

THE DEVELOPMENT OF THE DIVERSIFIED OCCUPATIONS
PROGRAM OF THE RADFORD CITY HIGH SCHOOL,
RADFORD, VIRGINIA, 1939-1946

BY

WILLIAM BIGGS HATCHER

A Thesis Submitted to the Graduate Committee
For the Degree of

MASTER OF SCIENCE

in

Education

Approved:

Dean, Radford Division

Head of Department

Dean of Agriculture

Virginia Polytechnic Institute

1 9 4 6

TABLE OF CONTENTS

Chapter	Page
I INTRODUCTION	1
The Diversified Occupations Program Defined	6
The Coordinator	8
Advisory Committee	9
Student	10
The Purpose and Scope of the Study	10
Purpose	10
Scope	11
II ORIGIN AND DEVELOPMENT OF THE DIVERSIFIED OCCUPATIONS PROGRAM, RADFORD HIGH SCHOOL, RADFORD, VIRGINIA	12
III FIELDS OF WORK UTILIZED AND ADVANTAGES REALIZED	19
Selection of An Occupation	19
Outline of Course Taught in Classroom	21
Content of Training on the Job	25
IV SURVEYS AND CASE STUDIES	30
Report on Diversified Occupations Program, 1940-1946	31
A Survey of Students Who Have Received Diversified Occupations Training at Radford High School	32
Survey of Employers' Ideas Concerning Diversified Occupations	34
Some Typical Cases to Illustrate Outcome of Training	34
V SUMMARY AND CONCLUSIONS	37

	Page
APPENDIX	40
Application for Admittance into the Diversified Occupations Course	41
Radford High School, Diversified Occupations, Memorandum of Training Plan	42
Employer's Report on Student Trainee	43
Trainee Daily Work Report	44
Occupational Experiences	45
Composite Semester Report of Diversified Occupations	47
D. O. Occupations Follow-Up Letter	48
Monthly Report of D. O. Occupations Coordinators	49
BIBLIOGRAPHY	50

CHAPTER I

INTRODUCTION

When the Smith-Hughes Act was passed in 1917, the problem of setting up a program of vocational education to meet the needs of employed minors was regarded as of sufficient importance to cause the Congress to set aside one-third of the Federal money for trade and industrial education to be allotted to the various states for part-time vocational education.

The continuation school was one type of organization which was evolved under the general provision of the Act relating to part-time education. The maximum enrollment in the continuation school was reached in 1930 when approximately 335,000 employed minors were enrolled in these schools in the nation. From 1930-1935, inclusive, there was a marked annual decrease each year in the number enrolled in this type of organization; but the number enrolled remained practically stationary in 1935 and 1936. The figures for 1937 show an enrollment of 144,347, a decrease, as compared with 1936, of 996 pupils. This marked change in the number served through the continuation school was due to two principal causes, as follows:

- "a. Unemployment, which resulted in young people's being forced out of employment in favor of adults, and
- "b. Higher standards of full time compulsory school attendance laws in a number of states, under which all minors who had not graduated from high school were required to attend a full time school up to the age of 16 or 17.

"The fact should be recognized that while this slump in enrollment in the continuation school indicated a change in the character of the educational problem, it did not eliminate the problem of providing vocational education for the large number of minors who were anxious to get jobs and who wanted to go to work at the earliest possible moment."(1)

The general idea of classes in so-called "diversified occupations" originated in many widely scattered localities. There were classes which were later recognized as being legitimate forms of part-time education reimbursable under the general provisions of the Smith-Hughes Act. They began to increase in number in inverse proportion to the number of employed minors enrolled in the older forms of continuation schools. It was in recognition of the fact that an honest attempt was being made to meet the vocational training needs of youth, that the Federal Board for Vocational Education adopted a policy, April 15, 1931, which classified the new type of trade preparatory cooperative school (for reimbursement purposes) as a new form of continuation school. At that time it was believed that this new type of continuation school would make it possible to provide vocational opportunities for youth in the smaller cities and towns where trade schools could not economically be established, either because of the small numbers to be served at any particular point or for other reasons.(1)

"The term 'Diversified Occupations', is the result of the language of the Federal Board ruling (Miscellaneous 1214) where the term 'Diverse Occupations' appeared."(1)

The Diversified Occupations program has had its principal development in the Southeastern States, and in Texas. Smaller developments have occurred in Montana, one or two in other Northwestern States, and more recently in the Middle West, especially in the State of Michigan.

The first Diversified Occupations program was in Georgetown, Texas. It was organized in 1932 with an enrollment of fourteen students. Diversified Occupations programs have grown from that one program in 1932 to six hundred at the end of the school year, 1940. In the Southern Region each of the states now has from five to thirty Diversified Occupations programs with an approximate enrollment of five thousand for the whole region.

The first Diversified Occupations program in Virginia was operated at South Boston in 1935-1936, under the guidance of Mr. George Hunt, who at the present time is coordinator at Rocky Mount High School, Rocky Mount, Virginia.

The following page shows the development of the Diversified Occupations program in Virginia from 1936 to 1942. (Since 1942 there are no complete composite data available in Virginia.)

