

Voices from the Past

# The Career Development Program at Madison High School

Interviewees: Ross Clements and Mary Lee Byrnes

February 7, 1983

## Tape #64

Oral Interview conducted by Harold Forbush

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Brigham Young University- Idaho

Harold Forbush: ...Ross Clements, who is a counselor at the Madison High School located in Rexburg Idaho and is being conducted on the early morning of the 7<sup>th</sup> of February 1983 as we attend a computer exposition at the high school, as it relates to the employment opportunities, career opportunities whereby student may be made aware and given added knowledge concerning various employment options, career options.

HF: I have Mrs., what's the first name?

Mary Lee Byrne: Mary Lee.

HF: Mary Lee Byrne, B-y-r-n-e who...well, what is your official capacity here at the Madison High School Mrs. Byrne?

MB: I think they call me a career technician.

HF: And what does that mean?

MB: Well, that means that I keep track of the kids—out on their jobs, arrange the sites for them, make sure they're where they're supposed to be, keep track of 'em.

HF: Now this is between the school and the community?

MB: Yes.

HF: The community, the businessman has indicated his interest in a high school student to come down and learn about oh selling shoes, for example?

MB: Yes.

HF: And are there many of your students here at the high school involved with this program?

MB: We have 29 enrolled right now. We had about 60 that were interested in the course, but we could only handle that many.

HF: Now where does the computer have its part in the program?

MB: We have a registry of all the sites that are available to us in the community and we have put that on a computer so that we can sort out the hours that a business will let a student come and match it up to the hours that the student has; that he can work it into his schedule. We also have a subscription to the Guidance Information Service, out of a computer in Idaho Falls, where we can take either an occupation that a student is interested in; we can find out the job description, the salary for that job; what the employment potential is; the aptitudes and abilities that are needed for that job; related occupations that they might be interested in. And we can do the same thing with them

with colleges. And then one other aspect of that service is that we can find out what financial aids are available to the students, either scholarships or loan programs.

HF: Fabulous. Well, now to age you then, you have in carrying out this program you have a career center physically located right here at the high school.

MB: Yes.

HF: And the youngsters come in here and all the activity pertaining to this program is focused right here?

MB: Right.

HF: In the center?

MB: That's right.

HF: And you have some computers in this center, do ya?

MB: We have one Micro Computer.

HF: What type of a computer is it?

MB: It's a Franklin.

HF: It's a Franklin Micro Computer. Those are the tiny ones aren't they? The small ones?

MB: I guess so, yes. I don't know about computers!

HF: I don't know much about the hardware either. I'm just trying to learn from you. But maybe Ross can tell us about some of these things. Well this is a tremendous program that can have a far-reaching effect for the student.

MB: We're excited about it. I think its going to be successful.

HF: Thank you so much.

MB: You bet!

HF: Alright now Mr. Clements, you're a counselor here –

Ross Clements: Yes

HF: Of course, I mean that's your primary function

RC: Yes.

HF: But you have some other assignments and one of those is this Career Center?

RC: Career development is really my major assignment here at the high school.

HF: And what is happening here in that regard?

RC: We have about six or eight different thrusts. One, is you were just talking to Mrs. Byrne about the community based career expiration, we also have work study. And then in the career center we've tried to make information available to students so they can explore careers, and also, you know, explore their own selves a little bit so they can—

HF: Do you occasionally invite some of the business resource some of the community come and give 'em a lecture on say selling or merchandising or whatever it might be?

RC: Actually what we'd like to do is have them come at noon like, oh, we had Maureen Harris from the college come and meet the nurses, the prospective nurses. And we'll just have a little, oh kind of a brown bag activity, in the career center at noon for them to see. We'd like to have someone come from the community and talk to the kids that are interested in every area like that Harold.

HF: Law, medicine, the professions as well as the trades.

RC: Beauticians and you know the whole ... And then oh we thought maybe another area might be that they could come to classes. I mean, like an engineer to the math group, and that's another thing we need to explore a little bit.

HF: And then according to Mrs. Byrnes you have a terminal here that funnels in materials—

RC: A computer.

HF: A computer out from Idaho Falls.

RC: Yes. We've brought into their time share.

