

GUIDE

for

WORK EXPERIENCE

EDUCATION

in

SEVENTH-DAY ADVENTIST

SCHOOLS and COLLEGES

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General Conference Department of Education
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PREFACE

This Guide for Work Experience Education in Seventh-day Adventist Schools and Colleges was prepared for the General Conference Department of Education by a Conference on Work Experience Education which merged with a graduate course in the same field at Andrews University, Berrien Springs, Michigan, June 17 to July 11, 1963.

Acknowledgment for this study and Guide (Part Three) go to the following organizations and individuals for their contributions in the preparation of the core manuscript:

<u>Organization</u>	<u>Person</u>
Andrews University	H. F. Crays, Waldemar Gröschel, Fred Harder, Jr., Leland Zollinger
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General Conference	T. S. Geraty

This Guide is presented with flexibility of structure for use as resource units in Work Experience Education for schools, Work Conferences, or Seminars in Work Experience Education.

The basic rationale undergirding the concepts and program is applicable on any level--elementary/primary, secondary, or postsecondary/tertiary education.

Work-experience education is a plan of daily systematic labor that should be an integral part of the broad comprehensive plan of education. It should be pursued ideally with the best facilities and under the

direction of competent instructors.

Educators placing proportionate attention to the physical, social, mental, spiritual, emotional, vocational, lifework and career interests of children and youth can do much to achieve the purposes of God on earth, and give a general balance and meaning to this life and a preparation for the life to come.

With the professional experience derived through the years in field-based Seminars and in school situations, the original 1963 edition (Part Three) has been revised, and due credit is well nigh global to the many who have contributed for the common good.

Especially to E. J. Anderson, Dennis C. Blum, Paul S. Damazo, Joseph F. Dent, David Detwiler, David A. Escobar, Ann Fernandez, Paul Flemming, Raúl M. Hayasaka, Raymond S. Moore, Dawn Nelson, Fred Riley, John F. Sipkens, Colin D. Standish, Charles R. Taylor, Doris Wolter, and to the many other participants in Work Conferences, Workshops, and Seminars on Work Experience Education, which the compiler has conducted through the years, he is indebted profoundly.

Thomas S. Geraty
Superintendent of Education
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DEPARTMENT OF EDUCATION
GENERAL CONFERENCE OF SDA

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FOREWORD

"Every person must face the practical realities of life--its opportunities, its responsibilities, its defeats, and its successes. How he is to meet these experiences, whether he is to become master or victim of circumstances, depends largely upon his preparation to cope with them--his education." Education, page 7.

If educators and constituencies on every educational level, interested in true education, will study in groups the plan outlined in the Bible and the Spirit of Prophecy, they will become convinced of a need and an approach to satisfying that need in the children, youth, and older students of the Seventh-day Adventist schools. It is the privilege and duty of every staff member in a Christian institution to help the students learn to face the realities of life--and succeed.

This syllabus has been planned as a reference guide for administrators, teachers, field educators, Board members, and students as they endeavor to follow more closely the pattern of true education. The information which this Guide contains deals directly with work-study-service programs in our educational institutions.

The term, Work-Experience Education, was chosen as a word-picture title. The title points out two definite areas--work experience shared in community service and education. Both phases must be meshed together, as a coordinated plan for the individual, if the full benefits of the curriculum are to be realized. An ideal of this nature causes everyone connected with the program to become an integral part in the program.

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PROLOGUE

A Model

"The system of education instituted at the beginning of the world was to be a model for man throughout all aftertime. As an illustration of its principles a model school was established in Eden, the home of our first parents. The Garden of Eden was the schoolroom, nature was the lesson book, the Creator Himself was the instructor, and the parents of the human family were the students." Education, p. 20.

"In His interest for His children, our heavenly Father personally directed their education. Often they were visited by His messengers, the holy angels, and from them received counsel and instruction...." Education, p. 21.

His Plan

"The Garden of Eden was a representation of what God desired the whole earth to become, and it was His purpose that as the human family increased in numbers, they should establish other homes and schools like the one He had given." Education, p. 22.

Principles Unchanged

"Under changed conditions, true education is still conformed to the Creator's plan, the plan of the Eden school....

"The great principles of education are unchanged. 'They stand fast for ever and ever' (Ps. 111:8); for they are the principles of the character of God...." Education, p. 30.

Success in Education

"With us...success in education depends on fidelity in carrying out the Creator's plan." Education, p. 50.

JESUS THE CARPENTER

If I could hold within my hand
The hammer Jesus swung,
Not all the gold in all the land,
Nor jewels countless as the sand,
All in the balance flung,
Could weigh the value of that thing
Round which his fingers once did cling.

If I could have the table Christ
Once made in Nazareth,
Not all the pearls in all the sea,
Nor crowns of kings or kings to be
As long as men have breath,
Could buy that thing of wood he made--
The Lord of Lords who learned a trade.

Yes, but his hammer still is shown
By honest hands that toil,
And round his table men sit down;
And all are equals, with a crown
Nor gold nor pearls can soil;
The shop of Nazareth was bare--
But brotherhood was builded there.

CHARLES M. SHELDON

JESUS WAS A HUMBLE MAN

Jesus was a humble man,
Born in a carpenter's shack.
Planing boards and sawing boards
He made a cross
To carry on his back.

Jesus went Golgotha's way
To make all mankind free.
The cross he bore was yours
And mine--his death;
He died for you and me.

Jesus was a humble man,
Born in a carpenter's shack.
No one wants the cross he made
And no one has
The heart to send it back.

RAYMOND KRESENSKY

PART ONE
WORK EXPERIENCE EDUCATION STRATEGIES

One of three different types of strategy has been found helpful in planning and implementing a Work Experience Education program in a SDA school or college:

- I. A study group of Board members and school personnel meeting periodically at a mutually convenient time to explore the philosophical and educational raison d'entre of Work Experience Education as an integral part of the school curriculum.
- II. A short "Work Conference" as may be arranged to present an overview of Work Experience Education. Such a Work Conference conceivably could consider the content and method, advantages and disadvantages of Work Experience Education in school.
- III. A three-week, or longer, "Seminar on Work Experience Education" in which experiential exposure and indepth study serve as a catalyst for planning and implementing Work Experience Education as a part of balanced Christian education.

Areas to consider, naturally, would include minimally the rationale, curriculum, scheduling, funding, and evaluation of Work Experience Education. If there is more time the following outline should be found helpful:

AN OUTLINE

- A. Philosophical and Historical
- B. Curriculum
 1. Content (What)
 - a. Knowledge
 - b. Skills
 - c. Attitudes
 2. Method (How)

- C. Scheduling
- D. Facilities and Equipment
- E. Funding
- F. Evaluation
 - 1. Criteria
 - 2. Procedure
 - 3. Instruments
 - 4. Follow-up

IV. Methodology

Each School Board would do well to appoint a standing committee on Work Experience Education, which serves as an advisory group to the school.

The School Board will appoint also a Coordinator for Work Experience Education, who will plan, coordinate, and supervise the program in close cooperation with the school personnel and community.

- A. Establish Goals and Objectives
- B. Commit Resources
 - 1. Personnel
 - a. Study Groups
 - b. Inservice Education
 - c. Teacher Preparation
 - 2. Management
 - a. School-operated
 - b. Contracted Services
 - 3. Facilities
 - a. Structures and Equipment
 - b. Agricultural Areas
 - c. Non-agricultural Areas
 - 4. Finance
 - 5. Time
- C. Implement Program
 - 1. Cooperative, Complementary Support
 - 2. Scheduling

3. Supervising/Monitoring
- D. Evaluate Progress and Achievement
 1. Personnel
 2. Performance
 3. Production
 4. Product

V. Value-Conscious

- A. Begin a work-study-service program to implement administrative memo;
- B. Begin a work-study-service program after the School Board decision;
- C. Begin a work-study-service program when faculty and staff agree;
- D. Begin a work-study-service program only after the Constituency, Board, faculty, staff and students reach a philosophical consensus;
- E. Begin a work-study-service program because of GCOE policy;
- F. Begin a work-study-service program because the Union Conference/Mission OE voted it;
- G. Begin a work-study-service program because the Conference/Mission approves it;
- H. Begin a work-study-service program because the School Board orders it;
- I. Begin a work-study-service program because the teachers offer it;
- J. Begin a work-study-service program because the students need it;
- K. Begin a work-study-service program because God expects it!

PART TWO

SEMINAR IN WORK EXPERIENCE EDUCATION

A. Title: Seminar in Work Experience Education

Time Frame: Three Weeks (Mondays through Fridays)

Daily Schedule: 4 Clock-hours Work
4 Clock-hours Classes

Library Hours: For Personal Study

Academic Credit: 6 Quarter Hours/4 Semester Hours (Graduate, undergraduate, audit/no credit as may be arranged)

Purpose: To help Board members, administrators, teachers, students, field educators and others interested in knowing how "Work Experience Education" and "work-study-service" programs can be conducted concurrently with the academic year in SDA elementary, secondary and postsecondary educational institutions.

Methodology: The format is somewhat of an action-research type with experiential knowledge gained in learning by doing and feeling the experience of work-study-service in a daily program with hands-on participation. Each participant will select and work in one Work Station for three weeks.

Lecture	Resource Personnel
Discussion	Reports
Large and Small Groups	Papers
Library Study	Personal Involvements

Evaluation: Student and teacher assessment of contribution by individuals.

Results: Publishable articles for dissemination and distribution and suggested projects and ideas for replication.

Inspiration, information, skills and courage to implement Work Experience Education and work-study-service programs on the elementary, secondary and postsecondary education levels.

B. Suggested Topical Schedule for Seminar

S Registration, Work Station Selection, Orientation, Library Preview
M Source and Aim of Education; the Eden School; Hebrew Education
Tu Proper Education; Balance in Education

W Philosophy of Work; Guiding Principles
Th Historical Tracement in S.D.A. schools
F Work-Study-Service Principles; Theory and Practice
 Due: Reaction Paper; Evaluation Sheet

M The ABCs of Education; Privilege of Work; Basic Attitudes
Tu Home and School Cooperation; Elementary School Implementation
W Curriculum Development; Secondary School Implementation
Th School Industries; Work Experience in Postsecondary Institutions
F Funding and Financing; Scheduling
 Due: Reaction Paper; Evaluation Sheet

M Worldwide Horizons; Local Support and Cooperation
Tu Benefits; Expectations and Evaluation
W Evaluation Instruments; Records
Th Supervision; Program Evaluation; A Fable, A Plan, A Reality
F In-Basket of Case Studies
 Due: Evaluation Sheet, Position Paper, Publishable Article

C. Possible Work Stations

(To be determined by needs, funding, facilities of host institution)

Agriculture	Store
Crops	Trail Crew
Farm	
Garden	
Greenhouse	
Appliance Repair	
Auto Repair	
Bakery	
Body Shop	
Bricklaying	
Broomshop	
Cabinet Shop	
Computer Center	
Construction	
Custodial	
Dairy	
Electricity	
Food Service	
Garage	
General Maintenance	
Grounds	
Housekeeping	
Landscaping	
Laundry	
Machine Shop	
Paint Shop	
Plumbing	
Print Shop	
Remodeling	
Roofing	
Soil, Plant, Food Analysis	

D. Seminar Organization

1. Committee as a Whole
2. Subcommittee by Type of Institution:
 - a. Lower Elementary
Upper Elementary
Secondary
Postsecondary
 - b. Day Schools
Boarding Schools
3. Subcommittee by Interests:
 - a. Administration and Management
 - b. Curriculum and Content
 - c. Resources and Finance
 - d. Scheduling and Supervision

E. Form Used in Registration

<u>WORK PREFERENCE</u>	
Name _____	Date _____
I prefer to spend my Work Experience Education at these Work Stations:	
Choice 1: _____	
Choice 2: _____	
Choice 3: _____	
I have the following physical limitations: _____	

Comments or Special Requests: _____	

(Note: This sample form should be enlarged for writing purposes)

F. Suggested Daily Schedule (Monday through Friday)

Rising Hour - 6:00 A.M. Personal Devotions

6:00 - 6:30 A.M. Breakfast

7:00 - 11:00 A.M. Work

11:00 - 12:00 A.M. Clean-up/Bathe/Study

12:00 - 12:30 P.M. Dinner

12:30 - 1:30 P.M. Rest/Study

1:30 - 3:30 P.M. Study/Library Reference

3:30 - 5:30 P.M. Classes

5:30 - 6:00 P.M. Supper

6:30 - 8:30 P.M. Classes

8:30 - 9:30 P.M. Study

9:30 P.M. Lights Out/Sleep

G. Immediate Goal of Three-Week Seminar:

1. To help faculty and students understand and appreciate the philosophy and fundamental concepts of work.
2. To offer expertise to develop and organize a viable school work-study-service program.
 - a. Planning and integrating the work program with the overall school program
 - b. Economics
 - c. Finance (Funding)
 - d. Scheduling
 - e. Coordinating
3. To provide a hands-on, laboratory exposure to such a viable work program to help the participant to be able to start, initiate, and implement one in his/her own school.

H. Seminar Assignments:

Each participant will

1. Study philosophical and practical principles in Ellen G. White books, such as Ed, FE, 3T, and also the Guide for Work Experience Education in S.D.A. Schools and Colleges;
2. Review in library reference the historical tracement of S.D.A. schools and colleges as they planned and struggled to offer "Proper Education";
3. Select and participate in a Work Station for the three weeks;
4. Write short reaction papers and fill-in evaluation sheets;
5. Prepare a paper developed in outline form on "How to Start and Implement a Work-Study-Service Program at _____";
6. Write out six problems or issues of Work Experience Education for case study;
7. Prepare a publishable paper on a topic/aspect of Work Experience Education that has been approved by the Seminar Director; and
8. Give an oral presentation to the Seminar with a written outline for the Seminar Director on an approved selected topic as may be arranged.

I. Evaluation Sheet

Participant _____			
WORK EXPERIENCE EDUCATION			
Week Ending _____			
<u>EVALUATION SHEET</u>			
	Observations	Accomplishments	Suggestions
Course Organization			
Group Structure			
Classes/Presentations			
Work Stations			
Consultants			
Daily Schedule			
Discussions			
Materials			
Library			

(Note: This form should be enlarged for writing purposes. It is only a sample.)

For additional evaluation sheets, see the Appendix.

J. Positive Program Plan Sheet

POSITIVE PROGRAM PLAN SHEET

Name _____

Date _____

The goal that I will attempt to achieve today and this week is:

This is how I will try to do this (specific and detailed):

This is what happened:

My evaluation of this experience and future goal:

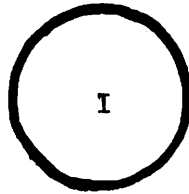
(Note: This sample form should be enlarged for writing purposes.)

K. Topics to Explore

1. Definitions
2. Character Development
3. Philosophy of Christian Education
4. Objectives of Christian Education
5. Goals of Christian Schools
6. Balance in Education
7. Lifework
8. Career Education
9. Work Ethic
10. Work-Study Approach
11. Historical Tracement of Vocational Education
12. Value Education
13. Work Experience
14. Work Experience Education
15. Schools of the Prophets
16. Principles, Standards, Policies, Regulations
17. Manual Training
18. Generating Theory, Clarifying Concepts, Critiquing Methodology
19. Perspectives on Theory, Research, and Practice
20. Organization and Management of Work-Study Programs
21. Group Process and Group Dynamics
22. Getting Consensus
23. Serendipities of Work
24. Remuneration and Wages
25. Academic Credit
26. Manual Labor

27. Objectives of Christian Education
 - a. Source and Aim of True Education
 - b. The Eden School
 - c. The Education of Israel
 - d. The Schools of the Prophets
 - e. Proper Education
 - f. Like the Pattern
28. Agriculture -- the ABCs of Education
29. Principles of Work as Education
 - a. Work and Physical Well-being
 - b. Work and Mental Attitudes
 - c. Work and Spiritual Life
 - d. Work and Emotional Tone
 - e. Work and Personality
30. Basic Attitudes of a Worker
31. Work Experience and One's Future
 - a. Interest Survey
 - b. Parents' Work
 - c. How to Choose a Lifework
 - d. When to Choose a Lifework
32. Cooperation and Supervision
33. Job and Work Areas and Stations
 - a. On Campus
 - b. Off Campus
34. Cooperative Work Experience
 - a. School and Community
 - b. School and Industry
 - c. School and Home
35. Interest Groups
 - a. Curriculum and Content (Knowledge, Skills, and Attitudes)
 - b. Methods and Strategies
 - c. Scheduling and Provisions
 - d. Evaluation and Measurement (Instruments)
36. Committee Level
 - a. Elementary Education
 - b. Secondary Education
 - c. Postsecondary Education

L. Sociogram



THOSE WITH WHOM
I SHOULD ENJOY WORKING

THOSE WITH WHOM
I WOULD WORK

THOSE WITH WHOM
I WOULD HAVE DIFFICULTY WORKING

THOSE WITH WHOM I WOULDN'T WORK

In the appropriate circles
write the initials/names
of people.

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II. PHILOSOPHICAL UNDERGIRDING

A. BASIC AREAS/BRANCHES OF PHILOSOPHY

1. Metaphysics -- study of first principles of being, of reality, of genesis, of cause
 - a. Ontology -- study of nature of being, reality
 - b. Cosmology -- study of origin and structure of the world
 - c. Psychology -- study of mind or consciousness
 - d. Theology -- study of God and His relation to the universe
2. Epistemology -- study of the methods and grounds of knowledge, especially with reference to its limits and validity
 - a. What is knowledge?
 - b. What does it mean to know?
 - c. What are the limits of knowledge?
 - d. What are the sources of true knowledge?
 - e. How can the validity of knowledge be tested?
3. Axiology -- study of value
 - a. Ethics -- concerned with human behavior, individual and social
 - b. Esthetics -- concerned with man's sense of beauty
 - c. What is right and good?

