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The development of understandings, attitudes, and appreciation appropriate for selected state and local vocational-technical educators, guidance personnel, general educators, and federal personnel with potential responsibilities for residential vocational education programs comprised the focus of this conference. Major issues related to residential vocational education were identified as: (1) concern over the broad age coverage and the feasibility of training the ages of 14-21 as a merged group, (2) the overall role of residential vocational schools, and (3) the socioeconomic groups to be served. Recommendations of conference participants have been incorporated into summary papers which were presented as the final phase of the conference. A related document which presents the initial working papers by the authors of the summary papers included in this document is available as VT 009 086. (CH)

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NATIONAL CONFERENCE FOR RESIDENTIAL VOCATIONAL EDUCATION

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OKLAHOMA STATE TECH
THE OKLAHOMA STATE UNIVERSITY
SCHOOL OF TECHNICAL TRAINING
Okmulgee, Oklahoma

MARCH 28, 1969

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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BUREAU OF RESEARCH

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U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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BUREAU OF RESEARCH

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THE CONFERENCE IN RETROSPECT

Wayne W. Miller

We can now reflect back over the past three days of this conference and see many pertinent factors relative to Residential Vocational Education. Some factors which we expected to encounter have presented themselves and have been clearly confirmed or disproved. Other factors **not anticipated** have appeared and been clearly confirmed or disproved. Still some others have been identified and not clearly confirmed nor disproved.

This has been a working conference in which 174 individuals have participated and represented their respective areas of education, industry, and government. As participants you represent a well balanced cross section of people who were needed in the development of essential guidelines to follow in establishing and/or operating a Residential Vocational School. You represent 29 states, every level of education, industry, and most of the relative departments of government. You have participated in six general assemblies and nine enthusiastic and profitable discussion sessions. It has been evident from the beginning of this conference that you came to hear and to be heard. Many of you came to receive a point, give a point, and obtain ammunition to take home. All of these, and many more, have been accomplished.

It has been most encouraging to see and hear your wholehearted response to the tremendous and desperate need for our nation to support "Residential" Vocational Education. You have agreed that Vocational Education alone is not enough, but that the "Residential" aspect must be added in order to serve and develop the full potential of the youth and industry of our nation. To my knowledge, not one of you dispute the fact that Part E of the 1968 Amendments must be funded. We do not agree in unison exactly "how" the program should operate, but we do agree it should become a reality. With this agreement it now becomes our obligation to assist our representatives in Congress to better understand the need. We must encourage funding the Bill adequately.

Certain major issues were identified during the first two days of this conference and you have expressed your opinions about them by completing a "participants in-put paper" this morning. It is too early to know the results, but a preliminary survey shows that you express yourselves freely and liberally. The major issues seemed to be (1) concern over the broad age coverage and the feasibility of training the ages of 14 to 21 as a merged group, (2) the overall role of residential vocational schools, and (3) the socio-economic groups to be served. The composite results of your in-put will be included in the summary paper publication.

The consultants have each prepared a report of his findings and the resultant recommendations. They have reported to me that the discussion sessions have been most rewarding, directive, unusually conclusive, and objectively valid.

We will now hear a report from each consultant on his respective topic.

**NATIONAL CONFERENCE
RESIDENTIAL VOCATIONAL EDUCATION**

**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



SUMMARY PAPER

On

**DEVELOPING A PHILOSOPHY OF
RESIDENTIAL VOCATIONAL
EDUCATION**



William T. Logan

February 26, 27, 28, 1969

DEVELOPING A PHILOSOPHY OF RESIDENTIAL VOCATIONAL EDUCATION

William T. Logan, Jr.

In each of the discussions with the various groups I found no dissent with my original position paper. Rather, the participants wished to expand on the philosophical basis of this paper and clarify points in the hope that the eventual guidelines developed may be as flexible as possible to meet the students' needs in our several states, yet be explicit enough to assure that the spirit of the law is fulfilled.

May I enumerate the considerations which the participants wished given in any finalized document:

1. The Vocational Education Act of 1968 should be operated on a state plan application which is based on the state's evaluation of its current vocational offerings.
2. Each state (or region where states are small and commuting is not a problem) should have an Evaluation Center based on the philosophy of the current program at Okmulgee.
3. Although the law specifies serving young people from ages 14 to 21, it was the unanimous opinion of our participants that two distinct programs should be developed for students of high school and post-secondary abilities because the social and physical maturity of the participants in such a wide age spread is too great to handle in a single educational unit. Separate facilities and programs on adjoining sites with complementary and supplementary programs might be very desirable. But the social activities — so essential to citizenship development — require different activity programs to achieve good results.
4. Program, aptitude and ability are the critical factors in deciding whether the student should be placed in a secondary school level or post-secondary level. Chronological age should be used as but one factor in placement of the student.
5. A residential center should be an institution which attracts students because of its well-balanced technical, academic and social environment and must not become a correctional institution to which juvenile offenders are sentenced by a court system.
6. If a secondary school level center is established, the program must have a two-fold purpose. It must offer terminal courses in only those occupations which can employ the graduates under existing state and federal employment regulations. It must also provide a program for transfer to post-secondary vocational-technical institutions where physical, intellectual and social maturity are prerequisites for skill training and eventual employment.
7. Standardized curricular materials cannot be used as the basis for approval of programs. Instructor-developed materials, based on occupational requirements and individual student aptitudes, are essential to successful operation. Constant and continued evaluation and upgrading of materials and instructor competencies should be required. Advisory committees in special areas, refresher courses for instructors, and participation in the instructional program by specialists from the industrial world which employs the graduates is a must.
8. The residential vocational center concept should give primary con-

sideration to the rural and isolated youth for whom a commuting program is unsatisfactory or impossible. The urban or suburban youth who desires to attend such a center should be encouraged to attend when the special course offerings are those which meet his needs and are unavailable in his urban area. Interstate and regional planning is extremely desirable and reciprocity between the several states operating programs might well be encouraged in eventual guidelines.

I found most of these points covered or alluded to in the reports of the other consultants. Therefore, I have not included remarks dealing with the handicapped, etc., which appeared to be based on the philosophy developed at Okmulgee and will be given special consideration by other consultants. I hope that my role at the conference was satisfactory because I could bring to your meeting the concerns of a non-vocational educator who regards the residential vocational center concept as an essential component of our public educational system if we are to truly provide opportunities for all of our youth to develop their aptitudes to the fullest and achieve economic competence essential to responsible citizenship.

CONCLUSIONS FOR DEVELOPING A PHILOSOPHY OF RESIDENTIAL VOCATIONAL EDUCATION

1. The state plan shall include:
 - a. A statement of the philosophy for the operation of residential vocational centers.
 - b. A report and evaluation of the vocational programs operated within the state as of June 30, 1968.

2. Selection of students
 - a. Provisions shall be made in the state plan for suitable testing and evaluation of each student's aptitudes, mental ability and physical health.
 - b. Provisions shall be made for the housing of students and social programs which are based on the academic and the physical aptitudes and interests of the age group or groups to be served.
 - c. Assignments to levels of training shall be based on abilities, aptitudes, interests and the mental maturity of students rather than on the single criteria of chronological age.
 - d. The residential center shall not be used for the placement of juvenile offenders by the state court system without prior and individual student approval by the administering board.
 - e. The residential center shall be encouraged to serve the needs of rural-isolated youth. Its secondary purpose shall be to provide educational opportunity for urban-suburban youth who can benefit from a residential program.

3. Physical facilities
 - a. Whenever possible, there shall be provisions for separate facilities for secondary-level students and post-secondary level students.
 - b. Whenever possible, the secondary level facilities shall be part of a comprehensive secondary school program.
 - c. Post-secondary facilities shall include those physical plant provisions which provide opportunities for programs for athletic, student government and other clubs and recreational activities to assure a well-rounded educational program for citizenship development and the worthy use of leisure time.

4. Curricula offerings
 - a. Curricula offerings shall be based on the aptitudes, abilities, and interest level of the students to be served.
 - b. Secondary school level programs shall provide for terminal courses in only those areas where employment opportunity is possible under state and federal labor laws.
 - c. Secondary level course offerings shall provide opportunities for transfer to post-secondary level programs where additional training and intellectual and social maturity are prerequisites for employment.
 - d. Curricula materials shall be developed to meet the specific aptitude levels of the eligible students.

- e. Provision shall be made for in-service training and study leaves of absence for faculty.
- f. Advisory committees concerned with specialized fields shall be appointed whenever possible.
- g. The use of part-time specialists from business and industry shall be encouraged.

**NATIONAL CONFERENCE
RESIDENTIAL VOCATIONAL EDUCATION**

**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



SUMMARY PAPER

On

**FACILITIES – RESIDENTIAL,
EDUCATIONAL, AND STUDENT
SERVICES FACILITIES FOR
STUDENTS IN RESIDENTIAL
VOCATIONAL SCHOOLS**



James M. Hughes

February 26, 27, 28, 1969

FACILITIES — RESIDENTIAL, EDUCATIONAL, AND STUDENT SERVICES FACILITIES FOR STUDENTS IN RESIDENTIAL VOCATIONAL SCHOOLS

James M. Hughes

In summarizing the discussions on the facilities topic, it should be noted that all of the other topics which were discussed at the conference have a strong bearing on the kinds of facilities which should be provided for a residential vocational school. Since conditions will vary in the different states and locales where these schools will be built, it was felt that the guidelines should be general rather than specific. Also, to impose rigid disciplines on all aspects of facilities development would inhibit the potential for imagination and innovation in the development of the individual institutions.

Much of the detail of the areas which were discussed is contained in the working paper which accompanies this summary. The following is a compilation of the major conclusions reached from the discussions.

1. A site for the school should be selected only after a careful evaluation has been made of factors relating to its location, size, physical characteristics, cost and other practical considerations. The study should be made of all sites being considered even though there might be a single obvious choice or the offer of a free site in order that the final selection will be based on an intelligent and rational evaluation.
2. In order for design solutions to be meaningful and effective they must be based on specific criteria. Clear and concise statements of the aims and goals of the school and the policies for implementing those goals should be made. The goals should be stated in terms of the educational program, the site, the budget and the people the school will serve.
3. A long range master plan should be developed to insure an orderly development of the campus over a number of building phases. The plan should be viable and should be updated periodically as changing requirements demand change of the plan.
4. Facilities required for a residential vocational school will usually fall into about six general categories. The following are factors to be considered for each of the different functions to be housed:
 - a. **INSTRUCTIONAL FACILITIES** — Lecture spaces, shops and laboratories. Changing programs and new developments in learning techniques place high demands for flexibility on instructional facilities. These buildings should be planned with as much loft-type space as possible. Appropriate architectural, structural, mechanical and electrical systems should be employed to allow revisions to the instructional spaces with minimum disturbance to the buildings.
 - b. **LEARNING RESOURCES FACILITIES**—The library has become the nerve center of the campus. With recent innovations in learning technologies it is the place for preparation, storage and dissemination of all forms of instructional media. More new developments will come. Therefore, the learning resources center should achieve the same high degree of flexibility that is required for the instructional facilities. It should have an open, inviting and comfortable environment with a variety of spaces for study and

informal reading such as carrels, tables, lounge areas and group study rooms.

- c. **STUDENT SERVICES**—One of the most unique aspects of a residential vocational school is the student. His primary objective is to learn a useful trade. However, there is also potential for the social and cultural development of the student during his stay on campus. These needs should be recognized and facilities should be provided to encourage social interaction and cultural activities. Other student service functions include dining, guidance and counseling, placement offices, health services, bookstore and perhaps other appropriate retail services and facilities for student government functions and various student organizations.
 - d. **ADMINISTRATION AND BUILDING SERVICES** — Facilities should be provided to adequately house all of the administrative functions and for the receiving and storage of bulk supplies, campus vehicles and maintenance equipment.
 - e. **RESIDENCE HALLS** — For many of the students who will attend these schools, their standards of living will be increased significantly above that to which they were previously accustomed in their home environment. Therefore, the residence halls should be comfortable and attractive. They should be planned in conjunction with the campus-wide goal of social enrichment with provisions for informal gatherings, recreation and receiving of guests.

The 14 to 21 age group which is expected to attend these schools requires that residence halls be provided appropriate to the age of development of the student. Cottage type housing would appear to be more suitable for those aged 14 to 17.
 - f. **ATHLETIC FACILITIES** — The extent of athletic facilities required will depend largely on whether or not physical education is a formal part of the educational program. However, informal athletic activities can be important factors in the overall development of students. Therefore, both indoor and outdoor facilities should be provided for individual workouts, group activities and spectator events for competitive sports.
5. Quality levels for a vocational school should not be determined by what might be considered sufficient or appropriate for a vocational school, but rather by normal standards that would apply to any other post high school educational facility. The environment of the vocational school should offer the students a sense of pride, dignity and place to help eliminate the stigma of second class citizenship.

**CONCLUSIONS FOR
FACILITIES — RESIDENTIAL, EDUCATIONAL, AND STUDENT
SERVICES FACILITIES FOR STUDENTS IN RESIDENTIAL
VOCATIONAL SCHOOLS**

FACTOR 1:

Developing a residential vocational school requires a team of experts who are experienced in educational and facility planning.