HF: I see.

RC: It's a Guidance Information Service. And she told about that a little bit.

HF: Right, right. Well this is tremendous. We'll I won't keep you I know you have immediately to go on with your program this morning and I have a need of getting out of here about 11 o'clock if you would keep that in mind. Thank you.

RC: ...closure to the community based exploration program here in Idaho Falls that we have just adopted this kind of lock, stock, and barrel, the same as what they have been having down there. Well, this is six or seven years?

MB: Seven years.

RC: Seven years that they've been doing this, and we'll let Mary Lee talk about that a little more after we show you this.

Mb: Do you want to get the tape recorder.

RC: Oh yeah.

Film Projector: The opportunity to explore businesses and professions through actual on the job experience is available to high school students in Idaho Falls School District 91. Too many students leave high school without knowing what they want to do for a living. It is difficult to make a career decision if they only hear or read about careers. The student who has had a chance to learn about careers will be highly motivated to succeed in classes which he sees as relevant for a job. Many students are apathetic about school. Meaningful career experiences could increase their interest in school, thus preventing poor classroom attendance, discouragement and dropping out. Students who may desire a greater variety of experiences than are available in the classroom can make a community based learning experience challenging and successful. And any student through an individualized program benefits from learning more about the world of work before making a career decision. The community based career experiences program in Idaho Falls and Skyline High Schools provides a unique, highly effective and economical approach to career education. Essentially the project combines its community exploration component together with the school career guidance component to help students make a more realistic career decision. The program is staffed by a career education technician at each high school. This person coordinates the exploration phase of the project. The high school counselor assumes the career guidance role and provides not only individual counseling, but also group career guidance seminars on a weekly basis. The program is open to any junior or senior high school student interested in earning additional credit outside the classroom and we can meet the requirements of transportation and dependability. With the cooperation and supervision of businessmen and professionals in the community, the project allows students to explore without pay a broad base of career options. Students spend approximately two hours a day, four days a week at their community exploration sites. Length of placement varies and is determined by the employer with some placements lasting four and a half weeks, nine weeks, or a semester. About entry to the program students are personally interviewed by the career education technician and are given the opportunity to select creative experiences based on individual interests. There is a one week period of instruction at the beginning of each semester. During this time, initial interest testing is given to students along with the introductory instruction and career decision-making to help them select their first placement. After the selection is made, the student completes a research form on his or her selected occupation. Information is available to the student from a variety of sources.

The student then arranges an interview with the prospective employer before making a commitment to select the site as an exploration placement. Interviewing with the employer gives the student a chance to analyze the actual available opportunities at the career site. It is also a chance for the employer to determine the adaptability of the student. Upon acceptance the student begins his exploration. A unique feature of the program is that students have the opportunity to plan their own activities for their on the job experience. The plan is reviewed by the employer and technician. If approved it stands as a contract. Students record their reactions to their experiences in a journal where they can relate the activities, attitudes, and feelings. The journal is reviewed weekly by the technician. And contents can be used as a discussion basis during wrap up sessions which are held between the technician and student once each exploration period. The career technician visits each learner on his or her job site at least once each exploration period to determine the student's progress toward his contracted goals and telephone contacts are made weekly with the employer to also determine student progress and attendance. Students are given the opportunity to receive career guidance through individual counseling sessions as well as weekly group seminars directed by the school counselor. Part of the curriculum involves activities in self awareness, decision-making skills, job awareness, job training, and other related career information. These sessions provide students the opportunity to bring together that which they have learned about themselves, various occupations and the inter-relationship between the two. At the conclusion of each placement the students and the employer evaluate the learning experience. Students are encouraged to change placements each nine week period to broaden their scope of the world of work. For each placement the research, interview, contract material, evaluation and counseling process is implemented and recycled. The ability to make a satisfying career decision is a long term goal of career education. The number of occupations during a lifetime is not as important as the attitude and satisfaction derived from the selected career. Community based career experiences provide an interesting expansion of classroom learning for Margaret Rex as she develops technical skills at KID television station. Learning to read x-rays is one of the experiences James Wong receives in the x-ray department at Park View Hospital. Renee Josephson gains knowledge in cosmetology at [inaudible] Beauty Salon. Staker Photo allows Marty Moore to further explore photography. Rudy Hayes is gaining experience in a third grade classroom at Linden Park Elementary School. Dental [inaudible] provides a means for Sarah Huntsmen to explore a career as a dental technician. Here Betty Wilson logs in commercials at KGBY radio station. After graduation, (PA interruption) at Top Hat Auto Body. Harris Publishing provides a challenging experience for Penny Yoast. At [inaudible] Law is being considered by Pat Hunter as he explores the profession at Luke's law firm. Michelle Biel finds her experience in nursing at the Park View Hospital to be very interesting. Maintenance and instrumentation is a career option being considered by Frank Bell. Jill Carter is enjoying her exploration at Bradley Engineering. Here Berry Canoe gets an overview of the retail grocery business at [inaudible] Foods. Veterinary medicine is a career being considered by Sandy Perkins as she works at [inaudible]. Robert McDermott is learning the newspaper business at the Post Register. [Inaudible] Hospital provides several of the experiences requested by students such as John [inaudible] in physical therapy. Laying out an advertising campaign is a challenge for Renée Miller, in her exploration at Bitman Advertising. Stan [inaudible] learns to handle

