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ABSTRACT

THIS QUARTERLY PUBLICATION ANNOUNCES THE AVAILABILITY OF DOCUMENTS ACQUIRED AND PROCESSED BY THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION. IT CONTAINS ABSTRACTS OF RESEARCH AND OTHER MATERIALS WHICH ARE USEFUL TO RESEARCHERS, SUPERVISORS, TEACHER EDUCATORS, EDUCATION SPECIALISTS, ADMINISTRATORS, TEACHERS, AND OTHERS WHO HAVE AN INTEREST IN VOCATIONAL AND TECHNICAL EDUCATION. THE ABSTRACTS ARE ORGANIZED BY TOPICAL GROUPINGS: (1) ADMINISTRATION AND SUPERVISION, (2) CURRICULUM, (3) EMPLOYMENT AND OCCUPATIONS, (4) EVALUATION AND MEASUREMENTS, (5) FACILITIES AND EQUIPMENT, (6) INDIVIDUALS WITH SPECIAL NEEDS, (7) INSTRUCTIONAL MATERIALS AND DEVICES, (8) PHILOSOPHY AND OBJECTIVES, (9) RESEARCH DESIGN, DEVELOPMENT AND UTILIZATION, (10) STUDENTS, OCCUPATIONAL GUIDANCE AND OTHER STUDENT PERSONNEL SERVICES, (11) TEACHERS AND TEACHER EDUCATION, (12) TEACHING AND LEARNING, AND (13) OTHER RESOURCES. INDEXES PROVIDE AN APPROACH TO THE ABSTRACTS BY (1) PERSONAL AND INSTITUTIONAL AUTHORS, (2) DOCUMENT ACCESSION NUMBER WITH A TABLE SHOWING ED NUMBERS FOR DOCUMENTS AVAILABLE THROUGH THE ERIC DOCUMENT REPRODUCTION SERVICE, (3) VOCATIONAL AND SUPPORTING SERVICES, AND (4) SUBJECTS. DOCUMENTS WHICH DO NOT HAVE AN INDIVIDUAL ED NUMBER ARE AVAILABLE IN A SEPARATE MICROFICHE SET FROM THE ERIC DOCUMENT REPRODUCTION SERVICE (VT 010 464). (CD)

ED036654

**ABSTRACTS OF  
RESEARCH AND RELATED  
MATERIALS IN  
VOCATIONAL  
AND  
TECHNICAL  
EDUCATION  
WINTER 1969**

**ERIC** CLEARINGHOUSE  
THE CENTER FOR VOCATIONAL  
AND TECHNICAL EDUCATION  
THE OHIO STATE UNIVERSITY  
COLUMBUS, OHIO

VT010430

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Comprehensive and Vocational Education Research, U. S. Office of Education. It serves a catalytic role in establishing consortia to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and inservice education program;
6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESOURCES INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION.

ED0 36654

Abstracts of  
Research and Related  
Materials  
in  
Vocational and Technical Education  
Winter 1969

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The Center for Vocational and Technical Education  
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Abstracts of Research and Related Materials in Vocational and Technical Education is a quarterly publication (Fall, Winter, Spring, Summer) published by the ERIC Clearinghouse on Vocational and Technical Education. Subscription is \$9.00 per year. Send order to ERIC Clearinghouse, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210. Contents of this publication may be reprinted freely without requesting permission, providing appropriate credit is given to the Clearinghouse.

## PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational and technical education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and for shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education. ARM and AIM give visibility to a document-based information system which constitutes an on-going data bank of research and resource materials in vocational and technical education. Following are some of the benefits derived from this data base:

- \* A central source of information to be reviewed and synthesized into state-of-the-art papers, critical reviews, interpretive papers, etc.
- \* A resource which includes different kinds of materials, e.g., instructional materials, descriptive reports, survey reports, dissertations, conference proceedings, program plans or procedures, research reports.
- \* Provision for availability of primary source materials through the ERIC Document Reproduction Service (EDRS) and/or other distribution agencies.
- \* A source of bibliographies and a resource for development of bibliographies.
- \* A source of materials for different user groups (i.e., administrators, supervisors, teacher educators, teachers, legislative and advisory bodies) with information needs in such diverse areas as teaching and learning, manpower needs and requirements, research design and methodology, evaluation.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)<sup>1</sup>, the primary publication of the Educational Resources Information Center (ERIC). RIE includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American education.