Recommendation: Two teams should be assembled. An educator team should be responsible for establishing curriculum, instructional methods and specific needs of the types of students who will attend the school. Another team consisting of architects, planners and engineers should assume responsibility for all aspects of planning and building design. A high degree of communications should exist between the two teams with the lead architect acting as coordinator.

FACTOR 2:

The selection of an appropriate site is an essential factor in achieving a successful plan for the school.

Recommendation: Due concern should be exercised in considering potential sites for the school. The selection should be made only after all factors to be considered have been investigated and evaluated on a comparative basis.

FACTOR 3:

As a basis for design, a comprehensive educational and space program is essential.

Recommendation: The program should be developed through the joint efforts of the educator and architect teams and should include complete statements of the goals and policies of the institution, space needs, and budget.

FACTOR 4:

The orderly growth of a campus is dependent on a master plan.

Recommendation: Prior to beginning the building design, a long range master plan should be developed. The plan should be required for a totally new campus or even a situation where the school will occupy existing buildings, either on a temporary or permanent basis, along with new facilities to be constructed.

FACTOR 5:

Changing programs and new learning techniques insist that instructional facilities be able to adapt to change.

Recommendation: Flexibility should be a primary requirement in the design of all instructional spaces. Architectural and engineering systems should be designed to permit change to take place as change demands.

FACTOR 6:

Learning resources facilities are taking on expanding rolls in the learning processes.

Recommendation: In planning facilities for learning resources services consideration should be given to appropriate use of multi-media instructional materials and equipment. The facilities should be flexible and have the ability to adapt to new technologies. Consideration should also be given to central campus location and electrical connection to other instructional spaces.

FACTOR 7:

A significant uniqueness of the residential vocational school is the kind of student who will attend. In addition to learning a useful trade the student has other needs.

Recommendation: The potential for social and cultural development of the students should be recognized. During the programming phase the needs of the students in these regards should be identified. Specific programs should be planned to encourage student participation in meaningful non-academic activities and then appropriate facilities should be planned to accommodate them.

FACTOR 8:

The student will spend one-third or more of his time during his stay at the school in a residence hall. Socio-economic backgrounds of many students are below normal.

Recommendation: Therefore, residence halls should be planned with with an environment that will raise the aspirations of the students. Recreational and social accommodations should be provided to supplement other facilities planned for non-academic student development. Special thought should be given to appropriate living spaces for the varying age groups of the students.

FACTOR 9:

Physical development is an important factor in the life of the student.

Recommendation: Adequate athletic facilities, both indoor and outdoor, should be provided to encourage student participation in formal and informal athletic programs.

FACTOR 10:

Students attending vocational schools have, in the past, been looked upon as so called second class citizens.

Recommendation: To help counteract these attitudes, construction budgets for vocational schools should be consistent with those established for other post-high school educational institutions.

**NATIONAL CONFERENCE
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**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



SUMMARY PAPER

On

**GEOGRAPHICAL LOCATIONS FOR
RESIDENTIAL VOCATIONAL
SCHOOLS**



Dr. J. Clark Davis

February 26, 27, 28, 1969

GEOGRAPHICAL LOCATIONS FOR RESIDENTIAL VOCATIONAL SCHOOLS

Dr. J. Clark Davis

The major purpose of this summary paper is to provide guidelines for planning the course of action leading to the selection of geographical locations for residential vocational schools.

Planning for Selection

Looking back and evaluating results of actions based on prior decisions is a common pastime of organizations and individuals. Whether or not a decision was good or bad can seldom be answered with a positive "yes" or "no". However, the degree of success that is achieved in an endeavor can usually be credited to the quality of planning for making decisions.

Planning for the selection of geographical locations for resident schools should start with the formulation of a planning team. Team members could be selected from state departments of education, vocational specialists, local school district vocational education personnel, university specialists in vocational education, employment security labor analysts, union administrators, school facility consultants, architects, bureau of land management personnel, secondary school and post secondary school administrators, small business and industrial management, school finance analysts, and regional planners, to name a few.

Certainly a prime requisite is to select a variety of people who have a genuine interest in establishing a residential school.

Rationale for Resident School

A consideration for the planning team should be to determine whom the resident school is to serve.

The national vocational act directs the establishment of residential vocational education primarily toward two objectives: (1) Serving the rural youth who is isolated from the opportunities of receiving adequate vocational training at his home school because of limited enrollment and a limited tax base which will not provide a wide spectrum of vocational education exposure, and (2) to give special consideration to the needs of large urban areas having substantial numbers of youths who have dropped out of school or are unemployed.

Course of Action

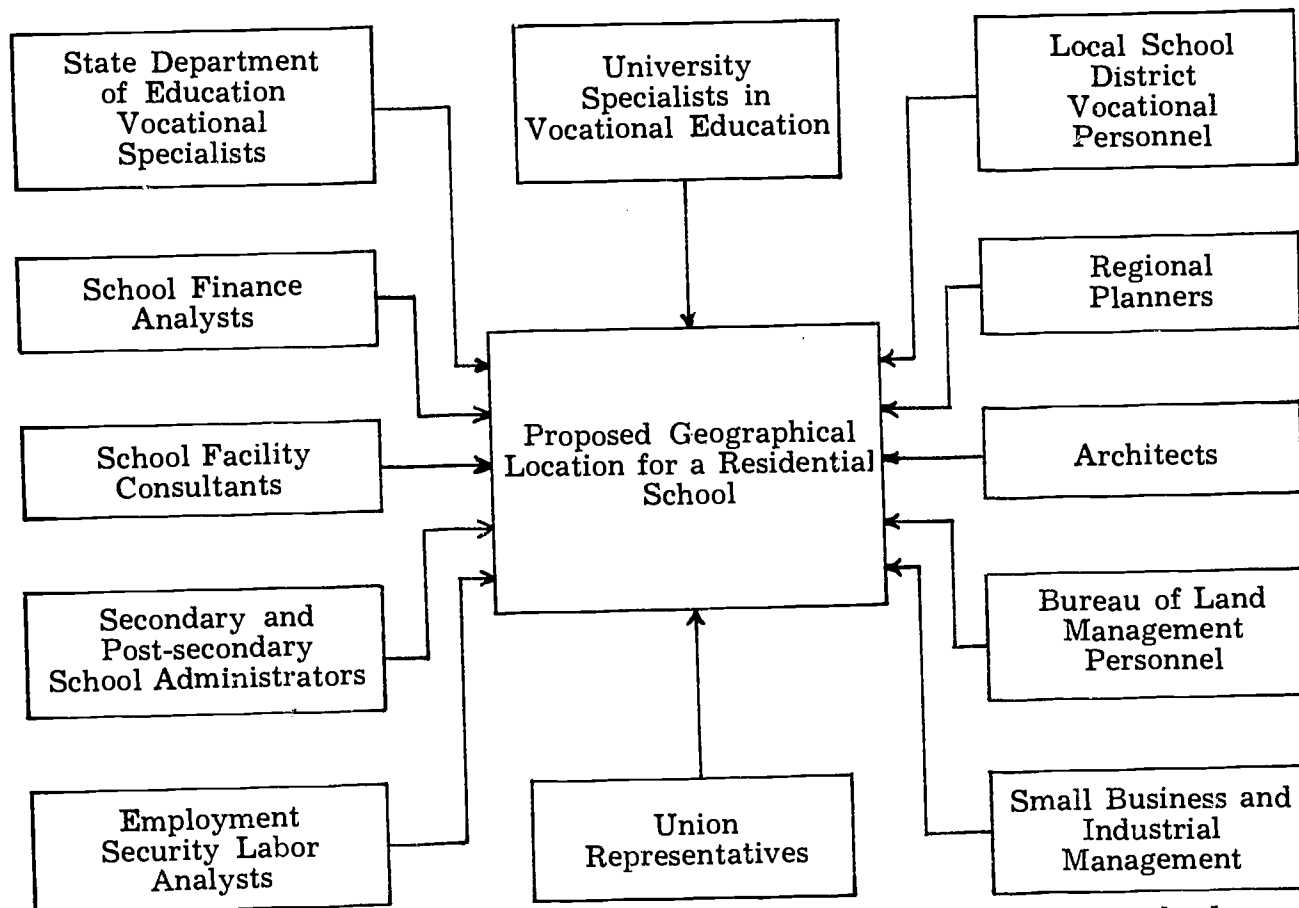
With the problem now identified concerning whom the resident school shall serve, the planning team must select some route for collecting pertinent data. The task is manifold. Planning team activities must: (1) examine alternative solutions and compare them, (2) establish criteria to use as a guide for making sound decisions, and (3) seek ideas from people who have been exposed to the selection of residential school locations.

The use of an organized survey by the planning team has merit. Basically the survey serves two purposes: (1) It shows the objectivity of the persons who are responsible for leadership in solving the planning problem, and (2) it documents the facts relative to the particular task to be researched.

Very simply, a survey carries forward four basic steps of research method in studying a given situation: (1) formulating a clear statement and concept of the purpose set for the survey, (2) gathering pertinent data

in as objective and complete a manner as is possible, (3) reserving judgment until the data are compiled and analyzed, and (4) drawing valid conclusions in terms of, and based on, the data compiled.

THE RESIDENT SCHOOL LOCATION TEAM



In order to select the right location for the proposed residential school the planning team must:

IDENTIFY

The basic characteristics for a residential location

DEVELOP

A plan of action to find and evaluate geographical locations

The Geographical Residential Location

WRITE

Design a document that states the rationale for selecting a particular location over the other alternatives

Guidelines to Specific Questions To Be Answered

Having evolved a plan of action, the planning team must direct itself to answering specific questions about each geographical location being considered for acquisition.

1. Does the location have easy access by some mode of transportation?
2. Does the location permit taking advantage of state and local labor markets?
3. Is there recreational and leisure hour potential? Are opportunities provided to swim, bowl, play tennis, read in a library, see movies,

become involved in intramural sports, have the opportunity to meet people and become a part of a variety of activities within a particular community setting?

4. Is the location smog free, away from excessive noises and free of pungent odors, smoke and dust?
5. Is the location suitable to allow the young man from the heavily populated urban area a change of environment that gives him some feeling of identity — that he is not just a part of the mass of humanity?
6. How will a particular geographical location utilize existing vocational educational facilities?
7. To what extent are work experience or cooperative efforts with small business or industry available to students?
8. Is the location conducive to attracting quality teachers who want to live and stay in the general area?
9. What is the status of the school system available for the children of the teaching staff?
10. Are there available housing units of good quality at reasonable rent or sale prices for teaching and administrative staff?
11. What kind of support services are available for the residential school, such as cleaning and washing facilities, wholesale food service, fuel, light, other utility rates, and hospital or health services?
12. What is the potential for enrollment?
13. Are there personnel within the immediate area who can serve as part-time consultants and teachers from industry or a college or university?
14. What are the problems involved in gaining clear title to land under consideration for purchase?
15. How soon can site be purchased?
16. What are the site purchase costs?
17. Has a site development cost estimate been made by an architect? What is the site preparation cost?
18. Is there Bureau of Land Management land available for site consideration in the area being evaluated?
19. Has a search been made to ascertain if land can be purchased in cooperation with the Indian Service?
20. What are the architect's estimated costs for the total residential facility environment?
21. What is the capability of the tax base to support the residential school?
22. What is the total present per capita tax load?
23. Are there supporting financial bases, other than public, available for the residential school?
24. Are there any local, county or other political entities that have laws which would provide negative legal implications for the school?
25. What is the extent of interest generated by people in the communities that are being considered as possible locations for residential schools?

All of the possible location factors have not been exhausted in the previous guideline of questions. Each resident geographical location team.

will have to add to or delete from the array of questions, depending upon the particular resident geographical location problem with which it is faced.

After all the answers to the questions are gathered, then the task of analyzing the data begins.

All data must be analyzed in the light of how data from one location compares with data gathered from other possible residential school locations.

When making the final decision for site selection remember that the major criterion for selecting a location for a residential school is to determine how well that location will provide the best possible kind of education for the young people which that school is designed to serve.

CONCLUSIONS FOR GEOGRAPHICAL LOCATIONS FOR RESIDENTIAL VOCATIONAL SCHOOLS

1. Who should be responsible for recommending specific residential school sites?

There should be a task force established, drawing from a wide variety of individuals who can provide pertinent data concerning site selection factors. The task force could include architects, school facility planners, real estate personnel, state department of education, people, regional planners, and vocational education specialists, to name a few.

2. How should the site selection relate to the teaching staff?

The general site location should provide services to the teaching staff such as medical services, a good public school system, adequate housing, and a pleasant environment.

3. How available is the site under consideration?

It is essential that one of the first considerations in site selection be determination of the length of time required to purchase and receive clear title.

4. Should a residential school be located in an urban area?

For most students, removal from the heavily populated urban area to a rural or less populated area provides an environment with fewer distractions.

5. Are work experience and cooperative efforts with small business essential considerations for a good site selection?

One of the prime criteria for site selection should be the consideration of the extent of opportunities for work experience for students in the general area under consideration.

6. What are the site preparation costs?

It is recommended that an architect be hired to provide a site preparation cost estimate for each site under consideration. Site preparation costs can be very high and this could be a critical factor in site selection.

7. What is the extent of interest generated by people in communities being considered as possible locations for residential schools?