Discussion

1. How essential are the three branches to constitute a comprehensive statement of philosophy?
2. Is it possible to consider one as most important? Explain.
3. How are the three branches interrelated?

B. OVERVIEW OF SDA EDUCATION

1. Triads of Terms:

A	B	C	D
a. Knowledge	a. Information	a. Cognitive	a. Training
b. Wisdom	b. Skills	b. Affective	b. Education
c. Learning	c. Attitudes	c. Psychomotor	c. Schooling

Discussion

1. Is the concept of "balance" relevant in the respective triads? How?

2. Which triad is spoken of most? the least?
3. Which of the triads appeals to you as most important?
4. Which element(s) should be stressed?

2. Sources of Knowledge:

- a. Authoritative
- b. Intuitive
- c. Rational
- d. Empirical
- e. Revelational

Discussion

1. Of the sources, which may be considered human or natural? divine or supernatural?
2. Does one or more include other sources?
3. Can you think of other possible sources?
4. Can you arrange these in hierarchical relationships?
5. Is there a priority sequence?
6. How should they be arranged?
7. Which, if any, should be paramount?

3. Heaven-appointed Sources of Education:

Study Ed. 77:2; MH 400:1

Discussion

1. How long have these sources been in existence?
2. How are these available to people?
3. What qualifications are needed for education?
4. Are these sources still in existence?
5. Which sources, if any, are invalid today?
6. How may these sources be interrelated?

4. God's Expectations: Selected Scriptures and Quotations

- a. Genesis 1-2; Deut. 6:1-9; II Kings 6:1-7; Isaiah 54:13; Proverbs 22:6.
- b. Spectacle (I Cor. 4:9; CT 57:3)
- c. Models (Deut.28)
- d. "Like the Pattern" -- Noah (Gen. 6:22; 7:5)
Moses (Ex. 24:15-18; 25:9, 40)
"The Heavenly Pattern" (CT 56-60)
- e. Vision of Excellence (6T 126:2)
- f. Test and Trust (Ps. 34:8; Mal. 3:10-12; Matt. 6:33;
Prov.3:5,6; Ps. 37:4,5)
- g. True Prosperity (CT 94:1)
- h. Original School Design (CT 86-88)
- i. A Different Order (CT 532, 533)
- j. New methods (CT 533:2)

5. Christian Education:

- a. "Source and Aim of True Education" (Ed 13-19)
- b. "The Eden School" (Ed 20-22)
- c. "The Education of Israel" (Ed 33-44)
- d. "The School of the Prophets" (Ed 45-50; PP 592-602)

Discussion

1. Outline in your own personal way for future use.
2. Share challenging and inspirational ideas with others.
3. How broad, deep, and high is true, Christian education?

6. First Vision of Mrs. Ellen G. White (1872) on Education
(3T 131-160; FE 15-46; CE 1-30)

Discussion

1. Elicit and discuss guiding principles of "Proper Education".
2. Which of these principles are relevant in SDA schools today? Which appear irrelevant?
3. Unless these principles are implemented what justification does the SDA church have to operate schools?
4. Why should this not be considered the "Charter of SDA Education"?

7. The Essential Knowledge:

- a. "True Education -- A Missionary Training" (MH 395-406; CT 545-555)
- b. "A True Knowledge of God" (MH 409-426)
- c. "Danger in Speculative Knowledge" (MH 439-450)
- d. "The False and True in Education" (MH 439-450)
- e. "The Importance of Seeking True Knowledge" (MH 451-457)
- f. "The Knowledge Received Through God's Word" (MH 458-466)
- g. "Development and Service" (MH 497-502)

Discussion

1. Study thoughtfully the references for main ideas.
2. Discuss the indicated chapters in small groups.
3. Share ideas with each other.
4. What personal counsel do I find to strengthen my life?

8. General Goals of Seventh-day Adventist Education

Through Seventh-day Adventist Education, the student

1. Learns about God and His character through the study of the Bible, aided by the study of nature and the writings of Ellen G. White.

2. Develops a personal love and faith relationship with Jesus Christ.
3. Develops respect and reverence for God.
4. Recognizes and appreciates the work of the Holy Spirit and the ministry of angels.
5. Learns to communicate with God, to recognize His providential leadings, and to cooperate with His power to resist evil and live the sanctified life.
6. Recognizes his self worth as a member of the family of God and actively participates in its fellowship.
7. Develops a Christian character which is his unique possession for eternity.
8. Learns from teachers who are examples of Christian character and who are companions with the students in work, study, and recreation.
9. Learns in a school atmosphere where Christian virtues are valued, seen, and accepted.
10. Acquires the basic academic skills and an adequate body of knowledge needed for life.
11. Develops his highest level of thought and decision-making processes.
12. Learns the physical, mental, and spiritual laws of his being and achieves a balanced practice of their principles.
13. Develops qualities of aesthetic appreciation.
14. Acquires the necessary skills for a life trade and develops an appreciation for the value and dignity of labor.
15. Understands and accepts his social responsibility and God's plan for his life as he relates to home, community, nation, world, and universe.
16. Develops his abilities and cooperates with others in unselfish service to humanity.
17. Develops qualities of tolerance and courtesy.
18. Accepts a personal sense of mission to participate in giving the Gospel to the world in preparation for the return of Jesus.

9. Selected Core Concepts of SDA Education

- a. The only true education is Christian education or God-centered education.
- b. True education is the harmonious development of the physical, mental, moral, spiritual, emotional, social, aesthetic, and vocational aspects of the individual.
- c. The educational process is concerned with the whole organism during the whole period of its existence and possible existence.
- d. Education is to be academic, cultural, practical, and realistic.
- e. True education prepares a person to be useful and should inspire the person with the ideal of service.
- f. Educational policy should not be hide-bound by tradition.
- g. Christian education is not to be restricted by policies of secular education.
- h. The curriculum should be vocational in nature sufficiently to insure every student a worthy means of earning a livelihood.
- i. All children of church members should have available a Christian education.
- j. It is the dual responsibility of the church and parents to provide an opportunity for a basic education for every child.
- k. Advanced education should be for those only who have a practical or vocational need for it.
- l. The curriculum and cocurriculum should provide balance, quality, and challenge.
- m. Christian education is satisfied only with excellence.
- n. A major objective of Christian education is to train and educate personnel for church and non-church employment.
- o. Tool subjects and fundamentals require mastery as a prerequisite to further levels of advancement.
- p. The Christian teacher will have an equal interest in the student's total development and growth.
- q. The primacy of the Bible is to be respected on all educational levels.

- r. Total health is a major factor in both the teacher and the student.
- s. As much as possible the work of caring for the educational institution should be done by teacher-staff-student labor.

10. One-Word Springboards

- a. Whole
- b. Balance
- c. Growth
- d. Service
- e. Character
- f. Higher
- g. Cooperation
- h. Development
- i. Likeness
- j. Reflect
- k. Love
- l. Unselfishness
- m. Restore
- n. Revelation
- o. Useful
- p. Respect
- q. Health
- r. Trust
- s. Culture
- t. Individuality
- u. Habits
- v. Principles
- w. Labor
- x. Unique
- y. Involvement
- z. Excellence

11. The Doctrine of Christian Education

(This was voted and accepted in the plenary session of the General Conference Session, June 20, 1966, as recorded in the Review and Herald, June 21, 1966, page 20)

CHRISTIAN EDUCATION

Whereas, The Seventh-day Adventist Church has long recognized the doctrine of Christian education as basic and fundamental and this has resulted in the development of a system of Christian schools around the world in which the church's concept of education as being the development of the whole man has been

emphasized and which offers education on all levels from primary school through university; and

Whereas, These schools have proved a great blessing to the youth of our church, saving them from the world and training them for service; therefore,

Resolved, That in view of these and many other weighty considerations, we as parents, church members, and leaders

1. Reaffirm our confidence in the divine plan of Christian education as presented in the Bible and the Spirit of Prophecy and developed within our church; and
2. Give our encouragement to those who lead out in the schools, supporting their efforts to operate schools that excel in spiritual influence and in efficiency in promoting the best mental, social, and physical development, and
3. Take the position that nothing must be permitted to compromise the principles of Christian education upon which these schools were founded; nothing must turn us aside to conform, at the expense of our unique denominational standards, to secular and commonly accepted standards in education or its philosophy, and
4. Appeal, in General Conference session, to all members of the church throughout the world to be united in making the blessings of Christian education available to all our children and youth, and, therefore,
5. Pledge our total support of the system of Christian education, including the necessary sacrifice to make these schools even better and more successful. [Voted]

12. The Charge

- a. "Proper Education"; "Balance in Education" (3T 131-160)
- b. The Thrust of SDA Education (Edu 1260)
- c. "Philosophy and Objectives of SDA Education"
 - (1) Educational Leaflet no 47 or Edu 2120
 - (2) "A Statement Respecting SDA Philosophy of Higher Education"
 - (3) GCWP
 - (4) Edu 2150 "Upholding Church Standards in SDA Schools"
 - (5) Edu 2170 "Work Education: Dignity of Labor"
 - (6) Edu 1110 "Glossary: Nomenclature and Terminology"

13. Distinctive Features of Seventh-day Adventist Education

Seventh-day Adventist education is a unique system with distinctive features. These features should be studied prayerfully and carefully to understand properly how to implement them in our schools today. Their incorporation into the school program should be hastened that God may bountifully bless the administration, staff, and students with unprecedented spiritual and educational progress.

While many of these features have been included in our schools, others are not readily apparent.

The following is a partial list of unique features of Seventh-day Adventist education:

- a. Recognition and welcome should be given to the Holy Spirit in each classroom or assembly. CT 363-368.
- b. Students will be taught their relationship with God through learning:
 - (1) How to pray.
 - (2) How to approach their Creator.
 - (3) How to exercise faith in Him.
 - (4) How to understand and obey the teachings of His Spirit. PP 594.
- c. The fruits of the Spirit will be manifested in the students by evidences of honesty, kindness, courtesy, obedience, and respect. 6T 174.
- d. The curriculum will reflect divine structure by giving emphasis to courses in:
 - (1) Denominational literature, Biblical literature, and sacred poetry. PP 593.
 - (2) Missionary geography. Ed. 269
 - (3) History with a divine interpretation. Ed. 173-184.
 - (4) Study in agricultural and vocational lines. 6T 179.
 - (5) The study of the function, dietary needs, mental attitudes, and care of the body as the temple of God. Ed. 195-206.
 - (6) Creationism and geology. Ed. 128, 129.
 - (7) The study of nature as the second book of God. Ed. 119, 120.
- e. The scholastic program will be designed to counteract the worldly influence sustained in granting high rewards and honors as a recompense for good scholarship. CT 270; Ed. 226; FE 286.
- f. Emphasis will be given in the educational program to meet the final events of the impending conflict by preparing the students to:

- (1) Witness in legislative halls, before rulers, councils, and kings. Ed 262.
 - (2) Properly relate themselves to Sunday legislation and consequent problems. CT 551.
 - (3) Train them for wilderness survival. GC 626.
 - (4) Understand the qualifications for being a recipient of the latter rain. EW 71, 271.
 - (5) Enable our youth to face resolutely spurious movements and spiritism. Ed 227, 228; GC 558, 559; TM 61.
- g. Because the Sabbath will become a special identifying mark of the Advent people in the last days, special emphasis should be given to proper Sabbath observance. Ed 250-252.
 - h. Since Christian service links us to Christ and is the light of the Christian life, students will participate in ministry to the spiritual needs of fellow students and community. CT 546.
 - i. The social life will fit the students for membership in the society of heaven by:
 - (1) Freeing the entire school life, including the recreational program, from unwholesome competition.
 - (2) Planning well-supervised group association with de-emphasis on personal boy-girl relationships. CT 88, 100; FE 62.
 - (3) Appropriate dress and personal grooming that would encourage the companionship of angels. CT 301, 303.
 - j. Music is designed to uplift the thoughts to high and noble themes and to inspire and elevate the soul. Ed 167.
 - k. A recognition of God's ownership will be developed among students by a training that is adapted to kill all narrowing selfishness and to cultivate breadth and nobility of character through a systematic giving of tithes and offerings. Ed 44.
 - l. The true dignity of labor will be taught through teacher-student participation in a daily work program. CT 211, 289; 6T 179.
 - m. That schools, whenever possible, be located in areas that provide freedom from residential or commercial congestion and afford a natural setting conducive to inspiring a better relationship among the students and between a student and his God. 6T 137; FE 320.
 - n. The cleanliness and beauty of the campus and buildings will attract the angels and point the students to the beauty and order of heaven. 6T 170.
 - o. All social gatherings, all school programs, and all student publications will reflect themes that are sensible, sober, and ennobling. CT 543.
 - p. Students should be taught the language of heaven. CT 548; FE 311.

- q. In response to Paul's admonition to "study to shew thyself approved unto God," there will be groups and individuals voluntarily found in prayer and study of God's Word and the Spirit of Prophecy that students may fortify themselves for days of crisis which are upon us.

The foregoing list merely identifies certain key areas of educational practice which have been neglected to varying degrees. The listed references are but samples of the buried treasure that await diligent study by any staff.

Implementation of these principles will bring great blessings in restoring Christian education to its rightful position before the world. Students enjoying an experience in this setting will find themselves no strangers in the school of the hereafter. (From "Philosophy and Objectives," SDA Supplement, pp. 7, 8.)

III. AN INTEGRAL PHASE OF CURRICULUM--WORK EXPERIENCE EDUCATION

A. TAXONOMY, TERMINOLOGY, GLOSSARY, NOMENCLATURE, VOCABULARY

1. Work-study
2. Work-study-service
3. Work experience
4. Work experience education
5. Cooperative education
6. Cooperative vocational education
7. Distributive education
8. On-the-job training
9. Vocational arts
10. Vocational arts education
11. Vocational education
12. Manual training
13. Industrial arts
14. Industrial arts education
15. Trade and industrial education
16. Agricultural education
17. Career education
18. Career development:
 - a. Career awareness: Grades K-6
 - b. Career exploration: Grades 7-10
 - c. Work experience: Grades 11-16
 - i. On-the-job
 - ii. Related instruction (1 hour/week)
19. Career guidance
20. Work experience education:
 - a. Exploratory
 - b. General
 - c. Vocational
21. Manual Arts
- 22.
- 23.
- 24.
- 25.

B. CULTURAL ATTITUDES TOWARD WORK AND MANUAL ARTS

1. Biblical

God Himself had planned for work in the Garden of Eden (Gen. 1:26-31). He commanded man to earn his food by the sweat of his brow (Gen. 3:17-19). All the teaching of the Scriptures show (1) the necessity of work and (2) the dignity of work. In the Old Testament more than thirty references express these two ideas. Work was obligatory. The unchanging concept of the Bible was expressed by Paul

when he stated "that if any would not work, neither should he eat" (II Thess. 3:10).

The patriarchs, the prophets, and even the early kings of the Hebrew nation all worked. All the famous Jewish doctors of the law worked to support themselves. Jesus and His disciples were workers. Paul, the proud son of a tentmaker and himself a worker at that trade in the course of his missionary journeys, said, "Neither did we eat any man's bread for naught; but wrought with labor and travail night and day, that we might not be chargeable to any man" (II Thess. 3:8).

The testimony of the Bible is that work is great, and it honors those who perform it.

In the words of an old hymn, "O Carpenter of Nazareth, Builder of the Life Divine," and in Mark 6:3 there is the testimony that Jesus was a carpenter. Mark uses a significant word, tekton (τέκτων), which means more than a carpenter; He was a craftsman, an artisan.

"Thou, the Carpenter of Nazareth,
Toiling for thy daily food,
By Thy patience and Thy courage
Thou hast taught us toil is good."

The example of Jesus: Luke 2:40, 51 52
DA c7 "As a Child"

THE CARPENTER

Silent at Joseph's side he stood,
And smoothed and trimmed the shapeless wood.
And with firm hand, assured and slow,
Drove in each nail with measured blow.

Absorbed, he planned a wooden cask,
Nor asked for any greater task;
Content to make, with humble tools,
Tables and little children's stools.

Lord, give me careful hands to make
Such simple things as for Thy sake.
Happy within Thine House to dwell
If I may make one table well.

PHYLLIS HARTNOLL

In simple verse the poet wrote:

"My Master was a worker
With daily work to do,
And he who would be like Him
Must be a worker, too."

2. Classical

The Greeks had a saying that shows a different attitude towards manual labor and workers, that "you cannot make a citizen out of a workman." Another speaks of "the wretched artisan compelled to gain his bread by the work of his hands."

2. Other Cultures

3. Contemporary

In the factory all the men pushed their wheelbarrows, except one slow worker who pulled his. A visitor asked the man's foreman why he did it that way.

"Oh, him! He hates the sight of the thing." Many people hate the sight, the thought of their work. What would you advise such people to do?

On the other hand there are the many who are grateful to be employed, self-employed or otherwise.

An English clergyman penned: "Thank God--every morning when you get up--that you have something to do which must be done, whether you like it or not....being forced to work, and forced to do your best, will breed in you a hundred virtues which the idle ever know." Do you agree or disagree? Why?

C. PHILOSOPHY OF WORK

1. Functions
2. Values
3. Benefits
4. Outcomes

D. BASIC PRINCIPLES OF CURRICULUM DEVELOPMENT

IV. THE SPECTRUM IN TIME -- HISTORICAL TREATMENT OF THEORY AND PRACTICE

A. NORTH AMERICAN DIVISION AND OTHER WORLD DIVISIONS

1. First denominationally-sponsored SDA school (elementary-secondary) opened at Battle Creek, Michigan (June 3, 1872 with 12 students).
2. Battle Creek College (January 4, 1875 with 200 students).

