Initiative	68
31.	Judgment-job	68
32.	Observing	68
33.	Training	66
34.	Achievement	65
35.	Stability	63
36.	Courage	62
37.	Versatility	61
38.	Flexibility	59
39.	Appreciation, sense of	57
40.	Morale	52
41.	Creative ability	49
42.	Resourcefulness	48
43.	Leadership	47
44.	Education	47
45.	Student while employed	43

Order of Importance	Employment Characteristics	Minimum Percentage for Advancement Expectancy
46.	Tolerance	38
47.	Promotional material	37

Summary

1. Industry as a whole gives only a small degrees of credit to graduates of vocational departments when they enter industry.
2. Employers as a whole do not make a preferable distinction between vocational graduates and regular high school graduates in favor of the vocational graduates. The study will show that the preference is for the regular high school graduates instead of those coming from the vocational departments.
3. Table No. 32 entitled "Employment Characteristics" is the result of the findings of this study.
4. These employment characteristics would be of value to the employer as follows:
 - a. To use them as a rating chart when making an analysis of prospective employees.
 - b. To use them as a rating chart when checking the progress of employees on the job.
5. Recommendations for improvement of vocational training programs are as follows:
 - a. Improve social and vocational counseling systems in grade and secondary schools.
 - b. Set up industrial advisory committees for vocational departments and see that they function as such.
 - c. Improve general training program in grade and secondary schools to extent subject matter and work done will be more directly in line with contemporary needs of individuals and more directly allied to industry.

- d. Set up better functioning program for student advisement by typing the advisory system with parent organization, in order that those who need guidance and counseling may get it through a source which is directed by the regular advisor or teacher in the school.
 - e. Improve vocational training program in schools and make them function in a way that will parallel the work the boys in vocational departments will do when they enter industry.
 - f. Set up a more definite program of mathematics for all students in the vocational department.
6. Local programs in vocational education shall follow more closely the advice given by trade advisory committees.
 7. If the Vocational Department is proud of its accomplishments, it should advertise itself-inform industry of high standards of departments and quality of students being trained.
 8. Develop aptitude tests for measuring abilities of students. If industry acknowledges the trends toward aptitude test, then the vocational school should be a leader in the field of employee selection and rating.

Recommendations for the improvement of employer-employee relationships.

1. Strengthen personnel manager system by employing a personnel manager.
2. Set up application blanks and personal analysis charts based upon the employment characteristics compiled by this study.
3. Set up employment record cards or rating charts based upon the employment characteristics compiled from this study and use them for rating the daily progress of the employees.

Ninety per cent of all work in Kenosha is also in the metal industries; therefore, the findings with regard to employment characteristics in the San Francisco Bay District should be useful content in a life adjustment course for the Kenosha Vocational school pupils.

The research findings that relate to question number five, What is the trend of employment opportunities in Kenosha? follow:

House (18) made a Study of Occupational Information Needed in Vocational Guidance of the Youth of Kansas City, Kansas in 1936. He prepared a questionnaire and tabulated the results of the analysis of 25 different job analysis sheets as secured from 25 industrial firms in Kansas City. The descriptive material resulting from the information of these job analysis sheets was formulated into 25 individual job specification sheets. Each sheet is an illustration showing how the important facts about a job as given on a job analysis sheet are brought together under 12 headings and put down in brief terse form so that they can be found quickly and read by the employment official when he receives a requisition from any department head for a new worker for any job or when he is interviewing an applicant for employment in any specific job.

His findings were as follows:

<u>Job Requirements for Beginners in Employment</u>	<u>Basis of Frequency of 25</u>
Duties	20.50
Physical qualifications	19.25
Mental qualifications	18
Personal qualifications	17.75
Characteristics of jobs	11.90
Personal responsibilities	11.10
General education	10.25
Physical requirements of jobs	10.05
Conditions of employment	10.00
Special abilities	7.00

The frequency of 25 is the maximum rating as 25 firms were surveyed.

In order to stay on the job, a beginner is expected to perform many varied tasks in addition to his regular assigned duties. He must develop an early ability to get along with fellow workmen. Industry requires that a workman be alert at all times and show aggressiveness. He will be expected to acquire a working technique while on the job. He must promote safety at all times. Outside reading and study will help make the workman indispensable to the job.

Standards of Promotion.--Industry demands that the workman do his job accurately and that he promote and uphold the policies of the company for which he works. If he wishes to advance rapidly, he must win the confidence and friendly regard of his fellow workmen as well as of his foreman. He must be a careful observer of all plant operations and learn all he can about the many kinds of jobs found in the plant. Continued effort toward improvement on any job will be rewarded. An improved knowledge of the company's business increases the chances for promotion.

A general Discussion of Conditions.--The table shows the order in which each divisional head of job requirements for beginners in employment in industry should be placed in terms of the average frequency of requirements listed. Duties head the list but are closely trailed by Physical Qualifications. If the worker's

health is poor, it will lower the efficiency rating of his duties; lack of physical stamina causes fatigue on the job and slowing down in the performance of assigned duties.

Physical, Mental, and Personal Qualifications follow in the order named. In our everyday life we find that they are inseparable, one from another. Without these three kinds of qualifications being up to requirements, the youth could not expect to perform his daily duties.

Characteristics of jobs, Personal Responsibilities, General Education Requirements, Physical Requirements of Jobs and Conditions of Employment are almost all of equal frequency and each one has its part to play in making youth become more efficient on the job.

The requirements of Special Abilities is found at the bottom. This fact does not lessen its value to the group of requirements. If a youth secures a job that requires any one of the items listed under Special Abilities, and he cannot match the ability, he will fail on the job, even though he manages in some manner to secure the job without these special qualities.

The entire section serves to give a general picture which is highly useful for individual duties and qualifications demanded by industry of the jobs for which youth must qualify.

It is suggested by the writer that the present study may be of use to those who are engaged as vocational guidance counselors and all other members of the school personnel acting as advisors, personnel directors and employment managers, and young people who are about to enter employment or those who should receive more information after entering employment.