The interest of the people living in a particular area or community in having a residential school located in their midst must be analyzed. In most cases, if there is lack of interest on the part of the local citizens, consideration of that particular site should be abandoned. A residential school must have positive support by a community to survive over the years.

8. What is the potential for enrollment?

When considering a site, it should be determined how many young people in the immediate area would be potential students. For most residential school situations part of the student population should be composed of young people within a few miles driving distance from the school.

9. What is the recreational and leisure hour potential of the general area surrounding the potential site?

Much consideration should be given to the analysis of recreation and leisure hour activities available to students. They should not be isolated from normal recreational activities.

10. What are the political implications in residential site selection?

The political factors should be reduced to a minimum so that a residential school site can be selected specifically on the premise of how well the site provides for the needs of the young people it will serve.

**NATIONAL CONFERENCE
RESIDENTIAL VOCATIONAL EDUCATION**

**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



SUMMARY PAPER

On

**SELECTION AND EVALUATION
OF STUDENTS FOR
RESIDENTIAL VOCATIONAL
SCHOOLS**



Dr. Merrel R. Stockey

February 26, 27, 28, 1969

SELECTION AND EVALUATION OF STUDENTS FOR RESIDENTIAL VOCATIONAL SCHOOLS

Dr. Merrel R. Stockey

Experience over the years with students in the Milwaukee Technical College and information gathered recently on a visit to thirteen residential schools scattered throughout the country rather clearly establish that vocational-technical education requires about the same range of abilities as will be found in an academic secondary school setting.

The task of an admissions department will be that of being able to marshal a student body which can profit from vocational offerings. We can break the discussion into the following categories:

1. Educational Objectives of the School
2. Probable Characteristics of Applicants
3. Methods of Appraising Potential Students
4. Techniques for Recruiting a Student Body

It is assumed that every residential school will be concerned with developing job skills and social competence in each student. Course offerings will vary to some degree due to geographical location of the school. However, there are certain basic skills that are marketable in almost every area of our country.

While the type of population with which we will be dealing is not highly mobile, there are enough people who move about the country to suggest that each school's offerings, in part, should be guided by national considerations. Many studies have shown the largest single reason for involuntary job termination is inability of the worker to adjust to fellow workers and supervisory personnel. Lack of job skills is of secondary importance. Therefore, the residential vocational school must take cognizance of the need for helping people establish adequate interpersonal relationships and provide some type of training in this area.

The law governing the establishment of proposed model residential vocational schools makes it rather clear that a fairly substantial portion of the student body will come from the so-called disadvantaged segment of our society. The term "disadvantaged" is capable of numerous definitions. Based on personal experiences and reactions from people working in metropolitan areas and in some residential vocational schools, we offer the following sketch of what this type of potential student will be like.

Educationally they will be retarded. You may expect them to lag three to five or six years behind their capabilities in the area of reading. Similar conditions will exist with reference to their computational skills. In the majority of cases this will represent the consequences of early lack of motivation and application.

Intellectually these young people will function best in dealing with concrete material as opposed to highly verbal generalizations and abstractions. This knowledge must be taken into account wherever screening for admissions will be done. It will dictate selection of measuring devices that do not penalize people of good basic ability who are weak in verbal expression.

Emotional needs and characteristics must be understood by the entire staff of the residential school. While the younger students will display more of the following characteristics than the group of older students,

there is enough overlap to require fairly similar treatment of their tendencies.

Life experiences tend to invest these people with feelings of despair. They feel somewhat overwhelmed and, as a consequence, use various subterfuges to avoid competitive situations. This behavior is fairly common and may lead to some problems in providing them with remediation and growth.

Hostile behavior may also be readily recognized and will take one or more of three forms of expression. In one instance, it will be evidenced when the student deliberately absents himself from class. A second form will be most readily demonstrated by acting out disruptive behavior in class. A third, and more subtle variation, will be seen in the student who attends regularly but effectively tunes out the instructor's offerings.

Administrators must also be aware of the sensitivity of this population to authority. Students of this type have a distorted view of their relationships to those who have some power over their actions.

The life experiences of these young people have been highlighted by frequent exposure to rejection. Therefore, they have limited trust in the actions and intentions of others. This feeling must be understood by the staff of a residential vocational school and coping techniques developed which will correct their negative expectations.

Methods of intake developed by an admissions department must take cognizance of the need to evaluate intellectual, educational, and emotional characteristics of the anticipated student body. This screening process may take two forms.

One involves oral interview and may be done with some type of pattern technique. A portion of this approach will be supplemented by information gathered from a standard application blank and hopefully supplementary data from any of the social agencies that may have had contact with the applicant.

The other approach to selection might involve the use of standardized tests. A suitable intelligence test together with measures of reading and arithmetic skills will be minimal requirements. A test battery of this type can be used for a dual purpose.

In the first instance, cut-off scores might be established for admissions purposes. Secondly, particularly with reference to skill measures, the scores will serve as guides for planning training objectives and as a means for slotting individual students into appropriate levels of tool subject instruction.

An extension of the admissions process, particularly for the younger age group, could be establishment of a diagnostic quarter. During this period of time, which might run eight or nine weeks, students will receive more intensive study as they move through a series of trial shop offerings. Near the close of this period, staffings should be held on each student. Academic and shop teachers should meet with the admissions department personnel to analyze the qualities and progress of the student and make appropriate placement in a shop training program.

Of overriding importance is the need for a residential vocational school to function autonomously in the selection of students. There is ample evidence to show that failure experiences in educating these students stem, in part, from the practice of having outside agencies consign young people to programs.

An important function of the admissions department can be that of recruiting the student body. Workers in this department will need to have intimate knowledge of the factors which contribute to successful course completion and job placement of the students. This information

must be communicated to the people in the area who have greatest influence on prospective students. A key figure will be the secondary school guidance counselor. The residential school will have to establish meetings with these people in order to acquaint them with the types of referrals they can most profitably make.

One approach might be to establish yearly guidance institutes for high school counselors. They can be brought to the residential school campus and given a full day of instruction concerning course offerings, requirements for various programs, and a tour of the facilities to show them the quality of offerings.

The other technique would involve establishing communications through the medium of a newsletter that would be mailed to the counselors several times a year.

The admissions department should become very active in speaking at career days offered by most high schools. They should also seek out the opportunity to speak about vocational education with PTA groups and the several service organizations that are active in both small and large cities. This department can also take the lead in suggesting types of visual aids that might be developed for use in disseminating information about the school.

**CONCLUSIONS FOR
SELECTION AND EVALUATION OF STUDENTS
FOR RESIDENTIAL VOCATIONAL SCHOOLS**

1. Participants were concerned with the inclusive age range prescribed in the law for residential vocational school students. They felt the fourteen- and fifteen-year-old students were not appropriate for this type of training.

Recommendation — Concentrate on young people in the seventeen to twenty-one age group. They are more adaptable to vocational training and will be immediately available for industrial employment on completion of their programs.

2. It was felt that the needs and characteristics of the entire student body should be readily identifiable so that the school will be in a position to react positively to these aspects of their development.

Recommendation — Include social workers and psychologists on the admissions staff. They should be in a position to diagnose and make appropriate suggestions to key staff members.

3. A number of participants expressed concern over the allocation of responsibility for determining who would be accepted for training.

Recommendation — The receiving school, through its admissions department, should establish the standards for admission.

4. Some discussion was directed toward the question of who or what agency will do the actual screening of students.

Recommendation — The screening of students should be accomplished by personnel of the receiving school.

5. The thought was expressed by some participants that evaluation through the use of interest and aptitude tests should prove helpful in establishing concrete vocational objectives.

Recommendation — Testing for purposes of formulating vocational goals has some value if used judiciously. Perhaps this approach with some exploratory shop offerings will prove best.

6. The need for early identification of remedial requirements in the tool subject areas was outlined by a number of participants.

Recommendation — Appropriate measuring devices in reading and mathematics should be a part of the induction process in order that instruction at appropriate levels can be instituted immediately.

7. The desirability of establishing minimum intellectual requirements was voiced by some participating members of the various groups.

Recommendation — Vocational education requires average to above-average ability. Accepting students who fall more than a standard deviation below the mean serves only to expose such students to continuing failure.

8. Concern for maintaining an open-door policy occupied the thoughts of participants.

Recommendation — There can be danger in the use of tests for screening applicants. Personnel in such schools must be basically

committed to open admissions and be sophisticated enough in the use of psychometric devices to be able to interpret them against a "disadvantaged" background in individual cases.

9. Judicious mixtures of disadvantaged and average type students in a residential setting was discussed.

Recommendation — Average or normal students can have a leavening effect on some of the more extreme members of a disadvantaged population. Therefore, this type of school must not be restrictive in accepting clientele but should make an effort to blend its population.

10. Several participants expressed the need to make provisions in residential vocational training for the physically handicapped.

Recommendation — This type of facility, with good architectural planning, can function admirably as a training institution for some handicapped individuals. They can fit very adequately into the total structure of the school.

**NATIONAL CONFERENCE
RESIDENTIAL VOCATIONAL EDUCATION**

**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



SUMMARY PAPER

On

**SPECIAL CONSIDERATIONS FOR
THE SOCIO-ECONOMICALLY,
PHYSICALLY AND EDUCATIONALLY
HANDICAPPED STUDENT IN
RESIDENTIAL VOCATIONAL
SCHOOLS**



Jack P. Jayne

February 26, 27, 28, 1969

SPECIAL CONSIDERATIONS FOR THE SOCIO-ECONOMICALLY, PHYSICALLY AND EDUCATIONALLY HANDICAPPED STUDENT IN RESIDENTIAL VOCATIONAL SCHOOLS

Jack P. Jayne

PROBLEM 1: How should we define the term socio-economically disadvantaged? Some of the participants were concerned as to whether or not the "establishment" would consider the needs of the hard-core disadvantaged if the term were not clearly and specifically defined. On the other hand there were those who wanted to give the term socio-economically disadvantaged a broad interpretation in order to be able to train better qualified students and produce the most positive results possible in terms of employed graduates. There were those who saw the socio-economically disadvantaged in the large city ghettos and others who saw them isolated geographically in areas lacking industrial employment. There were those who wanted to define the term on the basis of economic need and those who preferred to establish the need of social handicaps. No consensus was arrived at as to how to define these socio-economically disadvantaged but all were aware of the necessity to serve the group.

RECOMMENDATION: The Amendments to the Vocational Training Act of 1963, require the submission of an acceptable state plan which should identify the socio-economically disadvantaged, by number and location in the state and how they are to be served through the Residential Vocational School. If earnings are a basis for need to qualify as disadvantaged, geographical location should be taken into consideration as the cost of living index and prevailing wages vary greatly.

PROBLEM 2: Student selection was a group discussion topic at the conference. Several participants in each group felt that special consideration should be given in the recruitment of the socio-economically disadvantaged and it was a completely different topic than student selection. There were a surprising number of participants who felt the present method of recruitment for existing schools for the disadvantaged is inadequate and would be inadequate to recruit for Residential Vocational Schools. Some participants wanted the recruiters to be attached to the Residential School staff and "go get the hard-core into the school". Others felt that there should be only program information given the socio-economically disadvantaged and applications should be submitted on a strictly voluntary basis.

RECOMMENDATION: There are a number of very reputable agencies working with the socio-economically handicapped who could be oriented to the function and purpose of a Residential Vocational School. These agencies, along with the State Employment Offices, could recruit applicants for Residential Schools. They could give group and individual pre-training counseling to selected applicants to be accepted for Residential Vocational training. The participants felt that pre-training counseling would insure a much better oriented trainee with a far greater chance of success.

PROBLEM 3: There were a few participants who represented agencies which work with very difficult problems. They have not had a high rate of successful solutions or measurable results due to the complexity of the immediate problem. It was the feeling of many that these agencies were looking for a place to which to refer their problems — in this instance to a Residential Vocational School.

RECOMMENDATION: The purpose and function of a Residential Vocational School should be re-emphasized. HR18366, Amendment to the Vocational Education Act of 1963, Section 109, specifically speaking, states that the Residential Vocational School will provide vocational education to youth who need full time study on a residential basis in order to benefit fully from such training. The numbers of socio-economically handicapped youth who need, want, and will benefit from Residential Vocational training are sufficient enough that care should be made to screen out those whom the program will not benefit.

PROBLEM 4: The industrial representatives on one hand wanted the schools to train qualified technicians to meet present and future industrial needs because as they stated, the expansion of industry is dependent on availability of qualified technicians. On the other hand there were those who felt that industry had too long dictated to society the qualifications for employment, and it was time that society dictated to industry in regard to the hiring of the socio-economically deprived and in-service training offered by industry. Industry representatives and many of the other participants did not want the Residential Vocational Schools to be such in name only and function as some of the presently existing programs for disadvantaged youth.

RECOMMENDATION: It was the consensus of the group that the Residential Vocational Schools should fill a needed gap in the training programs now available. Many socio-economically disadvantaged youth who are potential technicians, craftsmen, and semi-skilled workers would, and should, take advantage of Residential Vocational Training which would provide them with the knowledge, skill, and confidence to compete in the world of work. The disadvantaged student through testing, evaluation, and exploratory training can and will, with the help of vocational counselors, arrive at a realistic training objective. It is further recommended that if there is a limitation on the length of training time allowable, it should be flexible and special considerations be given the socio-economically handicapped student who is making satisfactory progress toward the completion of his training objective.