These data from the records of the State Department of Education in Virginia for the first six years of the program show that 961 high school students completed training in Diversified Occupations. Of this number 11 per cent went to college, 65 per cent were employed at the place where they received their occupational training, while 11 per cent

PROGRAM IN DIVERSIFIED EDUCATION TRAINING 1936-37 to 1941-42 1/

Year	Enrollment 2/	Completed training	Secured employment at place of training	Secured employment trained in but not at place of training	Secured employment at vocation foreign to that trained in	Secured employment at a vocation foreign of advanced schooling above high school level	Continued schooling; college or other form	No. of schools employed at completion of training	No. of schools operating during period
1936-37	31							1	
1937-38	172	111	51	23	5	24		6	
1938-39	387							15	4
1939-40	397	259	176	24	15	21		17	
1940-41	473	287	194	28	17	28		21	
			(The figures from 1940-41 do not include a report from Williamsburg)						
1941-42	544	304	200	27	25	30		21	
			(The figures from 1941-42 do not include a report from Danville)						
2004	961	621	102	62	103	73			

1/ Data taken from files of Trade and Industrial Education, Richmond, Virginia

2/ The total enrollment figures do not represent separate individuals, but include carry-overs from previous years.

cent followed the same vocation for which they were trained but were employed elsewhere. Six per cent secured employment in a different vocation from that in which they were trained. Seven and six-tenths per cent of the total group were not employed after the completion of training.

The following totals of programs in operation, and the total students enrolled in these programs for 1943-1946 are taken from the April reports issued by the State Department of Education in Virginia for each year. (These reports do not give a breakdown of student employment.)

Year	Enrollment	No. of Programs
1942-1943	363	17
1943-1944	361	17
1944-1945	428	17
1945-1946	421	17

Below is a list of the programs in Virginia, (1945-1946) including location, and number of students participating:

Location	Boys	Girls	Total
Albermarle	16	4	20
Alleghany	9	15	24
Bristol	8	12	20
Lawrenceville	5	13	18
Altavista	6	4	10
Rocky Mount	9	7	16
Fredericksburg	6	6	12
Martinsville	21	18	39
Norfolk	10	12	22
Orange	9	12	21
Portsmouth	17	18	35
Pulaski	13	13	26
Radford	18	15	33
Richmond, T. J.	26	8	34
Richmond, J. M.	28	13	41
Richmond, M. W.	22	10	32
Waynesboro	5	18	23
Total	228	193	421

The Diversified Occupations Program Defined

The program of vocational education for diversified occupations is a part-time cooperative program in which the business establishments in the community cooperate with the school authorities in providing work experiences and vocational instruction for a selected number of high school students. (2)

Through the diversified occupations employment the students learn the manipulative part of the job under actual working conditions. The facilities of the school are used to provide the technical subject matter which is related to the job that is being learned.

This type of training is best suited to the small city where many different operations are represented: such as, auto body repairing, auto mechanics, architecture, banking, barbering, blacksmithing, butchering, cleaning and pressing, clerking, cosmetology, dairy and creamery work, electrical engineering, floriculture, foundry work, hotel managing, interior decorating, laundry work, linotyping, machine operation, nursing, office work (general), printing, plumbing and heating, radio sales, stockroom keeping, silk hose manufacturing, telephone operation, and laboratory technique. (This is a partial list of occupations suggested in the Diversified Occupations Handbook.)

In a Coordinator's Handbook for Diversified Cooperative Training, prepared by ten coordinators and two State supervisors in a workshop held at Charlottesville, Virginia, from July 27, 1942 to August 17, 1942, the program was defined; the aims and purposes formulated; training agencies listed; and record blanks set up.

The following is a combination of the general aims and advantages of the Diversified Occupations program as taken from the Coordinator's Handbook for Diversified Cooperative Training, State Department of Vocational Education, Richmond, Virginia, and from the Diversified Occupations Bulletin Number I, Department of Education, Raleigh, North Carolina:

The aims of the Diversified Occupations Program include:

1. To provide the student with a basis for more intelligent selection of a future occupation.
2. To provide training for work on a real job under real working conditions.
3. To provide for a program that bridges the gap between the school and industries. The two are brought together to do the job of training.

The advantages of the program include:

1. It makes possible a better training environment for the boys and girls participating in the program.
2. It helps the student to determine whether he is suited to a specific vocation.
3. It makes apprenticeship possible while the student is still attending school.
4. It bridges the gap between classroom theory and occupational practices.
5. It offers a type of training which most schools can afford.
6. It develops responsibility of citizenship within the student early in life.
7. It encourages some pupils to remain in school when not interested in straight academic work.
8. It makes the guidance program in a school more real.

9. It makes it possible for industry to select and train more desirable workers.
10. It discourages young people from leaving their own communities and going to others seeking employment after graduating from high school.
11. It makes possible a good form of individual instruction --each can learn at his own rate.
12. It enables the employer to have a part in the school program.
13. It makes easier the securing of a job upon graduating from high school
14. It provides for a better choice of occupations.

The Coordinator

The coordinator is appointed by the local school board, and approved by the State Department of Trade and Industrial Education. Two-thirds of his salary is paid from state and federal funds and the remaining third by the local school board. He is a member of the high school faculty and has the same relationship to the local superintendent and high school principal as have other members of the faculty. He is employed to promote interest in the program; he helps to organize various phases of work concerning the program; and he supervises and organizes instructional material for study in the classroom related to the diversified occupations program. He should be able to deal with his associates honestly and successfully without resorting to bribery. He should be a leader in his community by being active in church and civic organizations or any other organization which would help him to become closely connected

with employers. He must have the ability to get things done, to make definite decisions, and to carry out his plans in a manner that would command respect and confidence. In a small community with a limited number of students the coordinator may teach other subjects, but his main interest should be in the vocational field. His education should be technical college training and work experience in some type of business. He must understand placing of boys and girls in various vocations and how these boys and girls can be best fitted for the vocations. It is the coordinator's duty to make a survey in the community for the purpose of determining training opportunities and the training needs of the community. He is also a member of the Advisory Committee, and he should act as secretary of this committee.