3. Emmanuel Missionary College (October 30, 1901 with 50 students).
4. Healdsburg Academy (April 11, 1882 with 38 students; July, 1882 converted into Healdsburg College).
5. The New England School/South Lancaster Academy (April 19, 1882 opened with 8 students; and Atlantic Union College in 1922).
6. First SDA Teachers' Institute, Battle Creek, Michigan (June 21-26, 1888 with 30 teachers).
7. Union College, Lincoln, Nebraska (September 24, 1891 with 73 students).
8. Australian Bible School/Australasian Training School, Melbourne, Australia (August 24, 1892 with 24-30 students).
9. Walla Walla College, Walla Walla, Washington (Dec. 7, 1892).
10. Claremont Union College, Kenilworth, Cape, South Africa (February 1, 1893).
11. Frydenstads, FredericksHAVen, Denmark (August 31, 1894 with 60 students as a union school for the Scandinavian countries).
12. Keene Academy, Keene, Texas (January 7, 1894 with 56 students).
13. Graysville Academy, Graysville, Tennessee (1896 with 50 students).
14. Oakwood Industrial School, Huntsville, Alabama (November 16, 1896 with 16 students).
15. Solusi Mission School, Bulawayo, Rhodesia (1896 with 30 students).
16. Avondale School for Christian Workers, Cooranbong, New South Wales, Australia (April 28, 1897).
17. Missionsseminar Friedensau/German Industrial School, Friedensau, Post Grabow, Magdeburg, Germany (November 1, 1899).
18. The London Training School, London, England (1899).
19. First Adventist Educational Conference, Battle Creek, Michigan (June 20-July 11, 1900, a 230-page pamphlet "First Conference of SDA Church School Teachers" describes the proceedings).
20. Malamulo (Mission) Training and Industrial Institute, Cholo, Nyasaland (1902).
21. Nashville Agricultural and Normal Institute, Madison, Tenn. (October, 1904).
22. Stellenbosch Training School for Christian Workers, Stellenbosch, Cape Colony, South Africa (1904).
23. Washington Training College, Takoma Park, Maryland (Nov. 30, 1904).
24. Loma Linda College of Evangelists, Loma Linda, California (Sept. 20, 1906).

25. Rarotonga Training School, Rarotonga, Cook Islands (1906 with 22 students).
26. Rome Missionary Training School, Rome, Italy (1906).
27. Tonga Training School, Tonga, Tongan Islands (1906).
28. Darling Range School, Perth, West Australia (Jan. 13, 1907 with 2 students).
29. Stanborough Park Missionary College, Watford, Herts, England (1907).
30. Matandani Training School, Blantyre, Malawi (1908).
31. Meiktila Industrial School, Meiktila, Burma (1909).
32. Pacific Union College, Angwin, California (Sept. 29, 1909 with 50 students).
33. First SDA Teachers' Convention held at Cooranbong, New South Wales, Australia (1911 with 9 in attendance).
34. Southern Junior College (SMC), Collegedale, Tenn. (Oct., 1916 with 50 students).
35. Southwestern Junior College (SAC), Keene, Texas (1916).
36. Bethel Training School, Transkei, South Africa (1917).
37. Southern California Jr. College, La Sierra, California (March 6, 1927), La Sierra College (1944).
38. Helderberg College, Somerset West, Cape Province, South Africa (1927).
39. Association of SDA Colleges and Secondary Schools established (1929).
40. Good Hope School, Athlone, Cape Province, South Africa (1930).
41. Rusangu Mission Training School, Monze, Rhodesia, Africa (1931).
42. Philippine Jr. College/Philippine Union College (1932).
43. Toivonlinna Lähetysoyisto, Pukkio, Finland (1932).
44. Solusi Training School, Bulawayo, Rhodesia (1933).
45. Adventist College of Beirut, Beirut, Lebanon (1939).
46. Spicer College, Poona, India (1942).
47. Bugema Training School, Kampala, Uganda, Africa (1948).
48. Seminar Schloss Bogenhofen, Braunau-am-Inn, Austria (Nov. 30, 1949 with 22 students).
49. French Cameroun Training School, Nanga Eboko, Cameroun (1950).
50. Hlidardalsskoli, Olfus, Arnessyslu, Iceland (1950 with 50 students).

51. Lakpahana Training Institute, Mailapitiya, Kandy District, Ceylon (1952).
52. Nile Union Training School, Babal-el-Asfar, Egypt (Oct., 1954).
53. Tyrifjord Høyere Skole, Royse, Norway (1958).
54. Andrews University, Berrien Springs, Michigan (1960).
55. Seventh-day Adventist Seminary, Myaungmya, Burma (1960).
56. Colegio de Las Antillas, Mayaguez, Puerto Rico (1961).
57. Loma Linda University, Loma Linda, California (1961).
58. Kettering College of Medical Arts, Kettering, Ohio (1967).
59. Association of SDA Colleges and Secondary Schools established (1929).
60. Association of SDA Educators organized at Atlantic City, New Jersey (June 16, 17, 1970)

B. WORK EXPERIENCE EDUCATION TODAY

C. A FUTURE OF WORK -- ALTERNATIVES AND OPTIONS

1. Conflicts arising in work

- a. Need for productivity v. desire for fulfilling jobs
- b. Time and effort v. work and family
- c. People v. machines
- d. Personal choices v. public and institutional choices
- e. Environment v. inflation

2. Controversies surrounding science and technology

- a. Materialism
- b. Loss of job satisfaction
- c. Invasion of privacy
- d. Destruction of the environment
- e. Social, economic, and political effects of advancing technology
- f. Cultural and social preconditions of change
- g. Technological innovations by agencies, such as business, science, engineering, military, government

3. Ethics needed in the contemporary world

- a. Dennis Gabor stated that "The future cannot be predicted, but futures can be invented."
- b. One can speculate about alternative futures; one can choose among alternatives and options; and one can help decide direction and influence results.

V. WORK EXPERIENCE ELEMENTS

A. GENERAL

B. SPECIFIC

1. The Christian--His Life and Work
2. Work and Manual Arts
3. Attitudes toward Work
4. Work Ethics
5. Work and Success
6. Privilege of Work
7. Time Management
8. Agriculture -- The ABC's of Education
9. Manual Training and Practical Education
10. Home and School Cooperation
11. School and Community Mutual Support
12. Local Support in Work Experience
13. Legal Aspects
14. Financial Aspects
 - a. Budgeting
 - b. Funding
 - c. Operating
 - d. Inventories
 - e. Statements
 - f. Reserves
 - g. Capital Improvements
 - h. Liquidity
 - i. Marketing
 - j. Auditing
15. Insurance
16. Health and Safety
17. Job Descriptions of Work Stations
18. Guiding Principles of Program Management:
 - a. Planning
 - b. Initiating
 - c. Promoting/Publicizing
 - d. Financing
 - e. Scheduling
 - f. Coordinating
 - g. Supervising
 - h. Evaluating
19. Approved Plan Required:

Any type of Work Experience Education conducted by the school shall conform to a plan adopted by the school Board and shall be submitted to, and shall be approved by, the Conference/Mission Board of Education. Among other things, the plan submitted shall include:

- a. A statement of the type(s) of Work Experience Education the school will provide.
- b. A statement that the school officially has adopted the plan subject to approval by the Conference/Mission Board of Education.

- c. A specific description of the respective responsibilities of the school, the coordinator, the student, the employer/supervisor, and other cooperating agencies in the operation of each type of Work Experience Education to be offered.
- d. A statement of the manner in which the school will, with respect to each type of Work Experience Education,
 - 1. Provide appropriate and continuous guidance service to the students throughout their enrollment in Work Experience Education.
 - 2. Assign qualified certificated personnel to direct the program and to coordinate jobs held by students with the school curriculum.
 - 3. Make certain that work done by students is of an useful educational nature.
 - 4. Ascertain, through the appropriate enforcement agency, that applicable national, state, and local laws and regulations are observed.
 - 5. Evaluate, with the help of the supervisor and/or employer, work done by a student, award academic credit for work successfully accomplished, and enter pertinent facts concerning the student's work on the student's cumulative record.
 - 6. Provide necessary clerical and instructional services.

20. School and College Credit:

- a. Academic credit should be based on the fulfillment of a Work Experience Education contract.
- b. Partial credit -- though not to be encouraged -- may be earned proportionate to the semester periods required (Refer to Division/Union Conference/Union Mission/Education Code for minimum requirements.
- c. It is recommended that each Division/Union Conference/Union Mission establish the number of Work Experience Education credits allowable toward graduation requirements, such as this partial exhibit:

21. Methodology:

Each School/College Board will do well to appoint a standing committee on Work Experience Education to serve as an advisory group to the institution.

The School/College Board will appoint also a Coordinator for Work Experience Education who will plan, coordinate, and supervise the program in close cooperation with the school personnel and community participants.

A. Establish Goals and Objectives

B. Commit Resources

1. Personnel

- a. Study Groups
- b. Inservice Education
- c. Teacher Preparation

2. Management

- a. School-operated
- b. Contracted Services

3. Facilities

- a. Structures and Equipment
- b. Agricultural Areas
- c. Non-agricultural Areas

4. Finance

5. Time

C. Implement Program

- 1. Cooperative, Complementary Effort
- 2. Scheduling
- 3. Supervising/Monitoring

D. Evaluate Progress and Achievement

- 1. Personnel
- 2. Performance
- 3. Production
- 4. Product

22. General Objectives

- A. To encourage each pupil to have an active interest in Industrial Life or Industrial Society, and in the methods and problems of production and exchange.
- B. To give an opportunity for each pupil to learn to appreciate good design and workmanship and to acquire the ability to select, care for, and use industrial products wisely.

- C. To help each pupil develop habits of self reliance and resourcefulness in meeting practical situations by "hands on" experiences in production of useful objects.
- D. To introduce to each pupil desirable attitudes and practices with respect to health and safety in necessary vocational or avocational everyday tasks.
- E. To stimulate a feeling of pride in each pupil in his ability to do useful things and to develop worthy leisure time and life work interests, thanking God for the talents and the opportunities to use them for others' benefit.
- F. To motivate each pupil to assist others readily and to join happily and cheerfully in group undertakings in Christian outreach projects.
- G. To share with each pupil the joy of having the habit of orderliness in efficient performance of any task to its completion, doing high quality work.
- H. To make clear the necessity of understanding the language of engineers and production men in drawing and illustrating each project before production, expressing ideas and imparting information by means of shop drawings.
- I. To give opportunities for each pupil to obtain some measure of skill in the use of common tools, machines; and an understanding of the problems involved in common types of construction, production, and repair.

23. Student Motivation

- A. To seek experimental balance for a daily schedule
- B. To explore the world of work and careers
- C. To secure help in educational and career planning
- D. To earn additional academic credit
- E. To earn money for further education or to supplement family income
- F. To learn through observation and on-the-job training selected vocations
- G. To gain experience in employer-employee interpersonal relations
- H. To procure job satisfaction in work well done
- I. To develop proficiency in useful labor and production
- J. To encourage character development
- K. To acquire saleable skills
- L. To choose a lifework

24. Factors to Consider with School Industries

- A. Profitable/Useful labor to school
- B. Of sufficient size to provide labor for an appreciable number of students
- C. Overhead costs of raw materials and freight and their accessibility
- D. Educational value to student workers
 - Character building
 - Development of manual skills
 - Means of providing livelihood
 - Teaches dignity of labor
 - Provides fellowship
 - Offers informal counseling
 - Expect punctuality, accuracy, cooperation, etc.
- E. Marketable products and ready markets
- F. Adequate operating capital
- G. Revenue production or income producing

25. Ideas for Successful Work Experience at Home/School

A. Agriculture

- 1. Greenhouse
- 2. Seedlings
- 3. Beddable Plants
- 4. Spring Vegetable Plants
- 5. Growing Shrubs and Nursery Stock
- 6. Sod Farm (lawn grass)
- 7. House Plants
- 8. Bees
- 9. Eggs
- 10. Small Animals(chickens, ducks, turkeys, sheep, goats/angora)
- 11. Lawn Care
- 12. Landscaping
- 13. Install Drip Irrigation system
- 14. Christmas Tree Farm
- 15. Vegetable Gardening (asparagus, etc.)
- 16. Fruit Gardening (melons, strawberries, etc.)
- 17. Orchards
- 18. Herbs, Mushrooms, etc.
- 19. Gather Wild Herbs

B. Health Care

- 1. Old Folks and Convalescent Care
- 2. Health Conditioning (Sanitarium)

C. Small Manufacturing

1. Wood Pull Toys
2. Bee Shipping Containers
3. Card Holders
4. Fire Wood Business
5. Rubber Stamps
6. Bookbinding
7. Grow boxes for Plants
8. Scratch Pads
9. Weave Rugs
10. Rope Making
11. Tie Making
12. Quilt Making
13. Making Fruit Dryers
14. Horse Trailer Mats
15. Picture Frames
16. Garden Carts
17. Making and Repairing Window Screens
18. Broom and Brush Making
19. Ring and Buckle Making
20. Strap Work, Halters, etc.
21. Small Motors
22. Ski Ropes
23. Embroidered Shirts & Blouses
24. Camper Seats
25. Dog Harness and Collars
26. Canvas Work
27. Cinch Covers and Chafes
28. Peeling Posts and Poles
29. Split Shakes and Shingles
30. Wooden Toys and Painting
31. Fishing Flies
32. Sandals
33. Rifle slings
34. Door Mats
35. Cane Seated Chairs
36. Metal Gates
37. Horse Covers
38. Spinning Mohair
39. Clothing and Shirts
40. Holsters
41. Leather Vests
42. Mohair & Nylon Reins (braided)
43. Bull Ropes
44. King Blankets
45. Hay Aprons
46. Trophy buckles
47. Mittens and Gloves
48. Hat Making
49. Sewing Clothes (contract)

D. Crafts

1. Silkscreen Printing -- Shirts
2. Badges -- Cards
3. Shellcraft
4. Custom Posters -- Varigraph
5. Citrus Fruit Sales
6. Leather Articles
7. Custom Birthday, Thanksgiving, and Christmas Cards
8. Sewing Projects
9. Candle Making
10. Pottery
11. Nature Craft (Shadow Boxes)
12. Mecate Ropes
13. Belts, Billfolds and Purses
14. Knitting Sweaters
15. Basket Making
16. Rag Rug Braiding

E. Merchandising

1. Fire Wood Business
2. Food and Garden Sales

F. Foods

1. Health Food Manufacture
2. Health Food Restaurant or Take Out
3. School Natural Food Store
4. Dry Fruit and Package
5. Baking: Bread, Cookies, etc.
6. Sprouts
7. Grain (Rare Varieties)
8. School Lunches (Bagles)
9. Catering

G. Services

1. Yard Work
2. Chores at School
3. Bicycle Repair
4. Shoe Repair
5. Electric Appliance Repair
6. Packaging (Fish hooks, etc.)
7. Janitor Service
8. Cleaning Boxcars
9. Chores in Home
10. Garage Sales
11. Mobile Home Repair
12. Shoe Polishing
13. Wash Detail and Cars
14. Brake Drum Turning
15. Pet Grooming, Clipping, Training, Boarding Kennel, Pound

H. Construction

1. Buying and Fixing Up Old Houses
2. Cattle Guards and Chutes
3. Mobile Home Porch & Railings (Iron Railings)
4. Renovate Old Motor Home
5. Horse Feeders
6. Building Fences

I. Miscellaneous

1. Newspaper Drives
2. Rubber Fence (from tires)
3. Dry Cleaning & Laundry
4. Sanding Furniture
5. Taxidermy
6. Copy Tape Recordings
7. Aluminum Cans & Return Bottles
8. Printing
9. Clip Coupons
10. Upholstery
11. Painting China

26. Ideas for Successful Productive Institutional Industries

A. Agricultural

1. Christmas Trees
2. Christmas Wreaths
3. Mistletoe
4. Sprouts - Outstanding nationwide business idea for all schools, especially day academies and other schools close to population centers. Small space required. Fourteen and fifteen-year-olds can be used. Excellent returns.
 - a. Alfalfa
 - b. Lentils
 - c. Mung Beans
 - d. Soy Beans
 - e. Wheat
 - f. Sunflower Seed
 - g. Peas
 - h. Garbanzos
 - i. Rye
 - j. Oats
 - k. Corn

NOTE: Nutritional value of sprouts is increased over 100 percent from original grain or seed.

5. Dried Fruits (Outstanding Opportunity)
 - a. Peaches
 - b. Pears
 - c. Berries

- d. Apples
 - e. Bananas
 - f. Melons
 - g. Pineapple
 - h. Papaya
 - i. Apricots
 - j. Figs
 - k. Prunes
 - l. Dried Fruit Rolls
- 6. Fresh Fruit Orchards
 - a. Apples
 - b. Peaches
 - c. Citrus
 - d. Avocados
 - e. Apricots
 - f. Pears
 - g. Kiwi Fruit
 - 7. Nut Orchards
 - 8. Preserves
 - 9. Frozen Food Processing
 - a. Berries of all types
 - b. Applesauce
 - c. Two and 4-oz. packages of frozen diced onions, 6/pack
 - d. Pineapple chunks
 - e. Pineapple and papaya chunks
 - f. Melon Cubes
 - 10. Trail Mix - sell to airlines, etc.
 - 11. Once a Month Gift Packs of Fruit, etc.
 - 12. Wholesale Nursery (plants, trees, flowers, etc.)
 - 13. Growing all types of seeds for processing and packaging for vending machines, distributors, etc.
 - 14. Growing legumes and seeds for sprouting
 - 15. Dried Mushrooms
 - 16. Christmas Dried Fruit Packs (Import trays and baskets from SDA schools overseas.)
 - 17. Fresh produce grown on school and sold at fruit stand by school,
 - 18. Example of Year-Round Work from Agriculture:
 - a. Sept.-Oct. - Picking apples.
 - b. Nov.--Dec. - Grading apples
Selling fresh apples
Making and selling cider
Packaging dried Christmas fruit trays
 - c. Jan.--Feb. - Pruning tree
Selling fresh apples
Making and packaging frozen applesauce
 - d. Mar.--May 31- Drying apples
Frozen applesauce
 - e. Jun.--Aug. Picking and processing all types of berries.

f. Year-Round - Processing and packaging trail mix and a variety of similar products grown at a number of SDA schools.