PROBLEM 5: The Residential Vocational School will accept youth between the ages of 14 and 21, but it is not specified if this includes families. Many of the prospective trainees will be married, solo parents*, and single youth with financial support responsibility for a parent. The term youth is not simply male and female youth. The needs of the youth with a family or parental responsibility, among the socio-economically disadvantaged, are just as great or greater than that of the single youth.

RECOMMENDATION: The consensus was that many youth drop out of school when they get married in order to support their family. Many youth among the economically deprived drop out of school to help support a dependent parent. Many single girls drop out of school when they become pregnant. It was the consensus of the group that Residential School apartments should be provided for this group in need of Residential Vocational School training so that the family could remain intact and meet the total needs of the family unit. The family as a unit should be encouraged to come to the training site where the wife could either learn a skill or be entered into a program of family living, family planning, and money management. It was pointed out that you cannot reach the youth who has left school to help support a dependent parent unless you provide for the parent at the Residential School. Welfare grants for solo parents and dependent parents should continue during training and should be subtracted from the subsistence grants while the family head is in training.

*Female family head with dependents

PROBLEM 6: A few participants wanted the Residential Vocational

School to provide the same curriculum and same type of housing for all youth between the ages of 14 and 21. They were of the opinion a youth of 14 was ready to learn a vocational skill and in many cases the residential dormitory environment would be better than the environment in which they are now living. On the other hand there were those who thought the 14 through 17 age group should be exposed to a high school vocational education curriculum and live in separate housing. These participants thought the 18 through 21 age group should be given a post-high school curriculum and be provided separate housing facilities. It was pointed out that various State compulsory education laws affect students from 16 to 21 years of age if not high school graduates.

RECOMMENDATION: It was the consensus of the group that separate cottage housing should be provided the 14 through 17 age group with not more than 30 students to a cottage. Where feasible this group should be in a different school than the 18 through 21 age group. The vocational training curriculum for the 14 through 17 age group should be at the high school level. The 18 through 21 age group should be provided separate housing, preferably at a different school. Where State laws permit, the curriculum should be at the post-high school level. All schools, regardless of age groupings, should be co-educational and a social and recreational program should be provided for the entire study body. Special concern and counseling services should be provided the socio-disadvantaged student when needed in his residential living, social, and recreational development, as well as in his vocational training endeavor.

PROBLEM 7: The vocational educators are concerned about the future of Federal sponsored vocational education programs and feel that this is the opportunity for Vocational Education (through the Amendments to the Vocational Act of 1963) to upgrade the image of vocational training and make the nation aware of the national need and benefits of a first class vocational program on equal status level with Junior Colleges and four year colleges. There must be brick, mortar, and equipment . . . impressive facilities which create the right image in the sight of the public. Too long, dedicated vocational educators have had to use vacated or abandoned school buildings for not only shop facilities, but also for classrooms. School counselors too often think in terms of high ACT scores and college-bound students only. Too often the student who leaves school is not a "drop-out," but a "push-out", as the present curriculum and programs do not interest him nor do they meet his needs. The drop-out rate below the degree level in schools of higher learning is between 40 and 50 per cent. Counselors need to be re-oriented as indicated by the high drop-out rate and should direct more students to the vocational and technical schools at the post-high school level as well as directing many to a vocational program while in high school.

RECOMMENDATION: The facilities provided at the Residential Vocational School should be so architecturally designed and built that they will make students aware of, and interested in, learning a vocational skill. The results produced by the Residential Vocational School in its early stages should be such that others will see the advantage of a vocational education. As mentioned in recommendation 3, there are sufficient numbers of socio-economically handicapped youth who need, want, and will benefit from residential training that care should be made to screen out those whom the program will not benefit. Most of the participants agreed there is a status structure in the socio-economically disadvantaged group as well as the non-poverty group. There are those who are almost successful on one extreme and at the other extreme, there are those who "always succeed to fail". In a voluntary program the more affluent of the poverty structure are the people who are willing to voluntarily apply for vocational training. Many of these individuals will meet the criteria for a

residential school. As the more affluent succeed the person just below him in the status structure will say, "If he made it, I think I can make it." The consensus of the group was that this would be the best motivating factor possible. There is no counseling or recruitment plan or program which can be taken to this socio-economically handicapped group that will be as beneficial or motivating as success itself.

It is recommended that most careful screening of the socio-economically disadvantaged group be accomplished to insure that the program gets off to a good start, creates the correct image, and sets a precedent for future trainees. A vocational educational program which can meet the needs of the socio-economically handicapped will be welcomed by the nation.

PROBLEM 8: Some participants wanted the Residential Vocational School to lead to a Junior College degree and to be accredited. This group felt that those who wanted a trade school education could borrow money and attend a private trade school. It was admitted many of these schools had poor facilities and were overcrowded. On the other hand there were those who wanted the Residential Vocational School to offer a non-degree course with a vocational training and technical training school curriculum.

RECOMMENDATION: It is recommended by the majority of the participants that the Residential Vocational Training School be a true vocational and technical training school with a non-degree curriculum. It could be administered by a junior college or four year college but in order to serve high school drop-outs and the socio-economically disadvantaged, it should offer a curriculum which is geared to their needs. The needs of the socio-economically disadvantaged are emphasized in the Amendments to the Vocational Training Act of 1963. This group should not be forced to attend private trade schools at their own expense but should be able to attend an Area or Residential Vocational School.

PROBLEM 9: There was an avid discussion on the term "conformity". One of the justifications for a Residential School and a blend of students from all economic strata was that most people conformed to the society in which they lived. The associations and experiences of the disadvantaged group with the peer group would be beneficial to both groups. The question was presented as to whether or not the school should teach conformity.

RECOMMENDATION: The school should have a curriculum which encourages exploratory efforts on the part of the student. An evaluation center to help many of the students find the training objective he likes and in which he can succeed should be an integral part of the Residential Vocational School if training is to be long lasting. Some conformity is required in our productive society. One must be industrially acclimated — report to work on time, follow instructions, use leisure time wisely or at least within limitations. Even some of these items must be exploratory in order that the student may have experiences which will afford him the choice of "doing", and seeing the advantage of making right choices.

Much research has been conducted by existing training programs administered for the socio-economically handicapped youth. It is recommended that advantage be taken of this research in establishing the curriculum and the social and recreational programs at the Residential Vocational School.

**CONCLUSIONS FOR
SPECIAL CONSIDERATIONS FOR THE SOCIO-ECONOMICALLY,
PHYSICALLY AND EDUCATIONALLY HANDICAPPED STUDENT
IN RESIDENTIAL VOCATIONAL SCHOOLS**

1. It is essential that in the initial stages the Residential Vocational Schools have a good image to attract the socio-economically disadvantaged youth as well as the youth who, although unskilled, is not considered as disadvantaged, but is in need of vocational up-grading to reach his potential productivity in society.

The school should not be identified as a "school for the disadvantaged" only. This would be a poor image for the school to have in the eyes of the disadvantaged and the general public. Preferably the word "residential" should not be used in naming the school.

2. Special care should be taken in recruiting the socio-disadvantaged youth for the Residential Vocational School. The recruitment should be based on need for a residential type training. Present vocational schools should be utilized unless the youth is in need of a residential type school. This could be because it is best to move the disadvantaged youth from his home or community environment, or because no vocational school is available.

The criteria for accepting the socio-economically disadvantaged youth should be other than the fact that the parents or parent wants to transfer the financial obligation of educating the youth to the state or federal government.

3. The final determination in the selection of students should be the prerogative of the residential vocational school. There will be the socio-economically disadvantaged, and some who are not, who will not benefit from residential vocational training after being tested and participating in testing in an evaluation center. Justification should be given in writing, if this becomes necessary, as to the reason for rejecting the applicant. The selection of students should be based on a good prognosis for employment in their field of training. Because many of the socio-economically disadvantaged have a pattern or outlook of failure, it is of utmost importance that when selected for training, they have the potential qualifications for success.

4. It is important that there be a mixture of students — the socio-economically disadvantaged and those who are not. Since 40% of the funds must be expended on the socio-economically and physically handicapped it is recommended that a minimum of 40% of the students in the residential school be from the socially, economically, or physically handicapped. Socially handicapped could be interpreted to mean from an isolated area where vocational training is not available as well as coming from a poor home or community environment. If all students are the socio-economically handicapped, there will be fewer or no opportunities to learn through experiencing and associating with other groups of people. The mixing will help strengthen the socio-economically disadvantaged group and cause the more sophisticated groups to be more tolerant of the disadvantaged. This will be mutually beneficial.

5. There must be special evaluation and remedial facilities at the residential vocational school to meet the needs of many of the socio-economically disadvantaged groups. After a reasonable length of time, a student who has the potential, but does not respond

to the services, should be terminated from school. The student body as a whole, as well as the disciplined student, will respect the decision. There are too many of the socio-economically disadvantaged in need of and wanting the services of the school to justify spending an excess amount of time with the single unmotivated student who does not respond to training. On a written justification, the disciplined student should be allowed to re-enter training if he is under 21 years of age when he seeks re-entrance.

6. There is a status structure in the socio-economically disadvantaged from the almost successful to the most destitute. As long as the person can be classified and determined to be a socio-disadvantaged youth he should be eligible for training. The almost successful is usually the leadership in this disadvantaged group. He will likely be the first to accept residential vocational school. When this student leaves it gives a less advantaged youth the opportunity to step-up. If the leaders in the disadvantaged group can be trained vocationally it will give momentum to the vocational training program in area vocational schools as well as residential vocational schools.
7. Special effort must be made to place the socio-economically disadvantaged in employment upon graduation or partial completion. Follow-up must be given to the socio-economically disadvantaged to show a continued interest in their success. The goal of the residential vocational school should not be to turn out "employable graduates", but, "employed graduates." No students, except the physically handicapped student, should ever be trained for therapeutic reasons only.
8. Special attention must be given the socio-disadvantaged student regarding budgeting, the world of work, recreation and attitudes as well as teaching him a vocational skill. A skill is of no value unless the individual is industrially acclimated and can budget money within limitations. The youth must be given money and have a choice in selecting his clothes and enjoying recreation. If the program is to be lasting, the entire curriculum must be exploratory and allow the individual to make choices.
9. The residential vocational school should be co-educational and provide apartment type housing for family units. There are many socio-disadvantaged youth who are married, are solo parents, or have a dependent parent who are in need of residential vocational training and would not be financially able to attend school unless housing were available. Special programs should be provided these family units in family planning, family living, and in budgeting. Wives should be required to accompany their husbands to the school so they can both grow socially and gain from their experiences to insure a stable home.
10. The Residential Vocational Training School must fill a gap in our educational system if it is to meet the needs of the socio-economically handicapped. The curriculum should not be at the accredited level of a Jr. College, but should only lead to a diploma of proficiency in a specific skill. The curriculum must be flexible to meet the needs of industry at a specific time and for a specific training objective, as long as the number to train is economically feasible.
11. Existing residential vocational training schools which have successful vocational training programs should first be considered as the nucleus for a residential vocational training school. This will cut the start-up cost and provide direct services to a greater number of disadvantaged youth.

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RESIDENTIAL VOCATIONAL EDUCATION**

**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



SUMMARY PAPER

On

**SPECIAL CONSIDERATIONS FOR THE
PHYSICALLY HANDICAPPED IN
RESIDENTIAL VOCATIONAL
SCHOOLS**



James A. West

February 26, 27, 28, 1969

SPECIAL CONSIDERATIONS FOR THE PHYSICALLY HANDICAPPED IN RESIDENTIAL VOCATIONAL SCHOOLS

James A. West

The Oklahoma Rehabilitative Services feel extremely fortunate in having available to us a residential facility that provides vocational education such as Oklahoma State Tech in Okmulgee. This facility offers a variety of training areas in a unique setting designed not only to aid the client to become proficient in a vocation, but also to help him assimilate interpersonal skills which are incidental to the training but inherent in a residential atmosphere. This is the objective of rehabilitation; it is further a partnership between the Agency and other organizations. A commitment has been made not only to provide an opportunity for the acquisition of vocational skills, but also to help prepare individuals to live full, useful lives. Armed with new legislation designed to expand services to a segment of the population not before specifically served, Rehabilitative Services will continue to need services of the type provided by this facility. This need will be greater than ever before. It is further felt that Federal support would encourage the establishment and/or expansion of these needed residential vocational education services.