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<sup>1</sup>Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic \$21.00 a year; foreign \$5.25 additional. Single copy: Domestic, \$1.75. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

In addition to the two quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc., and with reviewing and synthesizing information related to topical areas such as the economics of vocational and technical education.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor  
Director

## INTRODUCTION

### Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education has two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. These indexes are:

Subject and Identifier Index

Personal and Institutional Author Index

Vocational and Supporting Services Index

Document Number Index

Conversion of Document Number Index (VT to ED or MP, ED or MP to VT)

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

#### Availability of ARM

ARM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. At this time the four issues for the period Fall 1967 - Summer 1968 and the AIM-ARM Annual Index, 1967-68 are available only on microfiche or facsimile copy. Microfiche or facsimile for all previous issues may be ordered from ERIC Document Reproduction Service (EDRS), The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Please write to EDRS for order forms.

ED 013 336	Fall 1967 ARM	MF - \$1.00	or	HC - \$10.60
ED 015 335	Winter 1967 ARM	MF - \$ .75	or	HC - \$ 9.10
ED 016 875	Spring 1968 ARM	MF - \$ .75	or	HC - \$ 9.10
ED 019 525	Summer 1968 ARM	MF - \$1.25	or	HC - \$14.15
ED 022 064	AIM-ARM Annual Index, 1967-68	MF - \$ .50	or	HC - \$ 6.30
ED 022 970	Fall 1968 ARM	MF - \$1.25	or	HC - \$14.10
ED 027 437	Winter 1968 ARM	MF - \$1.00	or	HC - \$10.65
ED 030 000	Spring 1969 ARM	MF - \$1.00	or	HC - \$10.40
ED 031 586	Summer 1969 ARM	MF - \$1.00	or	HC - \$10.45
ED 033 247	Fall 1969 ARM	MF - \$1.00	or	HC - \$10.40

Subscriptions for hard copy may be initiated with the Fall 1968 issue, or subsequent issues. Send order indicating quarter and year that subscription is to begin to:

ERIC Clearinghouse  
The Center for Vocational and Technical Education  
1900 Kenny Road  
Columbus, Ohio 43210



## Availability of Materials Reported in ARM

A basic concept of the ERIC system is to make known the availability of the full text of materials abstracted. Most of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. There is an EDRS availability line with each abstract which indicates if a document may be obtained from EDRS. If a document is not available from EDRS, the agency and address from which the document may be obtained is in the resume. Microfiche or facsimile copy must be ordered by ED (ERIC Document) number since EDRS is not set up to respond to requests for materials by subject, author, or title. AIM and ARM indexes can be used to determine ED numbers which relate to problem areas. Always check the most current issue of RIE for the latest price schedules and ordering procedure for microfiche (MF) and facsimile copy, called hard copy (HC).

Materials with ED numbers are announced in Research in Education (RIE) as well as AIM or ARM. These are available as individual documents through EDRS or another source. Documents with VT numbers only are not announced in RIE but are included in AIM and ARM. They are not available as individual documents from EDRS but as part of a VT-ERIC set. Microfiche for an individual document in one of these sets is obtainable only through purchase of the set or from agencies that have this set and have the capability of reproducing microfiche. Reports in these sets are identified in a resume by the phrase MF AVAILABLE IN VT-ERIC SET. The documents are grouped in VT number sequence in the microfiche set for each issue of AIM or ARM. Each set is announced in RIE under a single (ED) number. The Fall 1967 - Summer 1968 Microfiche Collections contain documents with VT numbers only and ED documents. Beginning with Fall 1968, the microfiche set contains the documents which have only VT numbers. Thus the microfiche collection for a particular issue of ARM now contains the items in that issue of ARM which have the statement, MF AVAILABLE IN VT-ERIC SET, in the resume. These sets may be ordered from EDRS. Information to be used in ordering the sets for ARM follows:

### ARM Microfiche Collections

<u>ARM</u>	<u>ED Number</u>	<u>Microfiche</u>
Fall 1967	ED 013 338	\$25.00
Winter 1967	ED 015 348	\$26.25
Spring 1968	ED 016 876	\$38.00
Summer 1968	ED 019 526	\$72.75
Fall 1968	ED 022 065	\$ 5.75
Winter 1968	ED 027 441	\$34.25
Spring 1969	ED 030 001	\$25.00
Summer 1969	ED 031 587	\$26.75
Fall 1969	ED 033 237	\$ 8.50

It should be noted that organizations which have standing orders with EDRS for the total microfiche collections in RIE will automatically receive the ARM and AIM microfiche collections. If an organization wishes to order only the materials abstracted by VT-ERIC which are announced in RIE and are on microfiche, a standing order may be initiated with EDRS for a VT-ERIC package. This package will automatically include the ARM and AIM microfiche collections. Contact EDRS for information about cost of current or retrospective VT-ERIC packages.



Availability Key for Materials Reported in ARM

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ED appears with reference to an RIE issue, e.g., ED(Aug 69)	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
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4936 Fairmont Avenue  
Bethesda, Maryland 20014

Prices for microfiche and/or hard copy undergo occasional changes which become effective when announced in Research in Education. EDRS prices cited in AIM and ARM reflect the prices in effect at the time of publication. Retrospective use of AIM and ARM require attention to the most recent price schedules and ordering information which is available in a current issue of RIE.

Scope of the Clearinghouse

The Clearinghouse on Vocational and Technical Education is responsible for acquiring, processing, and disseminating through the ERIC system, research reports, instructional materials, information analysis products and other resource materials related to vocational and technical education. In addition to this general area, coverage includes the specific occupational fields of agricultural education, business and office occupations

education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, and new sub-professional fields. The clearinghouse scope also encompasses the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. The following subject categories when specifically oriented to vocational-technical education and its related fields are included in the scope of the clearinghouse: administration and supervision, curriculum, employment and occupations, evaluation and measurements, facilities and equipment, historical studies, individuals with special needs, instructional materials and devices, philosophy and objectives, research design and development, occupational guidance and other student personnel services, students, teachers, teacher education, teaching and learning.

#### Acquisitions

The adequacy of information in this publication, as well as other services of this Clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Clearinghouse.

#### Abbreviations

AIM	<u>Abstracts of Instructional Materials in Vocational and Technical Education</u>
ARM	<u>Abstracts of Research and Related Materials in Vocational and Technical Education</u>
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	<u>Research in Education</u>
VT	Vocational-Technical

SAMPLE RESUME

Accession Number--  
an identification  
number sequentially  
assigned to reports  
as they are processed.

Author(s)--the  
individual(s) who  
prepared the report.

EDRS Price--price of  
the document through  
the ERIC Document  
Reproduction Ser-  
vice. "MF" means  
microfiche; "HC"  
means hardcopy.

Report Number would  
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If item cited ap-  
peared originally  
in a journal, a  
journal citation  
would appear here.

Publication Date.

Total number of  
printed pages in  
the report, in-  
cluding cover and  
appendices.

Identifiers would  
appear here. These  
are acronyms, geo-  
graphical areas,  
conferences, orga-  
nizations, tests  
(e.g. Binet), etc.  
Only the major  
identifiers preceded  
by an asterisk are  
printed in the index.

Abstract--a con-  
densation of the  
report in about  
200 words. When  
applicable, it  
includes the  
purpose, pro-  
cedure, results,  
and conclusions  
of the research  
activity.