handicapped children at the Child Development Center. David Gearman is getting a new experience in biomedical engineering at Pine View Hospital. Becoming a disc-jockey is a career option being considered by Tony Armstrong, as he works at KPVI radio station. Doug [inaudible]'s exploration is in mechanical engineering at Energy Inc. The Bank of Commerce is just one of the sites that Jackie [inaudible] is interested in exploring. Working with the elderly at Good Samaritan Nursing Home has proven to be a rewarding experience for Tracy Mortenson. At KG Men's Store (PA interruption) learns about the retail clothing business. Furniture upholstery proves to be a challenging experience for Terry Stone. Todd Duncan has had experience in several departments at JC Penny's. Finally, Kelly [inaudible] displays a familiar response to the community based career experiences program. There are over 100 different community exploration sites available for students in Idaho Falls. Those shown are only a few of the many opportunities available. Yes, community based career experiences is an interesting expansion to classroom learning and can provide an answer for the future.

RC: Well that's been exciting, really to get us started here. Chuck [inaudible] he's the only one you don't know, Chuck Porter.

RC: I was quite excited really about this as we started here, as we thought about starting it. But since we got it going Mary Lee... Oh and this is Mary Lee Byrne. Chuck do you know her? Okay. For instance, now Mrs. Byrne took these kids for a week, they registered for two periods. And she brought them in here and gave them all a little...you did give them an interest inventory didn't you? And sort of trained them to make their call to their employer. Why don't you give them a little run down on that Mary Lee, you know more about that than I do. I'd would like to give a couple kind of feelings I have. For instance I helped just a little bit [to] line up a couple of sites. We needed an extra auto body shop. And I stopped into this garage on the highway, Reed Richmond. For instance, Reed said, "I wish we had something like this when I in school." Now we've had several feedbacks like that, haven't we, as we've gone to the employers? Last Friday, now once a week, Mary Lee has them here, they don't go to work, they just go to work four days a week. And then she talks about some of their feelings about their work. I listen to part of it and each one of them gave a little report on their first week. Man, it was positive wasn't it? Except for a couple of places, not one was a little bit bored. Another student, our student body president is going to an optometrist. Well, he kind of feels like that's going to be the same thing kind of over and over again. Mary Lee will you give a little run down maybe on your feelings about it and maybe answer any questions they might have.

MB: Yeah. The first week I have, the biggest thing I found out that kids are lacking in communication skills. They don't know how to pick up that telephone and call and ask for an appointment or an interview. They don't know how to express their feelings. They are afraid to ask the questions that they really want to know. So we went through a little bit of that. I explained the sites to them that we had available so they could choose. [I] told them what they would be doing if they went to that site, say in our clerical area. Let them choose the sites, helped a little with their interviews. In the summer, we have only had one summer since this started, and we went through a decision-making process how you go about the decision-making process, and made them list things that they want to

accomplish, their goals, and write out a plan of action as to how they are going to accomplish it. This I found was something foreign to the kids. They're used to letting things fall as they will, instead of making some kind of a plan, and trying to follow and complete it. We have had good community response. There are a few areas that I would like to have open up that haven't to us yet, but basically it has been a good response from the community. The student response has been very positive.

