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Projected curriculum for Milwaukee public school students enrolled in the occupational adjustment program at Goodwill industries

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PROJECTED CURRICULUM FOR MILWAUKEE PUBLIC SCHOOL
STUDENTS ENROLLED IN THE OCCUPATIONAL
ADJUSTMENT PROGRAM
AT
GOODWILL INDUSTRIES

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION
(EDUCATION OF MENTALLY HANDICAPPED)
AT THE CARDINAL STRITCH COLLEGE

Milwaukee, Wisconsin
1972
This research paper has been approved for the Graduate Committee of the Cardinal Stritch College by

[Signature]
(Adviser)

Date May, 1973
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CHAPTER I

Introduction

At Goodwill Industries, located on a 42 acre site with 200,000 square feet of space available for its programs, students in the Milwaukee Public School System as well as other clients are evaluated, observed, supervised and counseled. The instructional design for the student is not predetermined but is rather a curriculum dictated by the student himself and the area instructor in terms of the student's needs.

Students are recommended for classes from educable retarded and trainable programs by teacher-counselors throughout the city. Instruction is flexible and is dictated by student needs. The hub of the program is built around the supportive personnel of Milwaukee Public School teachers-counselors, Goodwill counselors and Goodwill area training supervisors. This group must work in unison with each student to ascertain:

1. The learning level of the student
2. The skill the student wants
3. The skill the student can perform
4. The new skill to be mastered.

This team of professionals must also bring creativity into this program to reinforce the instructional design and the vocational skills taught.
These vocational skills are readily available to the student at Goodwill, and can be taught to him on a basic educational level with which he can identify. Flexibility within the physical plant and on-site vocational training are the answer to concretizing the learning process. Students are released from vocational assignments for an hour each day for classroom instruction.

Briefly stated, major goals at Goodwill are:

1. The development of the vocationally handicapped individual to his highest potential level of physical, psychological, social and vocational functioning in preparation for higher level vocational rehabilitation services and/or independent community living and independent competitive community job placements.

2. The maintenance of the vocationally handicapped individual's current level of physical, psychological, social, vocational and spiritual functioning to prevent regression to more dependent levels which require increased welfare and institutional support.

Upon completion of the program, Carnegie units, which replaced credits as of September, 1971, are given to the students. These units are received from their home school—Custer High School, Madison High School, West Division High School and seven others—and from the Milwaukee Public School teacher-counselor at Goodwill Industries. In order to graduate, a student must have earned a minimum of eighteen units in ninth through twelfth grades. Upon completion, the home school will include the total units in the student's scholastic record; then issue a diploma.

1Goodwill Industries, Milwaukee Area Inc. Rehabilitation Services (Milwaukee: Goodwill Industries 1972), Intro.
CHAPTER II

Prescribing for Clients

For lack of a better term, the author coined the phrase "Prescription Education" to explain the use of a variety of vocationally-oriented learning materials. These include filmstrips on tools used by the home mechanic, pictures of students on-training, vocational and consumer education materials. Vocabulary training is tailored to include words the student needs on the job.

Prior to prescribing for the clients, several diagnostic techniques--including WAIS, Purdue Peg Board--are used for evaluation purposes. The evaluation period averages three weeks or fifteen days, depending upon full day or half-day attendance. Such factors as self concept, tolerance, reaction time, aptitude, dexterity, interest and functional aspects of the client which manifest through interviewing and evaluating techniques are combined with a review of family background, educational history and other available information to outline a plan of approach in determining the proper adjustment of the student.
Social living adjustment is vital to the students' well-being. Furthermore, all society has a stake in the obligation to provide conditions with which they can cope. There is a small but growing recognition by society that retarded children can be helped. Many retarded persons are today in institutions or on relief who might have been helped by rehabilitation facilities. Mental retardation through neglect by society extracts a great price from all of society.\(^2\)

Within the framework of one hour classes, some few activities of a social nature can take place. However, the telephone company has an interesting series of films, filmstrips and recordings which can be utilized to advantage. Learning how to check the time and weather by phone can prove to be an interesting project as well as a beneficial one. Asking for and giving important directions, which are recorded on cassette tapes and played back to the student, can be a profitable learning experience.

Goodwill Industries has a scheduled program of different social and recreational activities scheduled for each Tuesday night and Saturday morning. These activities include dancing, lifetime sports, weekend cookouts, camping, field trips and informally meeting other students.

Pre Vocational training is geared toward helping these students unable to cope with more advanced programs adjust to

their role in the community. Direction is divided into two broad areas: personal adjustment for the mentally retarded; work activities center.

Personal adjustment is designed for those with severe mental retardation. This program aids in adjustment to satisfactory levels of social, personal and vocational achievement. Following such achievement they can, conceivably, progress into the next program—Work Activities. This is designed for the student unable to adjust to work; he is referred by his counselor after consultation with all persons concerned with his training. As a person goes through the program, he becomes able to adjust to work activities, spending less time on social and personal adjustment. If he is unable to improve his adjustment, he may be recycled through the program.  

3Goodwill Industries, op.cit., p. 3.
CHAPTER III
The Curriculum

Sometimes curriculum improvement is like putting a jig saw puzzle together; it is easy to get so concerned with troublesome parts that the overall picture is lost. At the same time seeing relationship of pieces helps to establish the design which leads to ultimate solution...There are many steps, but there is a relationship which should help bring order out of confusion.

The major task of our program is to develop a curriculum and follow through on a program of instruction. Individualization begins with (1) the student as the center of concern and (2) the process by which a child learns. This calls for relating to the student's needs, rather than to his disability. For education to be special, it must relate to the whole child. Cognitive material should not take precedence over the affective. Interpersonal relationship can be taught and involves the whole range of human emotions--joy, pain, failure, success, feeling of belonging, isolation. A variety of learning resource materials need to be developed if the teacher is to individualize his approach to the student. Our concern

should be what happens to the student, what type of job he pursues and what kind of life he has in society.  

Other goals, such as social activities, communication skills and ability to enjoy leisure time—all essential to a full life—are frequently indirect aims of our programs. As we analyze more carefully...the behaviors we desire, we will revise our programs, and it is in this sense that accountability will be a key concept in this decade.  

Student performance has always been a concern of educators, although this concern has taken on many forms in the past. Interest in behavioral objectives as a means of moving a student from one behavioral pattern to a better one as a means of classroom achievement is not new. Neither is this interest merely a response to demands for accountability. It has been known that clear directions must be established so the learner knows what he must do. He must understand before he begins a task the standards by which he will be measured when it is completed.  

Basically, a successful objective is one that spells out the teacher's intent to the student. The fewer alternatives to the major goal, the better the objective. Terminal behavior must be identified; important conditions must be indicated, and the degree of acceptable performance must be

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specified. Simply stated, objectives are symbols and groups of words communicating desired outcomes.\textsuperscript{8}

Not only is it important to have behavioral objectives to determine outcomes, but also for the purpose of allowing the student to gauge his progress. Through the use of objectives, the student is given an opportunity to improve his self concept as he moves through the program. The fact that both student and teacher can measure levels of proficiency puts behavioral objectives in a place of prominence.

Often a student can perform a work-related skill with some dexterity but lacks the ability to perform in reading, computational skills, or following directions when left on his own. When this is the case, a student enters the Basic Phase Program, which is instructional in nature.

Basic to all Training Areas is the student's ability to listen, speak, write and read—if only to a minimal degree—so that he can reinforce his knowledge to utilize the tools of his trade. Reading plays an important role for it is important to meet reading skill needs of the EMR adult: locating numbers and names; recognizing street signs, bus names, groceries, shops and warning signs. He needs to make out bills, read simple instructions, fill out simple forms. Before beginning actual reading instruction, the student needs a feeling of confidence and self-worth.

The more activity involved with an instructional unit, the

more meaningful the results. Investigations have found no one best method; the principal recommendation is that it be individual. 9

The Basic Phase Program utilizes reading in many forms, depending upon the individual needs of the student. Reading is also reinforced by many other projects and activities.

In the Training Area of the occupational adjustment program there are eight divisions available: Clerical, Food Service, Furniture, Maintenance, General Mechanics, Graphic Arts, Electrical and Laundry. Along with the remedial and continuing education, many other services are provided to enrich the program for the student. These include counseling, medical service, recreational and developmental activities. 10

Although pre-determined lengths of time are built into the curriculum, completion is up to the student; he may take more or less time. Basic Training is instructional, and the student, upon completion, moves into advanced training of on-the-job task.

The entire curriculum is flexible and the student may move from Basic Phase to Training. If he is in need of more training, he returns to Basic Phase and then again to Training. Some may even spend as much as a year in the Basic Phase.


The following pages describe a curriculum with specific objectives. This curriculum provides suggested materials and their sources used to reinforce the objectives.
BASIC LEARNING PHASE: Reading

SPECIFIC AREA: Learning the Alphabet

OBJECTIVES:
1. To identify letters of the alphabet.
2. To construct combinations to form words.
3. To match words with pictures.
4. To correctly copy words from model.
5. To identify words from Dolch Word List.

PUBLISHED MATERIALS:
4. *Dolch's 220 Sight Word List*. (See Appendix)

TEACHER MADE MATERIALS:
1. Alphabet on cassette tapes.
2. Alphabet on Language Master Cards with kinesthetic effect.
BASIC LEARNING PHASE: Reading

SPECIFIC AREA: General Word List

OBJECTIVES:

1. To point to basic words from Dale D. Johnson's word list.
2. To correctly copy words from list.
3. To read words from the list.
4. To combine words and groups of words.

PUBLISHED MATERIALS:

BASIC LEARNING PHASE: Reading and Speaking

SPECIFIC AREA: Vocabulary Development

OBJECTIVES:
1. To match list of available jobs by letters in workbook "Jobs From A to Z".
2. To list and recite available jobs in alphabetical order.
3. To compare jobs.
4. To contrast jobs.

PUBLISHED MATERIALS:
BASIC LEARNING PHASE: Reading

SPECIFIC AREA: Application Word List

OBJECTIVES:

1. To differentiate between words on Language Master Cards.
2. To recognize words on word list.
3. To identify words and groups of words from given sections of application forms.
4. To correctly fill out an application form.

PUBLISHED MATERIALS:

Forms furnished by business and industry.

