



was so successful that it was funded again under E. S. E. A. Title I for a complete, five-night-a-week summer program. This summer session enrolled nearly three hundred pupils and eighty of them were presented with diplomas in an August graduation ceremony.

A curriculum innovation at East Evening High School was called Employment Preparation. It prepared students to gain entrance to community businesses through studies of employment opportunities in heavy industry, manufacturing plants, distributive agencies, and transportation companies. A teacher was assigned to each of these four categories, and fifteen students were enrolled in each group. The teachers arranged two field trips a week to local industries related to their particular category. The students met with personnel managers in these plants. They learned what was required to gain employment. They toured the factories or stores and saw how they actually operated. They talked to people employed in all levels of job classifications.



Regular classes were held at East on the three remaining nights of each week. Here the students discussed what they had learned from their trips about occupations and what preparation was needed. Academic courses were then modified to these needs. English courses, for instance, were directed toward report writing, composing effective business letters, interpreting bulletins, and improving speaking skills, all of which would be useful to future office employees, secretaries, foremen or salesmen.

History classes concentrated on studying the labor union movement, social legislation, and voting laws. The operation of cash registers was taught, along with the mathematics of making change, computing sales tax, and figuring single costs of items priced in multiples.

Every effort was expended to make the instruction offered meaningful to the individual student in his quest for a place in the world of work.