VT 004 376 ED 020 326

Asbell, Bernard

New Directions in Vocational Education, Case Studies in Change.

Office of Education (DHEW), Washington, D.C. Bureau of Research

EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.

OE-80047

Superintendent of Documents, U.S. Government Printing Office,  
Washington, D.C. 20402 (FS5.280;80047, \$.30).

Pub Date - 67 61p.

\*CASE STUDIES (EDUCATION); ADOPTION (IDEAS); \*EDUCATIONAL CHANGE;  
TECHNICAL EDUCATION; \*VOCATIONAL EDUCATION; AREA VOCATIONAL  
SCHOOLS; SLOW LEARNERS; PARAMEDICAL OCCUPATIONS; OCCUPATIONAL  
CLUSTERS; POST SECONDARY EDUCATION; EDUCATIONAL INNOVATION

SAN FRANCISCO, CALIFORNIA; \*RICHMOND PRETECHNICAL PROGRAM, OHIO;  
GEORGIA; PHOENIX; ARIZONA; QUINCY; MASSACHUSETTS

In recent efforts of the U.S. Office of Education to bridge the  
gap between development and adaptation of educational practice,  
visibility has been given to communities which have introduced  
new curriculums, teaching methods, and institutional patterns.  
Five locally initiated programs which have attempted to provide  
a flexibility of the educational system.....  
.....and education leaders at state and local  
levels. Quincy, Massachusetts, is an example of a city in which  
vocational education has shifted from training for a single  
skill to preparing individuals for a cluster of occupational  
skills. (JM)

If ED is followed by  
numbers, item has  
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Research in Education.  
If ED is not followed  
by numbers, the issue  
of RIE in which the  
abstract is scheduled  
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Title of report.

Institutional Source--  
the organization  
responsible for the  
report.

Sponsoring Agency--  
would appear here if  
different than Insti-  
tutional Source.

Grant Number and  
Program Area Number  
would appear on this  
line.

Commercial, insti-  
tutional, and other  
sources of availabil-  
ity if known at time  
of printing. Cost  
is included.

Descriptors--the  
subject terms assigned  
by an indexer to  
characterize the  
contents of a report.  
Only the major terms,  
those preceded by an  
asterisk, are printed  
in the index.

Abstractor's Initials.

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ADMINISTRATION  
AND SUPERVISION  
SECTION

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VT 000 587

Sensenbaugh, James A.  
Vocational Education 1967; Information and Annual Report.

Maryland State Dept. of Education, Baltimore. Div. of Vocational Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 67 32p.

\*ANNUAL REPORTS; \*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; \*STATE FEDERAL SUPPORT; STUDENT ENROLLMENT; EXPENDITURES; ANCILLARY SERVICES; ENROLLMENT TRENDS; EMPLOYMENT PROJECTIONS; AREA VOCATIONAL SCHOOLS; POST SECONDARY SCHOOLS; SECONDARY SCHOOLS; COMMUNITY COLLEGES; MANPOWER DEVELOPMENT  
MARYLAND

The purpose of this report is to account for what was accomplished during the previous year in vocational education and to briefly illustrate the broad up-to-date programs available to all citizens through Maryland's new "world of work" program (vocational education). Vocational development and occupational training covering over 150 skills and occupations are available in seven major areas of employment: agriculture, business and office, trades and industry, distributive education, technical occupations, health occupations and home economics. The annual statistical report for fiscal 1967 presents data on enrollment by purpose (secondary, post-secondary, adult, and special needs), enrollment by program (service areas), and by total expenditure. Data are presented on actual and projected employment by major occupational groups from 1960 through 1975. (CH)

VT 000 877

Effecting Excellence in Management Practice in Vocational Rehabilitation. A Study for the Vocational Rehabilitation Administration.

Saint Thomas Coll., St. Paul, Minn. Management Center  
Chicago Univ., Ill. Industrial Relations Center  
Vocational Rehabilitation Administration, Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
VRA 561-T-65  
Pub Date - Jan66 168p.