19. Greenhouse
20. Seedlings
21. Beddable Plants
22. Spring Vegetable Plants
23. Sod Farm (lawn grass)
24. House Plants
25. Bees, Beehives
26. Beewax
27. Eggs
28. Lawn Care
29. Landscaping
30. Install Drip Irrigation System
31. Vegetable Truck Gardening
32. Fruit Gardening (melons, fresh berries, etc.)
33. Herbs, Mushrooms, etc.
34. Cord Wood Strapped in Bundles
35. Raising Heifers for Milkers

B. Non-Agricultural

1. Convalescent Hospitals
2. SDA Retirement Centers
3. Suit Coat Pocket Handkerchiefs
4. Wood products using scraps from furniture mills (toys, etc.)
5. Electronic soldering, assembling, and packaging
6. Fruit cake manufacturing for SDA fund raising.
7. Sell SDA literature. (No or very little investment required)
8. Vegetarian Restaurants
9. Christmas ornaments and novelties of all types
10. Contract Assembly
11. Contract manufacturing
12. Manufacturing under contract for exporting
13. Automobile Work
 - a. Auto mechanic
 - b. Auto upholstery
 - c. Painting
 - d. Body and Fender
 - e. Transmission
14. Contract Packaging
 - a. Bolts and Nuts
 - b. Hardware
 - c. Greeting Cards, etc.
15. Fund raising - Selling products made from SDA schools around the world.
16. Hospital disposable admission kits
17. Silk Screening
18. Quick Printing and Regular Printing

19. Production of high quality natural sandwiches made fresh daily and sold under contract to health food distributors.
20. Tourist Attractions - Bible Lands, etc.
21. Power Tool Repairs - Lawn mowers, flat irons, etc.
22. Manufacturing Candy under contract
 - a. Peanut Brittle
 - b. Cashew Brittle
 - c. Mixed Nut Brittle
 - d. Peanut Clusters
 - e. Cashew Clusters
 - f. Pecan Rolls
 - g. Walnut Clusters
 - h. Almond Clusters, etc.
23. Corsages

27. Regional Thrusts in Career and Work Experience Education

28. Worldwide Horizons

29. Planning and Implementing a Work-Study-Service Program for the

A. Elementary/Primary Education Level

Our group leader opened our discussion with a practical and challenging question: How do you begin a work-study program in your school?

Several viewpoints were proposed:

1. go to the school board
2. go to the pastor
3. go to the conference/mission
4. go to the parents
5. go to the principal

He asked several challenging questions:

1. Could you expect enough support from any of these individuals to begin?
2. What if you get no support?
3. Do you just drop it?
4. What obligation does the local church school have to conference/mission?
5. How obligated are you to their authority?

Discussion:

Leadership does not say schools have to do what the conference/mission says. Conference/Mission or local power might initiate a program but it must receive support from the conference/mission if it succeeds.

Question: Has there ever been a conference or mission school that has had an unbroken curriculum of work experience?

Answer: Academies have always had a work program but our work ethic has not been followed.

1. Everyone working
2. Teacher working with students
3. Equal time to study and work

Question: How much parent support do we need to get the program off the ground?

Answer: Teacher could discreetly prepare a work program before individuals had a chance to attack it.

Question: How does it begin?

Answer:

1. Be sure God and the Holy Spirit are leading.
2. Prayerfully study the Bible and Spirit of Prophecy.
3. Communicate with
 - a. Parents
 - b. Principal
 - c. Pastor
 - d. School Board
 - e. Conference or Mission Officers
4. Outside Resources
 - a. Consultants from Conference or Mission
 - b. Outside Sources
5. Marketing Survey
 - a. Manufacturing possibilities
 - b. Practical life job experience
 - c. Agriculture
 - d. Service to the community
6. Make careful plans for class planning and management
7. Prepare the students for the program
 - a. Initiate orientation
 - b. Organize class into a corporation
 - c. Organize a set of books
 - d. Appoint officers of the corporation
 - e. Open a bank account

These are mere suggestions. They are not exhaustive and do need to follow this sequence.

Question: What do we mean by a "balanced" program?

Suggestions:

1. Time factor
2. Activities

- a. Practical life duties
- b. Manufacturing possibilities
- c. Outreach

3. Physical Concerns

Answer: Balance must include the development of the physical, mental and moral powers. Our program must provide the student for this life and the life to come.

Is it possible to set up some suggestions for an equal-time elementary program?

8:00 - 8:15	Worship			
8:15 - 9:15	Language Arts (reading, spelling, language, writing)			
9:15 - 10:15	Gardening			
10:15 - 11:15	Mathematics			
11:15 - 12:00	Physical exercise			
12:00 - 12:30	Lunch			
12:30 - 1:15	Mon & Wed	Tues. & Thurs	Fri.	
	Social Studies	Science	Art	
1:15 - 3:00	Industry & Outreach			

Before we broke up we brainstormed on some practical ideas for teaching math.

Lessons for upper elementary could include:

- 1. measuring for baking
- 2. estimating for wallpapering
- 3. estimating cost for painting a house
- 4. carpet needed for various sized rooms.

B. Secondary, Postsecondary/Tertiary Education Levels

(1) Maintain A Spiritual Base

- (a) "Pray without ceasing".
- (b) Acknowledge God's Leadership (Shepherd)
- (c) Acknowledge our own insufficiency (Sheep)
- (d) Claim God's Promises
- (e) Search God's Word

(2) Prepare A Statement of Philosophy

- (a) Incorporate God's Word in Every Aspect
- (b) Develop Christlikeness (Gal. 5:22,23 - Fruit of the Spirit)
- (c) Based on "Heart" Conviction (Not "Head" Only)
- (d) Establish Wholeness of the Individual
- (e) Acknowledge Interaction of Mental and Physical

- (f) Establish Dignity of Labor
 - (g) Conduct Personal Research
 - (h) State in Simple Language
- (3) Develop a Strategy
- (a) Take inventory of situation
 - (i) Determine Community Attitudes
 - (ii) Establish Needs
 - (iii) Identify Opportunities
 - (iv) Identify Resources (People, Markets, Sources of Supply)
 - (b) Prepare a Plan
 - (i) Identify Allies
 - (ii) Select Activities
 - (iii) Prepare a Budget
 - (iv) Identify Participants
- (4) Secure Constituent Support
- (a) Church Leaders
 - (b) Staff
 - (c) Parents
- (5) Maintain Communication
- (a) Objectives
 - (i) "Take the People with You"
 - (ii) Maintain a Loving (Christ-like) Attitude
 - (iii) Gather Support
 - (b) Methods
 - (i) Bulletins
 - (ii) Church Publications
 - (iii) Meetings
 - (iv) Personal Contacts
- (6) Implement the Plan
- (a) Outline the Curriculum
 - (i) Design Courses
 - (A) Integrate Course Materials Where Possible
 - (B) Eliminate Non-essentials
 - (C) Involve Constituents (Students, Parents, Board)
 - (ii) Prepare Class Schedule
 - (A) Capitalize on Early Hours
 - (B) Determine Time Allotments
 - (C) Involve All Teachers in Work Activities
 - (b) Develop Courses
 - (i) Collect Resource Materials
 - (ii) Integrate Work Experiences in Classroom Learning
 - (c) Conduct the Courses and Programs

- (7) Monitor and Evaluate
 - (a) Keep Records
 - (i) Written
 - (ii) Pictorial
 - (b) Sample Public Opinion
 - (i) Students
 - (ii) Constituents
 - (c) Re-examine Goals
 - (d) Revise

30. Work-Study-Service Record

Work Experience Coordinators may be well advised to prepare or have ready the following forms for convenience of communication and record keeping between the Coordinator and the Work Station Supervisor/Employer and for the institutional records:

- a. Worker Application Card
- b. Card of Introduction
- c. Enrollment Form Training Agreement, Plan of Training
- d. Contract of Employment
- e. Job Order Card
- f. Record and Credit Card
- g. Supervisor/Employer-Student Worker Agreement
- h. Employer/Supervisor Report on Student Worker:
 - (1) Weekly Evaluation
 - (2) Performance and Development Evaluation
 - (3) Student Work Experience Grade Sheet
 - (i) Form A
 - (ii) Form B
- i. Work Experience Education Cumulative Record

31. Expectations and Evaluations

32. Evaluation Instruments

33. Work-Study-Service Records

34. Program Evaluation

35. Contemporary Models and Paradigms

36. Step-by-Step

37. A Fable, a Plan, a Reality

38. In-basket of Case Studies

39. Work-Study-Service Theory and Practice

40. Value-Conscious

41. Accountability for

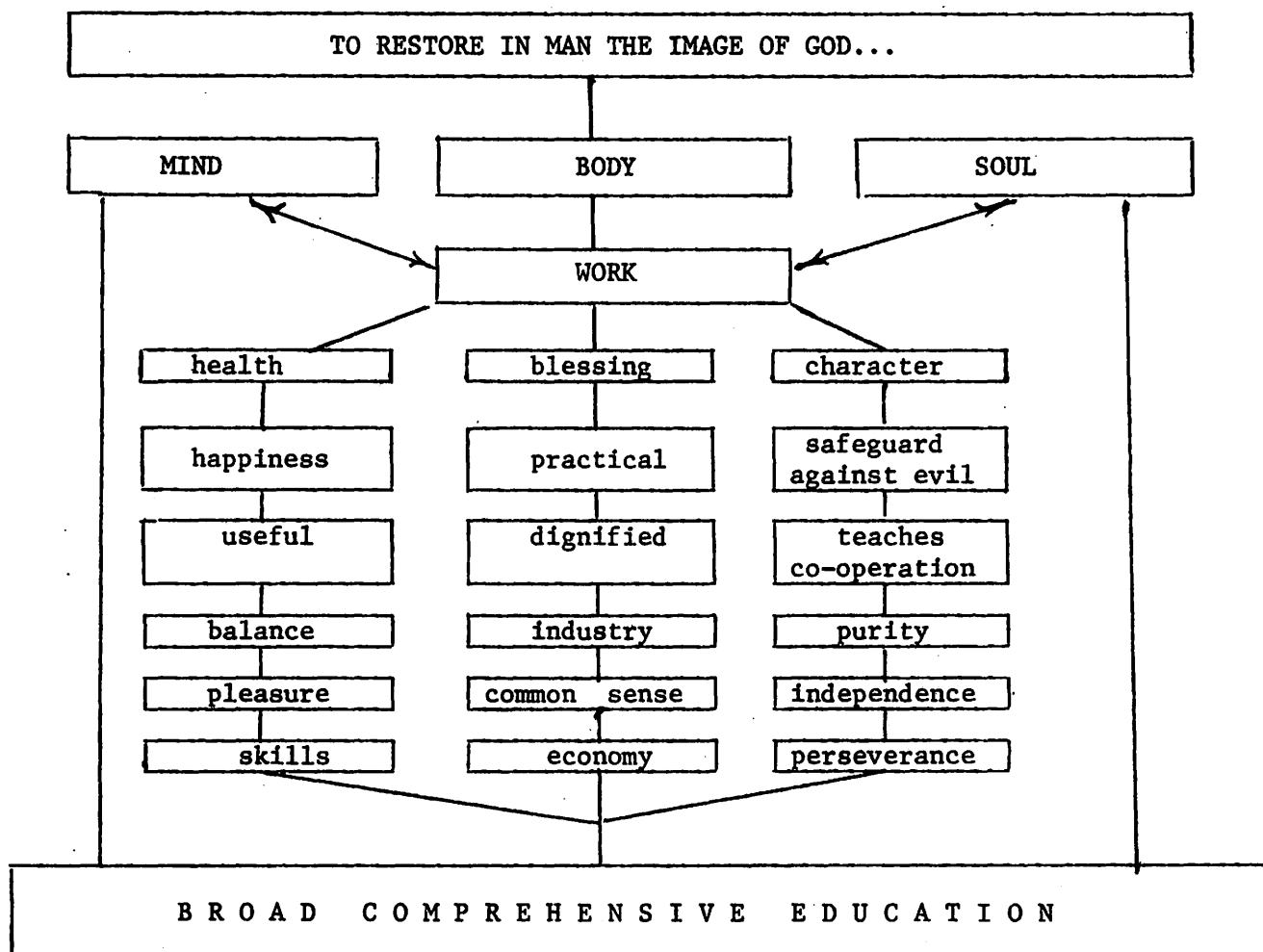
- a. Pupils and Students
- b. Constituency
- c. God

PART THREE

WORK EXPERIENCE EDUCATION IN SCHOOL/COLLEGE

I. PHILOSOPHY

"To restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body, mind, and soul, that the divine purpose in his creation might be realized, --this was to be the work of redemption. This is the object of education, the great object of life." Education, pp. 15, 16.



Work-experience education is a plan of daily systematic labor that should be an integral part of the broad comprehensive plan of education. Needed, to give a general balance and meaning to this life and the life to come,

it should be pursued ideally with the best possible facilities under the direction of competent instructors. Schools placing proportionate attention to the needs, interest, and capacities of pupils and students can do much to achieve the purposes of God on earth.

II. STATEMENT OF PRINCIPLES

The fundamental tenet in SDA philosophy of education is the restoration of the image of God in fallen man.

"In order to understand what is comprehended in the work of education, we need to consider both the nature of man and the purpose of God in creating him. We need to consider also the change in man's condition through the coming in of a knowledge of evil, and God's plan for still fulfilling His glorious purpose in the education of the human race." Ed. 14:4 (Italics supplied)

Inherent in this philosophy is the necessity of learning by experience.

"The plan of redemption is so far-reaching that philosophy cannot explain it. It will ever remain a mystery that the most profound reasoning cannot fathom. The science of Salvation cannot be explained; but it can be known by experience." DA 494:4 (Italics supplied)

Therefore, work-experience education is a phase in the process of restoring the image of God in man.

"Thus it (labor) becomes a part of God's great plan for our recovery from the Fall." Ed. 214:1, CT 274:2

This restoration is possible by providing for the harmonious development of the physical, the mental, the spiritual powers of the individual.

"It (true education) is the harmonious development of the physical, the mental, and the spiritual powers." Ed. 13:1; 21:2

Hence the following basic principles:

A. Work-experience is part of general education.

"Daily systematic labor should constitute a part of the education of the youth..." CT 292:3. See also: FE 423:1, FE 229:1, FE 538:2

B. Work-experience provides a physical balance for symmetrical development.

"A portion of the time each day should be devoted to labor, that the physical and mental powers might be equally exercised." FE 38:1 See also: CT 307:8, CT 295:6, FE 146:2, FE 321:1, 6T 180:2

C. Work-experience aids in formation of a noble character.

"If they would have pure and virtuous characters, they must have the discipline of well-regulated labor." CT 287:1
See also: PP 601:1, 6T 169:1, ED 21:2, ED 112:1

D. Work-experience is practical for useful existence.

"Physical labor that is combined with mental taxation for usefulness, is a discipline in practical life." FE 229:1
See also: ED 47:1, ED 218:2, CT 315:1, CT 280:2, FE 228:1

E. Work-experience provides opportunities to be co-workers with God, and to serve man.

"Thus in labor and in giving they were taught to cooperate with God and with one another." Ed. 37:3, Ed. 214:2, 3, CT 283:1

III. GUIDING PRINCIPLES

GREAT OBJECT OF ALL EDUCATION - TO RESTORE IN MAN GOD'S IMAGE

God's Plan for This Accomplishment:

A. Follow the Example set by the Schools of the Prophets

"The experiences of Israel were recorded for our instruction. 'All those things happened unto them for ensamples, and they are written for our admonition, upon whom the ends of the earth are come.'" Ed. 50, (1 Cor. 10:11)

1. Education is the harmonious development of the mental, physical, and spiritual powers. Ed. 13

"He who created man has provided for his development in body and mind and soul. Hence, real success in education depends on the fidelity with which men carry out the Creator's plan." PP 595

a. Mental Development

Study

(1) Chief Textbooks

(a) Scriptures -- God's word to be chief text

"The word of God should have a place -- the first place -- in every system of education. As an education power, it is of more value than the writings of all the philosophers of all ages." FE 542

(b) Nature -- Utilize nature as our teacher

"The student should be led to see God in all the works of creation. Teachers should copy the example of the Great Teacher, who from the familiar scenes of nature drew illustrations that simplified His teachings, and impressed them more deeply upon the minds of His hearers." PP 599

(2) Chief Subjects in the Schools of the Prophets

- (a) Law of God
- (b) Instruction Given Moses
- (c) Sacred History
- (d) Sacred Music
- (e) Practical Training

b. Physical Development

Men must plan in accord with God's will

"With us, as with Israel of old, success in education depends on fidelity in carrying out the Creator's plan. Adherence to the principles of God's word will bring as great blessing to us as it would have brought to the Hebrew people." Ed. 50

"Much depends upon laying our plans according to the Word of the Lord, and with persevering energy carrying them out. More depends upon consecrated activity and perseverance than upon genius and book-learning." 6T 179

"Man is doing the greatest injury and injustice to his own soul when he thinks and acts contrary to the will of God." PP 600

(1) We Must Teach Proper Attitude Toward Our Duty to God

- (a) Man was not created to please himself, but rather to please God.

