

In Milwaukee's vocational-technical school, the boys in the print shop learn some computer technology, the setting of "hot" type, and the mysteries of the offset press.

AIRPLANE OVERHAULED

In Portland, Ore., a complete airplane is overhauled each year and then test-flown by the instructor; in Helena, Mont., prospective airplane mechanics also work toward a pilot's license.

Vocational educators are standing a little taller these days. They like to tell you how qualified they are academically—if they are—and how little academics really means if they aren't college graduates.

They are still defensive. And they are ashamed of those industrial arts programs which still limit girls to sewing up aprons and boys to making book ends.

Vocational educators argue among themselves about the relative merits of including vocational subjects under the same roof with precollege programs, of having the students do production work, of separate schools for boys and girls, of requiring teachers to have "X" number of years in a trade, of the type of academic program which should complement the shop work.

WORKING TOGETHER, NOW

But by and large vocational educators are working together in this new climate of interest to bring schooling for skills into the 20th century.

The next nine articles in the series, which will appear weekly on this first page of the second section, will pinpoint exciting new programs, and report on some of the new spirit of interest in education for immediate employment.

That makes schooling for skills schooling for jobs.

[From the Christian Science Monitor, June 20, 1967]

BENSON POLYTECHNIC TURNS NO-NONSENSE LEARNERS INTO CAPABLE DOERS

PORTLAND, OREG.—To Portlanders, Benson Polytechnic High School means vocational education plus. Benson teaches learning for doing. But its community and regional significance extends far beyond instruction in mechanical skills. Benson means:

A 100 percent record over many years for placing its graduates in college or a job—prior to graduation.

A sensitive alertness to the needs of local industry.

Lifetime job placement service for Benson graduates.

These are some of the reasons why—at a time of accelerating change in the job market for skilled and semiskilled workers—Benson is more than prepared to cope.

The Benson image also is firmly founded on high entrance standards, a rigorous course of study, a fine reputation in the community, highly skilled teachers, and the latest vocational and technical equipment.

EXAMPLE FOR OTHERS

Benson is, without doubt, one of the most outstanding technical high schools in the United States. What Portland has in Benson is, possibly, what every city should have.

If vocational schools are thought of as the dumping ground for the academically weak and socially unacceptable, then they can't begin to perform a needed service to students or community. Benson overcomes this problem by combining in one school the most outstanding boys in the City of Portland who score high in math and science, with other boys who are headed for immediate employment in a trade.

Boys who enter Benson's four-year preengineering course must complete the eighth grade with achievement scores at least two years above average. They must have earned the commendation of their teachers, and must show exceptional aptitude in the sciences. These boys make up approximately half the student body of about 2,000.