RC: They've been excited. Now I feel like I haven't seen them more excited about anything.

MB: There are two students especially that when Dr. Wilcox saw were on my roster, he said, "They're shaky. You might not get much out of them." And those two have performed very well for me. There have been a couple others that we thought would do better than they have and they're not quite coming through like we'd like them too.

HF: Mrs. Byrne, those who are primarily focusing in on this, are those students who are academically high or perhaps academically low?

MB: I have both. In fact, I have a broad spectrum of students. I have students who do not excel well in a structured classroom situation at all. I have some with a 3.99 average. I've got some middle of the road students. I really have broad variety, as far as students go.

RC: I think it's quite a cross section of the student body, a normal...

HF: Now the youngster is on the job two hours a day?

MB: For four days a week.

HF: Four days a week? What does that youngster contribute to the employer? He contributes the opportunity exposing the youngster to the career and so forth. But what does the youngster contribute to the employer?

MB: That depends entirely on the site, the supervisor, and the employer: what they will allow the student to do. I have some of them that it is mostly an observation type thing. I have some students that for the two hours they are there they are doing that job. They have the supervisor there with them, but they are actually... I've got two students that are running switch board consoles and for the two hours a day they are there, they are doing it. And as they learn I expect that they will do a little more during the two hours that they're there. That really depends on the employer. For instance, I've got two gals placed with dentists. One of them is doing a little bit, but mostly observing yet in that first week. The other one is already measuring and handing the instruments and measuring the stuff they tap in the tooth. So it depends on the employer, how much they are willing to work with them and what they are willing to let the student do.

RC: Well, for instance, Leon Weatherston in the auto body shop David said he goes down one side of the car and I go down the other side. That kid took the head off an



engine the other day. Are there any other questions? Dwayne, you have a boy now, Nathan Vance.

Dwayne: It kind is, the way I feel about it is it progresses as fast as he's capable. And there's certain degrees of difficulty at the job.

RC: Is he excited about it?

Dwayne: I think he is...

RC: Now, Nathan...

D: He is aggressive, yet...

RC: A little more than the other kids you've had.

Dwayne: Right.

RC: Any other questions about that? I believe that's a good exposure to what the program is. And we've fit it almost exactly the way Idaho Falls is doing it.

MB: Would you be interested in knowing what kind of placements we've got going? We have one that's learning to cut and install and repair glass. We've got one of them as a nurse in the hospital. We have a fellow in the radiology department at the hospital who is learning how to develop x-rays and working to taking patients back and forth. He was excited the other day because they let him help with an ultrasound on a baby and he came back and he was absolutely amazed and telling us about it and all that he'd done. I don't have a student placed but we have sites in purchasing, and a student in printing. We have a couple of students in dental assistant or dentistry, auto body—auto parts. We've got one gal as an animal technician and assistant to a veterinarian, one as a beautician. I've got several in different clerical positions: one's in a legal firm, one's at Rex Craft, one's in an insurance firm. I have two students that are working in computers. Mechanics. I've got an opening in accounting, auto parts, retail sales. I've got to gals who working selling clothing, but their also learning to coordinate fashions using widow displays and things like that. One in food and nutrition. I've got one student with a veterinarian, a couple in elementary teaching, optometry, telemarketing. We have got a broad range for a small community.

RC: Any other questions about that or discussion because we need to move down that agenda a little faster because we need to be through here before the hour's up. The other thing I wanted to show ya is our program with the microcomputer. Now, Houghton Mifflin has a program, they have prepared these files, Idaho Falls has it on their computer and with this one, with the telephone, we go through and we can search their occupational file. There's one on college programs and another one on financial aide. And we haven't learned to do that one to well yet but I believe that... Well there are two ways that you can get into that. And Mary Lee, I don't think we'll bother to show that,

we'll just, in the interest of time...Have you got a printout though on a particular, maybe an occupation? Maybe we can pass that around.

MB: No, but I've got one on a college.