"Every faculty, every attitude, with which the Creator has endowed us, is to be employed for His glory and for the uplifting of our fellow men." PP 595

- (b) It's our duty to regulate all our habits of life to to God's glory.

"The proper regulation of his habits of eating, sleeping, study, and exercise, is a duty which every student owes to himself, to society, and to God." FE 72

"..or whatsoever ye do, do all to the glory of God." 1 Cor. 10:31

(2) God's Workers Must Obey His Instructions Implicitly.

"Christ's workers are to obey His instructions implicitly. The work is God's, and if we would bless others His plans must be followed.If we plan according to our own ideas, the Lord will leave us to our own mistakes. But when after following His directions, we are brought into straight places, He will deliver us." DA 369

(3) We Must Recognize Our Dependence on Christ for Success

"The Lord accepts no halfway work; there must be on your part no blundering in the sacred work of God. Do not trust yourself, but surrender your will and ideas and ways to God, and do His will alone. FE 301

"The fear of the Lord is the beginning of wisdom; and when God is not depended upon, the result of education is only to elevate ungodliness." FE 258

"If today we would take time to go to Jesus and tell Him our needs, we would not be disappointed; He would be at our right hand to help us. We need more simplicity, more trust and confidence in our Saviour." DA 363

(4) Work Toward Simpler Methods

"When form and machinery take preeminence, and a laborious task is made of carrying on the work that should be done with simplicity, evil will result, and little will be accomplished in proportion to the effort put in." FE 253

"A return to simpler methods will be appreciated by the children and youth. Work in the garden and field will be an agreeable change from the wearisome lessons, to which their young minds should never be confined." 6T 179

(5) Maintain Higher Standards Than the World.

"There is constant danger among our people that those who engage in labor in our schools and sanitariums will entertain the idea that they must get in line with the world, study the things the world studies, and become familiar with the things of the world becomes familiar with. This is one of the greatest mistakes that could be made. We shall make grave mistakes unless we give special attention to the searching of the world." FE 534

(6) Utilize the Virtues of Useful Labor in Education

(a) Youth are to be led to see the dignity of labor. Ed. 214

(i) Labor was given at creation as a blessing. Ed. 214, FE 419

(ii) Labor is part of God's plan for our recovery from the fall. Ed. 214

(iii) "The discipline of labor places a check on self-indulgence, promotes industry, purity, and firmness." Ed. 214

(iv) Christ is our example as a workman. "By precept and example, Christ has dignified useful labor." Ed. 214

- (v) Labor is necessary for character development.

"Children, for their own physical health and moral good, should be taught to work, even if there is no necessity as far as want is concerned. If they would have virtuous characters, they must have the discipline of well-regulated labor, which will bring into exercise all the muscles." CE 16

- ((vi) Labor gives balance to education when combined with study.

"The advantages gained by physical labor will balance a person, and prevent the mind from being overworked." CT 288

- (b) We are to be "laborers together with God."

"So when the students employ control over the forces of nature. As God called the earth in its beauty out of chaos, so we can bring beauty out of confusion." Ed. 214

"So when the students employ their time and strength in agricultural work, in heaven it is said of them, ye 'are laborers together with God.'" 6T 187

- (c) Youth should be diligent in labor.

"In whatever line of work they engage, the youth should be 'diligent in business, fervent in spirit, serving the Lord'; for he that is unfaithful in that which is least is unfaithful also in much." CG 123

- (d) Exercise most beneficial to youth will be found in useful employment.

"As he (little child) gains in strength and intelligence, the best recreation will be found in some line of effort that is useful." Ed. 215

"Manly, useful occupations, substituted for frivolous and corrupting diversions, would give legitimate scope for the exuberance of youthful life, and would promote sobriety and stability of character." CE 245

"The physical exercise was marked out by the God of wisdom. Some hours each day should be devoted to useful education in lines of work that will help the students in learning the duties of practical life, which are essential for all youth. But this has been dropped out, and amusements introduced, which simply give exercise, without being any special blessing in doing good and righteous action,

which is the education and training essential."
FE 228

(e) Labor is a safeguard against evil.

"Diligent labor will keep us from many of the snares of Satan, who 'finds some mischief still for idle hands to do.'" 4T 590

"One of the surest safeguards against evil is useful occupation, while idleness is one of the greatest curses; for vice, crime, and poverty follow in its wake." CT 275

(f) Training in practical labor is essential.

"And now, as in the days of Israel, every youth should be instructed in the duties of practical life." PP 601

(i) More essential than theoretical knowledge or book learning, if one must be neglected.

"Instruct the students not to regard as most essential the theoretical part of their education." FE 539

"If the youth can have but a one-sided education, which is of the greatest importance, the study of the sciences, with all the disadvantages to health and morals, or a thorough training in practical duties, with sound morals and good physical development? We unhesitatingly say, the latter. But with proper effort both may, in most cases, be secured." FE 73

(ii) Agricultural should be the A, B, and C of our educational program.

"Working the soil is one of the best kinds of employment, calling the muscles into action and resting the mind. Study in agricultural lines should be A, B, and C of the education given in our schools. This is the very first that should be entered upon." 6T 179

"Had all our schools encouraged work in agricultural lines, they would have an altogether different showing. There would not be so great discouragements. Opposing influences would have been overcome; financial conditions would have changed. With the students, labor would have been equalized; and as all the human machinery

was proportionately taxed, greater physical and mental strength would have been developed. But the instruction which the Lord has been pleased to give has been taken hold of so feebly that obstacles have not been overcome."
6T 177-8

(iii) Industrial pursuits to be taught.

"Every institution of learning should make provision for the study and practice of agriculture and the mechanic arts. Competent teachers should be employed to instruct the youth in the various industrial pursuits, as well as in the several branches of study."
FE 72-3

"Many young people will come to school who desire a training in industrial lines.... Every power at our command is to be brought into this training work, that students may go out equipped for duties of practical life."
6T 180

(iv) Girls and young women should have a thorough training in household duties.

"It is the right of every daughter of Eve to have a thorough knowledge of household duties, to receive training in every department of domestic labor. Every young lady should be so educated that if called to fill the position of wife and mother, she may preside as a queen in her own domain." FE 75

"They (girls and young women) can read, and play upon an instrument of music; but they cannot cook. They cannot make good bread, which is essential to the health of the family. They cannot cut and make garments, for they have never learned how. They regard these things as unessential.It is this inexcusable ignorance in regard to the most needful duties of life which makes very many unhappy families...." CT 289-90

(vii) Labor is to be provided in our schools.

"If facilities for manual labor were provided in connection with our school, and students were required to devote a portion of their time to some active employment, it would prove a safeguard against many of the evil influences that prevail in institutions of learning."
5T 90

- (viii) Labor is to be required of all students.

"There should be work for all students, whether they are able to pay their way or not; they physical and mental powers should receive proportionate attention. Students should learn to cultivate the land, for this will bring them in close contact with nature."

FE 423

- (ix) A portion of each student's day should be spent in active labor.

"Every student should devote a portion of every day to active labor. Thus habits of industry would be formed, and a spirit of self-reliance encouraged, while the youth would be shielded from many evil and degrading practices that are so often the result of idleness." PP 601

- (x) Teachers are to work with the students a portion of each day.

"Our teachers should not think that their work ends with giving instruction from books. Several hours each day should be devoted to working with the students in some line of manual training. In no case should this be neglected." CT 211

"Let the teachers in our schools take their students with them into the gardens and fields, and teach them how to work the soil in the very best manner. It would be well if ministers who labor in word or doctrine could enter the fields and spend some portion of the day in physical exercise with the students." FE 325

"Different teachers should be appointed to oversee a number of students in their work, and should work with them. Thus the teachers themselves will learn to carry responsibilities as burden bearers." 6T 179

- (xi) Both boys and girls should learn household duties as well as learning mechanical skills.

"...boys as well as girls should gain a knowledge of household duties. ...And if girls in turn, could learn to harness and drive a horse, and to use the saw and hammer, as well as the rake and hoe, they would be better fitted to meet the emergencies of life." Ed. 216

- (xii) We should move faster in labor lines.

"It reveals cowardice to move so slowly and uncertainly in the labor line, -- that line which will give the very best kind of education."

6T 178

"It is the love of self, the desire for an easier way than God has appointed that leads to the substitution of human theories and traditions for Divine precepts." DA 409

c. Spiritual Development

Example of the Schools of the Prophets PP593-4

- (1) Taught students duty of prayer
- (2) Taught students how to pray
- (3) Taught students how to approach their Creator
- (4) Taught students how to exercise faith in Him
- (5) Taught students how to understand and obey His teachings

IV. OBJECTIVES

- A. To provide practical and useful physical exercise for the development of good health, strong minds and noble characters. Ed. 13:1; PP 601:1, 2
- B. To provide a realistic understanding of and respect for the dignity of labor. Ed. 214:2; CT 273:1
- C. To make work experience education an integral required part of the school curriculum. FE 417:2; 6T 180:0
- D. To give students opportunity to gain knowledge of the practical duties of everyday life. Ed. 216:1; FE 228:1
- E. To give students opportunity to earn a portion of their school expenses. Ed. 221:2; Ed. 593:3
- F. To develop in students character traits which are essential for success when employed, such as punctuality, regularity, efficiency, ability to work with others, and willingness to take orders. Ed. 215:2; Ed. 222:1
- G. To provide opportunity for teachers to work with students. CT 211:1; CT 203:2
- H. To help each student develop the necessary skills in a trade with which he may earn a livelihood. Ed. 218:2; CT 307:1, 2
- I. To prepare students for success in this life as good homemakers and citizens and for the higher joy of wider service in the world to come. Ed. 13:1; FE 417:2

Why Teachers Should Work With Students

- A. To bind the hearts of the students to the teacher.
 1. "As the teachers do this, they will gain a valuable experience. Their hearts will be bound up with the hearts of the students,

and this will open the way for successful teaching."
CT 203

2. "By co-operating with the youth in this practical way, the teachers can bind the hearts of the students to themselves by the cords of sympathy and brotherly love." CT 208
3. "To strengthen the tie of sympathy between teacher and student there are few means that count so much as pleasant association together outside the schoolroom." Ed. 212

B. To provide exercise and a change of employment for teachers.
"All the teachers in a school need exercise, a change of employment. God has pointed out what this should be -- useful, practical work. CT 281

C. To awaken interest and encourage development of skill.
"Let teachers share the work with the students, and show what results can be achieved through skillful, intelligent effort. Thus may be awakened a genuine interest, an ambition to do the work in the best possible manner." Ed. 219, 220

D. Learn responsibility.
"Different teachers should be appointed to oversee a number of students in their work, and should work with them. Thus the teachers themselves will learn to carry responsibilities as burden-bearers." 6T 179

V. PROCEDURE AND IMPLEMENTATION

A. Step-by-Step

1. Use Education
2. Use Inspiration
3. Use Empathy
4. Use Diplomacy
5. Use Patience

- B.
1. Capture Vision
 2. Offer Education (Study Groups)
 3. Provide Inspiration
 4. Manifest Empathy
 5. Employ Diplomacy
 6. Exercise Patience
 7. Encourage Consensus
 8. Demonstrate Model

C. Exercise

Draw a flow chart of institutional organization under the School Board/Board of Trustees with the "Work Experience Education Committee" as advisory for the Coordinator and Administrator.

VI. A RECOMMENDED PROGRAM

- A. Theory Class
- B. Related Vocational Offering
- C. Work Experience

There are three distinct parts to a total Work Experience Education Program. The most important of these is the actual on-the-job work experience. The other two parts make this experience more meaningful by providing proper attitudes and skills. Attitudes should be acquired under the guidance of the Work Experience Coordinator. Usually skills are already provided for by the related vocational and industrial arts offering in the curriculum.

Fundamentally, there are a few principles which are basic in the organization of a Work Experience program.

1. The program should be based on the findings of surveys of employment opportunities in the area served by the school. There must be a justifiable need as determined by an advisor and planning committee, which should include representatives of both the school and the community.+
2. Provision should be made for correlation of instruction and work on the job. Instruction must take place both in the classroom and on the job. The job offers an opportunity to apply what is taught in the classroom, the two cannot be separated, they must be correlated.
3. The employment of each student must meet all federal and state laws, and also meets the standards which have been established for such training situations by the advisory committee. In connection with such arrangements, students should receive credit toward graduation for both classroom instruction and the supervised job experience.
4. Each student should have a career objective of which his present classroom instruction and job is an integral part. Job placement in many training stations will not be an end in itself, but will be part of the career objective which is based on the students' need, interest and ability.

+ Survey present areas

Survey present areas not now used

Survey undeveloped areas,

1. Church related 2. Church member owned 3. Non-church member owned

Special care should be taken in the selection of a Work-Experience Coordinator. He should be well trained because the coordinator is largely the key to success of this program. He should have a well-founded understanding of the work experience program and would be the one to teach⁺ the basic course and undertake the coordination activities. The Work Experience in the program is varied, particularly as to time arrangements and as to geographical placements.

D. Scope of Program -- Items to Consider

1. Type of school: Day or Boarding
2. Student participation: Required on all grade levels for all students
3. Instructional nature: Coordination of the total work program
4. Credit:
 - a. Work-Experience Class and on-the-job is one-half Carnegie unit per academic year.
 - b. Work-Experience Vocational is one Carnegie unit per offering.
5. Time requirements:
 - a. Work-Experience Class should be one regular period length a week or its equivalent.
 - b. Work-Experience on-the-job to be an average minimum of ten (10) hours per week (vacations excluded); optimum, fifteen (15) hours per week; maximum twenty (20) hours per week.
6. Suggested curriculum: It is recognized that this program must be a part of the curriculum; i.e.,
 - a. General Secondary Curriculum

<u>Subject</u>	<u>Units</u>
*Bible	4
English	3
Math	1
Science	1
Social Science	3
Work-Experience Vocational	
Electives	4
*Work-Experience Class and Job	2
Physical Education	2
TOTAL	<u>20</u>

+ The coordinator should utilize as instructors: teachers, administrators, parents, industry supervisors, and other resource personnel.

* One class for each school year of enrollment.

b. College Preparatory Curriculum

<u>Subject</u>	<u>Units</u>
*Bible	4
English	4
Math	2
Science	2
Social Science	3
Work-Experience Vocational Electives	1
*Work-Experience and Job	2
Fine Arts and/or Foreign Language	2
Physical Education	2
TOTAL	22

7. Place of Employment: On campus and off campus.

Dealing with developing desirable attitudes can become part of the curriculum as scheduled class.** This class may be adjusted to meet individual school needs by being offered as a full period once a week of its equivalent. This class should have a sequential development through the four-year period. It should include such areas as: orientation to work, philosophy of work, employer-employee relationships, job safety, public relations, leadership qualities, financial management.

The vocational offerings (i.e.: shop, typing, bookkeeping, home economics, metals, agriculture, woodworking, office practice, shorthand, painting, salesmanship, etc.) should be selected to meet the needs of the students and the related working area. It is recommended:

1. The general secondary curriculum should include a vocational offering each year of the four-year program. These four units along with the two units from the other parts of the work experience program would provide six Carnegie units for the terminal student
2. The college preparatory curriculum should include at least one related vocational offering. This one unit offering is in addition to the two units provided by the class and on-the-job parts of the work experience program.

As for the actual on-the-job work experience the school will have to utilize both on-the-campus and off-the-campus job opportunities.

* One class for each school year of enrollment

** See outline of course study at end

VII. JOB AREAS AND EXAMPLES

A. On Campus

1. Service (Private)

- a. Custodial
- b. Food
- c. Grounds
- d. Maintenance
- e. Offices
 - (1) Administration
 - (2) Clerical Pool
 - (3) Switchboard
- f. Laundry
- g. Staff help
 - (1) Monitors
 - (2) Readers
 - (3) Lab Assistants
 - (4) Library Assistants
 - (5) Receptionists and Clerks
 - (6) Night Watchman
- h. Service Station
- i. Shoe Repair

2. Industrial

- a. Bindery
- b. Broomshop
- c. Construction
- d. Farm and Dairy
- e. Metal and Machine Shop
- f. Miscellaneous Production Projects
- g. Print Shop
- h. Workshop

B. Off Campus

1. Services (Public)

- a. Church Welfare Centers
- b. Conference Offices
- c. Dentist/Doctor Offices
- d. Garages
- e. Hospital/Rest Homes
- f. Lawns and Grounds
- g. Miscellaneous Owned Business
- h. Home Situation

2. Industrial

- a. Construction
- b. Nurseries /Forestry
- c. Miscellaneous Production Industries

3. Distributive

- a. Literature Evangelism
- b. Miscellaneous Salesmen
 - (1) On campus products
 - (2) Off campus products
- c. Stores--Retail and Wholesale

VIII. EDUCATION CODE -- PART OF CURRICULUM

The Work Experience Education or Career Education program should be a part of the planned curriculum. Consult the respective Division/ Union Conference or Union Mission Education Code. The following exhibit is typical for reference:

PACIFIC UNION CONFERENCE EDUCATION CODE

2606. Career Education

- a) Each student will be required to earn a minimum of 20 semester periods of credit in career education in fulfillment of graduation requirements. (Refer to Guidelines)
- b) A student enrolled in a work experience education program may earn five (5) semester periods of credit for a minimum of 90 clock hours of work.
- c) Each school offering a work experience education program shall provide related instruction. (Refer to Guidelines)
- d) A student who acquires a marketable entry-level skill, as approved by the conference career education coordinator or his designate, may have 10 semester periods of career education waived. Assistance in developing criteria for defining a marketable entry-level skill may be obtained from your local Department of Human Resources Development and the Dictionary of Occupational Titles (DOT).
- e) Career education requirements will apply to all freshmen as of the 1978-79 school year.