TEACHER MADE MATERIALS:

1. Prepared list from 40 application forms from the Milwaukee area. (See Appendix)
2. 84 words on Language Master Cards.
BASIC LEARNING PHASE: Consumer Education

SPECIFIC AREA: Self-Budgeting Practices and Purchasing

OBJECTIVES:
1. To identify items in budget.
2. To list cash outlay for each item.
3. To compare products and services.
4. To solve real life problems.

PUBLISHED MATERIALS:
BASIC LEARNING PHASE: Arithmetic

SPECIFIC AREA: Addition and Subtraction of Whole Numbers

OBJECTIVES:

1. To emphasize that numbers may be added in any order without affecting the sum.
2. To count cardinal and ordinal numbers.
3. To solve oral addition and subtraction problems.

PUBLISHED MATERIALS:

BASIC LEARNING PHASE: Arithmetic

SPECIFIC AREA: Diagnostic Approach to Addition, Subtraction, Multiplication & Division

OBJECTIVES:
1. To diagnose weaknesses in math.
2. To provide written numeral examples of addition, subtraction, multiplication and division.
3. To arrange amounts of money from smallest to largest.
4. To write correct amount represented by groups of coins.
5. To differentiate common denominations of currency.

PUBLISHED MATERIALS:
1. Computational Skills Development Kit, SRA, Inc., 259 East Erie St., Chicago, Ill. 60611.

TEACHER MADE MATERIALS:
1. Addition, Subtraction, Multiplication and Division Flash Cards.
BASIC LEARNING PHASE: Occupational Education

SPECIFIC AREA: Job Interview

OBJECTIVES:

1. To determine student job preferences.
2. To discuss preliminary procedures of the interview.
3. To respond orally and in writing to questionnaire.
4. To play role of both interviewer and the person to be interviewed.

PUBLISHED MATERIALS:

3. Wisconsin Telephone (Milwaukee) Educational Division.

TEACHER MADE MATERIALS:
Questions That May be Asked During Job Interviews.
List devised in Vocational Rehabilitation course at University of Wisconsin (Milwaukee), summer of 1968. (See Appendix)
BASIC LEARNING PHASE: Driver Education

SPECIFIC AREA: Wisconsin Motor Manual

OBJECTIVES:
1. To identify common traffic signs and words.
2. To develop a positive attitude toward the use of an automobile.
3. To identify the rules and regulations applicable when driving an automobile.
4. To compare various conditions when driving a motor vehicle.
5. To write an examination.

PUBLISHED MATERIALS:
   (See Appendix)
BASIC LEARNING PHASE: Driver Education

SPECIFIC AREA: Wisconsin Motor Manual (continued)

OBJECTIVES: 

PUBLISHED MATERIALS: (cont.)


TEACHER MADE MATERIALS:

TRAINING AREA: Clerical

SPECIFIC VOCATIONAL SKILL: General Clerk (209,388)* and Sales Personnel General (289,458)*

OBJECTIVES:

1. To operate adding machines.

Subskills:

(1) To learn how to replace paper in the machine.

(2) To memorize keyboard.

(3) To punch keys with accuracy.

2. To fill out clerical record forms.

3. To write alphabetical lists of customer and other filing information.

4. To simulate customer and clerk relationships.

5. To list and identify desirable work habits.

PUBLISHED MATERIALS:

1. Adding machine.

2. Alphabetically named IBM cards.


5. *Pre-Vocational Work Study*, by Hudson and Weaver, Mafex Associates, Inc.

TRAINING AREA: Clerical

SPECIFIC VOCATIONAL SKILL: Stockroom Clerk (223.387)

OBJECTIVES:

1. To differentiate between shipping and receiving forms—requisitions and invoices.
2. To write numbers in sequence from memory.
3. To construct a stockroom.
4. To identify codes and symbols.
5. To type.
6. To use adding machine.

PUBLISHED MATERIALS & EQUIPMENT:

1. Sears, Penneys and Wards catalogues and order blanks.
3. Goodwill shipping, receiving, requisition and invoice forms.
4. Typewriter.
5. Adding machine.
6. Cassette player and recorder.

TEACHER MADE MATERIALS:

1. Numbers in sequence on cassette tapes.
TRAINING AREA: Clerical

SPECIFIC VOCATIONAL SKILL: Cashier (299.468)

OBJECTIVES:
1. To identify size and value of currency.
2. To make proper change from bills and coins.
3. To read Wisconsin retail sales tax chart.
4. To demonstrate proper operation of adding machine.

PUBLISHED MATERIALS:
1. $15.00 in coins and bills.
2. 4% Wisconsin Retail Sales Tax Form, Wisconsin Department of Revenue, Madison, Wisconsin.
4. Adding machine.
TRAINING AREA: Clerical

SPECIFIC VOCATIONAL SKILL: Bookkeeper I (210.388)

OBJECTIVES:

1. To use typewriter and adding machines.
2. To compile a list of terms used in bookkeeping.
3. To differentiate per cent from percentage.
4. To differentiate between debits and credits.
5. To demonstrate the use of a tax table.

PUBLISHED MATERIALS & EQUIPMENT:

2. Computational Skills Development Kit, SRA, Inc.
4. Useful Arithmetic I and II, by Wood and Bohn, Frank E. Richards, Publisher.
5. Wisconsin Tax Chart.
6. Adding machine.
TRAINING AREA: Food Service Department

SPECIFIC VOCATIONAL SKILL: Dishwasher (209.388)

OBJECTIVES:
1. To follow both verbal and written instructions.
2. To explain the importance of personal hygiene.
3. To list health laws and desirable work habits.

PUBLISHED MATERIALS & EQUIPMENT:
2. Cassette player and recorder.

TEACHER MADE MATERIALS:
1. Following directions 1-A through 4-A, on cassette tapes. Instruction sheets made by Edith Miller, Instructor, Food Service Department, Goodwill Industries, Milwaukee, Wisconsin. (See Appendix)
TRAINING AREA: Food Service Department

SPECIFIC VOCATIONAL SKILL: Bussing (311.878)

OBJECTIVES:
1. To follow both verbal and written directions.

EQUIPMENT:
1. Cassette player and recorder.

TEACHER MADE MATERIALS:
1. Following directions, Floor Care and Bussing. 5-A and 5-B, on cassette tapes. Instruction sheets made by Edith Miller, Instructor, Food Service Department, Goodwill Industries, Milwaukee, Wisconsin. (See Appendix)
TRAINING AREA: Food Service Department

SPECIFIC VOCATIONAL SKILL: Counter Set-Up Worker (319.887)

OBJECTIVES:

1. To follow both verbal and written directions.
2. To identify words on the Kitchen Vocabulary List.
3. To identify measurements—both liquids and solids.
4. To identify four basic food groups.

PUBLISHED MATERIALS & EQUIPMENT:

1. Language Master.
2. Cassette player and recorder.

TEACHER MADE MATERIALS:

1. Kitchen Vocabulary List. (See Appendix)
2. Entire list on Language Master Cards.
3. Following directions, Counter I and Counter II, 6-A and 7-A, on cassette tapes. Instruction sheets made by Edith Miller, Instructor, Food Service Department, Goodwill Industries,
TRAINING AREA: Food Service Department

SPECIFIC VOCATIONAL SKILL: Counter Set-Up Worker (319.887) (continued)

OBJECTIVES: TEACHER MADE MATERIALS (cont):

    Milwaukee, Wisconsin. (See Appendix)
TRAINING AREA: Food Service Department

SPECIFIC VOCATIONAL SKILL: Waiter and Waitress (311,378)

OBJECTIVES:
1. To follow both verbal and written directions.
2. To demonstrate a knowledge of personal hygiene.
3. To identify prices and foods on a menu.
4. To demonstrate the use of a tax table.
5. To identify words on the Kitchen Vocabulary List.
6. To make proper change from bills and coins.

PUBLISHED MATERIALS & EQUIPMENT:
1. Cassette player and recorder.
2. 4% Wisconsin Retail Sales Tax Chart.
3. Pre-Vocational Work Study.
4. Different types of restaurant order blanks.
5. $15.00 in coins and bills.

TEACHER MADE MATERIALS:
1. Cassette tapes 1-A through 4-A.
2. Kitchen Vocabulary List by Edith Miller, Food Service Department, Goodwill Industries, Milwaukee, Wisconsin. (See Appendix)
4. Menu and Goodwill's Cafeteria Price List. (See Appendix)
TRAINING AREA: Food Service Department

SPECIFIC VOCATIONAL SKILL: Salad Girl (317.884)

OBJECTIVES:
1. To follow both verbal and written directions.
2. To identify measurements—both liquids and solids.
3. To identify foods on menu.
4. To identify fruits, vegetables and dairy products.

PUBLISHED MATERIALS & EQUIPMENT:
1. Cassette player and recorder.
2. Sue, "Sue Learns About the Use of Measurements in Cooking"; cup, measuring, (set—4 cup); spoon, measuring, (set—4).

TEACHER MADE MATERIALS:
1. Kitchen Vocabulary List. (See Appendix)
2. Following directions, Salads, 8-A and 8-B on cassette tapes. Instruction sheets made by Edith Miller, Instructor, Food Service Department, Goodwill Industries, Milwaukee, Wisconsin. (See Appendix)
TRAINING AREA: Food Service Department

SPECIFIC VOCATIONAL SKILL: Cook's Helper (317.887)

OBJECTIVES:

1. To follow both verbal and written directions.
2. To differentiate between liquid and solid measurement.
3. To identify measurements and their abbreviations.
4. To name and discuss uses of cooking utensils.
5. To identify words on the Kitchen Vocabulary List.
6. To identify meats and vegetables.
7. To read temperature gauges and thermometers.

PUBLISHED MATERIALS & EQUIPMENT:

1. Cassette player and recorder.
2. Language Master.
3. Sue.
6. Cup, measuring, (1 quart size, 2 quart size).
10. Thermometers, room, floating clinical and cooking type.