RC: For instance, now Dr. Wilcock is very concerned about the lack of career development that we have at the high school. And this is one reason why I'm here and why we've tried, you know, to get a career center going. This week, we'll go to the juniors and with the computer you can approach that occupational file in two ways. One, you can do a direct search or the other one, which would be if you want information about being an anesthesiologist, then you approach with the computer that way. Then another way is if you don't know what you're going to do, which is about 90 percent of the kids here, then you can go through this little...what page is that on, where the search is for instance, Mary Lee?

MB: For the occupational search it starts on 18, page 18.

RC: If you notice on page 18 there are several things, for instance, data people things. Some kids maybe more interested in a people kind of occupation and they feel that way now because they might be more less gregarious and like to work with people rather than alone. Some people like to work with their hands and with things, or other people who are academically oriented and would like to work with data, you know, or ideas. So that's one approach. Go through a few more of those Mary Lee. There's aptitudes...

MB: To find styles of working conditions you can punch into the computer. If the student wants to work mostly inside, well the computer will kick out all the jobs that work outside. Or a salary range you've got to make a certain amount of money that will kick up everything under that. High school, whether it be, licensing requirements it takes, what the employment potential is.

RC: For instance, it is kind of the same as this needle sort thing that...if you want to work outside, well then you push the needle, you see, through a particular hole here and it sorts out all of the inside jobs. You see the idea on that? The computer's kind of based on the same principle. And one nice thing about it is the kid sits down there, for instance with Mary Lee, and it doesn't come out. See it isn't coming out the way he wants it. You can go back and ask the computer maybe it might be you plugged in to high of a salary, or so on.

MB: You can ask it to check certain occupations and see why that occupation does not show up with your list of choices that you have put in. And it will tell you which of those choices you have put in knock that job out. Then they can see, well maybe I can live with that. We'll go ahead and leave it in and we'll delete that choice and put in something else.

RC: Well, anyway what I was going to say is Dr. Wilcox being quite conscious you know, of the critical need for kids to have some career development, would like to go at least to the sophomores and the junior this year. It's a little late maybe for seniors now, but we'll

go to the junior class this Thursday and we'll give them this career search. Then kids can come in here arrange, you know, when they're available, either before school, noon, or after school or maybe if they take your class, they might be able to come in and then we can plug this information and do a career search for them; which might be a beginning. Now a lot of the kids are searching, a few I might say, wouldn't you, would come in. And I will give them an interest inventory.

## Second Part

HF: ...the career development program at the Madison High School being examined on this 7<sup>th</sup> day of [February 1983]...

RC: ...the juniors this week so that everyone has an opportunity to do that career search. Then if they want to come in here we're not going to force them to come in here. I mean it's like imposing my goals on you but...

Unknown female: Would you have to many? I mean do you have to screen them out or...

RC: We don't know yet.

MB: Applications for the course, actually for the course.

RC: Oh on the course, oh yes. I mean how many did we turn away on that?

MB: With much reluctance they list three teachers. It hasn't been to awfully hard, sometimes...

RC: Kind of fell into place really.

MB: It kind of fell into place because when the kids came in and were belligerent or rude with me, no way was I going to send them out to an employer. That knocked out most of it, the ones that would come in and said, "I want to go do this." And I would say, "I don't have an opening in that." "Well do something about it." You know, or those that would argue with me or something like that. That knocked a lot of them out. Some of them when I would talk to their teachers, they didn't have the skills needed to go into an area that they wanted to go into. That kept some of them out.

RC: A lot of kids came in late.

MB: Yeah, a lot of them didn't pay attention...

RC: A lot of them came in late.

MB: to know when applications were due and that knocked some of them off.

HF: Well, now the 29 that you have involved, are most of those students seniors?  
Virtually all of them?

MB: No. We have both juniors and seniors.

HF: I see.

RC: Sophomores are eliminated.

HF: Okay. But you're going to expand to sophomores?

RC: No.

HF: Oh okay. So it will just be involving juniors and seniors.

Unknown male: How do you inform the students this is going on.