IX. SYLLABUS FOR COURSE OF STUDY

Orientation and Introduction to a Work-Experience Education Program

- A. Orientation and Introduction to Work-experience Education at Forest Valley Academy - First Six Weeks.
1. Coordinator's Group -- General instruction and orientation
 2. Work Supervisors' Groups -- Specific departmental instruction and orientation
 3. Coordinator's Group -- General instruction and orientation
 4. Work Supervisors' Groups -- Specific departmental instruction and orientation
 5. Coordinator's Group -- General instruction and orientation plus Examination
 6. Work Supervisors' Groups -- Specific departmental instruction and orientation
- B. Why Have a Work-Experience Education Program? - Second Six Weeks.
- 1.
 - 2.
 - 3.
 4. Work Supervisors' Groups
 - 5.
 6. + Examination
- C. Basic Attitudes of a Worker - Third Six Weeks.
1. Your supervisor and your work
 2. Your supervisor and your work
 3. Your co-worker and your work
 4. Work Supervisors' Groups
 5. Yourself and your work
 6. Yourself and your work + Examination

Principles of Work as Education

- A. Work and Physical Well-being - First Six Weeks.
- 1.
 - 2.
 3. Work Supervisors' Groups
 - 4.
 - 5.
 6. + Examination
- B. Work and Mental Attitudes - Second Six Weeks.
- 1.
 - 2.
 3. Work Supervisors' Groups
 - 4.
 - 5.
 6. + Examination

C. Work and Spiritual Life - Third Six Weeks.

- 1.
- 2.
3. Work Supervisors' Groups
- 4.
- 5.
- 6.

+ Examination

X. WORK EXPERIENCE SCHEDULING

Realizing that scheduling is a very real problem in integrating the Cooperative Work Experience class into the curriculum, the following schedule is submitted as an example of a modification that might be made in a split schedule in order to provide a degree of flexibility. A Cooperative Work Experience class period of fifty (50) minutes is provided in this schedule.

(See the following page for the "Split Floating Schedule" Sample)

SPLIT FLOATING SCHEDULE (Sample)

SECONDARY JUNIOR STUDENT

SECONDARY SENIOR STUDENT

Per	Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sun.
1 ^s	07:00-07:40	Shop 2	Shop 2	Shop 2	Shop 2	Shop 2	MCC	Work 07:00-11:00					MCC
2 ^r	07:45-08:35	Phys	Phys	Phys	Phys								
3 ^r	08:40-09:30	Relig	Relig	Relig		Relig							
4 ^r	09:35-10:25	Wk Exp	Math 3	Math 3	Math 3	Math 3							
5 ^s	10:30-11:00	Commun	Commun	Commun	Commun	Commun	Phys Lab						Chem Lab
6 ^s	11:15-11:55	Chapel	Chors	Chapel	Chorus	Chapel							
	12:00-12:45	DINNER.....											
7 ^s	12:45-01:25	Work 12:45-04:45					Work	Chem	Chem	Chem	Chem	Chem	Work
8 ^r	01:30-02:20							Math 4	Math 4	Math 4	Math 4	Wk Exp	
9 ^r	02:25-03:15							Relig	Relig	Relig		Relig	
10 ^r	03:20-04:05								Soc St	Soc St	Soc ST	Soc St	
11 ^s	04:10-04:50							Modern Lang	Modern Lang	Modern Lang	Modern Lang	Modern Lang	
12 ^s	05:00-05:40	Band or Choir.....											
	05:45-06:30	Supper.....											
	06:15-06:55	Recreation.....											
	07:00-07:30	Worship.....											
	07:45-09:30	Study Period.....											
	09:35-10:00	Personal Preparation and Devotions.....											
	10:05- ---	Retire.....											

XI. STUDENT EVALUATION

EVALUATION

The following grading sheet is a suggested form for evaluation of the work-experience student. It is recommended that Section I be filled out by the work supervisor and submitted to the work coordinator each six (6) weeks grading period. The work coordinator will complete Section II and submit copies to be distributed in the same manner as the grade reports for other scholastic work. It is recommended that the work supervisor be provided a copy and the work coordinator retain the original copy for his file.

In order to promote a uniform interpretation of these grades, the work coordinator and the work supervisors should cooperatively define the particular standards that are associated with a particular grade.

WORK EXPERIENCE GRADING

Form Wk-Exp-1

Section I (To be filled in by work supervisor)

Name of Student _____

Work Department _____ Work Supervisor _____

Budgeted Hours Per Week _____

Please indicate the student's rating according to the following rating scale:

F D C B A
0 1 2 3 4

<u>Characteristic</u>	<u>Grading Period</u> ⁺
Appearance	0 1 2 3 4
Initiative	0 1 2 3 4
Application	0 1 2 3 4
Cooperation	0 1 2 3 4
Quality of Work	0 1 2 3 4
Proficiency	0 1 2 3 4
Punctuality	0 1 2 3 4
Dependability	0 1 2 3 4

Remarks _____

Signature _____
Work Supervisor

⁺This form may contain provision for several grading periods if a cumulative record is desired.

Section II (To be filled in by the work coordinator)

Work Experience Job Grade	0	1	2	3	4
Work Experience Class Grade	0	1	2	3	4
⁺⁺ Summary Work Experience Grade	0	1	2	3	4

Remarks _____

Signature _____
Work Coordinator

XII. TEACHER CERTIFICATION

Appropriate requirements will be announced through regular channels for teacher certification. This will include the coordinator and all teachers engaged in Work Experience Education.

XIII. FINANCIAL ASPECTS

(On the following pages are facsimiles of a Budget and Student Charge Journal)

⁺⁺Summary can be either a mean or weighed mean of the two preceding grades.

ANY SDA ACADEMY
Anywhere
+ BUDGET 19__ -19__

SUMMARY OF INCOME AND EXPENSE

EDUCATIONAL

Instructional

Academy	(9515.00)	(4421.00)	(3704.00)	(2815.00)	(2002.00)	(1194.00)	(242.00)	783.00	2100.00	3200.00
Music	(695.00)	(757.00)	(725.00)	(735.00)	(748.00)	(766.00)	(783.00)	(817.00)	(900.00)	(924.00)
Total	(10210.00)	(5178.00)	(4429.00)	(3550.00)	(2750.00)	(1960.00)	(1025.00)	(34.00)	(1200.00)	2275.00

Vocational

Farm/Dairy	(3535.00)	(3931.00)	(3717.00)	(3866.00)	(4063.00)	(4823.00)	(5773.00)	(6468.00)	(7130.00)	(7730.00)
Bookstore	(380.00)	532.00	639.00	696.00	729.00	737.00	827.00	832.00	920.00	1070.00
Bookbindery	315.00	537.00	944.00	1438.00	1908.00	1940.00	1954.00	2064.00	2190.00	2240.00
Craftshop	(4445.00)	(7410.00)	(9020.00)	(12940.00)	(16934.00)	(14350.00)	(11141.00)	(10008.00)	(5830.00)	(1150.00)
Total	(8045.00)	(10272.00)	(11162.00)	(14672.00)	(18360.00)	(16496.00)	(14133.00)	(13580.00)	(9850.00)	(5570.00)
Total Educ.	(18255.00)	(15450.00)	(15591.00)	(18222.00)	(21110.00)	(18456.00)	(15158.00)	(13614.00)	(8650.00)	(3295.00)

HOUSING

74 Dorm. Girls	(1525.00)	(1475.00)	(1200.00)	(1000.00)	(775.00)	(525.00)	(200.00)	(5.00)	240.00	575.00
Dorm. Boys	(1875.00)	(1400.00)	(1000.00)	(600.00)	(100.00)	425.00	900.00	1425.00	1900.00	2325.00
Court/Cottages	1200.00	1525.00	1900.00	2300.00	2675.00	2950.00	3350.00	3750.00	4150.00	4500.00
Laundry	(135.00)	(125.00)	(75.00)	100.00	25.00	100.00	350.00	450.00	575.00	700.00
Cafeteria	(4000.00)	(3300.00)	(2700.00)	(2000.00)	(1200.00)	(450.00)	300.00	1000.00	1900.00	2800.00
Total	(6335.00)	(4775.00)	(3075.00)	(1325.00)	700.00	2650.00	4700.00	6620.00	8765.00	9900.00

OPERATING

GAIN (LOSS)	(24590.00)	(20225.00)	(18666.00)	(19547.00)	(20410.00)	(15831.00)	(10458.00)	(6994.00)	115.00	6605.00
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OPERATING

GRANTS										
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Reg-Conference	2150.00	2885.00	3620.00	4355.00	5090.00	5825.00	6560.00	7295.00	8030.00	8765.00
++Spec-Confer	1500.00	1900.00	2300.00	2675.00	3050.00	3475.00	3940.00	4305.00	4670.00	5035.00
Total	3650.00	4785.00	5920.00	7030.00	8140.00	9300.00	10500.00	11600.00	12700.00	13800.00

NET GAIN(LOSS)	(20940.00)	(15440.00)	(12746.00)	(12517.00)	(12270.00)	6531.00	42.00	4606.00	12815.00	20405.00
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+Based on Boarding Academy with enrollment of approximately 160 students, about 25 of which are non-dormitory.

++Subsidies based on percent of student tithe paid in cash to Conference/Mission.

Name

d-Dee, Jane	'154.20	'127.50'	5.40'	.80'	8.80	'	--'4.20'	--'7.50'	--'--'	'	--	'47.50'	5.00'	30.00'	--'5.00'	40.00
v-Smith, Sue	69.00	52.50	--	--	3.50	--	3.75	1.25	--	8.00	--	--	47.50	5.00	--	--
d-Jones, Jim	157.20	127.50	6.20	.80	9.50	2.20	3.50	--	--	--	--	7.50	47.50	5.00	30.00	5.00 40.00

*SUMMER SCHEDULE - PRESUMING A WORK-EXPERIENCE CLASS -- ½ UNIT CREDIT ALLOWED - TWICE WEEKLY

d-Doe, Jane	121.40	81.00	20.00	1.40	19.00	--	--	6.00	30.00	0	5.00	40.00
v-Smith, Sue	58.00	6.00	27.00	2.00	21.00	--	2.00	6.00	--	--	--	--
d-Jones, Jim	140.95	81.00	30.00	2.20	25.00	1.50	1.25	6.00	--	30.00	5.00	40.00

Rate on Flat Rate Plan based on an actual situation in a boarding academy, average net enrollment 155; two I.C.C. industries employing about one-half of student body with \$1.25 minimum wage in effect; State minimum wage law in effect, minimum wage being \$.85 per hour; student average monthly wage during school year approximately \$75.00 to \$90.00 per month.

Instructional income includes items entitled "Academy" and "Music." A portion of the +Academy income is allotted to the Work Experience Education program--probably not to exceed \$7.50 and not to be less than \$2.50 per month depending upon amount of credit determined for program. (\$7.50 precludes one full unit per year, etc.) This subsidy-allotment will be distributed to departments involved in gain-(Loss) situations, and will be granted on a percentage basis calculated on average monthly student payroll. This will be granted in consideration of loss accruing from the training of student personnel and only if the department will carry forward a complete training program, such a program to mean a coordination of (1) student orientation, developing a knowledge and understanding of the total operation; and (2) students to be rotated on various jobs within the department so that they will become well-rounded workers with more than one skill. In this way, a student may have a true working knowledge of bookbinding, for example, rather than possessing but one skill. In this way, we may truly train for a vocation to be used in later life.

d-Dormitory Student
v-Village Student
+Share of Academy distributed in Work
Work-Experience Education Program
*Summer flat rate same as regular
school year except for instructional
charge which is for Work-Experience
Class - ½ Unit.

Presuming average month (school-year) student labor payroll of \$9500, Work Experience subsidy would be distributed on percentage basis as indicated below:

Per- cent			
10	Academy	\$ 950.00	Readers, Registrar's office, janitors
2	Music	150.00	Monitor-reader, accompanists
4	Girls' Dorm	350.00	Monitors, janitors
4	Boys' Dorm	300.00	Monitors, janitors
4	Laundry	300.00	Misc. helpers
12	Cafeteria	1100.00	Misc. helpers
7	Farm/Dairy	650.00	Chore boys, field workers, etc.
+31	Bookbindery	2500.00	Misc. helpers
26	Wood Shop	2500.00	Misc. helpers
		<u>8800.00</u>	
	Admin.	200.00	Distributed Expense (Business off., etc)
	Indirect	500.00	Distributed Expense (Repairs, Campus)
		<u>\$9500.00</u>	

+Higher percentage by reason of high summer employment factor.

XIV. EVALUATION OF TOTAL PROGRAM

A. RECOMMENDED EVALUATIVE CRITERIA FOR THE WORK-EXPERIENCE EDUCATION PROGRAM

1. Prior to assessment and evaluation by an institutional self-study and by an on-site visiting committee, the criteria used in common should be formulated and adopted.
2. Implementation of criteria and the formats for the instruments shall be appropriate for the total program:
 - a. Philosophy and Objectives
 - b. Constituency
 - c. Organization
 - d. Administration
 - e. Finance
 - f. Facilities
 - g. offerings and Services
 - h. Instruction and Clinical Experience
 - i. Personnel and Personnel Services
3. Evaluation of organization will include:
 - a. Authority
 - b. Communication
 - c. Productivity
 - d. Morale
 - e. Change

B. GUIDING PRINCIPLES FOR THE WORK-EXPERIENCE PROGRAM

The basic purpose of the Work-Experience Education program is to provide for the harmonious development of spiritual, mental, and physical aspects of the individual in harmony with the Seventh-day Adventist philosophy of education.

The aim of this program is to enhance the development of character and the development of a competency in a skill or trade. This purpose may be achieved in the school by a deliberate co-ordinated plan of work for each student.

A program of this nature would provide adequate physical facilities, materials, instructional personnel and an atmosphere of cooperation in the school family by unified on-the-job faculty-student participation.

General education is included in the Work-Experience Education program for all students, regardless of the general or specialized curriculum pursued.

NAME OF SCHOOL _____ DATE _____

Self-evaluation by _____

C. INSTRUCTION

1. GENERAL

The program must be so constructed that it is flexible and adaptable to recommendations of self or visiting committee evaluations.

The two pivotal points of this evaluation are the school's philosophy-objectives and characteristics of the church-school-community relationships and needs.

When evaluations are made factors such as size, type, location of school, financial support available and the state requirements should not be permitted to justify failure to provide a program and facilities in keeping with the overall philosophy-objectives and needs of the school.

In addition, the threefold nature of work should be kept in mind by the evaluators. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily. Therefore the checklist is considered necessary.

2. CHECKLISTS, EVALUATIONS, AND COMMENTS

- LEGEND: a. CHECK LIST -- Where applicable mark (✓) or a blank (--).
- b. EVALUATIONS - Use numbers (1-5) with "1" the lowest value and "5" the highest value.
- c. COMMENTS -- Write any substantive observations considered helpful.

D. ORGANIZATION

CHECKLIST

- () 1. The program is under the general direction and has the support of the administrative officers of the school system.
- () 2. The principal and staff show an interest in work-experience education and have an understanding of its objectives.
- () 3. A qualified work-experience co-ordinator is responsible for the program.
- () 4. Administrative and board personnel participate in selection of the co-ordinator, vocational personnel and work supervisors.
- () 5. Sufficient financial support is provided for the program.
- () 6. A faculty-community advisory committee helps plan the program.

- () 7. Class sizes are limited to a number that can be instructed effectively in the space and with facilities available.
- () 8. Provisions are made for appropriate inservice education of personnel.
- () 9. There is recorded evidence that there are job opportunities for those students enrolled in each course.
- () 10. Students are selected on the basis of need, ability and interests.
- () 11. Students are permitted to specialize in one phase of a trade only after they have completed the basic preparation.
- () 12. Time spent in on-the-job training is at least 10 hours per week.
- () 13. Related instruction and study have direct value in the trade or occupation for which training is given.
- () 14.

SUPPLEMENTARY DATA: Indicate in the space below (1) the major areas of instruction offered in work experience education, such as carpentry, drafting, machine shop, printing; (2) the grade level at which the area or activity is offered; and (3) the number of students enrolled in each offering for the current year.

Industrial Area(s)	Grade(s)	Number of Students Enrolled

EVALUATION

- () a. To what extent is work-experience education available to all students?
- () b. How adequate are the time allotments for this program?
- () c. To what extent does the work-experience education program fulfill the needs of the church-school-community by supplying trained workers?
- () d. How adequate are the administrative and supervisory provisions?

- () e. How adequate are the provisions for program advisory services and student counseling services?

COMMENTS

E. NATURE OF OFFERINGS

CHECKLIST

Work-experience education includes experiences:

- () 1. Designed to develop such skills and trades for students as will enable them to be prepared better to earn a living.
- () 2. That provide favorable attitudes to service in the organized denominational work with emphasis on mission service.
- () 3. That acquaint those enrolled with opportunity for employment in a related group of occupations.
- () 4. That emphasize desirable character development, good work habits, and satisfaction found in good workmanship.
- () 5. That place emphasis on safety practices.
- () 6. That provide for the study of employer-employee relations.
- () 7. That are modified and correlated in the light of studies of graduates.
- () 8. That are designed to assist students to make satisfactory adjustments to economic, industrial, and social changes.
- () 9. That provide a basis for continued training or education after graduation.
- () 10. Related to locating, applying for and being interviewed for a job.
- () 11.

EVALUATIONS

- () a. How adequate is the variety of offerings in terms of student needs?
- () b. To what extent are the offerings consistent with present-day conditions, needs, and procedures?
- () c. How adequate is related instruction and on-the-job opportunities in terms of mental, physical, and spiritual balance?