TEACHER MADE MATERIALS:

TRAINING AREA: Food Service Department

SPECIFIC VOCATIONAL SKILL: Cook's Helper (317.887) (continued)

OBJECTIVES: 

TEACHER MADE MATERIALS (cont.):

2. Entire Kitchen Vocabulary List on Language Master Cards.

3. Following directions, Cook's Helper, 9-A and 9-B, on cassette tapes, Instruction sheets made by Edith Miller, Instructor, Food Service Department, Goodwill Industries, Milwaukee, Wisconsin. (See Appendix)
TRAINING AREA: Food Service Department

SPECIFIC VOCATIONAL SKILL: Baker's Helper (526.886)

OBJECTIVES:

1. To identify words on the Kitchen Vocabulary List.
2. To identify measurements—both liquids and solids.
3. To read and operate scales.
4. To read and operate timers.
5. To read and observe temperature change.
6. To name and discuss uses of baking utensils.
7. To observe and differentiate words, amounts and abbreviations in recipes.

PUBLISHED MATERIALS & EQUIPMENT:

1. Sue.
2. Learning About Measurement.
4. Long-ring timer.
5. Baking thermometer.

TEACHER MADE MATERIALS:

1. Kitchen Vocabulary List. (See Appendix)
TRAINING AREA: Furniture

SPECIFIC VOCATIONAL SKILL: Furniture Repairman (769.884)

OBJECTIVES:
1. To identify bench and hand tools.
2. To find gradations in the bench rule.
3. To identify and use different kinds of measuring devices.
4. To compare nail and screw shapes and sizes.
5. To list safety rules and regulations.
6. To contrast types of wood.
7. To identify power tools and their uses.
8. To use hand and power tools.
9. To identify types of wood.

PUBLISHED MATERIALS & EQUIPMENT:
1. Tool Guide.
2. U. S. Steel screw and nail wall charts.
3. How to Work With Tools and Wood.
4. Film strip machine.
5. Set of 38 charts, 25" x 19"; set of 36 charts, 18" x 12"; Stanley Works, 4455 North Avenue, Melrose Park, Ill. 60160.
6. 53 filmstrips on Tool & Wood Usage, Stanley Works, 4455 North Avenue, Melrose Park, Ill. 60160.
TRAINING AREA: Furniture

SPECIFIC VOCATIONAL SKILL: Furniture Refinisher (763, 381)

OBJECTIVES:

1. To list safety rules and regulations.
2. To identify liquid measurement.
3. To identify tools and their uses.
4. To differentiate between lacquer, stain, enamel, universal tints, solvents and cleaning agents.
5. To compare types of furniture hardware.
6. To contrast types of sandpaper.

PUBLISHED MATERIALS:

1. Paint and stain pamphlets from Sears, J. C. Penney's, Ace Hardware, Pittsburg, Dutch Boy and Sherwin-Williams Paint Companies.
2. "What's In The Tool Box?" by Francis Jubara, Mafex Associates, Inc.
3. Sandpaper--very fine to very coarse grit classifications.
4. Learning About Measurement.
TRAINING AREA: Furniture

SPECIFIC VOCATIONAL SKILL: Furniture--Formica Applicator (763, 88)

OBJECTIVES:
1. To list safety rules and regulations.
2. To differentiate between tools and identify their uses.
3. To identify and use different kinds of measuring devices.
4. To match colors and sizes to patterns.

PUBLISHED MATERIALS:
1. How to Work With Tools and Wood.
3. Formica cutter.
4. Various formica scraps.
TRAINING AREA: Furniture

SPECIFIC VOCATIONAL SKILL: Furniture Upholsterer (780.381)

OBJECTIVES:

1. To list safety rules and regulations.
2. To differentiate between tools and identify their uses.
3. To identify and use different kinds of measuring devices.
4. To find gradations in the bench rule.
5. To compare nail and screw shapes and sizes.
6. To differentiate between lacquer, stain, enamel, universal tints, solvents and cleaning agents.
7. To compare upholstery material.

PUBLISHED MATERIALS:

1. How to Work With Tools and Wood.
2. Tool Guide.
4. Pamphlets from Sears, Ace Hardware, Pittsburgh Paint, Dutch Boy Paint and Sherwin-Williams.
5. Various samples of upholstery material.
TRAINING AREA: Furniture

SPECIFIC VOCATIONAL SKILL: Tool Crib Attendant (233.387)

OBJECTIVES:
1. To list safety rules and regulations.
2. To identify hand tools and their uses.
3. To identify power tools and their uses.
4. To identify supply sizes—screws, nails, bolts, washers and fittings.
5. To construct a stockroom on paper.
6. To identify codes and symbols.
7. To write numbers in sequence from memory.

MATERIALS, RESOURCES & EQUIPMENT:
1. How to Work With Tools and Wood.
2. Tool Guide.
3. What's In the Tool Box?
5. U. S. Steel screw, nail, bolt, washer and fitting wall charts.
7. Cassette player and recorder.

TEACHER MADE MATERIALS:
1. Cassette tapes with numbers in sequential progression.
TRAINING AREA: Maintenance Department

SPECIFIC VOCATIONAL SKILL: Custodial--Cleaning Lady (381,887)

OBJECTIVES:
1. To explain the importance of personal hygiene.
2. To follow both verbal and written instructions.
3. To identify equipment.
4. To read and identify soap and disinfectant labels.
5. To identify liquid measurements.

MATERIALS, RESOURCES & EQUIPMENT:
1. Pre-Vocational Work Study.
2. Cassette player and recorder.
3. Learning About Measurement.

TEACHER MADE MATERIALS:
1. Cassette tapes with label directions.
TRAINING AREA: Maintenance Department

SPECIFIC VOCATIONAL SKILL: Custodial--Janitor's Helper (381.887)

OBJECTIVES:
1. To explain the importance of personal hygiene.
2. To follow both verbal and written instructions.
3. To identify equipment and machines.
4. To read and identify soap and disinfectant labels.

MATERIALS & RESOURCES:
1. Pre-Vocational Work Study.
3. Cassette player and recorder.

TEACHER MADE MATERIALS:
1. Cassette tapes with label directions.
TRAINING AREA: Maintenance Department

SPECIFIC VOCATIONAL SKILL: Custodial--Janitor (381.887)

OBJECTIVES:
1. To explain the importance of personal hygiene.
2. To follow both verbal and written instructions.
3. To identify equipment.
4. To read and identify soap and disinfectant labels.
5. To read and identify repair and preventive maintenance lists.

MATERIALS, RESOURCES & EQUIPMENT:
1. Pre-Vocational Work Study.
2. Tri-Aid Products Co. Inc. and Lien Janitor Supplies, catalogs.
3. Cassette player and recorder.

TEACHER MADE MATERIALS:
1. Cassette tapes with label directions.
TRAINING AREA: General Mechanics

SPECIFIC VOCATIONAL SKILL: Automotive Service Attendant (915.867)

OBJECTIVES:
1. To follow both verbal and written directions.
2. To demonstrate a knowledge of personal hygiene.
3. To make proper change---from bills and coins.
4. To read air and gas meter gauges.
5. To demonstrate proper operation of adding machine.
6. To read Wisconsin Retail Sales Tax Chart.
7. To correctly fill out credit card forms.
8. To identify prices and items on "Car Service Center Price List".

PUBLISHED MATERIALS & EQUIPMENT:
1. Pre-Vocational Work Study.
2. $15.00 in coins and bills.
3. Adding machine.
4. Wisconsin 4% Sales Tax Chart.
6. Credit card blanks from Mobil, Standard and Shell Oil Companies.

TEACHER MADE MATERIALS:
1. Car Service Center Price List. (See Appendix)
TRAINING AREA: General Mechanics

SPECIFIC VOCATIONAL SKILL: Small Engine Repairman (625.231)

OBJECTIVES:
1. To follow both verbal and written directions.
2. To identify tools and their uses.
3. To identify engine parts and their uses.
4. To demonstrate proper operation of internal parts in small engines.

PUBLISHED MATERIALS:
4. Cornwall Quality Tools, Industrial Tool Warehouse, 4180 N. 89 St., Milwaukee, Wisconsin 53222.
TRAINING AREA: Laundry and Dry Cleaning

SPECIFIC VOCATIONAL SKILL: General Laundry Operator (361.887)

OBJECTIVES:

1. To follow both verbal and written directions.
2. To identify alkali, detergent soaps and bleaches.
3. To read temperature gauges, pressure gauges and thermometers.
4. To differentiate between liquid and solid measurement.

PUBLISHED MATERIALS & EQUIPMENT:

1. Learning About Measurement.
2. Thermometers, room, floating, clinical and cooking type.
TRAINING AREA: Laundry and Dry Cleaning

SPECIFIC VOCATIONAL SKILL: Dry Cleaning Operator (362,782)

OBJECTIVES:
1. To follow both verbal and written directions.
2. To differentiate between liquid and solid measurement.
3. To identify weight measurement.
4. To list and price all dry-cleaning.
5. To read pressure gauges.

PUBLISHED MATERIALS & EQUIPMENT:
1. Learning About Measurement.
2. Weight scale.
3. Pressure gauges.

TEACHER MADE MATERIALS:
1. Price list for all drycleaning. (See Appendix)
TRAINING AREA: Graphic Arts Department

SPECIFIC VOCATIONAL SKILL: Mail Room Clerk (231-588)

OBJECTIVES:
1. To list rules and regulations.
2. To follow both verbal and written directions.
3. To identify weight measurement.
4. To differentiate between First Class, Second Class, Third Class, Priority (Heavy Pieces) and Air Mail.
5. To read Zone Chart.

PUBLISHED MATERIALS & EQUIPMENT:
1. Hanson Model 1509, Postal Scale, capacity 5 pounds.
CHAPTER IV
Summary

This projected curriculum has evolved from an orderly process of identifying needs of selecting resources and materials available and setting up a pattern for implementation. The flexibility of the program of studies lends itself to meeting present needs of the student, as well as preparing him for, ultimately, a more meaningful adult life. The diversity of experiences and job operations is geared toward fulfilling needs of students with a wide range of individual differences and growth potentials, which are qualitative as well as quantitative.

Pertinent here is a summary of various studies of vocational opportunities and adjustments which indicate the following: 11

1. The majority of mentally retarded are capable of learning and performing a wide range of skills.
2. The majority of mentally retarded can, through proper guidance become self-supporting and useful citizens.
3. The great bulk of the mentally retarded work at service jobs and in other areas requiring a low level of skill.
4. The IQ bears little relation to success on the job when a realistic approach is made to the type of work the mentally retarded are capable of performing.
5. Personal-social skills are more important for life adjustment and vocational success than mechanical ability.