MB: This time I made a flyer and we passed it out to each homeroom class that gave a description of the course, what we would be doing, and how they would need to apply and what some of the areas were we had available. We announced (PA interruption)

RC: ...moved each quarter, I guess there are some exceptions but the kind of the genius behind that is that they have four opportunities in the course of a year to explore in different areas. To get back to this...is there any more discussion on that? Then to get back to the computer and this other occupational information we would like to reach kids who are reticent about coming in here and give them the opportunity to do that search and then they have their number prepared so that when they come in here Mary Lee can go through that quite quickly. And we hope that that might be the beginning of some career development that they may start to think about life after high school. And most kids are just here to graduate Dwayne, I mean that's it. And Denise Riddle, when she was in here, she has to have six classes and pass them all, and one home study in order to make it. She said, now what did she say when she left? "I don't think I'm going to make it?"

MB: "I don't that I can do it."

RC: It's kind sad really that a person hasn't got a goal, that is preparing for a goal. Now my little theory, Chuck, is that if a student knew what they wanted and they'd be taking classes that would enhance you see their preparation for that goal, than school becomes more relevant to what they want and they may do a little better in school. We'd have less undertaking. I don't know.

HF: I had a young fellow in the other day, he wasn't from this immediate community but, he was planning to graduate this spring from high school. He had completed his credits and he was just doing nothing literally, between now and the time he graduated. He couldn't find work, couldn't find a job, so literally he was doing nothing. Now a program, something like this would be very helpful, wouldn't it?

RC: It would.

HF: It would fill in a need and he could go into exploring the types of careers and that semester could be of tremendous worth to him.

RC: Well I am really excited about it.

MB: One thing that I have been able to do in two or three cases when I've had to turn a student down, now one of them didn't have the skills that she needed. She was really interested in a couple sites she'd heard about, so we got her out of some of her Mickey Mouse courses... well that's not a good way to put it is it?

RC: To some kids it is.

MB: But she was a teacher's aide. She was taking easy courses, things that were not going to challenge her. We got her into some English and business classes. So that next year – and she was a junior—and next year I will keep her application and she will get first choice to be accepted into the course for next year. And I think it works. I hope she puts forth the effort.

HF: Let's see now, you have, I think you mentioned Mary Lee, 29 people involved. What did it say that Idaho Falls and that group down there had? They'd been going at it, what four years?

MB: Seven years.

HF: Seven years?

MB: They accept 30 students per high school. We have 30 and one of them dropped. She was accepted as a foreign exchange student in Australia and she needed to work after school and get paid for it so she could earn the money to go. And so we've had one student drop. But Idaho Falls accepts 30 students per high school. So we're right up there with the big league.

RC: While we come back to that for just a minute, in our evaluation of this program, now especially for you Dwayne, you could do it, but for the rest of you we'd like to be alert to praise the program a little bit because I did write in the program that you'd help us to evaluate it. Now if you'd just be apprehensive about any feed back or anything like that, because we ask you for that in the spring. In the spring we will have to select the kids that will be going into this the next fall. We'll have that all line out won't we?

MB: Mmm hmm.

RC: Then I want to get back to a couple other things and the time is running out. Another thing I'm a little excited about, we've only done one, but we had all of the kids interested in nursing come in here one noon hour and Maureen Harris from the college was here,

answered their questions. Now that's about all she had a chance to do was answer their questions. And that turned out very favorable didn't it?

MB: Yes.

