

5/8/53

Lincoln
High

Learning How To Work

Tonight I pay tribute to those educational pioneers in Florida who had the foresight and courage to initiate such a program as Diversified Cooperative Training. It reflects genuine wisdom and an understanding of the needs of the large majority of boys and girls who must use their school days as definite preparation for earning a livelihood. The present program here at Lincoln High School is based upon a cooperative agreement between school, business, and students whereby actual work experience is obtained on a part time basis while the pupil attends classes. The employer furnishes a job, supervision and wages while the school provides both regular and related training. The pupil graduates from high school with two years of actual work experience and the introduction to a real job situation. He can then face a prospective employer with the invaluable asset called experience for which there is no other real substitute. From all evidence that has been available the program in Tallahassee and Leon County has been a blessing. The school has been made meaningful to a large number of boys and girls. Employers have been able to secure high school graduates who had more to offer than a diploma neatly tied with beautiful ribbon.

A long time ago John Dewey said "we learn to do by doing" and progressive educators have been trying to find ways and means of making public school education practical and preparatory for life service. In the list of the seven cardinal objectives of secondary education, one of the most important is learning a worthwhile vocation. In fact, some educators have gone so far as to say that no boy or girl should be graduated from an American high school until he or she is able to secure some type of

employment and demonstrate the ability to do satisfactorily some type of useful job. Too often our schools have been geared to offering what might be called an aristocratic type of education in which emphasis is placed primarily on cultural and theoretical subjects. No one will deny that there is value or a place in the total educational program for these subjects. However, with the present emphasis on a democratic approach to public education, there is the need for providing the type of instruction which keeps its feet on the ground and relates the text book to the work-a-day world. Often times school subjects have been sterile and uninteresting because they present to the immature boys and girls solutions to problems which they had never previously experienced. After graduation when the time has come for using these solutions the answer had long since been forgotten or the relations between the present problems and the instruction never comprehended.

The DCT program it seems to me has its greatest value in that problems and answers may go along side by side. Knowledge is related to work and work is related to knowledge. The gap between the school and job is effectively bridged.

The purposes of the Program as set forth in the official bulletin are as follows:

The controlling purpose of Diversified Cooperative Training is to provide a practical education for that large percentage of the younger working population of this country who earn their living in other than professional pursuits; and the amount of service that this scheme of training can render is limited only by the degree of cooperation that can be secured.

This purpose has several aspects:

(a) To afford contacts with occupational practices and conditions which will enable the individual to choose an occupation suited to his abilities and interests.

(b) To give effective vocational training of a preparatory type through the cooperation of the schools, parents, and employers of employed part-time pupils

(c) To provide a basis for obtaining work and making progress therein for those who plan to seek employment on graduation from high school

(d) To provide a much wider range of training experience than would be possible if all the training were given with the school

(e) To bridge the gap between classroom theory and occupational practice by providing a laboratory for acquiring work experience as well as organized instruction in a specific field

(f) To train individuals in desirable work habits

(g) To develop in the individual desirable attitudes, habits of conduct, and of dress and grooming

(h) To develop ability to get along with workers who are actually engaged in production

(i) To provide a basis for more intelligent selection and pursuit of a future occupational or educational plan of training

The cooperative plan does not close the door to further educational advancement. If the trainee desires to earn funds to finance his college education, this experience will make possible his entering promptly and intelligently upon employment for this

purpose. Further, this laboratory training may prevent costly waste of time for the student in college: he probably will be sure what occupation he will follow, because he will already have discovered his aptitudes.

I have just come from the celebration of Community Day at Florida A. and M. College. There the faculty and student body ^{are} ~~is~~ endeavoring to intergrate town and gown -- the world-a-day world and the college. They are interested in helping students and graduates to get themselves adjusted into the economic life of the local community. Such a relationship is absolutely necessary for all types of educational institutions. The earlier these contacts are made, the better they are for youth. There always has been much virture to enlightened programs of apprenticeship in various trades. A period of internship in any field gives the learner a real chance to see what he really needs to know in order to measure on a job. There is no lost motion. Going to school is duly motivated. Compulsory school attendance became less necessary.

Many of the leaders of our city earned their way through high school and college. They learned much that was valuable to them in their later life. In fact, many such persons admit that their education was made more meaningful because of the outside vocational contacts.

Life gives its own grades in rewards for work well done. Its grading system is impartial and oftentimes its marks are written in sweat, blood and tears. Experience teaches a dear school but its graduates can stand the test of time. It will be an interesting experiment to compare the achievements of graduates of the DCT ^{Program} ~~graduates~~ with other high school graduates five years after. Too many theoretical school graduates have so much to be unlearned before they get going. Learning on the job can be quite economical to all concerned.

Annually the D C T Club of Lincoln High School has held its employer - employee banquet. They have been occasions of interest and enjoyment. All who are fortunate to be invited accept and look forward to a repeat invitation. Much is learned by the group with respect to what has been accomplished.

Allow me to close with a choice ^{list} ~~list~~ of prose that I read recently:

To perceive and remember facts, that is KNOWLEDGE

To consider them together and find a meaning in their relationship that is REASON

To understand that meaning and apply it in work, problems to be solved, responsibilities to be met, and the living of each common day, that is WISDOM

May the students in D C T gather knowledge and reason along the way to wisdom and work and wages.

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Among the DCT Club of Lake Hill School has held its employment - ephemerous banquet. Many have been occasions of interest and enjoyment. All who are fortunate to be invited guests and look forward to a repeat invitation. Much is learned by the job with respect to what

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Allow me to close with a short
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Colby

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