Advisory Committee

The Advisory Committee is appointed by the local superintendent of schools to serve for one year. It should include in its membership two employers, two representative workers, or representatives of organized labor, one representative of the public-at-large, and the coordinator.

It is the duty of the committee to advise and assist the coordinator in establishing the program in a community and to aid the coordinator in a general way with the many problems he may face during during the year. They may be of help to the coordinator by determining new fields of training, setting up wage schedules, and checking to see that no labor laws are violated. (3)

Student

The Diversified Occupations program is not planned for the academic misfit or dull student. It requires the student who has skill and normal intelligence. He must be able to take orders and to carry these orders out satisfactorily. The employer does not want anyone in his business who cannot develop normal work habits. He is looking for a person that is alert and who may make him a satisfactory future employee. A student, to enter this program, must have completed eight academic units toward graduation, and be as much as sixteen years of age. He may receive pay for his work. The student is required to take English and history the last two years of high school with the Diversified Occupations class. The Diversified Occupations class gives him one credit for the hour spent in class and another credit for the time spent in technical training. The student must spend not less than three hours a day, five days a week in a particular trade. He may feel free to select any occupation to work in that he may desire.

The Purpose and Scope of the StudyPurpose

This is a study of the Diversified Occupations Program of a typical small city high school. Its purpose is to determine from the experiences in the High School at Radford, Virginia, whether those

practices that seem to insure the success in this Diversified Occupations Program may be adaptable to other programs conducted under similar conditions.

Scope

The scope of this study is limited to a historical summary and discussion of the nature and the development of the Diversified Occupations Program of Radford High School during the period beginning September, 1940, and ending June, 1946.

For purposes of presentation and analysis, the educational activities of the Diversified Occupations Program will be discussed under three main divisions:

1. Origin and development of Diversified Occupations Program at Radford High School.
2. Definitions and functions of the Diversified Occupations Program as developed in the state and local program.
3. Fields of training utilized and advantages realized by some students.

CHAPTER II

ORIGIN AND DEVELOPMENT OF THE DIVERSIFIED OCCUPATIONS
PROGRAM, RADFORD HIGH SCHOOL, RADFORD, VIRGINIA

Radford, a town with a population of six thousand nine hundred ninety⁽⁴⁾ and a high school of three hundred, began to plan to meet the need for a vocational program in the community. Radford is situated on both river and railroad with water supply sufficient to take care of any new development that might come. It has railroad yards, suitable for both export and import of materials, and a highway, which goes through Radford leading to large cities east and west. The building of Claytor Dam on New River by the Appalachian Power Company made possible the generation of enough current to supply Radford and the vast territory surrounding. The above factors make the city an ideal place for industries of various kinds.

The first form of vocational education in Radford High School was a Home Economics Program for girls. It has gradually developed since the organization of Radford College in 1913. A course in Industrial Arts for boys was introduced into the high school in 1937. It included blueprinting, shopwork, and mechanical drawing. This program was under the leadership of Mr. R. H. Wilson, who was also in charge of an apprenticeship school at the Lynchburg Foundry at the same time.

In 1940 a survey was made of Radford's industries and it was found there were sufficient training facilities for a Diversified

Occupations Program. It was found that training could be given in such industries as: mills--including ribbon, hosiery, and weaving shops--theaters, garages, and stores. In all these services students could secure jobs after their training has been completed, and they may become permanent citizens of Radford. The local industries are small, except the Lynchburg Foundry; but all serve as an opportunity and challenge for further vocational training and employment. It was felt by Mr. Fred O. Wygal, Superintendent of Public Schools of Radford, that Radford needed and could sponsor a Diversified Occupations Program. Mr. Wygal had worked with a similar program during the two years he was principal of the Galax High School. He recommended to the school board that they investigate the possibilities of establishing a Diversified Occupations program in Radford. He also stated that he considered it to be an important means of providing assistance to students in gaining practical work experience. The superintendent felt that the program, during his two years of working with it at Galax, had demonstrated its practical value in assisting boys and girls to see the importance of good performance in their high school work as related to job responsibilities. It also demonstrated that through such a program, students not entering college could make the transition from school to employment with greater ease.

He reported to the school board in a series of meetings during the summer of 1940 that the pupils taking part in the program would be chosen from the junior and senior classes in high school and placed

in occupations in the city to work not less than three hours a day, for which they would be given a small compensation. The instructor would work with the employer to see that the pupils would be taught all phases of the work. Along with this the instructor would have the pupils in a class where they would be taught subject matter related to the work they were doing. The School Board, at its meeting on May 9, 1940, decided in favor of the Diversified Occupations program for the year 1940-1941, and immediately began working to create a favorable community attitude toward the establishment of a Diversified Occupations program.

Mr. Linscott Ballentine, Assistant Director of Trade and Industrial Education in Virginia, who made the industrial survey of the city of Radford referred to on page 12, spoke at a joint meeting of the Rotary and Kiwanis Clubs, and to additional individuals there whom it was hoped would be interested in the program.

As a result the community began to talk of the Diversified Occupations program and to consider how they could help to get the program started. Some of the leading business men called a meeting and talked about a plan for taking Diversified Occupations students into their establishments for the coming year.

The School Board met on May 19, 1940, and appointed Mr. George H. Stiff as first coordinator of the program. He was elected at a salary of two thousand dollars for a period of ten months. It was his responsibility to organize an Advisory Committee composed of

representative employers and to visit industries and business establishments in Radford for the purpose of locating training stations.