Every vocational counselor or advisor is confronted with the problem of continually revising the material that he uses in guidance work about occupations. This would give him reliable first-hand information concerning the marketing of the assets of the young people under his direction and guidance.

The personnel director or employment manager could use the principles involved in the present study in determining the qualifications and specifications required of any particular job found on his payrolls.

The information presented in this study is invaluable to beginning workers in industry.

This study will be valuable in formulating a life adjustment course because it clearly indicates the desirable characteristics necessary for success on the job.

Additional research findings that relate to question number five, What is the trend of employment opportunities in Kenosha? follow:

The United States Department of Commerce (60) Bureau of Census, Washington, in its report, Census of Manufactures for Wisconsin in 1939, made a comparative analysis of Kenosha county industries for 1937 and 1939. The statistics are as follows:

Kenosha County	1937	1939
No. of establishments	60	73
Wage earners ave. for yr.	9,056	8,636
Wages	\$13,332,429	\$12,377,309
Cost of materials, etc. fuel purchased, electric energy and contract work	\$37,446,976	\$53,300,168
Value of products	\$63,246,680	\$84,625,723
Value added by manufacture	\$25,799,704	\$31,325,555

This report indicates that the number of establishments and value of products are increasing in Kenosha County, which suggests that increased opportunity awaits students properly prepared and adjusted for work.

These facts will be of value because they can be used to show that increased opportunities await those people that train and cultivate desirable habits and skills necessary to obtain and hold a job.

The research findings that relate to question number seven, What units are most frequently included in adjustment courses now being offered in Wisconsin? follow:

Turner (57) made a survey of general adult education in day-evening and University of Wisconsin Extension classes in 1939-40. She prepared a questionnaire and tabulated the results from 44 schools of vocational and adult education in Wisconsin regarding subjects taught. Wisconsin does not have any definite requirements for social adjustment courses (55).

The subjects related to the adjustment courses were charted by the writer according to frequency for day and evening classes under 12 headings and the results were as follows:

<u>Day School</u>	Frequency
Subject	
1. Local Social and Political problems	43

2. Life adjustment	29
3. Physical education	26
4. Current World problems	23
5. Safety and First Aid	18
6. Finance Insurance and Investment	16
7. Wisconsin History and geography	14
8. History (Ancient to Modern)	14
9. Conservation of Natural Resources	11
10. Radio and Speech education	9
11. Spelling and reading	9
12. Visual Education	3

Evening School

Subject	Frequency
1. Local Social and Political problems.	78
2. Radio and speech education	60
3. Physical education	42
4. Safety and First Aid	17
5. Finance Insurance and Investment	16
6. Current World Problems	12
7. History (Ancient and Modern)	10
8. Life Adjustment	5
9. Conservation of Natural Resources	4
10. Spelling and reading	4
11. Visual education	0
12. Wisconsin History and geography	0

The large totals for certain headings were the results of schools listing similar classes for males and females separately, such as citizenship, Americanization, and public speaking. Other schools had several courses closely related that came under the same heading.

Turner's survey will be a definite help in providing information as to subjects taught.

The research findings that relate to question number eight, What should comprise the course in life adjustment? follow:

Link (23) investigated the attitudes of boys and girls toward certain social problems in Texas in

1940. She sent a questionnaire to approximately 400 boys and girls selected at random from the tenth and eleventh grades in eight small high schools from towns of approximately 500 to 2,000 population, located near Waco, Texas.

Our of the 230 girls and 160 boys checking the questionnaire, 215 girls and 145 boys answered all questions. Only the ones who completely answered all items were retained for use in this study.

The Chi Square value and the statistical interpretation of the differences in attitudes of each of the major topics considered in the study are as follows:

<u>Major Topic</u>	<u>Chi Sq. Value</u>	<u>Inter- pretation</u>
Means of expressing affection	127.463	Vy. significant
Chaperons for various occasions	60.951	" "
Use of cosmetics by girls	52.701	" "
Drinking, telling risque stories, smoking, and using profane language by boy friends	41.837	" "
Dating practices	10.116	significant
Use of cosmetics by boys	9.155	"
Definite time to be home	8.895	"
Grooming in public by girls	7.080	"
Spending money on dates	6.334	"
Grooming in public by boys	5.859	Not significant
Wearing of ties and coats by boys	4.312	" "
Wearing of backless sport, afternoon, and evening dresses by girls	4.197	" "
Wearing of boots and trousers and of high heeled shoes by girls	3.556	" "

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Drinking, telling risque stories, smoking, and using profane language by girls

5.202

not significant

Because of the existing social problems it was evident that the present social relationship unit was not meeting the needs of the high school pupils. Therefore, it was recommended that the following changes in the unit be made:

1. That the unit be taught in the tenth grade to both boys and girls.
2. That those items on which there were significant differences in attitudes be included in the unit.
3. That those items on which there were very significant differences be included in the unit, and be given great emphasis.

Recommendations for further study.

1. What are the attitudes of the teachers of these units and of other adults toward the various social problems?
2. How adequately are home economic teachers prepared to teach a unit on boy-girl friendship?
3. How do the attitudes of northern boys and girls toward these certain social problems compare with the attitudes of Texas boys and girls?

This study will be of value since it provides information as to specific course content.

Further research findings that relate to question follow:

Seitz in her thesis (49) in 1935, A Study of Typical Health Programs of Representative General Continuation Schools and the Use of the Results for the

Construction of an Efficient Program of Health Training for Working Youth contributed the following information.

It was necessary to obtain, by the use of a questionnaire, data regarding the aims of the General Continuation School, the health programs, the teaching material and the methods and procedures used in teaching it.

There were 64 questionnaires sent to these continuation schools in the United States which had the largest enrollment. Sixty-four of the questionnaires were sent out in September, 1932, and fifty-two were returned by the last of November. This gives 81.25 per cent answering the questionnaire. The percentage of replies is unusually high for a questionnaire type of survey.

There may be several reasons for this high percentage; (1) Health is a subject of vital importance to the General Continuation school teacher; and (2) very little study has been given to the health program in the General Continuation school.

The factors for evaluation a program in a general Continuation school are set down roughly in the descending order of their importance from the standpoint of experience and with the use of criteria or checking factors established by the writer.