An examination of the present and past utilization of this facility by the Agency might have ramifications for the future in terms of trends. Presently, there are 425 disabled students sponsored by Rehabilitative Services enrolled at Oklahoma State Tech. This number represents varying types and degrees of disabilities. There are six basic categories of disabilities. Listing the percentage that each category represents of the present Rehabilitative Services sponsored students, they are:

| | |
|--|-----|
| 1. Visual Impairments | 11% |
| 2. Hearing Impairments | 4% |
| 3. Orthopedic Deformities or Fuctional Impairments | 38% |
| 4. Amputations | 3% |
| 5. Psychoneurotic and Personality Disorders | 25% |
| 6. Other Disabling Conditions: | 19% |
| a. Allergic, metabolic, endocrine, and nutritional diseases | |
| b. Blood and blood forming organ diseases | |
| c. Nervous system disorders | |
| d. Cardiac and circulatory disorders | |
| e. Respiratory problems | |
| f. Disorders of the digestive system | |
| g. Speech impairments | |

It is occasionally asked, "What can handicapped people do?", and the answer is simple. They can do as many different things as can normal individuals. This fact is demonstrated in the enrollment of Rehabilitative Services sponsored students here at Oklahoma State Tech. If the records are checked, it will be found that handicapped students are enrolled in every course presently being offered. It should be further pointed out that 8 per cent of the present students are on one of the two Honor Rolls of the school.

During the Fall Trimester of 1959, Rehabilitative Services enrolled 141 students at Oklahoma State Tech. During the Fall Trimester of 1968, Rehabilitative Services enrolled 475 students at this school. The average enrollment has steadily increased since 1959. Since that time, 1,335 clients have received training at Oklahoma State Tech. It has been estimated, and some feel conservatively, that approximately 30 per cent of these students could not have received training if it had not been for a residential facility. That amounts to at least 400 persons who are now remuneratively employed, taking care of families and paying taxes. The residential facility at Oklahoma State Tech is especially important when consideration is given to the convenient juxtaposition of the Rehabilitation Center. Many students from this campus Center attend classes and receive valuable treatments from the professional staff at the Center.

Oklahoma State Tech is serving a segment of the population who possibly could not receive training if it were not for the unique and special designs in their programs. If the students that Rehabilitative Services sponsor can be taken as representative of their student population, it could be safely stated that their educational and economic backgrounds are somewhat below average. Of the Rehabilitative Services clients, 42 per cent are receiving, in addition to their tuition, tools, and books, a monthly living allowance. To be eligible for such an allowance, the individuals or their families must meet rather stringent economic requirements. These requirements follow quite closely what has been defined as the poverty index. Many of the students sponsored by this Agency lack the academic background to successfully compete in a formal academic setting. A large number have not completed their formal education. Oklahoma State Tech is serving this segment of the population in a realistic and adept manner.

What has Oklahoma State Tech made possible for Rehabilitative Services' clients? A question of that nature is rather difficult to answer. It is almost impossible to calculate the material and personal benefits reaped from such a program. In an attempt to answer this question, consider the following explanation. This trimester 49 clients are graduating from Oklahoma State Tech and 28 have already contracted employment at an average beginning wage of \$420 per month. If consideration is given only to the 28 who have accepted employment at this time, the sum of their average annual salaries is \$141,120. It has been estimated that the various forms of taxes claim 25 to 30 per cent of all income. Using 20 per cent as a basic rate, a sum of \$18,224 per year in tax return is obtained.

In considering future needs, it is safe to state a need will continue in the area of residential vocational education facilities. Part of the need has been demonstrated above, and it is reasonable to assume the need will not only continue, but increase. It is also an economically sound investment in the future. Can we afford not to provide the residential facilities and vocational education needed?

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**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



SUMMARY PAPER

On

**STUDENT LIFE, COUNSELING,
AND GUIDANCE FOR
STUDENTS IN A RESIDENTIAL
VOCATIONAL SCHOOL**



Dr. Kenneth B. Hoyt

February 26, 27, 28, 1969

STUDENT LIFE, COUNSELING, AND GUIDANCE FOR STUDENTS IN A RESIDENTIAL VOCATIONAL SCHOOL

Dr. Kenneth B. Hoyt

Introduction

The purpose of this summary paper is to report reactions of conference participants to the working paper entitled "Student Life, Counseling, And Guidance For Students In A Residential Vocational School" prepared for delivery at the National Conference On Residential Vocational Education held in Okmulgee, Oklahoma, February 26 - 28, 1969. The contents of this paper can be understood only in the context of the working paper.

Reactions to the working paper were obtained during a series of seven group discussion sessions devoted to this topic. The first half of the paper was presented orally to a meeting of all conference participants prior to the beginning of the group discussion sessions. The remaining half was summarized briefly at the beginning of each group discussion session.

Unanimity of opinion was neither sought nor obtained during the group discussion sessions. However, consensus—in the form of majority opinion—was obtained in most of the group discussion sessions. The prime content of this summary paper consists of apparent consensus agreements. Special attempts will be made here to include a record of strong minority opinions at variance with what appeared to be consensus of group discussion participants.

The format to be followed in preparing this summary paper is essentially the same as that used for the working paper bearing on this same subject. Some additional sections have been added to reflect new thinking growing out of the group discussion sessions.

The Residential Vocational School Student

General consensus in the seven discussion groups appeared to be reached on each of the following possible guidelines:

1. Students in the residential vocational school should represent persons from all elements of the general population—all social class backgrounds, all minority groups, all levels of ability, all sections of the state in which the school is located, and with all kinds of handicaps—ranging from none to severe.
2. Primary emphasis should be given to students in the upper part of the 14-21 age range stipulated in P. L. 90-576. The rationale for such an emphasis is found in the vocational preparation objectives of the residential vocational school. The prime purpose of this kind of school was seen as vocational preparation for skilled tradesmen, craftsmen, service workers, and business education workers. Purposes related to providing a residence for youth from unsatisfactory home backgrounds and an opportunity for isolated rural youth to obtain vocational education were viewed as of secondary importance.
3. If residential vocational schools are to be provided for youth in the lower ranges of the 14-21 age group, it was agreed that these should be separate facilities. Students in such facilities could more properly be selected from severely disadvantaged rural and inner city youth. Such schools, if established, should seek to prepare students at a lower level of vocational skill—one more in line with both their potential for learning and for earning.

While close to unanimous concensus on the above points was obtained in a majority of the seven group discussion sessions, very strong objections were voiced by a few individual members of other group discussion sessions. The minority viewpoint would appear to be summarized in the following statements:

1. Prime emphasis must be given to severely disadvantaged youth. To attempt to include all youth as possible students is to be untrue to, if not to actually be in violation of, the law.
2. The biggest need is to provide for those in the 14-17 age range. Other parts of American Education — including both the community college and the Job Corps — are adequately equipped to handle the older students.

Those voicing such objections, while in a distinct minority, were apparently no less sincere in their concerns than were those in the majority. Both points of view must be given careful consideration and much thought prior to the actual writing of guidelines.

Pre-Entrance Guidance Activities

Very little opposition was voiced to the positions taken in the working paper on this topic. Clear general concensus emerged on each of the following points:

1. There is at least as much need to help students select residential vocational training as to help the school select students. Providing students with adequate information for making such choices is a needed and essential part of the operation of the residential vocational school.
2. Prospective residential vocational school students need, in addition to catalog information, data with respect to characteristics, educational experiences, and post-training vocational experiences of students attending residential vocational schools.
3. The prime person with whom the residential vocational school should work in supplying pre-entrance guidance information to prospective students is the student's guidance counselor. This includes counselors in secondary school, vocational rehabilitation, employment service, Bureau of Indian Affairs, and (for the college dropout) the college and university counseling center counselors.

Such opposition as was voiced concerning pre-entrance guidance activities centered around complaints of current school counselor practices. General agreement seemed to exist that the proper direction in which to move lies in helping current school counselors gain the new insights they need — not to seek some substitute for the school counselors in the nation.

In-School Guidance And Student Life Activities

No violent objections were voiced to positions taken in the working paper on this topic. Several additions, however, were noted and are incorporated in the following points which represent the combined thinking of the seven discussion groups:

1. The guidance philosophy should be developmental, rather than either preventive or remedial, in emphasis, clearly reflecting objectives related to normal problems of educational-vocational decision making and problems of student life encountered by normal students.

Educational-vocational guidance, rather than psychotherapy de-

voted to deep psychological problems, should represent a prime emphasis.

2. The entire instructional staff, as well as professional counselors, should be active participants in the guidance and student life program of the residential vocational school. If such involvement can be obtained, the recommended professional counselor-student ratio is 1:200.
3. Dormitory advisors, as part of the guidance and student life staff, should be considered as para-professionals who may possess no more than a high school education. They are expected to be involved in in-service training conducted by professional counselors at the school. Their prime qualifications are maturity, common sense, and a sincere concern for the well-being of each student.
4. An evaluation center where students can be given opportunities to try, using work simulation procedures as well as psychological tests, to assess their potential for learning the different kinds of vocational skills taught in the residential vocational school should be an essential part of the guidance program. This facility should be open to both prospective students and current students in the school. Referral to and from this center should be easily accomplished. The establishment of such a center should, in no way, preclude the transfer of students from one program to another if the student so desires and instructors in both programs concur with such a move.
5. Professional staff should be available to handle programs of recreation and the student social life in the residential vocational school.

The only strong area of minority opinion was voiced with respect to the suggested counselor-student ratio of 1:200. Some group discussion members felt this ratio should be as low as 1:25. Persons with such feelings were in disagreement with a clear majority of group discussion members.

Transition From School To Work

The general tenor of the working paper on this topic found few in disagreement. General concensus seemed clearly to be present on the following points:

1. The guidance portion of transition from school to work involves much more than simply helping the student find a job. It is of prime importance that a maximum number and variety of job opportunities be made available to each student.
2. It is essential that a professional placement office operate in the residential vocational school. Such an office should provide for and facilitate direct contacts between prospective employers and members of the instructional staff as well as between prospective employers and students.
3. Follow-up studies of students after they have left the residential vocational school are essential. Such studies should lead both to further assistance to the student and to a wide array of input data which, when combined with data obtained from employers of these students, should form a basis for continual curriculum revision in the residential vocational school.

In no discussion group did any individual raise any objections to the points of agreement with respect to transition from school to work noted above.

Concluding Remarks

Guidance, Counseling, and Student Life in the residential vocational school must clearly be different depending on the purposes of the school and the students who are in attendance. The suggested guidelines for guidance, counseling and student life reported in this summary paper are based on the assumptions noted here regarding the basic purposes of the school and its proposed student body. If a different set of purposes is to be considered paramount and, if a different kind of student body is desired, these consensus statements would be a poor basis for formulation of guidelines.

**NATIONAL CONFERENCE
RESIDENTIAL VOCATIONAL EDUCATION**

**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



SUMMARY PAPER

On

**CURRICULUMS, COURSE
OBJECTIVES, AND INSTRUCTIONAL
MATERIALS FOR STUDENTS IN
RESIDENTIAL VOCATIONAL
SCHOOLS**



Jim L. Moshier

February 26, 27, 28, 1969

CURRICULUMS, COURSE OBJECTIVES, AND INSTRUCTIONAL MATERIALS FOR STUDENTS IN RESIDENTIAL VOCATIONAL SCHOOLS

Jim L. Moshier

The areas of Curriculums, Course Objectives, and Instructional Materials for a Residential Vocational School would depend on the type of program to be established. The depth and scope of the curriculum would depend on the age and maturity of the students being served. The youths between the ages of 14 and 17 would need a broader curriculum to enable them to become more mature as well as better skilled in the vocational field. These students should not be taught in the same school with the youths between the ages of 18 to 21.

It was generally agreed the course content would vary from one area or state to another, even though the variation may be only slight. The problem of obtaining a basic curriculum for vocational subjects seemed to be a major issue. Suggestions to overcome this problem are discussed later in this paper.

Obtaining competent instructors and setting up an in-service training for these instructors are of major importance to quality instruction in a vocational residential school. Some very good suggestions to help overcome this problem were brought forth by both educators, government, and industry representatives.

The integration of general education subjects and vocational objectives is of great importance to the successful training of students. This would enable him to succeed not only as an employee but also to become a good citizen and a productive member of the community.

In exploring these areas, the conference was an excellent means for bringing together the ideas of a great variety of people connected with vocational education. It is my belief the suggested guidelines which follow will help in establishing residential vocational schools. It should be kept in mind, however, these schools may be quite different in the courses offered; therefore, some of the guidelines are general and broad in scope.

I. CURRICULUMS:

A. What should the curriculums include?

Curriculums should be the organized program of study and experience designed to meet the specific requirements for the preparation of a particular kind of job classification within a stated period time. Each course must be designed specifically to prepare an individual for a particular field of endeavor.

The subjects in a vocational course should be grouped under the following classifications:

1. Vocational Specialty Subjects: These teach the special skills, knowledge, techniques, applications, procedures, and services that identify the vocational objective and prepare the student for a variety of employment opportunities in that vocational field.
2. General Education Subjects:
 - a. Mathematics required by the vocational course to enable the student to successfully pursue the course objective.
 - b. Communication subjects which teach oral, written and

graphic skills, required reading capability, and ability to communicate successfully with co-workers and others.

- c. Social Studies subjects which provide the elementary frame of reference in economics, citizenship, and social relationships as needed by an individual member of a family, an employee, and a citizen.

B. Who should develop these curriculums?

Basic curriculums should be researched and developed by a state agency and distributed to schools interested in a specific course.

These curriculums, however, should be basic in scope and leave enough room for each school to incorporate its own particular innovations and needs into the course.

Each school should establish a committee responsible for the development of curriculums for that particular school and be flexible enough to handle any situation in this area. The committees should work closely with the state agency in designing basic curriculums.

The curriculums should be as basic as possible and extend to great depths in order to allow a student to enter at his educational level and progress to the extent of his desire and ability.