The Diversified Occupations program started in September, 1940, with twenty-seven students, who were to be given training experiences in retail sales, store management, mechanics, machine operation, machinist work, welding, weaving, undertaking, meat cutting and dry cleaning. The coordinator taught, in the classroom, subject matter relative to the work they were doing, and visited them in their actual fields of work.

The second year of the program, there were nineteen students enrolled. This slight drop in enrollment was probably due to the building of the Hercules Powder Plant in the vicinity of Radford. This plant employed thousands of people, making Radford a boom town. It was easy to get regular employment. Boys and girls without any training or experience were employed; therefore, they did not enroll in the Diversified Occupations program in order to secure work. Mr. Stiff, coordinator, was also instructor at a night school for war workers. This night school was held in the Belle Heath School. The government provided the equipment and teaching staff. He left at the end of the year to go into vocational service for the government.

During the year 1942-1943, a new coordinator, Mr. H. A. Menke, was employed. He was recommended by the State Department as one who had outstanding vocational training. He had been successful in this field of work in Colorado. The program enrolled twenty-six students. These were employed in ten vocations.

The fourth year was a crucial one for the program since it proved to be the peak year for easy employment of youth in Radford. There was heavy drafting and enlisting of men and boys into military service. The program enrolled only fifteen students and ended the year with twelve.

The fifth year the program started with a new superintendent, Mr. F. E. DeHaven, and a new coordinator, Mr. Wm. B. Hatcher. Plans were made to increase the enrollment of the Diversified Occupations program. A new advisory council of ten members was appointed instead of the usual three. This change was made in order to bring more employers in contact with the program and to strengthen relationship between the employers and the school. Four meetings were planned for the year. It was also felt that the prestige of the Diversified Occupations program must be raised in order to make the students who were participating in it feel they were on the same level as other students attending school.

With sympathetic support of the superintendent and principal the coordinator began to develop the program as planned. There were four advisory council meetings held during the year at which time the Diversified Occupations program was discussed fully. A Diversified Occupations banquet held in January was outstanding in bringing together the employees and the advisory council. The guest speaker was Mr. George Sandvig, Assistant Director of Trade and Industrial Education in Virginia. An employer-employee banquet held in the

spring was considered a vital opportunity for interchanging of ideas between the Diversified Occupations students and the employers in the various industries of Radford, who are helping in the educational program of these students by providing opportunities for employment. A picture taken of the banquet was printed in the local paper with the story telling of the discussion of the employers and students.

In the sixth year, 1945-1946, the program started with the largest enrollment of its short history. It was also the second largest program in the state. There were thirty-six students enrolled with fifteen different vocations represented as follows: nursing, knitting, store management, general office work, cosmetology, retail sales, weaving, machine operation, stock room management, mechanics, meat cutting, printing, linotype, postal clerking, laboratory work, and loom fixing. The Advisory Committee was again appointed in the fall. The theme was to bring about a better understanding between the employer and employee. The advisory council entertained the employers at a supper meeting at the high school in December. The regular Diversified Occupations banquet was held February 7, 1946, at the Governor Tyler Hotel. Mr. H. W. Sanders, Head of the Vocational Department, Virginia Polytechnic Institute, was guest speaker. In his talk he stressed the need for students to get as thorough training and as much training as possible while in school and to carry that training to more effective service in their life's work. The Advisory Committee held a luncheon in February at the Home Economics building, at which time they talked

of Diversified Occupations during unemployment in Radford, and asked that the program be continued. It was decided to have an employer-employee banquet in April. The banquet was held at the Grace Episcopal Church. More than fifty people attended this annual banquet. Dr. M'Ledge Moffett, Dean of Women, Radford College, delivered the main address of the evening when she spoke on the subject "Opportunities for Adequately Prepared Students in Business Life."

Most of the students are doing such outstanding work in their fields of training that Columbia University, New York, is making a study of the work being done by the Radford Diversified Occupations Class.

CHAPTER III

FIELDS OF WORK UTILIZED AND ADVANTAGES
REALIZED

A Coordinator's Handbook of Diversified Cooperative Training, which was previously mentioned in Chapter I, page 7, lists fields of work in which a coordinator can place his students, but it has no definite outline for teaching Diversified Occupations which a coordinator can follow; therefore, each coordinator is responsible for planning and developing his individual program.

The coordinator at Radford High School has submitted in outline form the program as developed by this school for the year 1945-1946 on the following pages. The information taught about Diversified Occupations at the beginning of the year is taken from the Coordinator's Handbook as mentioned above. The remainder of the work has been set up through joint planning by the students, employers, and the coordinator.

Selection of an Occupation

An occupation, in order to be included in a training program, must meet the following conditions:

1. It must provide for a learning content sufficient for at least one year of training.
2. It must be suitable to the apprentice plan of training.
3. It must have facilities to enable students to receive an all-round training.