The findings are as follows:

- I. A health program will be efficient in proportion as it recognizes the special conditions under which the pupils live.
- II. A health program will be efficient in proportion as it aims at establishing permanent habits, rather than attitudes.
- III. A health program will be efficient in proportion as it establishes a definite follow-up of all its pupils.
- IV. A health program will be efficient in proportion to its adaptation to actual feasibility according to group situations.

- V. A health program will be efficient in proportion as its objectives are covered.
- VI. A health program will be efficient in proportion as it has adequate time.
- VII. A health program will be efficient in proportion as it undertakes to deal both with prevention and correction.
- VIII. A health program will be efficient in proportion as it is carried out by qualified teachers.
- IX. A health program will be efficient in proportion as it takes advantage of available agencies.
- X. A health program will be efficient in proportion as it overcomes superstitions and traditions.

In summary the facts gathered from the 52 General Continuation schools as to the general aims and objectives of the school and the objectives and methods used in connection with their health program may be summarized as follows:

The declared aim of the entire school program, as given by nine out of every ten, was that of making the working boy or girl a healthy and useful citizen.

The two subordinate aims that were reported by 40 or more schools were training the boy or girl to get along with fellow workmen and training in health.

The health part of the program was thus shown to be an outstanding objective of the entire school program.

The main objectives given by the schools in connection with their own health program stressed the establishment of good health habits, both physical and mental, and an understanding of the underlying reasons.

The most frequent minor aims of the health program as reported by 43 or more schools

were the stimulating of the desire to practice personal hygiene and encouraging the desire to practice desirable health habits.

According to frequency, the unit subjects in the health program are:

- Personal hygiene
- Care of the eyes, teeth, feet, hair, skin and clothing.
- Proper food
- Adequate sleep
- Protection against infectious and contagious disease
- Proper ventilation
- Sanitation
- Safety at home and on the street
- Removal of physical defects
- First aid to the injured

These were reported by 40 or more schools.

The part allotted to the health program varied among the schools from 10 minutes per week up to three hours per week.

Three-fourths or more of the schools used the following methods of teaching health topics: class discussion, individual correction of physical health defects and use of such organizations as the Y. M. C. A., for promoting the health program.

The devices most frequently mentioned in connection with the development of correct health habits were inspection, follow up, conference and repetitive training.

Less than half of the total number of schools reported they checked up the pupils to insure the practice of health habits and to measure progress.

When asked as to whether they were satisfied with their health programs, one-fourth answered "yes" while 42 per cent were definitely dissatisfied.

When asked as to suggestions for possible improvements, of their health programs, 22 suggestions were given. The most constructive involved a more complete school health

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service, a more definite and systematic follow-up, individual corrective work and more adequate funds.

Seitz found that certain problems are confronting the health program of the General Continuation school.

They are:

1. The problem of time allotment
2. The problem of equipment
3. The problem of medical inspection
4. The problem of follow-up and supervision
5. The problem of health materials
6. The problem of fund allotments
7. The problem of measuring results.

The fact that health is important to success on the job makes this study of direct value to a life adjustment course.

This review of research has provided specific information on welfare agencies of Kenosha that can be organized into lessons for pupils to study. Further information has been gleaned on such subjects as employment characteristics, government, guidance, health, state requirements, leisure time, and social attitudes.

Chapter III

GENERAL AND SPECIFIC OBJECTIVES

Twenty-five years ago general education placed much emphasis on subject matter. Secondary schools were chiefly interested in preparing pupils for college (33:10). More recently education has given recognition to the theory that schools are obligated to provide instruction to meet the life needs of all people (52:6) (62:26-7). The leadership necessary to bring increased educational benefits to all has come from many sources. One outstanding group in this work is the Educational Policies Commission which has provided a concise and comprehensive statement of objectives that can be used in extending and improving public education. This statement is divided into four parts:

1. The objective of self-realization.
2. The objective of human relationship.
3. The objective of economic efficiency.
4. The objective of civic responsibility.
(31:47)

Each of these fields is related to the others and helps to form a comprehensive view of the whole. The school is only one of the influences, as the home, church, industry, and social environment are also edu-

cational agencies (40:58). The objective of self-realization is concerned mainly with individual development. Factors which the school and other social agencies can assist in developing are desire for learning, mastery of speech, ability to read and write, understanding of health problems, and wise use of leisure time (6). If a person is to become well educated, he must develop a desire to learn at an early age and continue the process through life (61:28).

Because of the importance of intelligent social intercourse, the student should become aware of the necessity for learning the fundamental subjects which will enable him to be a well-informed member of society (25:31).

Inasmuch as vocational students are either already in industry or are going into industry, they must be given instruction in problems of health and disease.(5) (10:224-5). The importance of this understanding is made evident when people realize that the average person is disabled approximately ten days out of the year (31:60-1). The first requirement of the school is to educate people in the scientific knowledge concerning the human body and mind (49:25). The importance of safety education can be emphasized by the fact that accidents cost the nation 100,000 lives and 1,000,000 injuries in 1937 (31:62). Many people attain success but lose

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happiness because they have not learned to relax. The ability to take part in recreational activities, as both a spectator and a participant, is important to the physical and mental health of an individual. (9:283-4).

The problem of human relationship is one which has long been neglected by school. (7) (51:95-6). One of the chief sources of difficulty stems from congested living areas (51:188). Crowded cities frequently cannot provide recreational facilities necessary to the well being of their citizens (29:27). This particular problem can best be solved through cooperative community efforts, including such agencies as the home, the church, the school, and organizations interested in youth activities (26) (54:286-7) (42). The school can best fit into this program by developing in all students a spirit of friendly competition, aimed at the different ability levels represented in the group. Vocational education is particularly concerned with the problem of recreation because many students who are employed in industry have free hours during a part of the day when leisure time activities are not scheduled (45). The early home and family life has great influence on the future of the child (32:198). The family should provide care and protection, guidance in getting along with others, proper manners, regulation of sex relations, and development of homemaking skills (27:34-5) (34:95-6) (50:14). One of

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the responsibilities of the school is to improve home and family life. This may include working with both adults and children. (61:19-21). Education for domestic life is still unknown in many schools as shown by the fact that only about 15 per cent of the high school and college students of the country and probably less than 5 per cent of the parents now engage in any kind of systematic education for home and family life (31:89).