C. Which schools should offer particular curriculums?

To provide a wide range of courses in a state, a state agency should be created to determine the specific courses offered by each school. This agency should have the power and foresight to establish different course objectives at different schools throughout the state. However, it may be necessary to establish the same course at two or more schools, but this should be determined only if one school is unable to accommodate all students in this particular field. It is important that a student have a wide variety of courses from which to choose.

II. COURSE OBJECTIVES:

A. How should the Course Objectives be determined?

The course objective and its content should be determined by a survey of the employment market in the geographic region or state.

The courses should be set up with the cooperative help of educators and industrial advisory committees. The committee members should be chosen from the employment area as well as various organizations so that the full picture of the needed training may be determined. A list of the desired goals in each course should be established and used in establishing the outline.

Wherever possible, the courses should be planned on a large enough scale in order that training can be set up to provide a separate instructor for each section of study within the course objective.

At some phase of the training, the student should have the opportunity to work in an environment similar to that he can expect when he is employed. This could be done by model shops and agreements with local employers. The on-campus students could become customers for products and services in the model shops.

The complete training of the student should include general education subjects. These should be taught in close relationship with the shop or lab work. The teachers of the general education subjects should have a working knowledge of the vocational subject as well as the related subject he is teaching. It is important that each state have a teacher training program specifically designed to train vocational teachers. Each vocational residential school should have a continuing in-service program to aid in keeping its teachers informed.

Representatives of various companies stated they do, and would, employ instructors during the summer months in order that they may learn the latest improvements and changes in their field of teaching. It was suggested that possible college credit should be given for this experience.

III. INSTRUCTIONAL MATERIALS:

A. What instructional materials are needed?

Shops and laboratories should have enough training equipment so that a student can spend as much time as necessary learning the principles taught. It would be undesirable for him to be forced to wait for other students to complete their work before he can begin using the training aids.

There should also be a learning center where the student may study after regular classes or at night. This center should include a well-equipped library and a reading-math laboratory complex staffed with qualified teachers. There should also be sufficient programmed material to permit the student to study on his own initiative without the direct supervision of a teacher.

B. Where can instructional equipment be obtained?

Much of the training equipment can be obtained through contact with industries employing the students after graduation. This equipment may be purchased at a reduced price or, in some cases, obtained free of charge.

The State Surplus Agency is a source of good equipment which may be purchased at a very small percentage of the actual value. This agency should be contacted on a regular basis.

In summary, it would be desirable to design the curriculum to meet not only the needs of the employers but also the particular needs of the student. The curriculums should be opened to allow the student to enter at his present educational level and progress as far as his ability will allow him to in the field in which he is interested. The training equipment should be of the highest quality and available in such quantity that each student will have a work station at all times.

CONCLUSIONS FOR CURRICULUMS, COURSE OBJECTIVES, AND INSTRUCTIONAL MATERIAL FOR STUDENTS IN RESIDENTIAL VOCATIONAL SCHOOLS

I. INDIVIDUALS SHOULD BE SEPARATED ACCORDING TO AGE GROUPS

1. Youths between 14 and 17 years of age should not be taught in the same school with youths between 18 and 21 years of age.

II. DETERMINING COURSES OFFERED

1. The employment needs for a state should be determined by an employment survey.
2. A state governing agency should research and develop basic curriculums for distribution to interested schools to prevent duplication of courses.

III. TRAINING OFFERED

1. The vocational-technical courses offered should be determined by an employment survey in each state.
2. Students should be taught general education and related subjects as well as social improvement subjects.

IV. CURRICULUMS SHOULD BE BROAD IN SCOPE

1. Curriculums should be as basic as possible and extend to great depth in order to permit a student to enter at his individual educational level and progress as far as his ability will allow.
2. A responsible committee should be established by each school for the purpose of developing curriculums.
3. Advisory committees should be selected from various organizations in order that a full picture of the needed training may be determined for each vocational objective.

V. VOCATIONAL INSTRUCTIONAL EQUIPMENT AND FACILITIES

1. Instructional equipment may be purchased through surplus agencies; it may also be obtained through various companies.
2. Shop and laboratories should have sufficient training equipment to allow a student to spend as much time as is necessary to learn the principles he has been taught.

VI. BASIC EDUCATIONAL EQUIPMENT AND FACILITIES

1. The basic educational equipment should include sufficient programmed material to enable a student to study on his own initiative without direct supervision of a teacher.
2. Basic educational facilities should include a well-equipped library and a reading-math laboratory complex staffed with qualified teachers.

VII. INSTRUCTIONAL PERSONNEL QUALIFICATIONS

1. Vocational instructors should have two to seven years experience in a vocational specialty field.
2. General education instructors should be professional teachers with state certification, plus vocational background experience.

**NATIONAL CONFERENCE
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**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



SUMMARY PAPER

On

**FACULTY AND STAFF
REQUIREMENTS AND
QUALIFICATIONS FOR OPERATING
A RESIDENTIAL
VOCATIONAL SCHOOL**



Robert M. Small

February 26, 27, 28, 1969

FACULTY AND STAFF REQUIREMENTS AND QUALIFICATIONS FOR OPERATING A RESIDENTIAL VOCATIONAL SCHOOL

Robert M. Small

- I. Faculty and staff requirements will depend on:
 1. Type of student enrolled in a Residential Vocational School
 2. Location of facility
 3. Type of facility
 4. Philosophy and purpose of the Residential Vocational School

- II. The recommended overall student-school employee ratio for a 1,000 population Residential Vocational School is 1,000 to 287 or 3.5+ to 1. This could vary depending on the previously mentioned variables. Specifically:
 1. Number of dormitory advisors may be less than 72 if the student population were not 100% hard core unemployed.
 2. Number of dormitory advisors could be less than 72 if dormitories were larger than 90 student size.
 3. Number of security guards may be more than 4, depending on the location and facilities used.
 4. Number of services employees may be more than the 43 recommended if Work Study student employees are not available and if facilities are on a large area campus.
 5. The Professional Services may be effected by the type of student enrolled. For example, medical needs of the hard core unemployed may require more than 1 dentist and 1 doctor per 1,000 population. The number of counselors may be reduced from the 9 recommended if the population were not exclusively hard core unemployed.

- III. The faculty number of 109 for 1,000 may be high for a normal distribution of students. This is a recommended ratio of 1 to 10+ for a majority of students being severely educationally handicapped. Computerized instruction of the future will effect the number of faculty.

- IV. The qualifications of Staff and Faculty of a Residential Vocational School will be determined to a large degree by various state vocational educational regulations for instructors. However, the participants have recommended the following:
 1. Vocational Instructors need not have college preparation, if the vocational experience is adequate.
 2. Vocational Instructors should be required to attend in-service training in teaching techniques and human development understandings.
 3. Basic (or General) Education Instructors could be Non-Degree or Degree other than teacher education.

A recommendation was made that basic education instructors could have industrial or business backgrounds exclusively. This raised some discussion. A partial compromise was established

by agreeing that there should be provisions for requiring a near college degree on condition that a degree would be sought.

4. Professional Service Personnel should have certification.
5. In general, all faculty and staff should possess personal traits and competency of the highest possible degree to effectively perform the duties required.
6. Staff, or non-instructional personnel with student contact, usually referring to the residential or dormitory staff qualifications were discussed:
 - (a) No college prepared staff would be required!
 - (b) The age of the dormitory or residential staff is important. They should be not too young or not too old.
 - (c) The ability to relate to youth is an important qualification.
 - (d) A strong recommendation was made to plan an in-service training program, specialized to aid the staff in providing a type of training for group living. The Bureau of Indian Affairs related that they have Dorm Attendant courses.

V. Many side topics were discussed relating to staff. The problems and complexities of staff and faculty requirements and qualifications are very closely related to:

1. Curricula
2. Facilities
3. Geographical location
4. Type of student enrolled

As a result, most participants were reluctant to be specific in recommending restrictive guidelines. They recommended a general and not restrictive approach to Staff and Faculty Requirements and Qualifications for Residential Vocational Schools.

**CONCLUSIONS FOR
FACULTY AND STAFF REQUIREMENTS AND QUALIFICATIONS
FOR OPERATING A RESIDENTIAL VOCATIONAL SCHOOL**

1. The overall student-school employee ratio for a 1,000 population Residential Vocational School.

RECOMMENDATION: 3.5 to 1 ratio would be optimum.

2. Classification of school employees.

RECOMMENDATION: Administration, Staff (Residential), Faculty, Professional Services and Service.

3. Qualifications of Administrative Personnel.

RECOMMENDATION: Administrative personnel should be certified, with the exception of the Business Manager and the Residence Administrator.

4. Qualifications of Staff (Residential).

RECOMMENDATION: College preparation need not be a requirement. Some experience working with youth is recommended. An in-service training program should be provided.

5. Qualifications of Vocational Faculty.

RECOMMENDATION: Adequate vocational experience is required. College preparation need not be required. In-service training should be provided.

6. Qualifications of General Education Faculty.

RECOMMENDATION: Teacher certification is required.

7. Qualifications of Professional Service Personnel.

RECOMMENDATION: Proper certification is required.

8. Faculty and Staff requirements.

RECOMMENDATION: The number of staff and faculty will vary according to: the type of student enrolled, the type of facilities, the purpose and philosophy of the school.

9. The unique staffing requirements inherent with a Residential Vocational School.

RECOMMENDATION: The "Total Youth" responsibilities will require a School Doctor, a School Dentist, Nurses, Recreational Specialists, Social Activities Coordinator, Residence Advisors, Security Personnel and Utility Staff (Laundry, transportation, etc.).

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SUMMARY PAPER

On

**EMPLOYMENT AND FOLLOW-UP
OF STUDENTS FROM A
VOCATIONAL SCHOOL**



James P. Jones

February 26, 27, 28, 1969

EMPLOYMENT AND FOLLOW-UP OF STUDENTS FROM A RESIDENTIAL VOCATIONAL SCHOOL

James P. Jones

Introduction

The purpose of this paper is to present in summary form the thoughts, opinions and ideas derived from the conference participants on the above topic. Notes from each of the group discussions have been studied for consolidation into this one set of guidelines concerning student employment and follow-up. Unanimity of opinion was not specifically sought; rather, a cross-section of opinions was encouraged in each group discussion.

Rationale

Industry now is facing a critical shortage of skilled craftsmen and productive technicians. Within 10 years this near void in our labor reserves can destroy industrial growth, limit competitive production, and eventually adversely affect the quality of American life. Today, we are overly concentrating our attention and our dollars on two facets of our manpower resources:

1. The hard-core unemployed and the economically or socially disadvantaged.
2. The true professional or white collar category such as engineers, scientists, teachers, lawyers, etc.

The entire middle spectrum of our nation's labor force — the skilled craftsman and the productive technician — is being seriously ignored in our educational system. We provide "instant" jobs for the disadvantaged through many programs. We provide excellent colleges and universities for the output of professionals. We do little to train and educate these young people who have the desire, interest, mentality and capability to fill the vocational spectrum in our work force.

Our nation's vocational schools must be expanded and improved to upgrade a larger number of our growing population. Industry cannot provide long-lasting, satisfying careers for the poorly trained. Rapid changes in our complex industrial systems demand a more versatile, adaptable employee who can keep pace with increasingly sophisticated operating, maintenance and production techniques.

The Critical Role of the Residential School

The residential-type vocational school offers the following advantages from industry's viewpoint as a means of training and educating the post-high school age group:

1. A residential school can attract higher caliber students in greater quantity and better prepare them for long-term productive careers in industry.
2. Industry can maintain closer ties with the larger, diversified residential schools and insure relevant, real-world training for students.
3. The residential school more ideally serves as a crossroad where students can meet employers and open a broader gateway to future job opportunities. Industry inherently is attracted to the student marketplace where they can recruit a broad range of prospects to meet their total needs.

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4. The product from the residential school has developed social and communication skills since they necessarily have practiced living, working and cooperating with others. The pride of association, the art of becoming a team member and the elimination of geographical biases are essential elements of job success in industry.

Student Employment and Job Placement

In a true sense, employment of each student according to individual skills and interests is the ultimate goal of vocational education. The key to success of any school is the right kind of training resulting in productive job placement that offers long-range opportunities.

A residential school must provide comprehensive job placement services to meet the needs of the school, the employer and the student. While there is no universally accepted ideal plan for placement services, the centralized office under a well-trained placement director has definite advantages. The centralized office offers an all-school concept to the importance of proper job placement, can insure better procedures and provide more economical and efficient operation. Also, it can offer broader job opportunities to students. The centralized office can lead to stronger ties with industry and employers and serve as a good "public relations" office with industry, business and government agencies.

The fundamental elements of good placement services are:

Service to the Student

1. Provide counsel and guidance to insure that each student has the chance to reach his full employment potential and attain his own individual job goals.
2. Attract employers (industry, business and government agencies) to the campus so that students have a full range of employment opportunities.
3. Assist students in preparing their resumes and data sheets to adequately outline their training, job interests and qualifications.
4. Train students to sell themselves to employers and develop full confidence in their abilities.