4. It should offer opportunities for employment at the completion of training.

Some possible occupations for training in Radford are:

Auto repairing	Machine operation
Auto accessory sales	Mechanics
Air conditioning	Machinist work
Barbering	Nurses aide
Banking	Office work, general
Cleaning and pressing	Postal clerking
Cosmetology	Plumbing
Clerking (retail sales)	Printing
Cafeteria management	Refrigeration
Department store management	Shoe repairing
Dairying and creamery work	Theater management
Foundrying	Stock room clerking
Furniture repair and manufacture	Technician
Grocery store management	Weaving
Hardware sales	Welding
Laundering	Window decorating
Linotype operation	Watch repairing
	Radio repairing

Outline of Course Taught in the Classroom

The first four weeks of classroom study are spent in studying the rules and laws of the Diversified Occupations program as follows:

- I. The Definition of Diversified Occupations
- II. The Coordinator
 - A. Duties
 - B. Qualifications
- III. How the Program Is Financed
- IV. Advisory Committee
 - A. How Appointed
 - B. Duties
- V. School Organization
 - A. Type of classroom
 - B. Furniture and equipment
- VI. Type of Student to Which This Program Is Adaptable
 - A. Type of student (dull, smart)
 - B. Age
 - C. Studies
 - D. Wages
 - E. Duties as an employee
 - F. Work experiences
- VII. How Training Agencies Are Selected
 - A. How
 - B. By whom
 - C. Standards
- VIII. Advantages of the Diversified Occupations Program
 - A. To student
 - B. To the school
 - C. To the community
 - D. To the employer
 - E. To labor
- IX. Technical Information Received on the Job
 - A. How to use it
 - B. How it will help the student after graduation

- X. Labor Laws
- XI. Related Material
 - A. Books
 - B. Magazines
- XII. Reports
 - A. Student's weekly reports of hours worked in his training field
 - B. Coordinator's monthly report
 - C. Diversified Occupations follow-up
 - D. Report card

After the preceding four weeks study the students are then placed in a regular study program.

Monday and Tuesday are used for the study of economics as related to Radford and the nation.

Wednesday is used for mathematics and English check-up; movies are shown, and talks and discussions held about work habits.

Thursday and Friday are used to study the fields of training.
(This is done through the use of books, magazines, motion pictures, etc.)

Monday and Tuesday:

- I. Study of the City of Radford
 - A. Form of government
 - 1. Personnel-qualifications, names, etc.
 - 2. How elected or appointed
 - 3. Compensation, if any
 - B. Types of employment
 - 1. Professions
 - 2. Industries
 - 3. Services
 - C. Finances
 - 1. Sources of revenue
 - 2. Tax rates
 - 3. City budget
 - 4. Borrowing money

D. Factors involved in manufacturing and distributing goods

- | | |
|---------------------|------------------------|
| 1. Capital invested | 9. Interest |
| 2. Sinking fund | 10. Dividends |
| 3. Taxes | 11. Advertising |
| 4. Rent | 12. Transportation |
| 5. Depreciation | 13. Raw materials |
| 6. Turnover | 14. Waste and spoilage |
| 7. Wages | 15. Insurance |
| 8. Discounts | 16. Investments |

E. Distribution

1. Cost of distributing
2. Marketing
3. Trade
 - a. Middleman
 - b. Brokers
 - c. Auctions
 - d. Exchanges
 - e. Wholesalers
 - f. Retailing

F. Price

G. Buying

H. Business Ethics

II. Economics

A. Characteristics of Economic Society

1. Self-interest
2. Private property
3. Freedom of enterprise
4. Competition
5. Freedom of contract
6. Cooperation

B. Why Men Work

1. Necessity
2. Fear
3. Desire for power
4. Love
5. Desire to create

C. Utilities

1. Kinds
2. Uses

D. Facts about Consumption

1. To realize the importance of consumption
2. To learn the kinds of consumption
3. To appreciate the significance of conserving
4. To learn the laws of consumption

- E. Natural Resources
 - 1. Definition
 - 2. How they can be used
 - 3. How they can be conserved
- F. Labor
 - 1. Kinds of labor
 - 2. Divisions of labor
 - 3. Unions
- G. Capital
 - 1. Kinds of capital
 - 2. How capital has affected Radford
- H. Business Enterprise
 - 1. Individual enterprise
 - a. Advantages
 - b. Disadvantages
 - 2. Partnership
 - a. Advantages
 - b. Disadvantages
 - 3. Corporations
 - a. Advantages
 - b. Disadvantages
 - c. How financed
- I. Money
 - 1. Kinds
 - 2. How spent
 - 3. Credit and debit
 - 4. Banks and banking
 - 5. Wages
 - 6. Interest
 - 7. Profits
 - 8. Taxes
 - 9. Rent
 - 10. Saving money
 - 11. Spending money wisely

Wednesday:

In checking with employers to find the needs of the students, the main needs emphasized are in mathematics, English, and good work habits. The following method is used to meet these needs:

- I. Mathematical check-ups
 - A. Mathematics needed to make change
 - B. Mathematics needed in type of work placed

- II. English check-ups
 - A. Business letters
 - B. Correct usage
 - C. Reading

- III. Discussions
 - A. Work habits
 - 1. Promptness
 - 2. Accuracy
 - 3. Attitude
 - 4. Reliability
 - 5. Initiative
 - 6. Cooperation
 - 7. Personal appearance
 - 8. Manners
 - 9. Progress
 - 10. Interest in Company

Thursday and Friday:

The students with the help of the coordinator use books, magazines, and motion pictures to find information concerning their fields of work. They may read the chapter and answer the questions at the end, outline what they have read, or the coordinator may give a test. A planned outline is the best form for the students to use in their study.

Pictures are shown on the fields of work in which the students are placed.