COMMENTS

F. PHYSICAL FACILITIES

CHECKLIST

- () 1. The buildings and site are adequate for the training needs.
- () 2. The floor plan and area is sufficient and adequately designed so as to provide safety, storage space, and satisfactory work conditions.
- () 3. Work related equipment is adequate, up-to-date, and in good condition.
- () 4. Work materials are in sufficient stock and conveniently located.
- () 5. Power tools and electrical controls are convenient, properly marked for safety and in themselves safe.
- () 6. Fire extinguishing equipment is available and conveniently located.
- () 7. First-aid supplies are available.
- () 8. Rest rooms are marked, conveniently equipped, and clean.
- () 9. Healthful conditions prevail in lighting, ventilation, and heating.
- () 10.

EVALUATIONS

- () a. How adequate is the space provided for each phase of the work-experience education program?
- () b. How adequate is the amount of equipment to meet needs of largest class?
- () c. How adequate is the quality of equipment?
- () d. How adequate is the amount of materials and supplies to meet enrollment needs?
- () e. How adequate is the quality of materials and supplies?
- () f. How adequate is the protection of students from fire, toxic gases, and dust?

COMMENTS

G. LEARNING EXPERIENCE

CHECKLIST

A. INSTRUCTIONAL STAFF

- () 1. Is properly trained and credentialed.
- () 2. Have preparation in philosophy-objectives in the work-experience education program and recognize its value.
- () 3. Have opportunity to prepare beyond minimum certification requirements and to keep abreast with current development.
- () 4. Have knowledge of laws and regulations pertaining to occupations for which instruction is offered.
- () 5. Have preparation in first aid, hygiene, and safety practices as applied to the occupation taught.
- () 6.

B. INSTRUCTIONAL ACTIVITIES

- () 1. Contribute to objectives of the school.
- () 2. Give consideration to individual needs and differences.
- () 3. Instruction, personal safety, health, and general welfare of student are current and sufficient.
- () 4. Training has depth, scope, and intensity necessary to develop reasonable degree of skill.
- () 5.

C. INSTRUCTIONAL MATERIALS

- () 1. Library of vocational materials and writings of Ellen G. White are available.
- () 2. Appropriate visual-aids.
- () 3. Trade journals, plans, blueprints, and specifications.
- () 4.

D. METHODS OF EVALUATION

- () 1. Co-ordination of the three phases of work-experience education program.
- () 2. Evaluation involving objective techniques is an integral part of instruction.
- () 3. Co-ordinator provides central record system and unifies the individual evaluation techniques.
- () 4. Records are available of follow-up data concerning graduates.

- () 5. Follow-up data are used in revising future work-experience education program.
- () 6. Advisory committees have a part in the evaluation of the total program.
- () 7.

EVALUATIONS

- () a. How adequate is the work experience education staff?
- () b. How adequate is professional on-the-job training of the staff?
- () c. How well does the staff keep abreast with current developments?
- () d. How adequate are planning and preparation for instruction?
- () e. To what extent does the instructional activity fit the needs of the individual student?
- () f. How effective is the coordination of the program?
- () g. How adequate is the variety of instructional materials?
- () h. How adequate is the quality of instructional materials?
- () i. To what extent is the evaluation realistic in regard to the individual student's progress?
- () j. To what extent is self-evaluation used to better the work-experience education program?

COMMENTS

H. GENERAL APPRAISAL

1. In what respects is the work-experience education program most satisfactory and commendable?
 - a.
 - b.
 - c.
 - d.
2. In what respects is there greatest need for improving the work-experience education program?
 - a.
 - b.
 - c.
 - d.
3. To what extent is provision made for the follow-up of graduates and how are the follow-up surveys utilized in research studies?
 - a.
 - b.
 - c.
 - d.
4. To what extent does the work-experience education program fulfill the objectives of the Seventh-day Adventist philosophy of education?
 - a.
 - b.
 - c.
 - d.

I. GLOSSARY

Agricultural education: education for duties and responsibilities related in some way to agriculture; provided for persons engaged in or expecting to engage in farming and other agricultural occupations and for persons who are not and who do not expect to be engaged in agricultural occupations; included in the programs of elementary schools, secondary schools, and colleges.²

Agriculture: duties and responsibilities of persons engaged in farming or farming interests.

Applied arts: the principles underlying the fine arts as applied to utilitarian things, for example, the principles of color composition and design as applied to chaine-woven fabrics.²

Arts and crafts: an area of activity in which the principles of design are made use of in craftwork, including such subjects as metalwork, leatherwork, ceramics, and woodcarving.²

Co-operative education: a program that provides for alternation of study in school with a job in industry or business, the two experiences being so planned and supervised co-operatively by the school and the employer that each contributes definitely to the student's development in his chosen occupation; work periods and school attendance may be alternate half-days, days, weeks, or other periods of time. Synonymous with CO-OPERATIVE WORK-EXPERIENCE PROGRAM.²

Craft: (Synonymous with HANDCRAFT and HANDICRAFT); productive, creative work done by hand, with the aid of simple tools and machines. (The term handcraft is now coming into general use by art educators and is regarded as an improvement over the term handicraft.)²

Direct vocational work experience: paid work experience that is directly related to the student's educational and vocational major.⁴

Distributive education: a branch of education concerned with preparing persons to enter the field of selling and merchandising goods and services and with increasing the efficiency of those already so occupied.²

Distributive occupations: those followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. Such occupations may be found in various business establishments, including, without being limited to, retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing. Distributive⁵ occupations do not include trade, industrial, or office occupations.

General education work experience: paid work experience designed to supplement the general education of the student.⁴

Home art: (Synonymous of HOUSEHOLD ART); a phase of art concerned with the selection, arrangement, furnishing, care, and maintenance of the home and of its immediate surroundings, often including a study of exterior and interior architecture, landscape design, and period styles of furniture and furnishings.²

Home economics: college instruction offered at the undergraduate and graduate levels to prepare students for homemaking and for a variety of professional fields, such as teaching, dietetics, institution management, certain business careers, home economics extension, and research.²

Industrial art: the art of the machine in which² manufacture and, usually, production in quantity are sought.

Industrial arts: 1) Those occupations by which changes are made in the form of materials to increase their value for human use; 2) An area of education dealing with socioeconomic problems and occupational opportunities, involving experience with a wide range of materials, tools, processes, products, and occupations typical of an industrial society; 3) A phase of the educational program concerned with orienting individuals through study and experience to the technical-industrial side of society for the purpose of enabling them to deal more intelligently with consumers' goods, to be more efficient producers, to use leisure time more effectively and enjoyably, to have a greater appreciation of material culture, and to act more intelligently in regard to matters of health and safety, especially as affected by industry; 4) More narrowly, a term used in preference to the older designation manual training.² 5) Those courses, activities of credits instruction designed to meet pupil needs...

Labor: an assignment involving fatigue.

Manual arts: one of the earlier terms used to identify shopwork involving design and hand construction in various mediums for² the purpose of developing art appreciation and manual skills.

Manual training: an earlier type of school shop activity usually restricted to fixed exercises in woodwork, metalwork, and mechanical drawing; strong emphasis was placed on tool exercises add manual skill;² gave way first to manual arts and later to industrial arts.

Manual labor and training: continuing labor and schooling, based on Pestalozzian principle and manifesting itself as Polytechnic or Industrial Institute. Strong emphasis on tool exercises and manual skills.

Mechanic arts: 1) A type of school shopwork (predominant during the latter part of the nineteenth century) designed to teach the trades and related sciences; 2) A substitute for apprenticeship, pursued in school while studying related mathematics, science, and engineering; 3) A technical curriculum in secondary school

preparatory to entry into engineering college.²

Practical arts: a general term used to denote a type of functional education of a manipulative nature on a nonvocational basis; usually includes agriculture, business, homemaking, and industrial arts.

Reward: pleasant, satisfying experience consequent upon a certain course of behavior and mediated by an external agent or by the self acting² as agent in the hope of encouraging the repetition of the behavior.

Skill: anything that the individual has learned to do with ease and precision; may be either a physical or a mental performance.²

Skilled trade: an industrial occupation requiring a high degree of skill, usually in a wide range of related activities and secured through a combination of job instruction, trade instruction, and work experience² such as apprenticeship or a cooperative industrial program.

Trade and industrial education: a phase of vocational education, of less than college grade, suitable to the needs of prospective and actual workers in the fields of manufacturing, industry, and trades.

Training: 1) is envisioned as involving the teaching and acquiring of specific skills which are needed for automation, both for the beginner and for the experienced worker who must adapt himself to this new technology.¹

2) is a process of helping others to acquire skills and knowledges without reference to any great meaning for the individuals learning to perform the skills or to verbalize the knowledges, these being performed at the instance of conditioned cues.²

Vocation: a calling, as to a particular occupation, business, or profession.

Vocational art: any art serving as an occupation or means of livelihood.²

Vocational arts education: a program below college level geared to a vocation or to upgrade employed workers.

Vocational education: a program of education below college grade organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers; includes such as trade and industrial education, technical education, agricultural education, distributive education, and home economics education.²

Vocational office training: typing, steno accounting. Work performance of a task consisting of clerical acts. Includes personnel, forms, machines, equipment.

Vocational technical education: training below college grade to prepare the student to earn a living in an occupation in which success is dependent largely upon technical information and an understanding of the laws of science and technology as applied to modern design, production, distribution, and services.²

Vocational trade and industrial education: the type of education that prepares persons for employment in a trade or industrial occupation or prepares employed persons in trade and industrial occupations for advancement through further training.²

The purpose: to prepare student for advantageous initial entry into employment in a specific or closely allied trade, industrial, technical, or service occupation. This may be achieved in the secondary school through either a full-time in-school program or a part-time school and a part-time employment, or both.

Vocational trades: type of education preparing persons for employment in industry or upgrade.

Vocational training: (synonymous of VOCATIONAL EDUCATION); sometimes used to designate short vocational courses dealing with skills only.²

Work: technical skill applied to the execution of a piece work. To exert on self physically or mentally for a purpose.

Work education: non-paid work experience related to the student's selection of an occupation.⁴

Work-experience education: employment undertaken as a part to the requirements of a school course, designed to provide planned experiences in the chosen occupation which are supervised by a school teacher or coordinator and the employer.²

Work-study: (synonymous of CO-OPERATIVE EDUCATION); in work-study students alternate classroom study with regular jobs in industry and the professions in which they can apply the principles learned in academic study.³

Actual experience in an occupation before one begins full-time job.

¹ J. Arthur Dudley, "Automation and Education," Industrial Arts and Vocational Education. April 1963, 52:38-40. p. 40. Used by permission.

² Carter V. Good, (Editor) Dictionary of Education. (New York: McGraw-Hill Book Company, Inc. 1959) 2nd edition. p. 575. Used by permission.

- ³ _____, "Expansion of Cooperative Education," School and Society. February 23, 1963, (Vol. 91, No. 2) p. 102. Used by permission.
- ⁴ Arthur Leeming, "Work-Experience Education and Curriculum Planning," California Journal of Secondary Education. November 1959, (Vol. 34, No. 7.) p. 409. Used by permission.
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J. BIBLIOGRAPHY

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Outlines the procedure of implementing a work experience program as the coordinator of a public school would do it.

Mann, George C., "Work Experiences in Schools," Phi Delta Kappan, 23:321, May, 1941.

"Work is a vital part of life, and the work experiences which are engaged in by young people during their period of transition to adulthood are an essential part of their mental, emotional and even physical development."

Markesheffel, K., "Building Attitudes Through Work Experience," Balance Sheet, 35:204-206, January, 1954.

Describes a specific instance of a typing class receiving motivation by doing useful work for practice, rather than just routine exercises.

Martin, J. A., "Work-Experience", Educational Journal: Journal of Business Education, 32:299-300; April, 1957, Robert C. Trethaway, East Straudsburg, Pennsylvania.

The author of this article points out the value of assisting students in the transition from classroom theory to the practices in the business world. This was done with the students of the commercial classes.

Mason, John E. and Lesuer, Bruce L., "A Work Experience Program," Bulletin of the NASSP, 28:51-55, November, 1944.

A description of a work experience program instituted into the Philadelphia public schools. It discusses the needs, the problems and the solutions used in overcoming them.

McGill, E. C., "Importance of Work Experience in Education," American School Board Journal, 125:25-26, August, 1952.

Stresses the advantages of the work experience program to the school, the pupils, the parents and the community, and to business. Explains how each category is benefited.

Moore, Raymond S., "Work-Education Program," Mimeographed paper.

A paper written for the express purpose of bringing together pertinent statements from the writings of Ellen G. White as to the kind of work-experience program that should be carried out in Seventh-day Adventist schools.

Murray, Evelyn, "Work: A Neglected Resource for Students," Personnel and Guidance Journal, 41:229-233; November, 1962.

Status and proof of maturity is found through work. Youth develop self-acceptance from the boss and co-workers. "Work then becomes a necessary thing for the development of an adequate self-picture." Page 233.

Odioane, George S., "Who Made a Dirty Word Out of Work?" School Shop, 22:11-12, Dec., 1962.

We need to "restore the worth and desirability of hard work in the minds of people."

Oliverio, May ellen, "The Experience Work. Prerequisites to its Success," American Vocational Journal, Vol. 36, No. 1, January, 1961, Pages 15-16.

The article reports fourteen prerequisites that are significant and meaningful in the establishment of a sound educational base of our work experience program.

O'Leary, M. J., and Blume, F. L., "How Can Work Experience and Cooperative School Work Plans Become Effective in the Educational Program?" Bulletin of the NASSP, 38:92-94, April, 1954.

Describes another cooperative work experience situation. Probably of more value to a day-school situation than to a boarding school.

Rath, Patricia Mink, "The Parent in the Cooperative Program," Journal of Business Education, 36:208, No. 5, Feb., 1961.

The value of the parent-teacher-school conference is discussed in detail. The need for both the parent and the school to understand the program being promoted is important.

Rowe, John L., "Work Experience: The Pros and the Cons," Business Education World, 39:23, Part I, No. I, Sept., 1958.

Discusses the strengths and advantages of a work-experience program such as meeting the needs of the community and the realistic approach along with the actual experience of stimulation.

Page 31, Part II, October, 1958.

Discusses the advantages and disadvantages of the three cooperative programs. (1) Working daily on a part-time basis. (2) Alternating between school and work. (3) Working after school, on week-ends, and during vacations. It also discusses the stimulated work experience within the school itself - the in-school service.

Savitzky, Charles, "Work Experience Programs for Potential Drop-Outs," The Bulletin of the National Association of Secondary School Principals, 46:53-59, No. 277, November, 1962.

The author suggests the application of the Work Experience Program to hold the potential drop-outs.

Seymour, Howard C., "Why Not Both Work and School?" National Parent-Teacher, 53:28, No. 5, January, 1959.

Points out the needs and advantages of a coordination of the work and study program to the benefit of all students. The one who is not scholastically bent is made a part of the whole student body and accepted as such.

Smith, Harold, "Taking Vocational-Technical Education to the People," UpJohn Company, Kalamazoo, Michigan. 12 Pages, March, 1963, Mimeographed.

A speech given by Dr. Smith, as director for UpJohn Institute of Employment Research, to the Central Regional Conference on Trade and Industrial Education concerning work-experience.

Spray, Cecil O. "Do School Jobs for Real Office Practice," Business Education World, 40:32, No. 2, October, 1959.

The East Central High School, San Antonio, Texas, introduced an office-practice class for seniors by scheduling them to the different offices of the school.

Stelter, Gayle A., "A Work Experience Program in Bookkeeping for One Hour a Day," Business Education World, 42:28, No. 4, December, 1961.

This is a report about how a bookkeeping teacher found a way to give to her students a training in their chosen vocations, by obtaining the cooperation of the businessmen of the city.

Stutsman, Galen, "An Office Work Experience Program," The Balance Sheet, 41:6-7, No. 1, September, 1959.

Dr. Stutsman outlines for us in this article the work-experience

program for teachers at Bowling Green State University. Work experience while in school is a valuable asset to future office workers and the future teacher.

Tyler, Ralph W., and Mills, Annice L., "What is Cooperative Education?" The Education Digest, 27:38-39, No. 4, December, 1961.

This is a report on Cooperative Education. At the beginning the authors give a little history about the cooperative education. In the rest of the chapter they point out some definite educational advantages of the cooperative education.

White, James B., "The Facts About Work Experience Programs," American Vocational Journal, 34:18-19, No. 7, October, 1959.

These remarks show the need for a closer community of interests between academic and show the need for a closer community of interests between academic and shop teachers.

No Author Given - "Work and School as Partners in Education," International Research Education, 7:449-453, No. 4, 1963.

Work experience is an approach in secondary education which might be described as a "planned and supervised combination of study in school and work on a job in a business-like enterprise."

Zarella, Dorothy R., "Cooperative Work Experience for Office Students," Journal of Business, Pages 229-230, March, 1962.

The article reports the planning and the functioning of a cooperative work experience to students wishing to work in offices.

Zarella, Dorothy R., "Expansion of Cooperative Education," School and Society, 91:102, No. 2222, Feb. 23, 1963.

This article mentions the establishment of the National Commission for Cooperative Education.

3. SUPPLEMENTARY REFERENCE

FILM AND FILMSTRIP BIBLIOGRAPHY

a. 16 mm FILMS

American Teacher. March of Time Film Service, 15 Minutes.

Presents pros and cons of "Progressive education" and points out citizen's responsibility toward schools. Also gives a brief history of education in the United States, including present emphasis upon psychology.

Aptitudes and Occupations. Coronet Productions, 16 minutes.

Discusses six of the fundamental human abilities -- mechanical, clerical, social, musical, artistic, and scholastic -- and indicates how a student may, with the aid of school counselor, determine how much of these abilities he has. Also indicates broad fields in which certain combinations of abilities are required.

Benefits of Looking Ahead. Coronet Productions, 10 minutes.