Included in the program of each school should be instruction in civic affairs, consisting of background information which will help the student become aware of local, national, and international problems (58:23). This information should be presented in such a way as to stimulate individual thinking on these problems. (13) (9:524). Through his early training, an individual can best realize the importance of his participation in civic affairs.

The objective of economic efficiency means preparation for efficient living regardless of the ability of the individual (46). This implies that attention must be given to vocational education since it is the responsibility of every citizen to earn his own living and contribute to the betterment of society (34:17-8). The student should be informed about opportunities in various fields. His ability and aptitudes should be measured and analyzed to assist him in entering the occupation for which

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he is best suited. (32:205). Other factors upon which the school should place emphasis include personality development, sense of responsibility, desire for improvement on the job, appreciation of good workmanship, self reliance and confidence, self discipline, and skill in the use of tools and material. The student should also have sufficient general business training to enable him to manage his personal affairs satisfactorily. (27:345).

These objectives may be summarized by saying, the general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized democratic society (31:41).

General education is concerned with the development of the total life experiences necessary for all people, from the scholar to the unskilled laborer. (40:36) Vocational education, which represents only one important part of all education, is interested mainly in the objective of economic efficiency which means preparation for living.

This principle was well summarized by Hinderman (16:3) when he said:

Vocational education is a personal asset to an individual because it enables him to earn a living, maintain a home and afford a family.

Vocational education is an economic asset to our country because trained workers

create wealth by increasing the amount and the quality of production.

Vocational education is a social asset to our people because success in work gives them happiness, satisfaction and a feeling of security.

To be of the most service in meeting the needs of all individuals, universal education must be broad in scope and flexible in application. (47). One important part of the total program is vocational education which has for its predominant purpose the improvement of economic efficiency. Within the offering of vocational education are to be found units and courses on life adjustment. Their purpose is to help individuals attain higher standards of economic success by assisting them in developing skills and knowledge needed to make continuous civic, occupational, and personal-social adjustments. The organization of the program of life adjustment for students of the Kenosha Vocational School has been made in terms of this discussion of objectives.

Chapter IV

ORGANIZATION OF PROGRAM

Education from the elementary school through college is one of the chief contributions to life adjustment (33:17). The vocational school, which is one institution for training youth, has as its objective the training of students for occupational pursuits (8). Included in this occupational training should be factors which will contribute to success in the personal life of the student as well as to success in his work life (55). One of the duties of the school is to help the individual adjust himself in two ways: first, by introducing him to the world as it is, and, second, by creating in him an interest in making improvements in the world (55).

Many individuals who come from an environment which does not stimulate interest in civic and social needs, show little concern regarding anything outside of the small sphere in which they operate (32:207). Inasmuch as the vocational school has this type of person represented in its student population, school authorities must introduce into the curriculum subject matter which will give these students an under-

standing of present-day world problems (35:82). For those individuals who already have an understanding of and interest in these problems, the school must provide further opportunity for discussion and extensive reading (33:13-14).

Because of individual differences among students and changing social and economic conditions, the Wisconsin State Board of Vocational Education has set no definite requirements for life adjustment courses (55). The schools are expected to adjust their curricula to meet the needs and desires of the community (56) (59). The Wisconsin State Board of Vocational Education does, however, suggest giving life adjustment courses such as how to look for a job, guidance, reading, speaking and writing, current problems, parent-teacher relations, city planning, and world geography (59).

The findings of Marlatt (22), House (18), Turner (57), Link (23), and The United States Department of Commerce (60), reviewed in Chapter II of this report, clearly show that civic, occupational, and personal-social adjustments are the most needed types of training. The life adjustment course for the Kenosha Vocational School will be comprised of these three major divisions.

Unit I, Personal-Social Adjustment, in the

life adjustment course at the Kenosha Vocational School, will contain information which will help the student attain satisfaction in his personal life. (39) (43). Topics to be included are Personal Health Habits, getting along with others, and Elementary Economics.

Personal Health Habits will be lessons on personal hygiene and care of the body, which will include cleanliness, exercise, clothing, proper rest and sleep, proper diet, first aid, effect of narcotics, liquor, and tobacco, and protection against disease and infection; (24); another unit will consider safety measures to be practiced at home and work.

The importance of health and physical fitness for success on the job is emphasized by previous writers, as indicated in Chapter II, "Review of Research." Seitz summarizes her study by stating that "the declared aim of the entire program...was that of making every boy and girl a healthy and useful citizen". (49:134) Cox (10:123) ranked physical fitness and health as second in his list of Employment Characteristics, and House (18:58) also ranked physical qualifications second in importance in his list of Job Requirements for Beginners in Employment.

Getting Along with Others will be chiefly concerned with helping the student acquire good personality traits which will enable him to maintain satisfactory

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relationships with his fellow men. The subjects to be considered under this heading are character traits, personal appearance and manners, punctuality or promptness, responsibility and dependability, industry or willingness to work, and cooperation with superiors and fellow workers.

Many writers have discussed the significance of this phase of training. Cox (10:123) included these factors in the first 15 of 47 Employment Characteristics, placed in the order of their importance as possible employment factors, while House (18:58) in his list of Job Requirements for Beginners in Employment found personal qualifications to have a rating of 17.75 on a basis of frequency of 25 firms surveyed. Link (23:67), investigating the attitudes of boys and girls toward social relationships, found character traits, personal appearance, and manners to be very significant.

Elementary Economics, the third topic to be treated in this unit, will embrace lessons on economic factors as they affect the life of the student in his every-day business dealings (48). Lessons to be included are the production and utilization of goods and services, the distribution and exchange of these goods and services, and the medium of exchange used for acquiring them. Ely (14:10,11,12,13) in his Outlines of

Economics has included these topics in his treatment of economic theory.

