

function. Other instruction includes the servicing of different engines, both gasoline and diesel.

During his final year in high school, the prospective service-station attendant learns proper salesmanship techniques and how to deal with the public. Here his training is taken, in part, in the distributive education division. He goes to the office skills personnel for help in simple and double-entry bookkeeping, and back to the auto mechanics shop for detailed information about the products sold in most service stations.

For example, he is taught the difference in composition between a standard and a premium tire. He is shown how different batteries operate, how they are made, and what constitutes "life" for a battery.

His chemistry instruction goes into paints and polishes, fuel viscosity, and a breakdown of lubricants.

All the boys in the course can elect a work-study program which allows them some on-the-job training after school and during vacations.

So far, Mr. Sturm reports, all graduating students have been placed in service stations, and all employers report satisfaction.

OPPORTUNITY OFFERED

It is expected that some of the boys will return to the vocational school to study auto mechanics more deeply, that others will want to major in auto body work, and that a few others will want to get further help in the operation of a small business in the hope of owning and operating their own service stations.

The girls who come to the center to learn office practices already have taken typing and possibly shorthand in their home high schools. But the center offers them the opportunity to become specialists and to pass rigid examinations in specific office skills.

In accordance with standard business practice, the girls work at desks similar to the "stations" they can expect to encounter when they become wage earners. They use electric typewriters. Each desk has its own telephone. And each girl moves through assigned tasks at her own pace monitored by a teacher.

At some time during a morning of work, a downtown lawyer may call and ask for a girl to take a letter. The switchboard operator, a student in training, flips to the phone of a girl training to be a legal secretary and to the instructor. The lawyer interrupts the girl's morning routine, dictates the letter, and then hangs up.

NOTICE ATTRACTED

The student is expected to carry out the instructions to the teacher's satisfaction and the letter will be sent downtown for the lawyer's approval and signature. The same girl will learn to take dictation from a variety of machines containing several different types of voices, all dictating at different rates of speed.

Every program at this exceptional vocation school is worked out with the same creativeness and sense of purpose.

Not yet a year old, the center is already attracting countrywide notice for both its design and its innovative curriculum.

One of the counselors, a woman who was in on the year of program planning before the school even opened, told me that she had never had a more rewarding time.

Another Clark County school official said that a top notch English teacher from one of the academic high schools was moving to the vocational center. He said that she was so thrilled by the philosophy of combining academics with vocational experience that she doesn't want to be left out.

Certainly this multimillion dollar school pulses with Mr. Sturm's philosophy. Not only is the building magnificent and architecturally exciting, but the teachers are exciting. The classes are stimulated, the teaching dedicated.

Mr. Sturm denies vehemently that this type of education is any less respectable than a strictly academic diet. In fact, he maintains that the practical applications of chemistry, mathematics, English, and physics required for a boy to learn the ins and outs of properly servicing and overhauling automobiles and other machinery is just what academia needs.

"We act like tin gods when we tell the nation that we are serving the boys and girls when we give them a purely theoretical education," says Mr. Sturm. "But we aren't serving them. We aren't even exciting them about learning."

"Vocational and academic education must work together. It isn't one or the other. It is both."