RC: And we would like to go through any career that the kids have identified. I was talking you about a minute ago Harold, that they could come in and find out. Now a few kids—when I give them their ACT applications, for instance, if I ever have time I ask them well what are you going to study in college, most of them will say they really don't know. A few will say, "Well I know what I want, but I don't know how to go about it." Well its kind of scary really, I think this one reason why kids don't go on missions. They're afraid. And their also afraid of, you know, a new experience, you know, going to college. For instance, the beauticians, we have a number of kids who would like to go to beauty college; we've already talked to Marvin Gardener, and he'll come over and meet those kids here at noon and kind of appraise them on what they need to do and what they can expect going into beauty school. Now that is kind of our major thrust. Before we meet the next time, and I intend to have it ready by now, but I'll have a complete program of what we want to do. Now for instance, another thing, and we're shooting not for next fall but the next fall, that at the beginning of the school year we would have an in-service workshop Harold. And we would get all the people in the community that are interested at all in career development, and to help the school in career development, meet in a workshop with the teachers. And we would hope that we would have a pretty broad, you know, scope of interest and expertise there. Then when teachers leave that workshop, they would have at least two or more resource people from the community to help them to make subject matter relevant to the real world. Now I think and I was guilty of this, teaching math, I was teaching the textbook instead of teaching kids. And we hoped we could turn that around a little bit, that really our math department would be teaching future engineers and what not, and not just teaching subject matter. And I believe that that will make a difference in our school. Dr. Holloway is our assistant principal here and has some real expertise in this area. [He] worked for the Oregon State Department of Education in this kind of thing conducting those workshops. And he'll work with us on that. I don't believe we'll be ready in time for next fall, but for the year after we hope we can be set up with that. Now what we are looking for on that, and you may be able to help us here a little bit, people... now for instance, merchandising, you fellows might be interested in helping. We had a fellow, the father of one of our athletes, came because he wanted his boy out of baseball. And the baseball coach was putting pressure on him to come into the sixth period select, you know PE program. And as I talked to him, he's sort of a free lance engineer and well he told me that he has written programs like for the high school. But he is very interested in this kind of thing. [He] told me about an experience in Wyoming where here's six boys failed, you know, their math competency in the state of Wyoming, and they put them in a shop class. They all had... that's how the six boys became identified. And the shop teacher taught them math in shop, figuring board feet and the cut of the rafters and so on, to the extent that they passed the following year the math competency high. I can remember a kid in the eighth grade. He was in Mrs. Barton's English class and did nothing. And she assigned him a little research paper. The reason I had him he was underachieving and failing and discovered he like truck driving.

Well I helped him to write a paper, you see, on truck driving and he got kind of interested in that. And I believe that that is what we need to kind of shoot for, instead of just teaching kids and subject matter. Now that's kind of where we are on that. Larry what else did I have on that agenda? I can't remember and I did look at that.

Larry: Number four is follow-up discussion on school community.

RC: Oh yeah. Hey I was excited Larry, when you called for your Christmas party. That worked out good. Now we talked about high school community relations. Chuck mentioned the kids used to.. like the rotary would want a music number or something? We need to get more of this going on. The community based program is going improve I think the high school community relations. Mary Lee have we found one person that we've contacted that has refused. Not very many.

MB: No. But we have had some that had said, no they don't want to participate.

RC: And some can't, you know and they aren't fixed so that they can. But that has been so positive Larry. Well I went out one afternoon and contacted six people and everyone, you know, except one... his dad needed to come back and needed to talk it over. I believe Larry that this will help to improve the high school community relationships, unless we have some negative, you know, like Nathan turns out to be stealing your tools.

Larry: Yeah but that happens anytime. It happens anyway.

RC: Yeah but we need to really be careful of that. And I think Mary Lee has done a marvelous job in starting this program off and in matching the kids with what they like, and the particular site where they go. Now I don't know beyond that do any of you have suggestions. I mean we want to be teachable here. I think that even Dr. Wilcox does, the administration to improve. Even though, Chuck, there has been some negatives, things are going better here at the high school. I would like to get more involved in this community high school relations thing. That turned out favorable too didn't it, the Christmas party?

Larry: I think I told them to come out in service and put on their skit and I'd pay them 50 bucks and I ended up paying them 75 just because I felt like they...

RC: And gave them a bunch of food or something because they were...

Larry: Yes [inaudible] and some Roast and everything else. Just our people, see we had 84 people there that dinner and they couldn't believe it that those things go on at our high school. [inaudible]

Unknown female: Well, what happened?

Larry: We have a store party. We have on every Christmas at Christmas time and we wanted to save funds so I asked Ross if he had a group that was going on a tour or

anything that needed some money, a money raising type deal. And he said, "Yeah, we'll send three or four kids down. The Madison Players, which is a drama group, 12 of them came down and 12 of them worked for three hours, put on their skit, and had them serve us prime rib that we cooked at the store, backed the last that the college baked up and the potatoes that were donated to us. We ended up spending 600 dollars. For 80 people we figured seven dollars a plate and we had entertainment, they were the entertainment with the skit that they put on, that had people rolling in their seats. It was hilarious. And it was really successful. That was the best company party that they've ever been to and the best one that I've ever been in 17 years. It was very favorable. It was less expensive...