Service to the Employer

1. Provide a central point of contact enabling employers to schedule visits and interview students and make contact with teachers, instructors and administrators.
2. Furnish employers with information regarding curricula, training programs, changes in vocational education, availability of students, etc.
3. Give employers deeper insight into the school's purpose, develop closer employment ties, and serve as a channel for special needs of employers.

Service to the Institution

1. Promote the school and serve as the "public relations" arm of the school with employers, and promote scholarships, equipment donations, speakers and programs for student affairs.
2. Supply statistical information to the school's director and administrators concerning employment, geographical job disper-

sion, in-state retention of students, wage rates being paid, placement problems affecting individuals and the student body, and other job placement data that affect administrative decisions.

Physical Facilities Needed

A centralized placement center is most ideally located in a building in which student activities are centered in order that students have the opportunity to check on employment, scan bulletin boards for job leads and become acquainted with placement services. The size of the school will determine the space needed, but each school should have the following minimum facilities:

1. A placement library containing material on career opportunities, company brochures, job descriptions and related data for student reference.
2. A private office for the placement director.
3. Private interview rooms or booths for student-recruiter interviews.
4. Bulletin boards for posting job opportunities and employer visits.
5. Record and storage space, restrooms and phone facilities.

Placement Staff Needed

A full time placement director should assume responsibility for the coordination of the school's placement services. This director must know the school, the students, the faculty and the employers. He should handle campus employment, part-time employment, summer and co-op programs, as well as regular placement. Although he is the central relations-with-industry link for the school, he must encourage (rather than interfere with) faculty-employer contacts.

Adequate clerical help is needed to handle correspondence, maintain files, control interview sign-up schedules, and assist the placement director.

Student Follow-Up Procedures

An important phase of the placement office operation begins after the students have gone to work. It is vital and essential that the school know if its product is meeting the demands and succeeding in the world of work. Good feedback from the students and the employers is necessary for a school to stay up to date, improve its curricula, advance its teaching methods, and improve non-academic student functions.

Additionally, the school should continue to offer job placement services and advice to those who may need to change jobs or enter new fields of endeavor. The school has a continuing responsibility for assisting in life-long placement and utilization of its students. In many instances, the school should utilize the network of services available through state employment agencies or other state and federal agencies specifically concerned with the placement of experienced and handicapped persons. The placement director should maintain close liaison with both government and civic groups which can aid in specialized placement areas.

Conclusion

Residential schools do not offer the total answer to the development of manpower resources. However, the larger, diversified residential school, with full cooperation from businessmen, can produce students who are ready to step into meaningful, lasting jobs in industry. For the long pull,

residential schools can create a better way of life — a skill and a state of mind — by equipping young men and women with applicable job knowledge. They may come with uncertainty and indecision — they leave knowing they have a definite place in the complex industrial world. Mixing students of all economic classes and levels, with various advantages and disadvantages, produces the type of skilled person needed by our industrial democracy.

CONCLUSIONS FOR EMPLOYMENT AND FOLLOW-UP OF STUDENTS FROM A RESIDENTIAL VOCATIONAL SCHOOL

1. A residential vocational school must insure good employment opportunities for its graduates.

Recommendation: Establish a fully coordinated Job Placement office to guide students in their search for employment. The placement office should broaden the job horizon for students, provide guidance and supply occupational information.

2. The placement office should be professionally directed to achieve best results for the students, employers and the school.

Recommendation: A professional placement director should be responsible for the school's placement services. The director should be a mature, knowledgeable person capable of realistically communicating with students, faculty and employers.

3. The placement office should have adequate clerical help to provide necessary services.

Recommendation: Provide a receptionist-clerk with good typing skills to handle standard office duties including employer correspondence, interview scheduling, resume preparation, filing, report preparation, placement analysis, etc.

4. The placement office should have adequate space in a centralized location.

Recommendation: The importance of proper job placement can be emphasized by providing attractive quarters including a separate office for the director, with an adjacent waiting room and private interviewing booths or rooms. Rest room, phone and cloak room facilities should be readily accessible.

5. The placement office should be student-oriented and keyed to supplying pertinent employment information and job opportunities.

Recommendation: A placement library should be available containing company literature, employment brochures, job descriptions, salary data, and related information covering all training courses offered. Bulletin boards to post job notices and campus interviews should be strategically located at student traffic centers.

6. The placement office should serve as an image-builder and communications center with industry, business, government, and other employers or potential employers.

Recommendation: Overt personal actions should be taken to establish and maintain close contact and working relations with employers to expand job opportunities for students. Additionally, the placement office can serve as a focal point for special contacts involving speakers, student programs, tours, equipment needs, consultants and advisors.

7. As a service to students and the school, the placement office should establish follow-up procedures after employment.

Recommendation: Feedback from employers and graduates should be systematically obtained to assist in up-dating training needs, detecting weaknesses in "product", and insuring proper placement in productive, rewarding careers. Also, experienced graduates needing to change jobs or locations should be assisted by the placement office.

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8. Provisions should be made to handle special problems in accordance with the location of the school, unique interests of students, and limitations or handicaps of certain students.

Recommendation: Through the placement office the school should avail itself of services offered by state and federal employment offices, federal agencies, philanthropic organizations and private employment agencies.

9. Students should be assisted in evaluating themselves properly to obtain realistic employment goals.

Recommendation: Guidance, counseling and testing services should be available to assist the student in reaching self-determined job objectives. Services of other units of the school should be utilized.

10. Students should be trained to present and sell himself to an employer and prepared for the transition from school to work.

Recommendation: The placement office should guide students in preparing resumes, writing application letters, conducting himself during interviews and accepting or rejecting job offers. Insight into what to expect on the job and what an employer wants in an employee should be stressed. Plant visits, industrial tours, visiting speakers, etc., should be arranged to orient students regarding future employment.

SAMPLE OF PARTICIPANTS IN-PUT PAPERS

NATIONAL CONFERENCE RESIDENTIAL VOCATIONAL EDUCATION

You are representing what organization? _____

Are you a: _____ Government Representative

_____ Industry Representative

_____ Educator:

_____ Junior College

_____ High School

_____ Technical Institution

_____ Residential Vocational School

_____ Other _____
-- Specify

"The purpose of the National Conference on Residential Vocational Education is to provide for further development of understandings, abilities, skills and appreciations appropriate for persons having responsibilities for comprehensive programs of residential vocational-technical education. The conference is designed to gain involvement of the leadership in this field at state and local levels, and to increase understanding of the 1968 amendments concerning residential vocational education. (Part E, Title 1, Public Law 90-576)"

In order to gain your further personal involvement in this conference, we would like your reflection on the basic issues related to residential vocational schools developed during the conference. Some of these issues have been tentatively identified by the nine consultants after having discussions with you. Space is provided later for you to write in any issues not identified by the consultants.

MAJOR ISSUES

1. The vocational amendments of 1968 state that the age group 14 to 21 should be considered in planning residential vocational programs. Assuming limited resources, for example facilities, equipment and staff, do you feel that there should be a division of this age group into the group 14 to 17, and 17 through 21? yes _____ no _____

If yes, which group do you feel should receive priority?

Secondary _____ Post Secondary _____ None _____

EXPLAIN:

2. Do you feel a residential vocational school is one of the appropriate institutional media for bringing vocational training opportunities to some of those in need?

yes _____ no _____ Other Residential Institution _____

_____ (Specify)

If yes, would you favor the residential vocational school that is exclusively vocational-technical oriented or the residential comprehensive Junior College and/or Community College? (In both cases the residential school referred to above is not to be confused with an area school that serves only a commuting distance population.)

Separate Residential Vocational School _____

Junior College and/or Community College _____

EXPLAIN _____

3. The residential vocational schools are presently serving students from several socio-economic levels. Do you feel that the residential vocational schools should continue to serve approximately the same groups?

yes _____ no _____

If no, do you feel additional emphasis should be put on the economically, socially, and/or educationally disadvantaged even if this meant restricting other groups under the assumption that limited space were available?

yes _____ no _____

EXPLAIN _____

4. Do you feel that in the main the nine consultants properly reflected the real issues involved in the conference? yes _____ no _____

EXPLAIN _____

ADDITIONAL COMMENTS

**NATIONAL CONFERENCE
RESIDENTIAL VOCATIONAL EDUCATION**

**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



**SUMMARY
OF IN-PUT PAPERS
FROM PARTICIPANTS**



**Wayne W. Miller
Principal Investigator**

February 26, 27, 28, 1969

**BREAKDOWN OF PARTICIPANTS
COMPLETING IN-PUT PAPERS**

| | |
|-------------------------------------|-----------|
| Government Representative ----- | 22 |
| Industry Representative ----- | 16 |
| Educator ----- | 50 |
| | — |
| Total ----- | 88 |
| Junior College ----- | 3 |
| High School ----- | 5 |
| Technical Institution ----- | 12 |
| Residential Vocational School ----- | 8 |
| Other ----- | 22 |
| | — |
| Total ----- | 50 |

RECAP OF MAJOR ISSUE NO. 1

The vocational amendments of 1968 state that the age group 14 to 21 should be considered in planning residential vocational programs. Assuming limited resources, for example facilities, equipment and staff, do you feel that there should be a division of this age group into the group 14 to 17, and 17 through 21?

| | Yes | No | No Response |
|-------------------------------|------------|-----------|------------------------|
| | 83 | 5 | 0 |
| | — | — | — |
| Government Representative | 20 | 2 | 0 |
| Industry Representative | 14 | 2 | 0 |
| Educator | 49 | 1 | 0 |
| <hr/> | | | |
| Junior College | 3 | 0 | 0 |
| High School | 5 | 0 | 0 |
| Technical Institution | 11 | 1 | 0 |
| Residential Vocational School | 8 | 0 | 0 |
| Other | 22 | 0 | 0 |

If yes, which group do you feel should receive priority?

| | SECONDARY | POST SECONDARY | NONE | NO RESPONSE |
|-------------------------------|------------------|---------------------------|-------------|------------------------|
| | 14 | 56 | 9 | 4 |
| | — | — | — | — |
| Government Representative | 4 | 12 | 1 | 3 |
| Industry Representative | 0 | 11 | 3 | 0 |
| Educator | 10 | 33 | 5 | 1 |
| <hr/> | | | | |
| Junior College | 2 | 1 | 0 | 0 |
| High School | 3 | 1 | 1 | 0 |
| Technical Institution | 0 | 11 | 0 | 0 |
| Residential Vocational School | 3 | 5 | 0 | 0 |
| Other | 2 | 15 | 4 | 1 |

74/ 75

**RECAP OF
MAJOR ISSUE NO. 1**

Participant Explanations

| | No. of Participants |
|--|------------------------|
| YES-SECONDARY (14 participants) | |
| Need to begin training with the younger student in order to develop and improve leadership and skills and to expose to vocational fields. | (1) |
| This age group needs counseling and guidance in order to save them from dropping out of school. | (5) |
| After age 18 many youths lose contact with organized education. Need to develop habits and attitudes which are work oriented prior to this age. | (2) |
| Easier, more economical, and more logical to teach and train the high school age group because you have the advantage of more home and school control on the student than you will have at the post-secondary stage. | (1) |
| YES-POST SECONDARY (56 participants) | |
| This age group needs preparation for employment. | (8) |
| Gives image of "going away to college." | (1) |
| Seventeen years of age is young enough to start training; younger than this is too young. | (7) |
| After 17 the individual is available for employment. | (9) |
| Public schools should take care of the 14 to 17 age group | (7) |
| Area vocational-technical school could serve the 14 to 17 age group. | (1) |
| Wants, needs, and problems of the two groups are vastly different, therefore they should be separated. | (2) |
| Students from 14 to 17 may need some vocational skills that are in different categories. | (1) |
| YES-NO PRIORITY (9 participants) | |
| Should make this type of training available to all who would benefit regardless of age. | (1) |
| Basic knowledge should be offered prior to vocational training and the post secondary phase should be designed to enable the student to obtain the necessary job entry skills | (1) |
| Each group has equally important needs. | (2) |
| YES-NO RESPONSE TO PART II (4 participants) | |
| Priorities depend on the numbers involved in each group. | (1) |
| Depends on state and location. Urban areas require different priorities. | (1) |
| Due to difference in maturity (age groups) they should be dealt with as such. Secondary would have areas of priority. | (1) |
| NO (5 participants) | |
| Cannot set priorities. Take those who would benefit. | (1) |

Would be better to meet this situation for 14-21 in fewer, but more adequate, centers. (1)

Could be 16-21 for this particular purpose — After two years students would be ready for labor market. (1)

RECAP OF MAJOR ISSUE NO. 2

Do you feel a residential vocational school is one of the appropriate institutional media for bringing vocational training opportunities to some of those in need?

| | Yes | No | Other Residential Institution | No Response |
|-------------------------------|-----|----|-------------------------------|-------------|
| | 87 | 0 | 0 | 1 |
| Government Representative | 21 | 0 | 0 | 1 |
| Industry Representative | 16 | 0 | 0 | 0 |
| Educator | 50 | 0 | 0 | 0 |
| Junior College | 3 | 0 | 0 | 0 |
| High School | 5 | 0 | 0 | 0 |
| Technical Institution | 12 | 0 | 0 | 0 |
| Residential Vocational School | 8 | 0 | 0 | 0 |
| Other | 22 | 0 | 0 | 0 |