Improving curriculum, therefore, is a process which offers a great challenge in our ever-changing society. This process requires creativity in implementation, for curriculum is the sum total of in and out-of-school experiences. True curriculum is then not something to be found on paper or in a book, but in the minds and hearts of those affected by it. However a curriculum can be no better than the teacher who works within its framework assessing, evaluating and improving.
Selected Bibliography

BOOKS


ARTICLES IN JOURNALS


SYLLABUS

APPENDIX I

VOCABULARY WORD LIST

DOLCH'S SIGHT 220
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**Dolch's Sight 220**

**Vocabulary Word List**
### Vocabulary Word List, continued

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Vocabulary Word List, continued

4)

1. ALWAYS
2. BETTER
3. THESE
4. FALL
5. HURT
6. ONLY
7. START
8. WASH
9. DON'T
10. AN
11. BOTH
12. EIGHT
13. HOT
14. OFF
15. SMALL
16. USE
17. DONE
18. GOES
19. ANY
20. BRING
21. HOLD
22. NEVER
23. SIX
24. TRY
25. DOES
26. GAVE
27. MADE
28. BECAUSE
29. DRINK
30. MYSELF
31. CHOW
32. TOGETHER
33. CUT
34. FULL
35. LIVE
36. FULL
37. BEEN
38. GOT
39. SHALL
40. TODAY
41. FOUR
42. LIGHT
43. CLEAN
44. PICK
45. THEIR
46. BEFORE
47. MUCH
48. THOSE
49. CARRY
50. FIRST
51. KIND
52. OWN
53. TEN
54. BEST
55. RIGHT
56. BUY
57. FAR
58. KEEP
59. OR
60. TELL
61. WOULD
APPENDIX II

FUNCTIONAL WORD LIST
FUNCTIONAL WORD LIST

| 1. DANGER | 23. BARBER |
| 2. POISON  | 24. CASHIER |
| 3. IN      | 25. EMERGENCY |
| 4. OUT     | 26. EXIT |
| 5. BUS STOP | 27. OPEN |
| 6. POST OFFICE | 28. CLOSE |
| 7. WARNING | 29. DRUGS |
| 8. CAUTION | 30. HOSPITAL |
| 9. UP      | 31. HIGH VOLTAGE |
| 10. DOWN   | 32. EXPLOSIVES |
| 11. AIRPORT | 33. PRIVATE PROPERTY |
| 12. RAILROAD STATION | 34. KEEP OFF |
| 13. STOP   | 35. BRIDGE |
| 14. NO TRESPASSING | 36. UNDERPASS |
| 15. LEFT   | 37. KEEP OUT |
| 16. RIGHT  | 38. BEWARE OF DOG |
| 17. DOCTOR | 39. WAIT |
| 18. DENTIST | 40. WALK |
| 19. RAILROAD CROSSING | 41. MEAT MARKET |
| 20. SCHOOL CROSSING | 42. PARK |
| 21. PUSH   | 43. PROHIBITED |
| 22. PULL   | 44. CONSTRUCTION |

53
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APPENDIX III

A BASIC VOCABULARY FOR BEGINNING READING
A BASIC VOCABULARY FOR BEGINNING READING

by

Dale D. Johnson

1. THE
2. OF
3. AND
4. TO
5. A
6. IN
7. THAT
8. IS
9. WAS
10. HE
11. FOR
12. IT
13. WITH
14. AS
15. HIS
16. ON
17. BE
18. AT
19. BY
20. I
21. THIS
22. HAD
23. NOT
24. ARE
25. BUT
26. FROM
27. OR
28. HAVE
29. AN
30. THEY
31. WHICH
32. ONE
33. YOU
34. WERE
35. HER
36. ALL
37. SHE
38. THERE
39. WOULD
40. THEIR
41. WE
42. HIM
43. BEEN
44. HAS
45. WHEN
46. WHO
47. WILL
48. MORE
49. NO
50. IF
51. OUT
52. SO
53. SAID
54. WHAT
55. ITS
56. UP
57. ABOUT
58. INTO
59. THAN
60. THEM
61. CAN
62. ONLY
63. OTHER
64. NEW
65. SOME
66. COULD
67. TIME
68. THESE
69. TWO
70. MAY
71. THEN
72. DO
73. FIRST
74. ANY
75. MY
A BASIC VOCABULARY FOR BEGINNING READING, continued

Page 2

76. NOW 101. EACH 126. SAME
77. LIKE 102. JUST 127. ANOTHER
78. OUR 103. THOSE 128. KNOW
79. OVER 104. PEOPLE 129. WHILE
80. MAN 105. MR. 130. LAST
81. ME 106. HOW 131. MIGHT
82. EVEN 107. TOO 132. US
83. MOST 108. LITTLE 133. GREAT
84. MADE 109. GOOD 134. OLD
85. AFTER 110. VERY 135. YEAR
86. DID 111. MAKE 136. OFF
87. MANY 112. WORLD 137. COME
88. BEFORE 113. STILL 138. GO
89. MUST 114. OWN 139. CAME
90. THROUGH 115. SEE 140. RIGHT
91. BACK 116. MEN 141. USED
92. YEARS 117. WORK 142. TAKE
93. WHERE 118. LONG 143. THREE
94. MUCH 119. GET 144. HOUSE
95. YOUR 120. HERE 145. USE
96. MAY 121. BETWEEN 146. AGAIN
97. WELL 122. BOTH 147. PLACE
98. DOWN 123. UNDER 148. AMERICAN
99. SHOULD 124. NEVER 150. HOME
100. BECAUSE 125. DAY 151. SMALL
A BASIC VOCABULARY FOR BEGINNING READING, continued

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A BASIC VOCABULARY FOR BEGINNING READING, continued

Page 5

302. WOMEN

303. AMERICA

304. STARTED

305. BOOK

306. CUT
APPENDIX IV

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51. SIGNATURE
52. WORK EXPERIENCE
53. NAME OF FIRM
54. JOB DUTIES
55. RATE OF PAY
56. JOB TITLE
57. HRS. PER. WK.
58. FULL TIME
59. PART TIME
60. TEMPORARY
61. FOR OFFICE USE ONLY
62. DO NOT WRITE BELOW THIS LINE
63. MIDDLE INITIAL
64. PREVIOUS ADDRESS
65. MARITAL STATUS
66. DEPENDENTS
67. PHYSICAL DEFECTS
68. DESCRIBE
69. RECEIVED COMPENSATION
70. CONVICTED
71. WHAT DATE YOU WILL BE AVAILABLE
72. PERSON TO BE NOTIFIED IN CASE OF ACCIDENT OR EMERGENCY
73. SKILLS
74. QUALIFICATIONS
75. ELEMENTARY SCHOOL
76. YEARS ATTENDED
77. GRADUATE
78. MILITARY SERVICE RECORD
79. PERSONAL REFERENCES
80. COMPANY
81. APPLICANT
82. FOR INTERVIEWER's USE
83. RELATIONSHIPS
84. RESIDENT
APPENDIX V

QUESTIONS THAT MAY BE ASKED DURING JOB INTERVIEWS
QUESTIONS THAT MAY BE ASKED DURING JOB INTERVIEWS

1. What is your full name?

2. How old are you, (insert name of applicant)?

3. Do you have a birth certificate available?

4. Where were you born?

5. Do you have any dependents?

6. What are the first, middle and last names of your parents?

7. When and where were your parents born?

8. Are both parents citizens of the United States?

9. Means of transportation __________ Driver's license number _____________.

10. How much do you owe on your car?

11. Who referred you to our company?

12. Do you have any relatives working for our organization?

13. How long have you lived in this community?

14. Do you plan to make your future home here?

15. Why did you choose our particular company?

(For use if you are applying for an office job)

16. How fast do you type?

17. How fast do you write shorthand?

18. What office machines can you operate?

19. What subjects have you had in school besides shorthand and typewriting that will help you in this position?
20. What school subjects did you enjoy most?
21. What kind of grades did you make in these subjects?
22. What school subjects were the most difficult for you?
23. How were your grades in the difficult subjects?
24. At what rank in your class did you graduate?
25. What were your extracurricular activities in school?
26. Did you win any scholastic honors?
27. What are your plans for marriage at the present time?
28. Do you plan to work after you are married?
29. I note that you have given the names of three people as references (ladies only). Are they friends of yours?
30. Who are two high school teachers from your junior or senior year that would be most qualified to give you recommendations?
31. Do you attend church?
32. Do you participate in church activities?
33. Do you object to people who drink?
34. Do you smoke?
35. What major illnesses have you had?
36. What is your present state of health?
37. Have you recently undergone a physical examination?
38. What is the name of your family doctor?
39. Do you have an allergy of any kind?

40. Whom would you like us to notify in case of an emergency?

41. What have you learned from your previous experiences that can be of value to your next employer?

42. Where have you been employed previously?

43. What type of credit rating do you have?


45. Regardless of your present salary, what salary would you have to maintain to live in the style to which you would like to become accustomed?

46. Would you accept a relatively low-paying position if you were told that you would later have an opportunity for a higher-paying one?

47. Would you accept temporary employment if it were offered to you?

48. Do you have any objections to a woman supervisor?

49. Would you be willing to work overtime?

50. Would you be willing to work on Saturdays?

51. If a special occasion arose, would you be willing to work on Sundays?

52. Do you plan to further your education in any way? How?
53. What is your ultimate ambition?
54. Do you wear glasses while you work?
55. Are you right- or left-handed?
56. Do you have hospitalization insurance?
57. Would you object if you were put into an office with a (name of a minority group)?
58. What are some of your hobbies?
59. Have you earned, or do you earn, all or part of your school expenses?
60. What is your Social Security number?
61. Have you taken any college courses or technical courses beyond high school?
62. How do you get along with people?
63. Why do you think that you would like to work for this company?
64. How could you be of benefit to this company?
65. What is the specific job for which you are applying? (Or type of job.)
66. Work history:
   (The most recent first--then the second most recent, etc.)
   Name of firm and address--name of supervisor.
   Date of employment (month and year).
   Salary.
APPENDIX VI

COMMON TRAFFIC SIGNS AND WORDS
APPENDIX VII

FOOD SERVICE--FOLLOWING DIRECTIONS

I-A - 4-B
IA PERSONAL ATTITUDE AND CLEANLINESS

In a food service area, such as you will be working in, personal cleanliness is a part of the job. Be sure to wash your hands frequently, and keep your hair brushed and clean. All girls must wear a hairnet and all boys must wear a hat. Good health, good looks, and a pleasing personality are important to every person.