Emphasizes the need of planning for the kind of life wanted with a long-range view divided into shorter-range objectives.

Choosing Your Occupation. Coronet Productions, 10 minutes.

Self-appraisal, occupational possibilities, preparation requirements, and guidance facilities are presented.

Finding Your Life Work. Mahnke Productions, 22 minutes..

A man is seen fishing and commentator compares an experienced fisherman and his special bait with a boy looking for a job. The boy must use the baits of personality, training, and experience.

Furniture Craftsmen. Encyclopedia Britannica Films, Inc., 11 min.

Describes the roles of the designer and skilled craftsmen in making custom-built furniture. Pattern making, laying out, band sawing, power planning, joining, lathe turning, grooving, gluing, carving, and finishing stages are studied in close-up detail. The interrelation of hand and machine-tool operations and skills required for precision woodworking and demonstrated throughout.

Health Careers. Wilding Picture Productions, 15 minutes.

Highlights the career opportunities and satisfactions that our community health partnerships offer the nation's young people.

How to Invest Vocations. Coronet Productions.

Importance of Selling. Encyclopedia Britannica Films, Inc., 20 minutes.

Gives particular emphasis to services provided by salesmen to business and to the consumer. Describes the structure of typical sales organizations, shows the duties of sales executives, and illustrates the importance of selling to our society.

Just a Farmer - Careers in Agriculture. Coronet Productions, 13 min. Richard, planning his future, explores with his high school agriculture teacher the many careers in agriculture. Discussed are crop and livestock farming, agricultural research, industry, conservation, services, agricultural communication and education.

Man of Medicine. McGraw-Hill Film Services, 15 minutes.

Singles out a typical physician, follows him through his pain-taking period of training, tells how he feels when he receives his first fee, makes his first call, and performs his first operation.

Printing. Mahnke Productions, 11 minutes.

Illustrates the opportunities and training available in the field of printing. Hand typesetting, linotype, monotype, display, make-up, and layout are illustrated. Also proofreaders, pressman, etc.

Secretary, The: A Normal Day. Coronet Productions, 10 minutes.

Betty Jackson is seen performing the varied duties of secretarial work. Besides taking dictation and transcribing, Betty operates business machines, greets callers, uses the phone, files and handles mail and office supplies.

Selling as a Career. Coronet Productions, 10 minutes.

Explains that the job of salesman is to bring the goods or services to the attention of the consumer to buy. Follows the activities of a salesman showing how he prepares to meet his customers and how he organizes his work. Describes various ways in which young people can prepare for various careers in selling.

Teacher, The. Encyclopedia Britannica Films, Inc., 13 minutes.

The story of Julia Whittaker, a middle-aged fourth grade teacher, is used to explain the role of the teacher in the community, her professional and personal life and contribution to the furthering of education after extensive preparation and study.

Why Study Science? Young America Films, 12 minutes.

A family on its last night of vacation speaks first of the starts and then of how the study of science can help the son or daughter make intelligent decisions on problems confronting them in the world. The off-stage narrator specifies many of the opportunities science presents in professions for both men and women.

Woodworker, The. Mahnke Productions, 10 minutes.

A survey of the types of jobs performed by carpenters in the building industry and furniture-making trades. Closes with scenes of a student working in the school woodworking class and a summary of how mechanical drawing, mathematics and sciences will help the student to prepare himself for the wood-working field.

You and Your Work. Coronet Productions, 10 minutes.

A young man who is working in a shoe store feels his job to be routine, monotonous and of no real importance. This is reflected in his attitude and work, and he is fired. In consultation with his former school counselor, some of the factors in enjoying one's work and giving good service are brought out. He returns to his former job with a changed viewpoint.

Your Life Work Series. Mahnke Productions, various times.

Discussion of the following fields in which one may choose to work:

Agriculture
Air Transportation
Baking Industry
Bookkeeping, Accounting
Brick and Stone Mason
Church Vocations
Dairy Industry
Draftman
Electrician
Engineering
Fire, Police Service
Forestry, Forest Industries
Heating, Air Conditioning
Journalism
Librarian
Life Insurance
Machinist, Toolmaker
Nursing
Painting, Decorating
Pharmacist
Plumbing
Poultry Raising
Printing
Professional Cooking
Radio, Television
Sheet Metal Worker
Teaching
Telephone, Telegraph
Welder

b. Filmstrips

Exploring the World of Work. Chicago, Illinois, Society for Visual Education.

Part I

Part II

Part III

Filmstrip-of-the-Month Club Series. New York City, Filmstrip of the Month Club, Inc.

How to Get a Job and Keep It.

Your Life of Work.

Foundation for Occupational Planning Series. Chicago, Illinois, Society for Visual Education.

What is a Job?

Selecting Your Life Work and Preparing for It. Chicago, Illinois, Society for Visual Education.

Part I

Part II

Your Future in the Metal Trades. Chicago, Illinois, Society for Visual Education.

Airplane Mechanics Occupations

Auto Mechanics Occupations

Foundry, Forging and Heat-treating Occupations

Welding Occupations

Other Metal Working Occupations

Your Future in the Professions. Chicago, Illinois, Society for Visual Education.

Dentists and Medical Occupations

Dietitians and Home Economists

Nursing

Teachers and Librarians

Your Future in the Skilled Trades. Chicago, Illinois, Society for Visual Education.

Basic Electrical Trades

Building Trades

Radio, Television and Electrical Appliance Repairmen

c. Monographs and Films

Stoops, Emery, Principles and Practices in Guidance, New York: McGraw-Hill, 1958.

- a. A complete "Visual Bibliography", pp. 355-360.
- b. A list of Monographs, p. 110.
- c. Also see footnotes: 3, p. 170; 5, p. 171; 11, p. 177; 10, p. 176.
- d. Work-Experience Permits pp. 180-186 (Bibliography pp. 188, 189).

STATE CURRICULUM GUIDES: Arranged alphabetically by states.

ARIZONA

"A Guide for the Improvement of the Teaching of Industrial Arts in the Schools of Arizona," State Department of Public Instruction, Phoenix, 1951. Bulletin No. 10. 49 Pages.

Provides industrial arts instructors with administrative, instructional, and personal guides for teaching. Also an annotated bibliography.

ARKANSAS

"Industrial Arts, Home Mechanics." State Department of Education, Little Rock, 1953. 34 Pages.

Contains instructional units of woodworking, electricity, plumbing, heating, masonry, painting, yard repairs, and automobiles. Course has detailed activities (manipulative), and informational units. Suggests projects, equipment, supplies, for each unit.

"Industrial Arts, General Shop." State Department of Education, Little Rock, 1953. 145 Pages.

Contains statement of objectives, instructional units in woodworking, electricity, drawing, sheet-metal, printing, and machine shop. Content divided into activities (manipulative) and informational units. Suggests handtools, equipment, supplies, and teaching aids. Annotated bibliography.

CALIFORNIA

"Guide for Industrial Arts Education in California." State Department of Education, Sacramento, 1958. Rev. Ed. 39 Pages.

History, objectives, definitions of industrial arts, and relationships to the total program of education, program of industrial arts at the elementary, junior high, senior high, and college levels, characteristics of an industrial arts programs in California.

"Guide for Planning and Equipping Industrial Arts Shops in California Schools." State Department of Education, Sacramento, 1956. 40 Pages.

Contains educational specifications for the housing and layout of industrial arts shops. Suggests role of the teacher in planning, and steps in planning facilities. Recommends junior and senior high school shop layouts with suggested equipment. Contains shop layouts in automechanics, shop classrooms, drawing, electricity, electronics, graphic arts, handicrafts, general metals, general woods, comprehensive general shop, and photographs of various facilities.

"Safety Instruction in Industrial Arts Education." California State Department of Education, Sacramento, 1960. 60 Pages.

Concerns safety instruction for all areas of industrial arts. Includes safety instructions for specific machines in metalworking, graphic arts, and auto mechanics. Suggests test questions. Bibliography.

CONNECTICUT

"Current Practices in Connecticut Secondary Schools, Industrial Arts." State Department of Education, Hartford, 1954. 23 Pages.

Presents trends and current practices in some Connecticut schools in relation to programs for girls, curriculum development, community relations, work experience, special jobs, exhibits and intra-area cooperation, shop techniques, and related instruction.

FLORIDA

"A Guide--Industrial Arts in Florida Schools." State Department of Education, Tallahassee, 1959. Bulletin No. 12. 99 Pages.

Deals with concepts, philosophy, and organization of industrial arts as a subject matter area in the elementary, junior, and senior high schools. Outlines schedule for determining the number and the type of industrial arts laboratories consistent with school enrollments and educational objectives. Appendix lists texts and student personnel duties. Bibliography.

"Safety in the School Shops." State Department of Education, Tallahassee, 1953. 23 Pages.

Identifies persons responsible for safety. Contains shop accident-report form. Suggests what to teach and how to teach safety. Recommends specific safety instructions for certain basic shop equipment.

GEORGIA

"Curriculum Framework for Georgia Schools," State Department of Education, Atlanta, 1954. 59 Pages. (See p. 33 for industrial arts.)

A general curriculum guide. Suggests experiences in the practical arts through activities in the 7th grade. Recommends offering courses in industrial arts in the 8th and 9th grades.

"Industrial Arts for Georgia Schools." (A Handbook for Teachers and School Administrators.) State Department of Education, Atlanta, 1958. 111 Pages.

Characteristics of human growth, curriculum patterns, selection, preparation, and presentation of subject matter, administrative organization, records and forms, safety, evaluation, public relations, school shop planning (layouts). Recommends instructional units in mechanical drawing, woodworking, art metalwork, electrical work, general metalwork, sheets metalwork, machine shop, welding, and foundry. Outlines content under two headings--"know" and "do" topics. Bibliography.

HAWAII

"Industrial Arts Guide." State Department of Education, Honolulu, 1960. Bulletin No. 3. 102 Pages.

Includes objectives and behavior changes. Has detailed teaching guide for instruction units in drawing, woodworking, metalwork, and electricity. Each area is divided into projects, operations, technical information, general information, and vocational guidance information. Presents tests and teaching aids, films, and filmstrips. Bibliography.

IDAHO

"Industrial Arts Study Guide for Grades 7-12." State Department of Education, Boise, 1955. 9 Pages.

Contains definition of industrial arts, objectives, purposes, scope, and shop organization, floor plans and tool lists, instructional areas in woodworking, drawing, electricity, and metal. Outlines content under headings; detailed "know" and "do" units. Bibliography.

KANSAS

"A Curriculum Guide for the Secondary Schools of Kansas." State Department of Education, Topeka, 1960. 118 Pages (79-83)

An overall curriculum guide in the various subject-matter areas taught in the public schools, such as: social studies, mathematics, and industrial arts. Includes section for industrial arts dealing with personal values, teaching objectives, habits to be developed, definitions, minimum organizational standards, course content (grades 7-9, general shop; grades 10-12, general area shop; grades 11-12, unit shops.) Makes recommendations concerning the program.

KENTUCKY

"Industrial Arts for Kentucky High Schools." State Department of Education, Frankfort, 1953. Educational Bulletin No. 4, Vol. XXI. 399 Pages.

Includes general objectives, organization and administration, planning and equipping school shops. Explains how to select, prepare, and present subject matter. Offers instruction units in mechanical drawing, woodworking, metalworking (machine shop, sheet metal, foundry, forge and heat-treating, welding) electrical work, automotive shop, and printing. Operational and information units. Suggests student activities for a comprehensive general shop and farm shop. Contains audiovisual aids. Bibliography.

LOUISIANA

"Industrial Arts for Secondary Schools." State Department of Education, Baton Rouge, 1958. bulletin No. 872. 142 Pages.

Comprises philosophy and values of industrial arts, grade placement, time allotments, credits, shop layouts, factors in determining programs, equipment, administration and organization, and tool storage and distribution. Incorporates instruction areas in bookbinding, ceramics, leathercraft, drawing, electricity and radio, general shop, graphic arts, home mechanics, plastics, plumbing, and woodworking. Detailed operation and information units with suggested list of equipment for each area. Professional books, supplies, films. Bibliography.

More of these materials can be found listed in the following U. S. Government pamphlet:

State Curriculum guides for Industrial Arts. (Latest Edition) Available from: Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20025

Each nation in its respective government Ministry, Department, or Agency may have usable materials for reference in Work Experience Education.

EPILOGUE

Demonstrations Sought

A few weeks ago one of our graduate students told of her studying last summer in a state university. She gave one of her instructors a copy of the book Education, who the next week asked her, "How can I get in touch with Ellen G. White?"

"Oh, you can't, sir. Mrs. White died in 1915," the Seventh-day Adventist replied.

"Impossible," exclaimed the university professor, "her material is up to date. The ideas are contemporary, fresh, and relevant."

To several other classmates the Seventh-day Adventist graduate student presented copies of the same edition of Education. They too were enthusiastic about what they read. They asked our Adventist classmate if she would come to their college campus to explain to them some of these basic principles of Christian education.

A great challenge faced her when she was confronted with the appeal from the new readers of Education: "Please take us to some of these Seventh-day Adventist schools where we can see all this philosophy in action!"

Where would you take them?

Would that every Seventh-day Adventist school--regardless of locale or level--were undergirded fully with this divinely inspired philosophy and implemented completely all the objectives identified.

This can be. It is a possibility.

It will be when dedicated and committed Christian educators with courage and boldness step forward in faith to do God's will.

Models Needed

Both the world and the Seventh-day Adventist Church need Christian educators with visions of excellence to help produce model schools, model environments, and model programs. Educators who will not perpetuate what they have seen or experienced but who will carry out the plain instruction, clear specifications, and simple details like "The Heavenly Patterns" (CT 56-60). Educators who will be humble enough to do what God has said.

Assurance Promised

"Just as long as those in connection with our institutions walk humbly with God, heavenly intelligencies will cooperate with them.... Each must take his position and be what God designed he should be, a spectacle to the world, to angels, and to men...

"Though in many respects our institutions of learning have swung into worldly conformity, though step by step they have advanced toward the world, they are prisoners of hope. Fate has not so woven its meshes about their workings that they need to remain helpless and in uncertainty. If they will listen to His voice and follow in His ways, God will correct and enlighten them, and bring them back to their upright position of distinction from the world...." 6T 144, 145.

A P P E N D I X

WEEKLY EVALUATION

Name of Worker Evaluated: _____
 Name of Evaluator: _____ Work Station: _____
 Dates (Time Frame): _____

Constellation	GRADE (Encircle Perceived Score)				
	<u>Poor</u>				<u>Excellent</u>
	0	1	2	3	4
Attitude	0	1	2	3	4
Punctuality	0	1	2	3	4
Time Utilization	0	1	2	3	4
Cooperation	0	1	2	3	4
Initiative	0	1	2	3	4
Ability to Learn	0	1	2	3	4
Production	0	1	2	3	4
-----	0	1	2	3	4

PERFORMANCE AND DEVELOPMENT EVALUATION

To be used with Experience Record by Supervisors, Managers and/or Instructors.

Name: _____

Evaluator: _____ Date of Evaluation: _____

MAJOR RESPONSIBILITIES:

Summarize specific responsibilities of the job.

WORK QUALITY:

The reliability, accuracy and neatness of work produced.

WORK QUANTITY:

The amount or volume of work turned out.

JUDGMENT:

The ability to make well-reasoned, sound decisions which affect work performance.

ATTITUDE:

INITIATIVE:

The combination of job interest, dedication, and willingness to extend oneself to complete assigned tasks.

TEAMWORK:

The working relationship established with others in the working environment.

DEPENDABILITY:

The reliance which can be placed on this individual to persevere and carry through to completion any task assigned. Attendance, punctuality and loyalty.

DRESS CODE, SAFETY, APPROPRIATENESS:

PERFORMANCE SUMMARY:

STUDENT WORK EXPERIENCE GRADE SHEET

NAME _____ QUARTER _____ YEAR _____

WORK DEPARTMENT _____

HOURS SCHEDULED TO WORK _____ NUMBER OF HOURS WORKED _____ % OF TOTAL HOURS _____

NUMBER OF NON-ARRANGED FOR ABSENCES _____ TOTAL ABSENCES _____ TARDIES _____

	4	3	2	1	0	X	S
ATTITUDE: pleasant, interested, enthusiastic							
CONCERNED: about the workmanship, equipment care materials and tools used, & protects them.							
COOPERATION: works well with others, willing to do all parts of his job, even though undesirable.							
CREATIVE: sees new approaches to problems on the job.							
DEPENDABLE: to be where he is scheduled, to be with the right tools & equipment at the right time.							
EFFICIENCY: makes best use of his time and materials.							
HONEST: does not steal or waste time or materials							
INITIATIVE: does work on his/her own even if the boss is not there.							
PROFICIENT: is progressively learning to be skilled in job area. Learns from his experience.							
RESPONSIBLE: assumes responsibility to do the job well. To do his best as though it were for his personal profit.							

GRADE NUMBER VALUE:

- 4 - Excellent
- 3 - Above average
- 2 - Average
- 1 - Needs improving
- 0 - Unsatisfactory
- X - Not determined
- S - See supervisor

COMMENTS: _____

X _____

Signature of Work Supervisor

EXPERIENCE RECORD

Record each experience and/or
block of time withing the period:

NAME: _____

<u>Date</u>	<u>Time</u>		<u>Hours</u> <u>Worked</u>	<u>Description of Work</u> <u>recorded by worker:</u>	<u>Signature of</u> <u>Evaluator:</u>
	<u>IN</u>	<u>OUT</u>			
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Evaluator will record only notable deviations from the expected performance:

INITIATIVE

WORK QUALITY

DRESS CODE

WORK QUANTITY

DEPENDABILITY

JUDGMENT

TEAMWORK

ATTITUDE