Unit II, Civic Adjustment is aimed at giving the student a background which will enable him to be an intelligent citizen. To obtain this goal the student must be informed as to the functioning of local welfare agencies; local, state, and national government; and current events.

The topic on welfare agencies will consist of studying the history of the organization of the Kenosha Community Chest and the various agencies rendering service to the sick, destitute, aged and boy's and girl's clubs of the community. (19) (21) (36) (64). Marlatt (22) points out the benefits of such an organization to community progress because the funds raised support a wisely-planned program of community service and unite all citizens on a ground of human cooperation which should be the goal of every community.

To become intelligent citizens, students should understand the functions of our democratic government. A history of the local community should be reviewed, followed by a study of the legislative, executive, and judicial branches of city government, including names of officials, method of selection, and duties and qualifications of these officials. The legislative, executive and judicial departments of

state and national government should be studied with respect to functions and qualifications and names of individuals serving in these various capacities.

Students should be informed as to the duties and rights of citizens and should be given an opportunity for practical experience in government through their own organizations and clubs.

Turner (57) in a survey of subjects taught in 44 Wisconsin Vocational Schools, which were tabulated by the writer under 12 headings according to frequency, shows that local, social, and political problems ranked first among both day and night school classes. Phelan (37:95-6) gave an example of how the youth of Kenosha receive practical experience in democratic government by directing the operation of their own organization which is known as "The Kenosha Dry Dock." Laughlin (20) presented information on the organization of local government, and since every citizen should be well informed concerning democratic government, this information will be valuable.

The content for the course in current events should include information regarding current news magazines, local newspapers, radio newscasts and reports by commentators, and discussion of current news events, and exchange of opinions on these happenings.

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This should encourage the habit of reading, discussing, and analyzing the news.

Turner (57) in a survey of subjects taught in 44 Wisconsin Vocational Schools, which were tabulated by the writer under 12 headings according to frequency, shows that Current World Problems ranked fourth in importance in day school classes.

Unit III, Occupational Adjustment, is intended to assist the student in preparation for his life work. This includes choosing an occupation, how to apply for a job and employer-employee relations.

Choosing an occupation requires study to determine the occupational interests and abilities of the student, physical and mental requirements needed to be successful on the job, and desirability of the occupation from the standpoint of self and society.

The North Central Association of Colleges and Secondary Schools showed the importance of occupational adjustment for youth when they stated: "By 1930 few schools which prided themselves on modernity had not made some curricular provision for vocational guidance and the study of vocations!" (33:72).

The question of how to apply for a job includes help in methods of discovering and selecting an employer and furnishing information, regarding qualifications,

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conducting the personal interview and a self-analysis to discover possible mistakes.

Proof of the need for occupational training was given by the Educational Policies Commission when they stated: "A great deal of vocational education has little relation to success on the job. History and the other social studies are still so organized in some schools that little sense of reality is preserved and direct contact with present issues studiously avoided" (31:148).

Employer-employee relations should be cordial, with the spirit of cooperation and desire to improve skill and efficiency on the part of the employee in order to secure advancement.

The United States Department of Commerce (60), Bureau of Census, Washington, in its report, Census of Manufacturers for Wisconsin in 1939, made a comparative analysis of Kenosha County industries for 1937 and 1939, and the figures indicate that the number of industries and value of products are increasing in Kenosha County. This suggests that increased opportunity awaits students properly prepared and adjusted for work. Miller, reporting on a tour by school superintendents conducted in 1937 under the auspices of the National Occupational Conference to study programs of vocational education stated, "It was recommended that city schools systems

organize occupational adjustment services, having a three-fold function. The first function was that of counseling with individuals in the making of occupational choices, the second was to educate them for competence and effectiveness in the pursuit of their chosen occupations, and the third was to help find employment in the fields of their choices " (30:292).

Experience is the best teacher, and the good workman studies his mistakes and attempts to correct them (39). The life adjustment course at the Kenosha Vocational School, as outlined in the following chapter, will be valuable to the worker, to industry, and to society, in proportion to the knowledge, practical experience and training the school can provide.

Chapter V
COURSE CONTENT

This course on life adjustment is organized to help students attending the Kenosha Vocational School become more efficient workers and better informed members of society. The references in the Review of Research and previous chapters have shown that this course should be divided into three units: Personal-Social, Civic, and Occupational Adjustment. Information secured by Seitz (49), Cox (10), and House (18) show the importance placed on health by industry for success on the job, while Cox (10), House (18) and Link (23) stressed personality factors and the ability to get along with others for successful living. The understanding of economic problems of production, utilization, distribution, and exchange have been shown by Ely (14) as being basic materials necessary for individual security.

In order to become an intelligent member of society, the student should understand democratic government. The findings of Marlatt (22), Turner (57) and Phelan (37) point out the significance of understanding and gaining practical experience in the problems of society and local, state, and national government.

Turner (57) also indicated the demand of people to secure information concerning Current Events.

The North Central Association of Colleges and Secondary Schools (33:72) and the Educational Policies Commission (31:148), by means of research, discovered the need for training in selecting and making application for a job. Miller (30:292), in 1941, summarized the necessity for occupational adjustment.

Therefore, the course material outlined in the following chart was divided into three units because of the stress placed on these items by the authorities mentioned.

The curriculum arrangements devised by the director and coordinator of the Kenosha Vocational School permit the teaching of 25 lessons in the life adjustment course. The amount of stress placed on these items by investigators reported in the Review of Research and by the 17 years of experience of the writer in conference with local school authorities have been the basis for apportionment of the number of lessons to each unit. The director of the Kenosha Vocational School has allotted one class period of 45 minutes per week for the teaching of this course.

The references in the bibliography were recommended by Coons of the Colorado State College library. Since more material was found than can be used in the period of time allotted to the course, a supplementary

reading list was prepared for the more advanced students. The first 20 minutes of each class period will be used for directed study, as the working boy and girl do not have adequate opportunity to prepare the assignments outside of class. The remainder of the period will be used for discussion, analysis, questions, outside lecturers, and special reports as mentioned in the right-hand column of the following course outline and as explained at the end of the chapter. The following course outline contains units to be taught, number and length of class periods, assignments and references, and the teaching method to be employed.