Content of Training on the Job

In the fall after the student has been placed in a training agency, the coordinator visits the employer to discuss the type of training that a Diversified Occupations student will get in this particular place of employment. The employer gives the coordinator a list of experiences that the student may have weekly. This list is then placed

in a loose-leaf notebook and a record is kept of the number of hours each week the student undergoes these experiences. Following an illustration is a list of the types of training and the experiences a student receives in the position of nurse, auto mechanic and retail salesman:

**Experiences Offered in Nursing from the Diversified
Occupations Program**

Block I

Using the telephone
Preparing ice water

Block II

Receiving visitors

Block III

Record keeping

Block IV

Sick room work
Giving bed baths
Sterilizing instruments and dishes
Making occupied and open beds
Answering calls
Pasting charts
Giving trays
Taking temperatures and pulse

Block V

Care of patients
a. Morning and evening care
b. Preparing and applying ice packs
c. Care of hair
d. Feeding patients
e. Preparing patients to leave hospital

Block VI

Care of equipment
a. Care of linens
b. Care of bedside units
c. General care
d. Collecting dishes

Block VII

Miscellaneous

- a. Entering patients
- b. Giving trays
- c. Routine work
- d. Observing operations
- e. General observation
- f. Inventory
- g. Assisting with operations
- h. Post mortem care
- i. Bed pans
- j. Baby care
- k. Water pitchers
- l. Cleaning diet kitchen
- m. Arranging flowers

**Experiences Offered in Retail Sales from the Diversified
Occupations Program**

Block I

Displaying

- a. Counter display
- b. Shelf display
- c. Window display
- d. Show-card writing

Block II

Bookkeeping

- a. Fixing percentage mark-up
- b. Checking invoices
- c. Checking point cards
- d. Making price tags

Block III

Purchasing

- a. Buying merchandise
- b. Inspecting merchandise

Block IV

Miscellaneous

- a. Making change
- b. Selling across the counter
- c. Using adding machine
- d. Answering telephone
- e. Working in stock room
- f. Filling shelves
- g. Working at toilet goods counter
- h. Working at novelty counter
- i. Working at notions counter
- j. Working at candy counter
- k. Working at stationery counter
- l. Working at hardware counter

**Experiences Offered in Auto Mechanics from the Diversified
Occupations Program**

Block I

Running Gear

- a. Repairing tires
- b. Aligning wheels
- c. Repairing springs
- d. Repairing frames
- e. Repairing shock absorbers

Block II

Power Plant

- a. Reseating valves
- b. Installing new rings and pistons
- c. Tightening main bearings
- d. Reboring engine blocks
- e. Repairing water pumps
- f. Replacing coils
- g. Tuning-up engines

Block III

Power Transmitting System

- a. Overhauling clutch
- b. Repairing transmission

Block IV

Control System

- a. Adjusting brakes
- b. Relining brakes

Block V

Electric System

- a. Repairing starter motor
- b. Installing generator brushes
- c. Recharging battery
- d. Replacing rear lens
- e. Adjusting headlights
- f. Installing radio

Block VI

Body

- a. Replacing window glass
- b. Removing dents from body and fenders

Block VII

Miscellaneous

- a. Washing cars
- b. Waxing cars
- c. Greasing cars
- d. Changing oil
- e. Taking off wheels
- f. Installing bumpers
- g. Putting on seat covers

CHAPTER IV

SURVEYS AND CASE STUDIES

A study of the chart, page 31, of the enrollment of the Radford Diversified Occupations program shows that one hundred forty-two students have enrolled in the program and eighty-four have graduated from school. The chart shows also that students, enrolled in the program, tend more and more to continue in school, for nine dropped out of the program the first year; ten, the second; three, the third; two, the fourth; and one, the fifth. This indicates that the boys and girls are gradually finding their fields of work, and as the program grows in strength the students tend to remain in school. The chart also shows that all of these students are employed after finishing school.

In order to evaluate the effectiveness of the Diversified Occupations Program a survey of the post school experience and attitudes toward the program was made of the pupils who have been enrolled in the course. Questionnaires were sent to one hundred of the former students. Replies were received from sixty per cent. The results of the survey shows that sixty-two per cent of the boys and girls are working in the jobs for which they were trained while in the Diversified Occupations program. It shows that ninety-five per cent of the employers were giving the students added responsibilities as they proved capable of handling them. Another striking fact is that ninety-seven per cent of the students stated that the Diversified Occupations class had helped

REPORT ON DIVERSIFIED OCCUPATIONS PROGRAM

1940-1946

Radford, Virginia

Radford High School

	40-41	41-42	42-43	43-44	44-45	45-46	Total
Cumulative enrollment for the year	30	14	26	15	21	36	142
Number graduating	20	4	16	5	12	25	82
Number to return	1	10	2	7	6	11	37
Number securing employment at place of training	20	4	3	5	2	11	45
Number securing employment at vocation trained in			1		1	2	4
Number not in jobs trained for			10		4	4	18
Number not placed							
Number entering college			1		1	1	3
Number dropped from program	9		8	3	2	1	23
Number entering military service			1		5	6	12

to improve their efficiency on the job. Also eighty-eight per cent of the students gave credit to the fact that the Diversified Occupations program increased their interest in completing high school. Significant is the fact that one hundred per cent believed that the Diversified Occupations plan should be continued as a part of the high school program.