RC: But we could do more of that. Now see that's the idea. I was tickled about that Larry and that worked out.

Larry: We've got other things coming up, like Hawaiian days and western days and stuff like that that we might be able to tie some stuff like that into. It seemed like it got them out in the open and taught them what its like, like you said, the real world rather than just going to school. I've never had an employee that knew how to figure gross profit [inaudible] that when you teach them they find out they already knew it but they didn't know how to apply it. That's what we're after: teaching the student how to apply what they're learning. I think that's what we're after is trying to teach them with something in mind. Some basic background, a way to apply it, that's what we don't teach.

RC: That's right.

Larry: Just like you said, we're teaching the text instead of the students.

RC: That's right, instead of teaching kids.

Larry: I was math major and I had to learn how to figure gross profit problems. And I majored in math in college and, you know, when I decided to use Albertson I had to really think about "how do I do this?" And I had to sit down and figure it out. So I can relate to the program.

RC: The reason I put this item on the agenda is that I want to follow up on this community high school relations thing to improve that. And Chuck, you had strong feelings for that. So you heard Randall Shirley here. These kids are talented and in that area, I think that we can get back a little bit the way we used to be. Is there any other discussion on that?

HF: I would just like to share, Ross, my exposure, of course Ross came through the Rotary Club heading a youth service and of course we thought about a member of the Rexburg Rotary Club that might be a resource, any employers who might like to invite their business to be the site where career exploration to go on and so on.

RC: Field Trips.



HF: Field trips or something of this nature, and that we're I came into it. But I have personally benefited from a program that Rick College has had for a number of years on a little higher level, and that's that work study program, wherein I invite a student who wants to go into the legal profession to come down and help me. Well I've tried to make it a two way street as it were, wherein I would receive the benefit from that student and that student would receive a benefit from the court. And the way this works, I have that student read to me the advance decisions coming from the Supreme Court and the court of appeals of Idaho. They learn a vocabulary, they are exposed to legal vocabulary that they've never had before, but they're going to have to be exposed to it. And they have this opportunity of vastly improving their vocabulary. I endeavor to introduce them to attorneys in the community. They have an opportunity to observe court procedure and contested matters and I'm benefited and I think they're exposed to that career which they hopefully pursue. And I'm sure that's what this is all about.

Unknown Male: There's another kind of thrust really.

RC: Now, well we've run out of time pretty much. Mary Lee, anything else that you want to say.

MB: No.

RC: We would like to depend on a committee a little bit on our evaluation in the end of your program. Before our next meeting, and I think maybe like every other month might be alright, I will send to you a copy of our career development program with all our goals. Then you can maybe give us a little more feedback on how we can put it all together. Chuck, we haven't heard much from you today.

Chuck: Not much to say. I generally talk to much.

RC: The Monday morning seems to be the best, doesn't it perhaps? Then plan on about two months from now. And Dwayne, lets hope that Nathan works out.

HF: I'll give you a little hand on that.

RC: Any other discussion?

HF: I'm promoting his interest.

RC: Larry? Oh, one other thing Linda, we did a few referrals now. For instance, Hudson's called and they wanted a junior boy. I mean they would like to have continuity, and I think that we satisfy them. A lot of kids need help in finding employment. This is another thing we might do in the career center is get involved a little more in employment service. You might help us in that area. Well, I'm going to adjourn the meeting.

The forgoing proceeding occurred in the high school, the Madison High School on the 7<sup>th</sup> of February 1983. Many voices were heard: persons of the business world in Rexburg

who are and have invited high school students to come to their businesses and explore the feasibility of studying and pursuing a career in that particular business. It's an exposure experience for the students and the business men are cooperating those at the high school, including the principal and the vice principal, are promoting this idea of career development program at Madison High. It's a story of what computers and how they're used and how our programs on the secondary level are endeavoring to cater to the needs of our young people. A worthwhile endeavor indeed.