LIFE ADJUSTMENT COURSE CHART

Course Outline	Lesson Number	Time	Assignment and Reference	Teaching Method
Introduction	1	45	Purpose of Course	lecture
Unit I Personal-Social Adjustment A. Personal hygiene 1. Care of the body a. Cleanliness b. Exercise c. Clothing	2	45	Read * No. 8, P. 37-41 No.10, P. 66-71 Supplementary Reading No. 2, Ch. 35	20 minute directed study 25 minute box head analysis, case study.
d. Rest and sleep e. Diet	3	45	Read No. 8, P. 26-35, 42-44. Supplementary Reading No. 5, Ch. 3, P. 62-87 Visit some local dairy	20 minute directed study 25 minute box head analysis, case study.
f. First Aid	4	45	Read No. 10, P. 42-44,62-65. Supplementary Reading No. 1, Ch. 25, P.496-510, Ch. 26, P.515-534.	20 minute directed study 25 minute demonstration.
*References apply to the bibliography at end of chart.				

LIFE ADJUSTMENT COURSE CHART--Continued

Course Outline	Lesson Number	Time	Assignment and Reference	Teaching Method
f. Effect of narcotics, liquor, tobacco	5	45	Read No. 8, P.62-67, 69-72. Supplementary Reading No. 2, Ch. 37, P.261-267.	20 minute directed study 25 minute box head analysis, case study.
h. Protection against disease and infection	6	45	Read No. 8, P. 9-21 Supplementary Reading No. 5, Ch. 2, p. 28-61.	20 minute directed study. 10 minutes review questions 15 minutes interest questions
2. Safety measures a. Home b. Work	7	45	Read No. 1, Ch. 25, P.496-510. Supplementary Reading No. 5, Ch. 3, P.62-87	20 minutes directed study 10 minutes review questions 15 minutes interest questions
B. Getting along with Others 1. Personality factors a. Character traits b. Personal appearance	8	45	Read No. 12, P.8-11, 48-51. Supplementary Reading No. 2, Ch. 29, P.203-209 Ch. 36, P.256-260	20 minute directed study 25 minutes box head analysis, case study

LIFE ADJUSTMENT COURSE CHART--Continued

Course Outline	Lesson Number	Time	Assignment and Reference	Teaching Method
c. Punctuality d. Responsibility e. Industry f. Cooperation	9	45	Read No. 12, P.30-34,24-27, 35-39. Supplementary Reading No. 2, Ch. 31, P.223-228. No. 13, Ch. 1, P. 1-40.	20 minute directed study 10 minutes review questions 15 minutes interest questions
C. Economics 1. Production 2. Utilization	10	45	Read No. 1, Ch. 6, P.119-135. Supplementary Reading No. 1, Ch. 7, P. 136-161 No. 6, Ch. 13, P.321-340 No. 7, Ch. 2, P. 25-42.	20 minute directed study 25 minutes box head analysis, interest question.
3. Distribution 4. Exchange	11	45	Read No. 1, Ch. 9, P.188-204. Supplementary Reading No. 1, Ch. 10, P.208-230, Ch. 11, P.233-258. No. 4, Ch. 9, P. 177-206. No. 5, P. 91-130, P.131-183. No. 7, Ch. 9, P. 172-189.	20 minute directed study 10 minutes review questions 15 minutes interest questions.
Evaluation	12	45	None	15 minutes review questions 30 minutes test questions, written

LIFE ADJUSTMENT COURSE CHART--Continued

Course Outline	Lesson Number	Time	Assignment and Reference	Teaching Method
Unit II Civic Adjustment A. Welfare Agencies 1. History 2. Benefit Agencies a. Sick b. Destitute c. Aged d. Boys and girls clubs	13	45	Read mimeographed lesson prepared by instructor. Supplementary Reading No. 14-D, F, G	20 minute directed study 25 minutes box head analysis case study.
B. Government 1. Local a. History b. Legislative	14	45	Read mimeographed lesson prepared by instructor. Supplementary Reading No. 1, Ch. 19, P.378-393 No. 5, P. 184-227. Visit City Council meeting	20 minute directed study 10 minutes review question 15 minute interest question.
c. Executive d. Judicial e. Rights and duties of citizens	15	45	Read mimeographed lesson prepared by instructor. Supplementary Reading No. 6, Ch. 7, P. 167-195, Ch. 11, P. 270-291. Visit City police station.	20 minutes directed study 10 minutes interest questions 15 minute box head analysis, case study.

LIFE ADJUSTMENT COURSE CHART--Continued

Course Outline	Lesson Number	Time	Assignment and Reference	Teaching Method
2. State a. Legislative b. Executive c. Judicial	16	45	Read mimeographed lesson prepared by instructor. Supplementary Reading No. 1, Ch. 19, P.378-393. No. 4, Ch. 8, P. 153-176.	20 minute directed study 10 minutes review question 15 minutes interest question.
3. National a. Legislative b. Executive c. Judicial	17	45	Read mimeographed lesson prepared by instructor. Supplementary Reading No. 1, Ch. 21, P.417-436. No. 6, Ch. 6, P. 135-165.	20 minute directed study 10 minutes review question 15 minutes interest question.
C. Current Events 1. Source material a. Current magazines b. Local newspapers c. Radio newscasts and reports. 2. Discussion a. Current news events b. Exchange of opinions on happenings c. Conclusions	18	45	Read No. 14 selection of A,B,C,H,I,J,K. Special individual reports Supplementary Reading No. 6, Ch. 5, P.105-130 No. 14, A,B,C,H,I,J,K. Visit local newspaper office	10 minutes assignment question 15 minutes directed study 20 minutes special reports and discussion interest questions

LIFE ADJUSTMENT COURSE CHART--Continued

Course Outline	Lesson Number	Time	Assignment and Reference	Teaching Method
Evaluation	19	45	None	20 minutes review questions 25 minutes test questions, written.
Unit III Occupational Adjustment A. Choosing an Occupation 1. Selection a. Interests b. Abilities	20	45	Read No. 11, P.11-24. Supplementary Reading No. 2, Ch. 42, P.294-299, Ch. 45, P.316-325. Visit some local industry.	20 minute directed study 25 minutes box head analysis case study.
2. Requirements a. Physical b. Mental c. Desirability 1. Self 2. Society	21	45	Read No. 11, P.25-75 special individual reports. Supplementary Reading No. 2, Ch. 46, P.327-339, Ch. 47, P.341-348.	10 minute assignment question 15 minutes directed study 20 minutes special reports and interest questions.
B. How to Apply for Job 1. Discovery and selection 2. Furnishing information	22	45	Read No. 9, P.20-28. Supplementary Reading No. 11, P. 11-75.	15 minute directed study 10 minute review questions 20 minute box head analysis interest questions.