Only by consulting your dentist can you be sure your teeth and gums are in best possible condition and repair.

This brings us to something else...you will not be working by yourself, but with others. You will find that if you are cheerful and polite to them, they will be cheerful and polite to you. When someone asks you for help, help them. Then, when you need help, they will be glad to help you. In this way, work becomes easier, and goodwill will be a happier place.

IB SAFETY RULES

A. Safety is a very important subject. Everything we will talk about and demonstrate is for your protection and for the protection of the people you will be working with. So...pay very close attention.

1. Detergents: There are different kinds of detergents and each one is made to do its own special job. We have one separate detergent for the washing machine,
ONE FOR POTS AND PANS. NEVER TRY TO SUBSTITUTE ONE FOR ANOTHER. IT MAY CAUSE TROUBLE. NEVER USE MORE THAN YOU ARE DIRECTED TO USE. CHECK WITH YOUR SUPERVISOR ON THE CORRECT AMOUNTS OF DETERGENT TO USE.

A. THIS IS IMPORTANT: NEVER PUT YOUR HANDS IN DETERGENT LIQUID, OR A STRONG SOLUTION. ALWAYS USE A SCOOP OR A CUP, WHEN ADDING DETERGENT TO THE DISHWASHING MACHINE OR THE POT AND PAN SINK.

2. ELECTRICITY MUST BE HANDLED VERY CAREFULLY. IN FOOD SERVICE AREAS ESPECIALLY, SHOCKS CAN CAUSE YOU TO JUMP AND HIT YOUR HEAD ON A PIECE OF EQUIPMENT, OR YOU COULD SLIP ON A WET FLOOR, OR DROP WHATEVER YOU MAY BE CARRYING.

A. IMPORTANT RULES:

1. DO NOT PLUG INTO A SOCKET WITH WET HANDS.

2. DO NOT PULL ANY SWITCH, OR PRESS A SWITCH BUTTON UNLESS YOU HAVE BEEN TOLD TO DO SO SPECIFICALLY. BE SURE YOU KNOW EXACTLY WHAT TO DO, AND WHAT THE SWITCH OR BUTTON IS FOR.

3. DO NOT TAKE THE COVER OFF A MOTOR OR APPLIANCE TO SEE WHAT IS INSIDE. REPORT BROKEN WIRES TO YOUR SUPERVISOR.

4. IF THE DISHWASHING MACHINE STOPS FOR ANY REASON, REPORT IT TO YOUR SUPERVISOR.

5. BROKEN DISHES--IF PLATES, CUPS, OR GLASSWARE ARE BROKEN, CHIPPED, OR CRACKED, THROW THEM AWAY.
6. WET FLOORS--A WET FLOOR IS USUALLY SLIPPERY, AND ANY GREASE OR SPILLED DETERGENT ON THE FLOOR WILL MAKE IT EXTRA SLIPPERY. SO-- ANY SPILL ON THE FLOOR MUST BE MOPPED UP PROMPTLY.

7. KNIVES--ARE ANOTHER THING TO BE VERY CAREFUL ABOUT. ALWAYS PICK UP A SHARP KNIFE BY THE HANDLE, NEVER BY THE BLADE. DO NOT DROP THE KNIFE INTO THE BOTTOM OF THE SINK. WHEN CLEANING THE KNIFE, HOLD THE SHARP EDGE OF THE BLADE POINTING AWAY FROM YOU.

8. POTS AND PANS--ALWAYS ASSUME POTS AND PANS BROUGHT INTO THE FOOD SERVICE AREA TO BE CLEANED ARE HOT. DO NOT GRAB, HOLD ON TO THEM, OR TOUCH IN ANY WAY. ALWAYS ASSUME THEY ARE HOT. FIRST, TOUCH THE PAN LIGHTLY, AND DO NOT PICK IT UP UNTIL YOU KNOW FOR SURE THAT IT IS SAFE TO HANDLE. WHEN CARRYING A HOT PAN, BE SURE YOU CALL HOT, SO EVERYONE IS AWARE THAT YOU ARE COMING THROUGH WITH A HOT OBJECT. WHEN THE OVEN DOOR IS OPEN, BE SURE TO CALL OVEN DOOR OPEN. EVERYONE MUST STOP UNTIL THE OVEN DOOR IS CLOSED.

ANYTHING WE DO CAN BE DANGEROUS IF WE ARE NOT CAREFUL. LEARN THE SAFETY PRECAUTIONS NOW!
I. POTS AND PANS (MORNING CLEAN-UP)
   A. PLACE A CART FOR DIRTY DISHES ON THE LEFT HAND SIDE OF
      THE SINK.
   B. WASH OUT BOTH TUBS WITH HOT SOAPY WATER AND RINSE WITH
      CLEAR WATER.
   C. FILL BOTH TUBS HALF FULL OF HOT WATER.
      1. DISHWASHING SIDE: 3 CUPS OF SOAP, AND 1/2 CUP OF
         BLEACH.
      2. RINSING SIDE: 1/2 CUP OF BLEACH.
   D. SAVE SPACE FOR SHARP KNIVES ON THE FRONT RIGHT SIDE OF CART.
   E. CLEAN ALL PANS WITH STEEL WOOL.
   F. CHANGE THE TUB WATER AT LEAST 4 TIMES IN THE MORNING, OR
      AS OFTEN AS NEEDED.
   G. SCRAPE ALL PANS, AND SEPARATE THOSE PANS WHICH NEED SOAKING.
   H. MAKE SURE ALL PANS ARE RINSED FROM OTHER AREAS, OR DO NOT
      ACCEPT THEM ON YOUR DIRTY DISH CART.
   I. BE AVAILABLE TO HELP WHERE NEEDED:
      1. HELP PAN MEAT IF NEEDED.
      2. HELP DICE VEGETABLES IF NECESSARY.
      3. HELP PUT AWAY DISHES FROM DISHWASHER.
   J. CLEAN UP YOUR AREA AS FOLLOWS: A.M.
      1. SCRUB TILE WITH A BRUSH.
      2. SCRUB THE SINKS, INSIDE AND OUT, WITH A BRUSH.
   K. DO NOT STAND AROUND. FIND SOMETHING TO DO! BE BUSY!
   L. 10:35 LET ALL WATER OUT OF SINKS, AND RINSE BEFORE YOUR
      LUNCH.
   M. 10:45 YOUR LUNCH BREAK.
II. POTS AND PANS (NOON DINNER CLEAN-UP)

A. REPEAT THE MORNING PLAN FOR CLEAN-UP.

1. WASH OUT BOTH TUBS WITH HOT SOAPY WATER AND RINSE WITH CLEAR WATER.

2. FILL BOTH TUBS--1/2 FULL OF HOT WATER.
   A. DISHWASHING SIDE: 3 CUPS OF SOAP AND 1/2 CUP OF BLEACH.
   B. RINSING SIDE: 1/2 CUP OF BLEACH.

B. WASH ALL PANS.

C. HELP PUT AWAY DISHES FROM DISHWASHING MACHINE.

D. DAILY CHECKS: P.M.

1. CLEAN ALL AREAS.
   A. WASH THE TILE, WASH THE SINK, AND WASH THE CARTS.
      THIS MEANS CLEAN THEM THOROUGHLY!

2. CHECK YOUR SOAP SUPPLY, BLEACH SUPPLY, AND STEEL WOOL SUPPLY. REPORT THIS INFORMATION TO YOUR SUPERVISOR FOR ORDERING.

3. WIPE OFF PAN RACKS IN ALL AREAS:
   A. TABLES
   B. BAKER'S RACK
   C. PANTRY

4. MAKE SURE ALL POTS AND PANS ARE STORED IN THE PROPER AREA.
I. POTS AND PANS--WIPER (MORNING)

A. MAKE SURE ALL THE DISHES ARE DRY AND CLEAN.

1. TAKE CLEAN DISHES OUT OF THE HOT RINSE WATER AND PUT UP ON THE DISH DRAINER.

2. TURN ALL UTENSILS UPSIDE DOWN ON THE DRAINER.

3. PUT ALL THE DRY DISHES ON THE WHITE CART.

4. SEPARATE AND RETURN ALL DRY DISHES TO THE PROPER AREA:
   A. PANTRY
   B. BAKER'S AREA, OR
   C. COOK'S AREA

5. ALL SHARP KNIVES MUST BE RETURNED TO THE KNIFE DRAWER.

B. THE PANTRY IS YOUR RESPONSIBILITY. IT MUST BE KEPT NEAT AND CLEAN AT ALL TIMES.

C. BE AVAILABLE TO HELP WHERE NEEDED:

1. HELP PAN MEAT IF NEEDED.

2. HELP DICE VEGETABLES IF NECESSARY.

3. HELP PUT AWAY DISHES FROM DISHWASHER.

D. 10:45 YOUR LUNCH BREAK.

II. POTS AND PANS--WIPER (AFTERNOON)

A. HELP SET UP AREA FOR DINNER CLEAN-UP.

B. REPEAT MORNING PLAN: MAKE SURE ALL DISHES ARE CLEAN AND DRY.

1. TAKE CLEAN DISHES OUT OF THE HOT RINSE WATER AND PUT UP ON THE DISH DRAINER.

2. TURN ALL THE UTENSILS UPSIDE DOWN, ON THE DRAINER.

3. PUT ALL THE DRY DISHES ON THE WHITE CART.

4. SEPARATE AND RETURN ALL DRY DISHES TO THE PROPER AREA:

   A. PANTRY
   B. BAKER'S AREA
   C. COOK'S AREA
C. WIPE OFF PAN RACKS IN ALL AREAS:
   1. TABLES
   2. BAKER'S RACK
   3. PANTRY