A Survey of Students Who Have Received Diversified
Occupations Training at Radford High School

	Yes	No
1. Are you working on the same job as when you were in the Diversified Occupations program?	62%	38%
2. Are you with the same employer?	62%	38%
3. Has your employer given you additional responsibilities as you proved capable?	95%	5%
4. Has the related Diversified Occupations class in high school helped you to improve your efficiency on the job?	97%	3%
5. While in school, did you use your experience on the job in any other classes?	75%	25%
6. If not on the same job, did the vocational training help you get the present job?	68%	32%
7. Did your half-day work cause you to lose interest in completing high school?	7%	93%
8. Did Diversified Occupations increase your interest in completing high school?	78%	22%
9. If you were a student again, would you take the Diversified Occupations program?	85%	15%
10. Do you believe the Diversified Occupations plan should be continued as a part of the high school program?	100%	0%

- | | Yes | No |
|--|-----|-------------|
| 11. How did the coordinator help you with your individual problems when you needed help? | | Conferences |
| 12. What specific suggestions do you have for improving the Diversified Occupations program? | | |
| a. Better equipment | | |
| b. Employers take more time in training students | | |

Because of the fact that the employers contribute much to any successful Diversified Occupations program, it was felt that a questionnaire, to determine their feelings and to get their suggestions as to the improvement of the program, would be one way of evaluating the Diversified Occupations program at Radford High School. The response to the questionnaire shows that one hundred per cent of the employers felt that the training program should be continued in the school. Ninety per cent agreed that the students were more efficient than non-Diversified Occupations employees of comparable education and age while in the training program. One hundred per cent felt that the Diversified Occupations training strengthened the relationship of the school and community. The significant fact is that one hundred per cent of the employers stated that they would give permanent employment to a student with one year of Diversified Occupations experience rather than to one without this type of experience.

Survey of Employer's Ideas Concerning Diversified Occupations

- | | |
|---|-----------|
| 1. How long have you been working with Diversified Occupations students? | 1-6 years |
| 2. How many students have you trained? | 1-16 |
| 3. Do you think it has helped strengthen the relationship of the school and community? | 100% yes |
| 4. Do you feel this training program should be continued? | 100% yes |
| 5. Do you think the student very helpful to you while in training? | 90% yes |
| 6. Would you hire a student with one year of Diversified Occupations experience in preference to one without this experience? | 100% yes |
| 7. Some suggestions made by the employers were: | |
| a. School should give more care to the selection of the students. | |
| b. Employer should spend more time training students. | |
| c. Employer should consider student as a trainee and not as an employee. | |
| d. More uniformity in the salaries earned by students. | |

Some Typical Cases To Illustrate Outcome of Training

The three students to represent the type of students taking Diversified Occupations training will be called A, B, and C. A is a girl who graduated in 1943, B and C are boys who graduated in 1945 and 1946 respectively.

A was born in Riner, Montgomery County, Virginia, July 14, 1925. Her father worked at common labor. There were five brothers and sisters in the family. A made good grades in her elementary work. She also

helped with the work at home. She was active in Girl Scout work, and took part in all the activities at school. A's teacher stated on her accumulative record that she was a most courteous, dependable, and cooperative person. She was very conscientious about her work and always tried to do her best. After completing her junior year in high school with twelve credits toward graduation, she decided to take the Diversified Occupations training in her senior year. She was placed in one of the local 5 & 10 cent stores, and the time she spent there was profitably used. She made every minute count. Her pay was \$9.18 a week. After graduation from high school in 1943 she was made assistant manager of the store. At this she worked very hard, and after two years of work she was offered the managership of a store in another state with a beginning salary of \$175 per month and ten per cent net profit. She is at the present time making \$2400 a year, and including profit, a total of approximately \$5000 per year. She has a good job for life, if she continues to do her work satisfactorily. She is only a high school graduate with average intelligence and twenty years old.

B was born in Christiansburg, Montgomery County, Virginia, December 1, 1926. He was given to his grandmother when he was only a small child. His father was not a good worker, keeping jobs only a short while. B bluffed his way through the grades, and wasted his time in high school. His work was below average and, in his junior year, he failed and dropped out of school. He stayed out one year, then went to summer school and came back for his senior year. He wanted to

take Diversified Occupations, and at his own desire was placed in a grocery store at which he stayed four weeks. He then wanted to be a welder and was placed in that field, but did not like it. He stayed on this job the rest of the year in order to get his credit. He graduated below average. He then took a job in the post office at which he worked for six months and was laid off. He then got a job at a cleaners, but stayed only six weeks. He is now working in a drug store as a clerk.

C was born in Radford, Montgomery County, Virginia, September 24, 1928. His father was employed at a foundry. There were four other children in the family--three boys and one girl. Three of the older children had taken Diversified Occupations. When C reached the age of fourteen, he began to work in a printing office during hours not in school. His grades in school were average. C was a good worker, and chose to take Diversified Occupations in his junior year. He chose linotype as his life work, and began to learn to operate the machine. He was paid thirty cents an hour. He has completed two years of training, and at the present he is setting much of the type for the local paper and he is receiving sixty cents an hour. In another year of training he will have met the three-year requirement for a certified linotype operator. His plans at present are to make his home in Radford.

CHAPTER V

SUMMARY AND CONCLUSIONS

There is little documentary material on the topic, Vocational Education for Diversified Occupations, from state or national sources. Local records are lacking or were poorly kept and incomplete. Since there is no national or state pattern for this type of education, this study is justified as a report of one approach to the problem which may be indicative of a way to proceed in other communities.

The degree of success of the Radford Diversified Occupations program may be summarized briefly as due to leadership of the Superintendent of Schools; support from the Advisory Committee; and the understanding of industry as interpreted by the Chairman of the School Board, who is also personnel director of the largest industry in the community. It is due also to the fact that frequent surveys of industrial trends were made in the community and joint discussions of the implications of these surveys were held with the Advisory Council and school officials. Also newspaper publicity was used as a means of interpretation of the program to the community. Moreover, the program, being in the hands of capable instructors, and being flexible in organization, a conscious effort has been made to adapt it to changing local needs. Furthermore, the students were chosen with care and upon recommendations of all teachers concerned; and, as the program has developed, more and more emphasis was placed on the selection and guidance of the students.