LIFE ADJUSTMENT COURSE CHART--Continued

Course Outline	Lesson Number	Time	Assignment and Reference	Teaching Method
3. Personal inter- view 4. Checking mistakes	23	45	Read No. 9, P. 29-42. Supplementary Reading No. 11, P.76-110. Visit local employment office	20 minute directed study 25 minute demon- stration
C. Employer-Employee Relations 1. Friendly 2. Cooperative 3. Improvement, skill and effi- ciency	24	45	Talk by personnel manager of some local industry. Supplementary Reading No. 1, Ch. 8, P. 164-186.	30 minute talk by personnel mana- ger. 15 minutes, inter- est questions.
Evaluation	25	45	None	20 minutes review questions. 25 minutes written test question.

The teaching methods to be used in this course are suggested by Prosser, a noted authority for two decades in instructional techniques for vocational school courses. The instructions suggested by Prosser (39:21-3) in his teacher's manual for the life adjustment series were compiled to furnish information in a simple interesting manner. The lecture and technical information type of instruction have been avoided, being replaced by class discussion. During the 20-minute directed study period needed because working students do not have time to make outside preparation, the instructor acts as an assistant to individuals in difficulty. The instructor will furnish facts and ideas, stimulate interest, and act as a group leader in the various teaching methods used. He has a definite plan for steering the discussion by setting up an atmosphere in which all learners think and speak freely, seeing that both sides of a question are presented, and refraining from imposing his opinions or decisions concerning any question which is being discussed by learners.

The case, demonstration, question, and analysis methods are to be used in teaching this life adjustment course (39). In the case method of discussion (39:24-5) the instructor makes a definite statement concerning some question making it easy to debate and interpret. Such a question as, "Is it wise or unwise to use patent

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medicine?" might be the statement of the case. The learners take sides according to their opinions, and the discussion based on the directed study becomes definite. Near the end of the period a serious evaluation is made to determine the right answer. This form of instruction requires reasoning on the part of the student and is conducted on the democratic principle of having everyone give his opinion and then determining what the majority believes.

The demonstration (39:25-6) is a very effective way of visualizing and impressing certain truths as a basis for further discussion. An example of a simple form of dramatization would be an instance where the instructor or a student acts as an employer, while others studying act as people seeking employment through a personal interview. At the close of the dramatization students evaluate the interviews according to the directed study information by discussing the good and bad points. This gives them experience in a real life problem.

The question (39:27-30) is a device used for the purpose of stimulating thought on problems which have been studied or which are to be studied. The good question should be clearly stated and provoke thought in obtaining the answer from the directed study. In order to get specific information instead of "yes" and

"no" answers, every good question should start with one of the six following words: Who, What, When, Where, Why, or How. When used as a teaching device the question may be divided into several different forms: interest, review, assignment, and test. The interest question is used to create opinions concerning some part of the assignment such as "How do people gain their estimate of you?" The assignment question is used for the purpose of discovering whether students understand the instructions for preparing a lesson by stating: "what is it you are to do; and how are you to do it?" The review question is used to make connection between the new assignment and the assignment previously discussed. An example of this type of question would be, "what questions did we discuss in our last lesson?" The test question is a device used as a check to see if the learner understands the material which has been presented to him such as: "what is your understanding of cooperation?"

As used in this course the analysis method (39:31-4) will consist of a written form known as a box head analysis accompanied by class discussion. The box head analysis is a form used for analyzing, recording, organizing, and using facts which pertain to the subject and is derived from the directed study. The form consists of two or more columns each of which has a heading

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congruous with the other such as: cause and result, pro and con, arguments for and against, and advantages and disadvantages. Under each heading are placed statements suggested by class members. When the form has been completed, an evaluation of its items is held for the purpose of arriving at a satisfactory solution to the problem being considered.

The ability to do constructive thinking concerning real life problems is gained by forming the habits of using facts, ideas, and procedures to meet the problems of life. The purpose of a life adjustment course is to enable students to make continuous personal adjustments in an increasingly satisfactory manner.

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Chapter VI

SUMMARY

In this report an attempt has been made to gather information which will be of service to both the youth and the adult of Kenosha, Wisconsin, who need further skill and knowledge to aid them in adjusting to the conditions of the changing labor market (4:42-50). Public school officials are planning to aid students in meeting the life adjustment problems in the post war era (33:13-14). Conditions will probably be particularly difficult throughout the United States for those who are seeking employment at the beginning of this period (33:13-14).

In order to set up a course in the Kenosha Vocational School which would meet the demands of the community in making satisfactory life adjustments, material was collected from the local community, the Wisconsin State Board of Vocational Education, the United States Department of Commerce, and the library of Colorado State College concerning studies and references pertaining to life adjustment problems. A bibliography of the statistical material dealing with facts pertaining to life problems was compiled. The findings

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of these authorities were summarized to find the most common needs of individuals preparing to assume the responsibilities of citizenship.

In solving this problem it was necessary to know the objectives of a life adjustment course in terms of the total educational plan of the school. The objectives of general education stated by the Educational Policies Commission are grouped under four headings as follows:

1. The Objective of Self-Realization
2. The Objective of Human-Relationship
3. The Objective of Economic Efficiency
4. The Objective of Civic Responsibility
(31:47)

Vocational education, which represents only one important part of all education, is interested mainly in the objective of economic efficiency which includes earning a livelihood, performing civic duties, and caring for personal health.