D. CHECK ALL AREAS TO MAKE SURE ALL HEALTH REGULATIONS
   HAVE BEEN MET.
DISHMACHINE

I. MORNING

1. TURN ON THE FAN OVER THE POT AND PAN SINK.
2. TURN ON THE TWO WATER FAUCETS: ONE IS UNDER THE COUNTER AND ONE IS ABOVE THE COUNTER.
3. TURN ON THE WATER AND RINSE OUT THE DISHMACHINE.
4. CLOSE THE BOTTOM OF THE DISHWASHER AND FILL DISHWASHER TO WATER LINE.
5. TURN ON HOT WATER HEATER SWITCH UNDER THE BACK COUNTER. UP MEANS ON AND DOWN MEANS OFF.
6. TURN ON THE DISHWASHING MACHINE. THE SWITCH IS ON THE RIGHT SIDE.
7. FILL WITH 1 CUP OF SOAP.
8. PUT UP THE DISH RACKS.
9. THROW ALL PAPER AND WOODEN PRODUCTS AND BONES IN THE GARBAGE CAN.
10. HAVE A PAN WITH BLEACH AND WATER TO SOAK ALL SILVERWARE. GET OUT THE MOP AND BUCKET FROM THE DISHROOM.
11. HAVE A BUCKET TO EMPTY ALL GARBAGE INTO--LIQUID AND DRY.
12. CLEAN THE WINDOW AND STACK DISHES ACCORDING TO SIZE.
13. FILL RACKS AND RINSE THE DISHES WELL.
15. REMOVE FROM DISH TRAYS AND STACK ACCORDING TO SIZE.
16. TAKE A CART FILLED WITH DISHES, (DO NOT RUN DOWN WITH ONE CUP OR PLATE.)
17. PUT CLEAN TRAYS ON THE BOTTOM OF THE CART SO THAT THEY DRY BEFORE PUTTING THEM OUT.
18. PUT ALL SILVERWARE ON A CLEAN TOWEL AND TRAY--SORT IN DISHROOM.
19. WIPE OFF ALL COUNTERS WITH HOT BLEACH WATER WHEN FINISHED.

20. EMPTY MACHINE AND TURN OFF.

II. AFTER BREAK.

1. REPEAT ALL STEPS 1-20 (MORNING).
2. WIPE OFF ALL CARTS.
3. CLEAN THE TILES WITH HOT SOAPY BLEACH WATER.
4. CLEAN THE COUNTERS WITH HOT SOAPY BLEACH WATER.
5. EVERY DAY CLEAN THE FRONT COUNTER AND SILVERWARE HOLDERS WITH HOT SOAPY BLEACH WATER.
6. CLEAN OUT THE GARbage DISPOsAL.
7. CLEAN AND SCRUB THE WHITE CART THAT HOLDS THE GLASSES.
8. EMPTY THE MACHINE AND TURN OFF EVERYTHING.

III. AFTERNOON

1. REPEAT STEPS 1-20 (MORNING).
2. PUT ALL EQUIPMENT AWAY IN THE PROPER PLACE, FOR THE NEXT DAY. MAKE SURE IT IS CLEAN.
3. DO A VERY THOROUGH CLEANING JOB AT THE END OF EACH DAY WITH HOT SOAPY BLEACH WATER.
4. TURN OFF ALL BUTTONS ON THE DISHMACHINE.
5. CLEAN THE DISHMACHINE VERY WELL.
6. CLEAN THE GARbage DISPOsAL.
7. CLEAN ALL THE COUNTERS WITH BLEACH WATER.
8. TURN OFF THE TWO FAUCETS.
9. PUSH THE CARTS OUTSIDE OF THE DISHROOM.
10. TAKE CARE OF THE MOP AND BUCKET ACCORDING TO INSTRUCTIONS.
11. REPORT TO THE SUPERVISOR THE AMOUNT OF DISHMACHINE SOAP NEEDED FOR THE NEXT DAY.
APPENDIX VIII

FOOD SERVICE--FLOOR CARE AND BUSSING

5-A - 5-B
FLOOR CARE AND BUSSING

I. MORNING
1. MAKE CREAM: 1 PKG. CREAM MIX
   1/4 GAL. HOT WATER
   MIX WELL
   FILL PLASTIC CONTAINERS TO THE 1 GALLON MARK WITH COLD WATER AND PUT IN THE WALK-IN REFRIGERATOR.
2. REMOVE ALL DIRTY DISHES FROM THE TABLES.
3. WIPE OFF ALL TABLES. MAKE UP A LARGE BUCKET OF HOT, SOAPY, BLEACH WATER. USE A DRY, CLEAN CLOTH TO DRY THE TABLE.
4. FILL THE CREAMERS AND PUT ON THE TABLES.

II. BREAK TIME
1. HELP CARRY TRAYS AND SERVE CUSTOMERS.
2. REMOVE DISHES FROM THE TABLES.
3. WIPE TABLES WITH HOT, SOAPY, BLEACH WATER AND DRY WITH A DRY, CLEAN CLOTH.
4. FILL: NAPKIN CONTAINERS CREAMERS

III. LUNCH TIME
1. AFTER LUNCH, CARRY TRAYS.
2. SET UP THE CART WITH PLASTIC BUCKETS FOR PAPER PRODUCTS, LIQUIDS, SILVERWARE, GARBAGE. ALSO, GET A BUSSING BUCKET ON THE TRAY.
3. CLEAR TABLES AND STACK DISHES IN THE BUSSING PAN PROPERLY.
4. PUT THE GLASSES ON THE SECOND SHELF OF THE CART.
5. WIPE OFF THE TABLES WITH HOT, SOAPY, BLEACH WATER AND DRY WITH A DRY CLOTH.
6. REFILL: PAPER PRODUCTS
   SALT AND PEPPER SHAKERS
   SUGAR CONTAINERS
7. CHECK THE CREAM FOR THE NEXT DAY AND MAKE MORE IF NEEDED.
8. WHEN FINISHED WITH THE ABOVE, ALWAYS GO TO THE DISHROOM TO HELP.
APPENDIX IX

KITCHEN VOCABULARY LIST
# KITCHEN VOCABULARY LIST

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<td>TEASPOON</td>
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<tr>
<td>153.</td>
<td>TIDBITS</td>
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<td>154.</td>
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<tr>
<td>155.</td>
<td>BLENDING</td>
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<tr>
<td>156.</td>
<td>TOGETHER</td>
<td>181.</td>
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<td>157.</td>
<td>BOILING</td>
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<tr>
<td>158.</td>
<td>DASH SALT</td>
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<tr>
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<tr>
<td>160.</td>
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<tr>
<td>161.</td>
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<tr>
<td>162.</td>
<td>POUND</td>
<td>187.</td>
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<td>163.</td>
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<td>164.</td>
<td>SOUR CREAM</td>
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<td>167.</td>
<td>LAYERING</td>
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<tr>
<td>168.</td>
<td>SERVE</td>
<td>193.</td>
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<tr>
<td>169.</td>
<td>IMMEDIATELY</td>
<td>194.</td>
</tr>
<tr>
<td>170.</td>
<td>GENEROUS</td>
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<tr>
<td>171.</td>
<td>MEMBRANE</td>
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<tr>
<td>172.</td>
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<td>SECTION</td>
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<td>PEEL</td>
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<td>175.</td>
<td>SLICE</td>
<td>200.</td>
</tr>
<tr>
<td>176.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
225. ORANGE JUICE CONCENTRATE
226. THAWED
227. PEAKS
228. SEASON TO TASTE
229. CHUNKS
230. DRIZZLE
231. DOLLOP OF MAYONNAISE
232. BUNCH
233. THINLY
234. OPTIONAL
235. FRENCH SALAD DRESSING
236. BITE SIZE
237. COMBINE
238. VEGETABLES
239. MEDIUM
240. FOLD
241. ALL-PURPOSE
242. PARTICULARLY
243. GELATIN
244. MOLD
245. FIRM
246. REMAINING
247. PORTION
248. LENGTHWISE
249. REMOVE SEEDS--SKIN
250. LARGE

251. TOSS LIGHTLY
252. MEASUREMENTS

A. 3 TEASPOONS = 1 TABLESPOON
B. 16 TABLESPOONS = 1 CUP
C. 8 OUNCES = 1 CUP (LIQUID)
D. 4 CUPS = 1 QUART
E. 4 QUARTS = 1 GALLON
APPENDIX X

FOOD SERVICE--COUNTER I, COUNTER II

6-A - 7-B
I. MORNING

1. Depending on the menu, take either wiener buns or hamburger buns out of the freezer. Check menu to be sure.

2. Put up the sweet rolls on the glass display shelf with a paper napkin underneath each.

3. Slice and butter the hard rolls.

4. Get out sandwich meats for the day.

5. Peel the hard boiled eggs and put out in bowls in the ice tables— one on each side of ice table.

6. Fill the steam table wells with cold water and turn them on.

7. Make Sophie's tray.

8. Make the fruit punch. One package of the punch and 2 gal. of cold water. Mix the punch with the wire whip.

9. Set up— have the bread and jelly for toast ready for break time. Be finished with this work by 9:00 A.M.


II. AFTER BREAK

1. Take down the sweet rolls at 10:05.
   A. Place the sweet rolls on a tray, and put on the cold cart.
   B. Fridays, put on a tray and cover. Send rolls to the snack bar.

2. Wash off the glass shelves with clean, hot, soapy water.

3. Butter the bun items.
   A. Make up 4 plates— with 12 buns on each plate.
   B. Put 2 plates of buns on each side of the steam table.
4. BUTTER EACH SLICE OF BREAD ON ONE SIDE. PUT TWO SLICES OF BREAD TOGETHER AND THEN CUT THEM IN HALF. WRAP EACH HALF IN PLASTIC WRAP.

A. MAKE TWO TRAYS UP:
   1. 8 WHITE BREAD
   2. 8 WHOLE WHEAT
   3. 6 RYE BREAD
   4. USE ALL THE HARD ROLLS THAT ARE LEFT FROM THE MORNING BREAK.

5. MAKE UP THE SANDWICH TRAY. MAKE 4 OF EACH KIND, AND PUT 2 OF EACH KIND ON THE DISPLAY COUNTER.

6. SET UP THE COUNTER ON EACH SIDE FOR SERVING DINNER. HAVE THE 2 SIZES OF PLATES, SAUCE DISHES, SERVING SPOONS AND UTENSILS.

7. CHECK AND FILL STEAM TABLE TO PROPER WATER LEVEL AT 10:45.

8. FILL AND PUT OUT THE DISHES FOR CATSUP, MUSTARD, PICKLES, AND ALL RELISHES. ALSO, PUT OUT SMALL PLATES OF SALAD DRESSING.