If yes, would you favor the residential vocational school that is exclusively vocational-technical oriented or the residential comprehensive Junior College and/or Community College? (In both cases the residential school referred to above is not to be confused with an area school that serves only a commuting distance population.)

| | Separate Residential Vocational School | Junior College and/or Community College | No Response |
|-------------------------------|--|---|-------------|
| | 74 | 11 | 3 |
| Government Representative | 16 | 5 | 1 |
| Industry Representative | 16 | 0 | 0 |
| Educator | 42 | 6 | 2 |
| Junior College | 2 | 1 | 0 |
| High School | 3 | 1 | 1 |
| Technical Institution | 10 | 2 | 0 |
| Residential Vocational School | 8 | 0 | 0 |
| Other | 19 | 2 | 1 |

**RECAP OF
MAJOR ISSUE NO. 2**

Participant Explanations

| | No. of Participants |
|--|------------------------|
| NO RESPONSE (3 participants) | |
| Undecided — need more information | (1) |
| Not sure at this time. | (1) |
| We need both — especially in the large cities | (1) |
| YES — JUNIOR COLLEGE AND/OR COMMUNITY COLLEGE (11 participants) | |
| Favor Junior College in districts where it is already provided but the separate vo-tec school in districts where there is not a junior college provided. | (1) |
| Better to mix students socially, economically; improves the "image" of the vo-tech students. | (2) |
| Junior College motivates students to higher learning. | (1) |
| States cannot afford separate vocational-technical system. | (2) |
| Those capable of achieving a college degree should have this opportunity. | (1) |
| Receives state money. | (1) |
| Junior College can meet the needs of the vocational-technically oriented students. | (1) |
| YES — SEPARATE RESIDENTIAL VOCATIONAL SCHOOL (74 participants) | |
| Should have a separate institution oriented and directed toward the needs of the vocationally inclined student. | (9) |
| Jr. College does not accomplish vocational education successfully. | (7) |
| Academic goals of the vocational education student and the average Jr. College student are not compatible. | (5) |
| Jr. College moves toward the academic and neglects the vocational. | (5) |
| Industry demands for technical training can best be met in a separate residential school. | (5) |
| In a separate residential school, students would be associated with their peers. | (2) |
| Many students cannot obtain post-secondary vocational training without residential facilities and in many instances cannot afford the Jr. College living expenses. | (3) |
| Have many Jr. Colleges and few schools for skill training presently. | (2) |
| A combination school would place the voc-tech student in "second class" position. | (2) |
| Jr. College is selective and their requirements often prevent vocational students from gaining post-secondary education. | (2) |
| Jr. College cannot offer all the training necessary in the 2 yr.-4 semester allotted and should not be a "catch all" for students. | (3) |

**RECAP OF
MAJOR ISSUE NO. 3**

The residential vocational schools are presently serving students from several socio-economic levels. Do you feel that the residential vocational schools should continue to serve approximately the same groups?

| | Yes | No | No Response |
|-------------------------------|-----|----|----------------|
| | 77 | 11 | 0 |
| Government Representative | 19 | 3 | 0 |
| Industry Representative | 15 | 1 | 0 |
| Educator | 43 | 7 | 0 |
| Junior College | 3 | 0 | 0 |
| High School | 4 | 1 | 0 |
| Technical Institution | 10 | 2 | 0 |
| Residential Vocational School | 7 | 1 | 0 |
| Other | 19 | 3 | 0 |

If no, do you feel additional emphasis should be put on the economically, socially, and/or educationally disadvantaged even if this meant restricting other groups under the assumption that limited space were available?

| | Yes | No | No Response |
|-------------------------------|-----|----|----------------|
| | 7 | 3 | 1 |
| Government Representative | 1 | 2 | 0 |
| Industry Representative | 0 | 1 | 0 |
| Educator | 6 | 0 | 1 |
| Junior College | 0 | 0 | 0 |
| High School | 1 | 0 | 0 |
| Technical Institution | 1 | 0 | 1 |
| Residential Vocational School | 1 | 0 | 0 |
| Other | 3 | 0 | 0 |

**RECAP OF
MAJOR ISSUE NO 3.**

Participants Explanations

| | No. of Participants |
|---|------------------------|
| YES (77 participants) | |
| Should serve individuals from all levels. | (3) |
| These students have much to offer each other. The association of being with each other is part of the education to the world of work. | (6) |

- One group is as important as the other — this is more democratic. (4)
- Any emphasis which limited enrollment to the physically or mentally handicapped would kill the program — welfare is not our aim. (2)
- Do not need separate facilities to meet each student's needs. (1)
- Feel the able-bodied should come first. (1)
- Present students should be served, of course, but much more emphasis and money must be spent on the hard core. More space and money must be made available. (1)
- NO — NO (3 participants)**
- Should not go back from current progress; should expand primarily in new areas. (1)
- Everyone should have the same treatment. (1)
- Do not let this program degenerate into another welfare agency. Every person cannot be trained for every job. Emphasis should be placed on aptitude in placement into courses. (1)
- NO — YES (7 participants)**
- The geographically disadvantaged could be served effectively by a residential school. (2)
- A large number of orphans and disadvantaged should have the opportunity to learn a trade. (1)
- The intent of the law is to provide increased federal aid for this type of student. (1)
- Other groups could be adequately served through other facilities already existing or planned. (1)
- Residential vocational facilities should be expanded to accommodate all persons who want it and can provide some such training. (1)

RECAP OF MAJOR ISSUE NO. 4

Do you feel that in the main the nine consultants properly reflected the real issues involved in the conference?

| | Yes | No | No Response |
|-------------------------------|-----|----|----------------|
| | 74 | 3 | 11 |
| | — | — | — |
| Government Representative | 20 | 0 | 2 |
| Industry Representative | 15 | 0 | 1 |
| Educator | 39 | 3 | 8 |
| Junior College | 3 | 0 | 0 |
| High School | 5 | 0 | 0 |
| Technical Institution | 8 | 2 | 2 |
| Residential Vocational School | 6 | 0 | 2 |
| Other | 17 | 1 | 4 |

**RECAP OF
MAJOR ISSUE NO. 4**

| | No. of Participants |
|---|------------------------|
| YES — (74 participants) | |
| Great conference; perfectly; nice job; excellent panel | (6) |
| More discussion time needed. Not enough time. | (9) |
| Some bias; some lack of perspective to overall subject. | (3) |
| In all cases except one, consultants were more concerned with student's problems than teaching technical skills. | (2) |
| Gave a clear picture of the objectives of Public Law 90-576. | (3) |
| More attention should be given to preparing the consultants for at least a partial consensus on certain philosophical points. (Differ on major issues.) | (3) |
| Issues were carried out and discussed. | (2) |
| Consultants sought to defend their position and to promote the perpetuation of what we have rather than develop the new and innovative for those who are disadvantaged and handicapped. | (2) |
| Wish consultants had distributed their papers. | (1) |
| Some consultants are in the clouds and need to come down to earth. | (1) |
| In no instance did a consultant attempt to force his personal feelings as the final answer. | (1) |
| Some consultants did not stay on their topic — one consultant's topic was not relevant. | (1) |
| Should have discussed improving the image of vocational education. | (1) |
| They left the idea open for each state to develop their state plans to fit their needs. | (1) |
| Interesting but not enough information concerning drop-outs and others (purpose of the Act). | (1) |
| NO — (3 participants) | |
| NO RESPONSE (11 participants) | |
| In most instances nothing was resolved. Guidelines will have to be definite. | (1) |
| Consultants articulated pretty well the problems which confront educators in my state. | (1) |
| Speakers not addressing their remarks to a "national problem" but to this school and this region. | (1) |
| Some discussions completely off base although some good thoughts were exchanged. | (1) |
| Most present had insufficient understanding of the hard core population now being served, in part, by the Job Corps. | (1) |

**NATIONAL CONFERENCE
RESIDENTIAL VOCATIONAL EDUCATION**

**Oklahoma State University School of Technical Training
Okmulgee, Oklahoma**



**DIRECTORY
OF
CONFERENCE
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February 26, 27, 28, 1969

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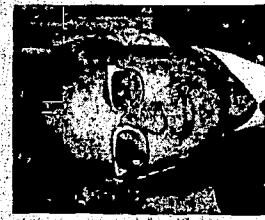
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NATIONAL CONFERENCE ON RESIDENTIAL VOCATIONAL EDUCATION THE OKLAHOMA STATE UNIVERSITY SCHOOL OF TECHNICAL TRAINING, OKLAHOMA STATE TECH Okmulgee, Oklahoma — February 26, 27, 28



Principal Investigator **Wayne W. Miller** is also Director and Dean of the Oklahoma State University School of Technical Training, Oklahoma State Tech. He earned his B. S. degree from Oklahoma State University and a Masters degree from the University of Illinois. He was one of the original staff members at Tech, and was named Assistant Director in 1958. He became Director in 1963. In the interest of vocational-technical education, he has prepared several papers and appeared before Congressional committees. He has served as a consultant and committee member for numerous vocational-technical educational projects.

William T. Logan, Jr., was a teacher, high school principal and public school superintendent before becoming the Commissioner of Education for the State of Maine in 1964, a position he still holds. Twice he has traveled abroad to study foreign educational systems. He is Commissioner of the Education Commission of the United States and Vice Chairman of the New England Board of Higher Education.



James M. Hughes received his degree in architecture from Texas A. & M University in 1954. He is an associate partner in the Caudill, Rowlett and Scott architectural firm, Houston, Texas, and specializes in physical-plant design and structures for community and junior colleges. He belongs to the American Institute of Architects, and is an associate member of the American Association of Junior Colleges.

Dr. J. Clark Davis is Director of the Research and Educational Planning Center of the University of Nevada. Since 1966 he has been responsible for seven research and development studies for vocational education facilities in Nevada. He also prepared a study on the feasibility of using mobile homes for technical education in Arkansas.



Jim L. Moshier is Head of the General Education and Small Business Trades Departments at Oklahoma State Tech. He received both his B. S. and Masters degrees from Northeastern State College, Tahlequah, Okla. He has been a high school teacher, coach, principal, and superintendent. He is responsible for the curriculums and supervises the 40 instructors of the two departments he heads.

PURPOSE

Purpose of the National Conference on Residential Vocational Education is to provide for further development of understandings, abilities, skills and appreciations appropriate for persons having responsibilities for comprehensive programs of residential vocational-technical education. The conference is designed to gain involvement of the leadership in this field at state and local levels, and to increase understanding of the 1968 amendments concerning residential vocational education. (Part E, Title 1, Public Law 90-576)

Discussion Topics

- 1. Developing a Philosophy of Residential Vocational Education**
William T. Logan, Jr.
- 2. Facilities — Residential, Educational, and Student Services Facilities for Students in Residential Vocational Schools**
James M. Hughes A.I.A.
- 3. Geographical Locations for Residential Vocational Schools**
Dr. J. Clark Davis
- 4. Curriculums, Course Objectives, and Industrial Materials for Students in Residential Vocational Schools**
Jim L. Moshier
- 5. Faculty and Staff Requirements and Qualifications for Operating a Residential Vocational School**
Robert M. Small
- 6. Selection and Evaluation of Students for Residential Vocational Schools**
Dr. Merrel R. Stockey
- 7. Student Life, Counseling, and Guidance for Students in a Residential Vocational School**
Dr. Kenneth B. Hoyt
- 8. Employment and Follow-up of Students from a Residential Vocational School**
James P. Jones
- 9. Special Considerations for the Socio-Economically, Physically and Educationally Handicapped Student in Residential Vocational Schools**
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Robert M. Small is Director of the Mahoning Valley Vocational School in Vienna, Ohio. He received his B. S. and Masters degrees from Kent State University. He was a high school teacher for 11 years and a counselor for six. He began with Mahoning Valley as a guidance and pupil personnel director and became the school's director in 1966. He is a member of the American Vocational Association.



Dr. Merrel R. Stockey is Chief Psychologist of the Milwaukee Technical College. He received his B.S. degree from Milwaukee State Teachers College and his M.A. and Ph.D. from the University of Michigan. He has been Chief Psychologist at MITC since 1946. He is interested in education and counseling, and has written several articles in the American Vocational Association Journal, and the Wisconsin Educational Journal. He is a member of the American, Wisconsin and Milwaukee Psychological Associations, and the Wisconsin Association of School Psychologists.

Dr. Kenneth B. Hoyt is Head of the Division of Counselor Education for the University of Iowa. He received his Ph.D. from the University of Minnesota. He is a member of several American Vocational Association committees, was Chairman of the American delegation to the International Association for Educational and Vocational Guidance, and has authored several articles on vocational training and guidance counseling.



James P. Jones, National Director of Recruitment and Placement for Phillips Petroleum Co., has been with the company since his graduation from Texas A & M University in 1948 with a degree in industrial engineering. For the past 12 years he has been involved in corporate recruitment and professional placement. Jones is a member of five college placement associations and councils.

Jack P. Jayne, Area Employment Assistance Officer for the Bureau of Indian Affairs, Muskogee, Okla., area office, began working with the Bureau in 1952 after a five-year assignment with the Veterans Administration. He has served as Agency Employment Assistance Officer for several Indian tribes and is familiar with the requirements of these people and their needs for quality vocational education.