This principle was well summarized by Hinderman when he said:

Vocational education is a personal asset to an individual because it enables him to earn a living, maintain a home, and afford a family.

Vocational education is an economic asset to our country because trained workers create wealth by increasing the amount and quality of production.

Vocational education is a social asset to our people because success in work gives

them happiness, satisfaction, and a feeling of security. (16:3)

Adjustment of the student to the economic and social life of the community and the protection of personal health demands specific training (44). The life adjustment program at the Kenosha Vocational School has been made on the basis of these objectives. Further proof are the findings of Marlatt (22), House (18), Turner (57), Link (23), and the United States Department of Commerce (60) reviewed in Chapter II of this report which clearly show that Civic occupational and personal-social adjustments are the most needed types of training in this area. The life adjustment course at the Kenosha Vocational School will be comprised of these three major divisions.

The curriculum devised by the Director of the Kenosha Vocational School has allotted one class period of 45 minutes per week for teaching this course, and 25 lessons are to comprise the life adjustment course. The amount of stress placed on these items by investigators reported in the Review of Research and the 17 years of experience of the writer in conference with local school authorities has been the basis of apportionment of the number of lessons to each unit. The references used in the bibliography were recommended by Coons of the Colorado State College library.

The first 20 minutes of each class period will be used for directed study, as the working boy and girl do not have adequate opportunity to prepare the assignment outside of class. The remainder of the period will be used for discussion, analysis, questions, outside lectures, and special reports. The material covered in the directed study period will be the basis for this discussion. The outline of the course follows:

Lesson number 1, introduction, will be used to orient the students concerning the purpose of the course. Unit number one Personal-social Adjustment will consist of 10 lessons: six on personal hygiene, two on getting along with others and two on economics followed by an evaluation of Unit I. The outline for 10 lessons on Personal-social Adjustment follows:

Unit I Personal-Social Adjustment

A. Personal hygiene

1. Care of the body

Lesson 2. Cleanliness, exercise, and clothing

Lesson 3. Rest and sleep, and diet.

Lesson 4. First aid

Lesson 5. Effect of narcotics, liquor, and tobacco

Lesson 6. Protection against disease and infection

Lesson 7. Safety measures in home and work

B. Getting along with others

1. Personality factors

Lesson 8. Character traits and personal appearance.

Lesson 9. Punctuality, responsibility, industry and cooperation.

Lesson 12. Evaluation of Unit I.

The importance of health and physical fitness for success on the job is emphasized by previous writers indicated in Chapter II, Review of Research. Seitz summarizes her study by stating that, "the declared aim of the entire program...was that of making every boy and girl a healthy and useful citizen" (49:134).

House, (18:58) Cox, (10:123) and Link (23:67) ranked physical qualifications and personality traits high in their lists of job requirements and employment characteristics. An understanding of elementary economics is beneficial to the student in the ordinary transactions of his everyday life. Ely (14:10,11,12,13) in his Outlines of Economics has included these topics in his treatment of economic theory.

Unit II Civic Adjustment will consist of six lessons; one on welfare agencies, two on local government, one on state government, one on national government, and one on current events followed by an evaluation of Unit II. The outline for 6 lessons on Civic Adjustment follows:

Unit II Civic Adjustment

A. Welfare Agencies

Lesson 13. History of agencies for sick, destitute, aged, and boys and girls clubs.

B. Government

Lesson 14. Local history and legislative

Lesson 15. Executive, judicial, rights and duties of citizens.

Lesson 16. State, legislative, executive and judicial

Lesson 17. National, legislative, executive and judicial

C. Current Events

Lesson 18. Source material, current magazines, local newspapers, radio newscasts and reports.

Discussion of current news events, exchange of opinions on happenings, conclusion.

Lesson 19. Evaluation of Unit II

Specific information on the activities of welfare agencies is needed in making successful life adjustments. Marlatt (22) in his analysis of funds for community chest pointed out that the welfare agencies of Kenosha help citizens live better lives on a higher plane of health and happiness. This is true whether a citizen is serving or being served. Turner (57) shows that local, social and political problems ranked first among both day and night school classes in 44 Wisconsin Vocational Schools.

Unit Number III Occupational Adjustment will consist of five lessons; two on choosing an occupation, two on How to Apply for a job and one on Employer-Employee relations followed by an evaluation of Unit III.

The outline for five lessons on choosing an occupation follows:

Unit III Occupational Adjustment

A. Choosing an Occupation

Lesson 20. Selection of interests and abilities

Lesson 21. Desirability of physical and mental requirements to self and society

B. How to Apply for Job

Lesson 22. Discovery and selection, and furnishing information.

Lesson 23. Personal interview and checking mistakes

C. Employer-Employee Relations

Lesson 24. Friendly, cooperative, improvement skill and efficiency.

Lesson 25. Evaluation of Unit III.

Miller, reporting stated: "It was recommended that city schools systems organize occupational adjustment service, having a three-fold function. The first function was that of counseling with individuals in the making of occupational choices, the second was to educate them for competence and effectiveness in the pursuit of their chosen occupations, and the third was to help find employment in the fields of their choices" (30:292).

The teaching methods used in this course are suggested by Prosser, a noted authority for two decades in instructional techniques for vocational school courses. The case (39:24-5), demonstration (39:25-6), question (39:27-30) and analysis (39:31-4) methods are to be used in teaching this life-adjustment course. In

the case method of discussion the instructor makes a definite statement concerning some definite question making it easy to discuss and interpret. The demonstration is a very effective method of visualizing and impressing certain truths as a basis for further discussion. The question is a device used to stimulate thought on problems which have been studied or which are to be studied. As used in this course the analysis method will consist of a written form known as a box head analysis accompanied by class discussion. The box head analysis is a form used for analyzing, recording, organizing, and using facts which pertain to the subject. Students base their opinions and ideas for these various types of discussion from material read in the directed study.

The life adjustment course will be effective in proportion to the amount and quality of the training it is able to furnish the student which will help him to answer the questions arising daily in real life.

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