III. NOON

1. KEEP THE ICE TABLES FULL.

2. CHECK AND MAKE SURE IF MORE SANDWICHES ARE NEEDED. IF THEY ARE, MAKE THEM UP.

3. ONE PERSON IS TO HELP IN THE DISHROOM.

4. CLEAN COFFEE POTS.

IV. AFTERNOON

1. CLEAN UP THE BACK COUNTER. CLEAN UNDER THE TOASTERS.

2. PUT OUT THREE POUNDS OF BUTTER FOR THE NEXT DAY IN THE STAINLESS STEEL CONTAINERS.

3. PUT OUT THREE KINDS OF LUNCH MEAT IN WHITE ICE BOX FOR THE
4. CHECK ON THE PICKLES AND REPORT TO YOUR SUPERVISOR SO SHE WILL HAVE ENOUGH FOR THE NEXT DAY.

5. WIPE OFF AND STRAIGHTEN ALL THE SHELVES UNDER THE FRONT COUNTER.

6. HELP THE DISHROOM PEOPLE FINISH UP AND CLEAN UP.
COUNTER II

I. MORNING
1. FILL IN ALL MILK ON BOTH SIDES OF THE ICE TABLE.
2. MAKE UP THE ORANGE JUICE.
3. FILL IN THE ORANGE JUICE AND TOMATO JUICE ON THE ICE TABLE.
4. MAKE THE COFFEE IN ALL POTS.
5. MAKE UP THE HOT CHOCOLATE. (1/2 BOX HOT CHOC., 1 QT. WHOLE MILK, 1 QT. WATER, WHIP AND PUT IN THE HOT CHOCOLATE DISPENSER).
6. FILL IN FRUIT BOWLS.
7. TEA: 2 POTS OF HOT WATER ON HOT PLATE.
8. PUT UP THE COOKIE TRAY, AND STACK THEM IN ROWS.
9. CHECK THE NEEDS FOR THE CLUB SANDWICH.
10. GET LETTUCE FOR CLUB SANDWICHES AND PUT UP SMALL BOWLS OF CHIPS.
11. CHECK ALL YOUR WORK AND SEE THAT ALL IS READY FOR 9:30 BREAK.

II. AFTER BREAK (10:05)
1. CHECK THE MENU FOR THE CLUB SANDWICH AND MAKE THEM.
2. FILL IN MILK AND JUICE ON THE ICE TABLE.
3. PULL OUT THE COFFEE BASKET. (WATCH FOR THE RED LIGHT ON THE MACHINE--THIS IS A SIGN THE COFFEE IS DONE).
4. FILL IN THE COFFEE BIN. (MAKE SURE THE COFFEE DRAWER IS FULL).
5. CHECK MENU FOR THE CAKE AND PIE SPECIAL OF THE DAY.
6. CUT THE PIE AND CAKE.
   A. CUT 3 CREAMPIES AND PUT IN THE WALK-IN (21 PIECES)
B. CUT DOUBLE CRUST PIE AND PUT UP ON COUNTER. (21 PIECES)
C. CUT SPECIAL OF THE DAY: MAKE 25 SERVINGS.

7. MAKE UP ONE TRAY OF DOUBLE CRUST PIE FOR THE SNACK BAR.
   (6 PIECES--EXCEPT ON MONDAY)
8. PUT THE REST OF THE PIE AND CAKE ON THE DISPLAY COUNTER.
9. CHECK THE WALK-IN AND COLD BOX TO MAKE SURE YOU HAVE ALL
   THE PIES AND CAKES CUT FOR THE DAY.
10. PUT OUT CHOCOLATE SYRUP, CHERRIES, AND CONES.
11. CHECK ICE CREAM, COMBINE IF NEEDED.
12. CHECK ICE CREAM SANDWICHES AND BARS; REPORT AMOUNTS TO
    SUPERVISOR.
13. USE BLEACH IN ALL CLEANING WATER.

III. AFTERNOON

1. BOIL 60 EGGS, COOL AND STORE IN THE WHITE ICE BOX UNTIL
   ALL EGGS ARE COLD--ABOUT 20 MINUTES.
2. CHECK, WASH AND CLEAN WHITE ICE BOX SHELVES EVERY DAY.
3. STRAIGHTEN AND WASH THE WALK-IN WITH HOT SOAPY WATER EVERY
   DAY. REMOVE ALL EMPTY MILK CONTAINERS.
4. WIPE OFF THE BACK COUNTER AND DRINKING FOUNTAIN.
5. CLEAN YOUR WORK AREA WITH HOT, SOAPY WATER.
6. WIPE OFF THE WALK-IN AND FREEZER DOORS OUTSIDE, ALSO WIPE
   OFF THE ICE CREAM FREEZER DOORS.
7. GET OUT FROZEN ORANGE JUICE. PUT ON SHELF IN WALK-IN
   OVERNIGHT.
8. GET OUT FROZEN LEMONADE AND PUT IN WALK-IN OVERNIGHT.
APPENDIX XI

CAFETERIA PRICES
## CAFETERIA PRICES

**Break Time**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweetroll</td>
<td>$ .10</td>
</tr>
<tr>
<td>Donut</td>
<td></td>
</tr>
<tr>
<td>Toast</td>
<td></td>
</tr>
<tr>
<td>Cereal</td>
<td></td>
</tr>
<tr>
<td>.05 extra for milk in bowl</td>
<td></td>
</tr>
<tr>
<td>Coffee</td>
<td>$ .12</td>
</tr>
<tr>
<td>Milk</td>
<td></td>
</tr>
<tr>
<td>Tea</td>
<td></td>
</tr>
<tr>
<td>Orange Drink</td>
<td></td>
</tr>
<tr>
<td>Hot Chocolate</td>
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**Dinner**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Casserole</td>
<td>$ .45</td>
</tr>
<tr>
<td>Small Casserole</td>
<td>.25</td>
</tr>
<tr>
<td>Hot dog on Bun</td>
<td>.30</td>
</tr>
<tr>
<td>Polish or Brat on Bun</td>
<td>.40</td>
</tr>
<tr>
<td>Sandwich with meat of the day</td>
<td>.65</td>
</tr>
<tr>
<td>Dinner</td>
<td>.75</td>
</tr>
<tr>
<td>Just the meat of the dinner</td>
<td>.65</td>
</tr>
<tr>
<td>Just the vegetable of the dinner</td>
<td>.10</td>
</tr>
<tr>
<td>Just the potato</td>
<td>.10</td>
</tr>
<tr>
<td>Soup w/2 crackers</td>
<td>.20</td>
</tr>
<tr>
<td>Cakes, Pies, etc.</td>
<td>.20</td>
</tr>
<tr>
<td>Ice Cream - 1 scoop</td>
<td>.10</td>
</tr>
<tr>
<td>2 scoops</td>
<td>.20</td>
</tr>
<tr>
<td>Small Sundae</td>
<td>.20</td>
</tr>
<tr>
<td>Large Sundae</td>
<td>.30</td>
</tr>
<tr>
<td>Shakes Small</td>
<td>.30</td>
</tr>
<tr>
<td>Large</td>
<td>.40</td>
</tr>
<tr>
<td>Malts Small</td>
<td>.35</td>
</tr>
<tr>
<td>Large</td>
<td>.40</td>
</tr>
</tbody>
</table>

- Salads on plate: .35
- Salad in bowl: .40
- Club Sandwich with dish of potato chips: .45
- All wrapped sandwiches: .25
- Bread: .02
- Hard Roll: .10
- Crackers per pkg: .02

As of September 1972
I. MORNING

1. WASH HANDS.

2. CHECK WITH YOUR SUPERVISOR FOR PLANS OF THE DAY.

3. MAKE UP THE SPECIAL FOR THE DAY (CHECK THE MENU).

4. CLEAN OUT THE LARGE BAKER'S SINK WITH HOT SOAPY WATER
   AND RINSE VERY WELL.

5. FILL SINK HALF FULL WITH COLD WATER.

6. GET 4 HEADS OF LETTUCE (GET 6 IF THEY ARE SMALL), TRIM
   AND CORE THEM. ASK QUESTIONS IF YOU DO NOT KNOW HOW!

7. SOAK 5 MINUTES IN THE SINK OF COLD WATER. DRAIN UPSIDE
   DOWN. CARRY IN PAN TO THE SALAD TABLE AND DRAIN AGAIN
   ON A TOWEL. SUPPLY LETTUCE TO COUNTER II.

8. GET OUT THE CARROTS AND CELERY.

9. SOAK IN COLD WATER FOR 5 MINUTES. CARROTS SHOULD BE
   CLEANED WITH THE POTATO PEELER AND SCRAPED CLEAN. RINSE
   THE CELERY UNDER THE FAUCET UNTIL ALL THE DIRT IS OFF,
   USE A BRUSH IF NEEDED. CUT ALL THE BAD SPOTS AWAY. TAKE
   THEM TO THE SALAD TABLE IN A PLASTIC TUPPER.

10. IF YOU ARE DONE WITH THIS BEFORE "BREAK TIME", KEEP ON
    WORKING. SET UP YOUR WORK AREA:
    A. GARNISHES, RED CHERRIES, GREEN CHERRIES.
    B. CELERY STICKS, CARROT STICKS, GREEN PEPPER, RADISHES,
       NUTS.
    C. FRUIT, PEACHES, AND PEARS: ALSO, PINEAPPLE, ORANGES, ETC.
II. BREAK TIME

1. WASH HANDS.

2. THE SALAD GIRLS WILL SERVE COFFEE AND MAKE CHANGE IN THE CAFETERIA.

III. AFTER BREAK

1. SET UP THE SALAD TRAYS. CHECK WITH SUPERVISOR ON AMOUNTS.
   A. MONDAY--10 SHEET TRAYS WITH 10 PLATES ON EACH TRAY.
   B. TUESDAY, WEDNESDAY, THURSDAY, AND FRIDAY--8 SHEET TRAYS WITH 10 PLATES ON EACH. PLACE IN THE COLD CART AND STORE IN WALK-IN.

2. MAKE UP THE SALADS WITH A VARIETY. USE PLENTY OF COLOR.

3. CHECK WITH THE SUPERVISOR FOR THE NEEDS OF THE SNACK BAR.
   A. MAKE HAM SALAD AND EGG SALAD IF NEEDED IN THE SNACK BAR.
   B. WASH AND PEEL 6 MEDIUM ONIONS AND PUT IN A PAN OF COLD WATER.
   C. WASH 8 MEDIUM TOMATOES AND DRY FOR SLICING. THE TRAINEE WILL WATCH THE SUPERVISOR USE THE SLICER. AT A LATER TIME, EACH TRAINEE WILL LEARN TO USE THE SLICER ON THEIR OWN.