Radford's program also has its weak points. Its weaknesses are: because of the war and consequent high wages, the students expect a high rate of pay; because of the return of veterans, jobs are harder to obtain and to hold; because of inadequate planning, not all of the classroom instruction was well integrated with the work experience; and because the students in the program were not carefully selected, the employer-attitude has been impaired.

From the facts shown in the survey of enrollment, school attendance, and subsequent employment both in the Radford program (pages 30,31) and in the State program (pages 3-5), it can be assumed that this program trains a boy or girl for some specific occupation in which he or she will find employment after finishing school; it tends to help those who need financial help, and gives those who become restless under school routine an opportunity and incentive to graduate from high school. This should be true in a community which sponsors a Diversified Occupations program.

From the study of the development of the Radford Diversified Occupations program it may be concluded that such programs for vocational education training can be adapted to either small or large communities.

The following procedures are suggested:

1. Survey the community to find if it has enough worthwhile training agencies to train the students for a lasting program.

2. Get a capable coordinator, not one who will have to learn at the expense of the children. One weakness of the Diversified Occupations program is that men may be accepted who have academic or vocational education, but do not have the practical experience in industry or business, nor the personality which contributes to successful public relations.
3. Put much emphasis on the selection and guidance of the students who will be enrolled in the program.
4. Put much emphasis on the selection of the jobs at which the students are to work and upon the personnel with whom they will work.
5. Select the reference papers, books, and magazines with care.
6. Avoid making the Diversified Occupations program a social affair, but at the same time have enough social activities to enable the student to develop social ease and security.
7. Have the understanding of all teachers, school officials, and other students in the carrying out of the program.
8. Get full cooperation of employers.
9. Appoint to the Advisory Committee employers who are interested in the community and the welfare of its children as well as in efficiency of management and production.

A P P E N D I X

APPLICATION FOR ADMITTANCE

INTO DIVERSIFIED OCCUPATIONS COURSE

Home Room.....

Pupil's Name
Last First Age Date of Birth Height Weight Health

Pupil's Address Tel. No.
Number Street

Father's Name Occupation Address

Mother's Name Occupation Address

What trade or occupation would you like to learn? (List choice) Second

SUBJECTS COMPLETED

First Year

Second Year

Third Year

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

Do you intend to go to college?.....

Do you agree to a two-year training period if a junior, or one year if a senior?

In what extra-curricular activities have you taken part?.....

Do you attend school regularly?..... Times absent last term?..... Reason

Have you ever worked before?..... Where? (give employer's name, address and phone number.....

Give the name, address, and phone number of at least two other persons who have known you for six months or more.....

Opportunities are available to young people in the industrial and business establishments of our city, but only to those who are earnest in their efforts to receive training. If you are accepted in the Diversified Occupations Course do you agree to put forth your best efforts in completing your training?

Signed.....

Student-Learner.

I consent to entering the Diversified Occupations Course and agree to cooperate with the school and training agency.

Signed.....

Parent or Guardian.

EMPLOYER'S REPORT ON STUDENT TRAINEE

STUDENT TRAINEE _____ DATE _____

OCCUPATION _____ TRAINING AGENCY _____

	V.G.	G	S	U.S. REMARKS
PROMPTNESS	:	:	:	:
RELIABILITY	:	:	:	:
INTEREST IN THE JOB	:	:	:	:
PROGRESS	:	:	:	:
INITIATIVE	:	:	:	:
WORK HABITS	:	:	:	:
INTEREST IN THE COMPANY	:	:	:	:
COOPERATION	:	:	:	:
PERSONAL APPEARANCE	:	:	:	:
MANNERS	:	:	:	:
ATTITUDE	:	:	:	:
ACCURACY	:	:	:	:

Signed _____ Position _____

In order that our combined efforts may be most efficiently employed in the training of the student named, your check on the above points is desired.

D. O. FOLLOW-UP LETTER
Radford High School
Radford, Virginia
September 26, 1944

My dear _____

We are very anxious to determine the value of our program of Diversified Occupations. Will you kindly answer the questions asked at the bottom of the page. We are interested in you, and such information will help tremendously to keep our program on a high level.

If we can be of any further assistance to you, please write us. We will do all we can to still help you succeed in your vocation.

Sincerely,

Coordinator

1. Now employed at _____
2. Entered college taking _____
3. The type of work I am now doing _____
4. Do you have any suggestion which you think may improve our D. O. program?

Comments you wish to make _____

MONTHLY REPORT OF D.O. COORDINATORS

ADVISORY COMMITTEE
Date of Last Meeting

Name of Coordinator _____ City or County _____ Month _____

Name of Student	Occupation	Place of Employment	No. Times Student Visited	Wages as Co-op Student		Total Additional Earnings	Grand Total Earnings
				Per Hr.	Period Total		
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							

Use opposite side for suggestions, recommendations, or giving any comment relative to any phase of the program.

BIBLIOGRAPHY

1. Anonymous. January, 1938. Diversified Occupations Program. United States Department of the Interior. Miscellaneous Bulletin 2003. pp 2-3.
2. Vocational Education for Diversified Occupations. Virginia State Board of Education. Bulletin p 1.
3. Diversified Cooperative Training Conference. 1942. A Coordinator's Handbook for Diversified Cooperative Training. University of Virginia. p 4.
4. U. S. Census of Population. 1940. Census of the City of Radford.