4. BETWEEN 10:00 AND 10:45, YOU WILL BE WORKING ON THE NEXT DAY'S SALADS, MAKING JELLO, CHOPPING AND DICING VEGETABLES, AND ANY OTHER WORK THAT NEEDS TO BE ATTENDED TO.

IV. NOON

1. WASH HANDS, LUNCH TIME: 10:45 TO 11:30. BE READY TO WORK AT 11:30.

2. AT 11:45, ONE PERSON WILL BE AT THE STEAM TABLE SERVING SOUP AND BUN ITEMS. BE ALERT!
3. You will help replenish the needed food. Check to see where extra meat items are needed—bun items like wiener, polish sausage, or hamburgers. Also check to see where the casserole pans are located and which oven they are in.

4. One salad girl will be getting the salads out of the walk-in to keep the ice table full at all times. Keep breaking down, so the ice table looks neat and attractive at all times.

V. AFTERNOON

1. Break down the salads that are left, and save what you can use for the next day. Save things like pears, peaches, and pineapples. Put it into plastic containers.

2. Throw away all the other leftovers. This is up to you to decide.

3. If you did not have time for jello molds before lunch, check with your supervisor to see if jello molds need to be made.

4. Again, if you did not have time to make relishes, this would be the time to prepare them for the next day.

5. Check all your trays to see if they are clean, and put the fruit in a clean plastic container for the next day.

6. Clean the salad shelves in the walk-in refrigerator. Wash them every day with hot soapy water.

7. Take care of produce the day it comes in. You must rotate all stock so that the old gets used first.

8. Clean the white ice box, and throw out the leftovers. Scrub this every day, and wipe off the doors.

9. Check the salad shelves in the stockroom. Clean them also, rotate stock and label opening dates.
10. SCRUB THE ENTIRE SALAD TABLE, BOTH THE TOP AND BOTTOM SHELVES. ALSO, CLEAN OUT THE DRAWER.

11. CLEAN STEAM TABLES AND ICE TABLE.
APPENDIX XIII

FOOD SERVICE--COOK'S HELPER

9-A - 9B
COOK'S HELPER

I. MORNING

1. START BLOWER FANS AND TURN ON THE OVENS.
2. CHECK WITH THE COOK FOR INSTRUCTIONS FOR THE DAY.
3. GET THE MEATS FOR THE DAY OUT OF THE WALK-IN. PAN THE MEATS, EITHER BREAD OR FLOUR THEM. PUT ROASTS IN OVEN IF NEEDED.
4. START THE MEAT FOR THE CASSEROLES.
5. START NOODLES FOR CASSEROLES.
6. START WATER FOR GRAVIES FOR CERTAIN MEATS.
7. START HOME-MADE SOUPS.
8. OPEN VEGETABLES FOR THE STEAM TABLES.
9. IF NOT HAVING HOME-MADE SOUP, OPEN CANNED SOUP FOR THE STEAM TABLES.
10. COMBINE CASSEROLE BEFORE BREAK.
11. CHECK MENU TO SEE THAT EVERYTHING IS DONE.

II. BREAK TIME (DO THESE THINGS AFTER BREAK)

1. HEAT POTATO WATER AND MAKE MASHED POTATOES OR THE POTATO OF THE DAY.
2. MAKE GRAVY NOW IF IT IS NEEDED.
3. DO THE BUN MEAT NOW IF IT IS NEEDED.
4. START PREPARING FOR THE NEXT DAY. CHECK THE MENU.

III. LUNCH TIME

1. SERVE DINNER ITEMS AT THE STEAM TABLE.
2. CHECK WITH THE COOK ON LEFTOVERS. MARK AND DATE THOSE TO BE SAVED AND FREEZE OR REFRIGERATE AS THE COOK DIRECTS.
3. CLEAN THE STOVE AND OVENS.
4. CLEAN THE WHITE ICE BOX AND WALK-IN SHELVES.
5. CLEAN THE STEAMER IF NEEDED.
6. CLEAN AND STRAIGHTEN THE COOK'S SHELF IN THE STOCK ROOM.
7. MAKE THE STOCK SLIPS.
8. GET FROM THE FREEZER THE FROZEN MEATS FOR THE NEXT DAY.
9. CHECK WITH THE COOK FOR ANY ADDITIONAL WORK.
APPENDIX XIV

CAR SERVICE CENTER PRICE LIST
### CAR SERVICE CENTER PRICE LIST

<table>
<thead>
<tr>
<th>Service</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil Change</td>
<td>$ .50 per quart</td>
</tr>
<tr>
<td>Lubrication</td>
<td>1.25 plus oil &amp; grease</td>
</tr>
<tr>
<td>Replace oil filter</td>
<td>.75 plus filter</td>
</tr>
<tr>
<td>Motor tune-up</td>
<td>5.00 plus parts</td>
</tr>
<tr>
<td>Rotate tires</td>
<td>.35 per wheel</td>
</tr>
<tr>
<td>Radiator flush--install antifreeze</td>
<td>1.00 plus antifreeze</td>
</tr>
<tr>
<td>Repair tire</td>
<td>Labor: 1.00</td>
</tr>
<tr>
<td>Balance tire</td>
<td>Labor: 1.00</td>
</tr>
<tr>
<td>Adjust brakes w/wheels removed</td>
<td>.25 parts</td>
</tr>
<tr>
<td>Misc. repairs w/instructional value</td>
<td>.20 weights, 4 used (ea)</td>
</tr>
<tr>
<td>Install misc.--exhaust systems, etc.</td>
<td>4.00</td>
</tr>
<tr>
<td>or misc. work flat rated</td>
<td>3.50 per hr.</td>
</tr>
<tr>
<td>WASH</td>
<td>Car</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Large Bus</td>
</tr>
<tr>
<td></td>
<td>3.50</td>
</tr>
<tr>
<td></td>
<td>Econo-bus</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>WASH AND WAX</td>
<td>Car</td>
</tr>
<tr>
<td></td>
<td>5.50</td>
</tr>
</tbody>
</table>

All payments are to be cash only and paid directly to Service Center Supervisor. Work order must be written in triplicate and job number assigned. No work will be started without signature of owner of car authorizing Goodwill to perform the work. Receipts must be issued for all sales of gas, oil, etc. Current prices will prevail.
APPENDIX XV

PRICE LIST FOR ALL DRY CLEANING
### Ladies

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ladies Blouses</td>
<td>$0.65</td>
</tr>
<tr>
<td>Ladies Coats</td>
<td>$1.15</td>
</tr>
<tr>
<td>Ladies Coats (Borgana)</td>
<td>$3.00</td>
</tr>
<tr>
<td>Ladies Dresses (Plain)</td>
<td>$1.15</td>
</tr>
<tr>
<td>Ladies Dresses (Fancy)</td>
<td>$2.50</td>
</tr>
<tr>
<td>Ladies Formals (Plain)</td>
<td>$3.00</td>
</tr>
<tr>
<td>Ladies Formals (Fancy)</td>
<td>$4.50</td>
</tr>
<tr>
<td>Ladies Skirts (Plain)</td>
<td>$0.65</td>
</tr>
<tr>
<td>Ladies Skirts (Pleated)</td>
<td>$0.65</td>
</tr>
<tr>
<td></td>
<td>$0.03</td>
</tr>
<tr>
<td>Ladies Slacks</td>
<td>$0.65</td>
</tr>
<tr>
<td>Ladies Suits (2 pc.)</td>
<td>$1.15</td>
</tr>
<tr>
<td>Maxi Coats</td>
<td>$1.50</td>
</tr>
</tbody>
</table>

**Mens**

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mens Car Coats</td>
<td>$1.15</td>
</tr>
<tr>
<td>Mens Overcoats/Top Coats</td>
<td>$1.15</td>
</tr>
<tr>
<td>Mens Shirts (Wool)</td>
<td>$0.65</td>
</tr>
<tr>
<td>Mens Suits (2 pc.)</td>
<td>$1.15</td>
</tr>
<tr>
<td>Mens Trousers</td>
<td>$0.65</td>
</tr>
<tr>
<td>Mens Sport Coat</td>
<td>$0.85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackets--Ladies &amp; Mens</td>
<td>$0.85</td>
</tr>
<tr>
<td>Sweaters--Ladies &amp; Mens</td>
<td>$0.65</td>
</tr>
<tr>
<td>Pile Coats</td>
<td>$1.96</td>
</tr>
<tr>
<td>Fur Trim</td>
<td>$1.46</td>
</tr>
</tbody>
</table>

### Children

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirts</td>
<td>$0.45</td>
</tr>
<tr>
<td>Trousers</td>
<td>$0.45</td>
</tr>
<tr>
<td>Dresses</td>
<td>$0.75</td>
</tr>
<tr>
<td>Coats</td>
<td>$0.85</td>
</tr>
<tr>
<td>Jackets</td>
<td>$0.45</td>
</tr>
<tr>
<td>Sno Suits</td>
<td>$0.75</td>
</tr>
<tr>
<td>Boys Suits</td>
<td>$0.85</td>
</tr>
</tbody>
</table>

### Drapes

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plain (24&quot; width)</td>
<td>$1.60</td>
</tr>
<tr>
<td>Pleated (24&quot; width)</td>
<td>$2.20</td>
</tr>
<tr>
<td>Plain (36&quot; width)</td>
<td>$3.00</td>
</tr>
<tr>
<td>Pleated (36&quot; width)</td>
<td>$3.75</td>
</tr>
<tr>
<td>Plain (48&quot; width)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Pleated (48&quot; width)</td>
<td>$6.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blankets</td>
<td>$0.99</td>
</tr>
<tr>
<td>Comforters</td>
<td>$0.99</td>
</tr>
<tr>
<td>Bed Spreads</td>
<td>$1.50</td>
</tr>
<tr>
<td></td>
<td>and up</td>
</tr>
<tr>
<td>Table Cloths</td>
<td>$1.25</td>
</tr>
<tr>
<td></td>
<td>and up</td>
</tr>
</tbody>
</table>