VOCATIONAL REHABILITATION; \*ADMINISTRATIVE PERSONNEL; \*MANAGEMENT DEVELOPMENT; \*CURRICULUM; PILOT PROJECTS; RESEARCH PROJECTS; PROGRAM EVALUATION; SEMINARS; SURVEYS; \*MEASUREMENT INSTRUMENTS; \*STATE AGENCIES

The objectives of the study were: (1) to prepare for the establishment of a center for the development and education of state rehabilitation agency administrative and management personnel, (2) to plan a program of research, curriculums and publication for improving the management and administrative effectiveness of state vocational rehabilitation agencies, and (3) to plan, prepare and conduct a single pilot test program for a test group from State Rehabilitation Agency administrative management personnel. This report has been designed in book form to enable management in public enterprise organizations, researchers, and graduate students to make broader use of the data and research than if the format were too narrowly conceived. The 8 chapters contain the following material: (1) the concept of management development including program steps for teamwork and individual development, (2) a proposed core curriculum utilizing seminars, (3) a proposed schedule of seminars from 1966-71, (4) survey results from 82 state agencies, who returned 446 questionnaires (57.69 percent) giving characteristics of the management personnel reporting, (5) the use of job descriptions as a means to determine development needs, (6) the reactions of 20 experienced vocational rehabilitation management personnel relative to a rank order of seminar topics, (7) the use of television to replace seminars, and (8) three seminars conducted as part of the Vocational Rehabilitation Administration grant. (SL)

VT 001 171

Improving Vocational Education in Lapeer County. An Area Vocational Study Commissioned by the Lapeer Intermediate School District and the Five School Districts of Lapeer County.

Michigan State Univ., East Lansing  
Lapeer Intermediate School District, Mich.  
Michigan State Dept., Lansing. Div. of Vocational Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Sep66 188p.

\*SCHOOL SURVEYS; OCCUPATIONAL ASPIRATIONS; \*OCCUPATIONAL SURVEYS; PROGRAM PLANNING; \*VOCATIONAL EDUCATION; PARENT ATTITUDES; EDUCATIONAL PLANNING; \*MASTER PLANS; QUESTIONNAIRES  
MICHIGAN; LAPEER COUNTY

Lapeer County had a population of 45,000 in 1965, five public high school districts, seven primary districts, and four non-public elementary schools with a total enrollment of 10,179 students. A study was made to determine the effectiveness of current vocational programs, the programs and facilities needed in the area, and recommendations for improvement. Questionnaires were received from 84 percent of all 11th grade students, 48 percent of parents of 11th grade students, and 389 of the high school graduates and dropouts of the class of 1964. Business, industry, and government employers were interviewed to determine number of employees, job titles, annual entry opportunities, and kinds of training needed by new and present employees. The school programs studied were agriculture, distributive education, home economics, health occupations, industrial arts, trade and industrial education, and business and office occupations education. Conclusions were: (1) industry's requirements were not being met by existing educational programs at the high school level, (2) there was no need for additional collegiate-level institutions in the county because of community colleges available, (3) each high school in the county should strengthen its present programs of exploratory, pre-vocational education, and (4) because of the present potential enrollment of only 180 students, a relatively small area vocational school was needed. (PS)

VT 001 211

Tri-State Conference for Trade, Industrial and Technical Education (2nd Annual), Southern State College, Springfield, South Dakota, August 28-30, 1966. Summary.

Southern State Coll., Springfield, S.D.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 66 63p.

\*CONFERENCE REPORTS; \*TRADE AND INDUSTRIAL EDUCATION; \*TECHNICAL EDUCATION; \*PROGRAM PLANNING  
NORTH DAKOTA; SOUTH DAKOTA; NEBRASKA

The Tri-State Conferences were established to provide a closer working relationship among the states of North Dakota, South Dakota, and Nebraska and to provide the vocational trade, industrial, and technical education personnel with an opportunity for professional growth. The participants included state department personnel, administrators, industrial representatives, and teachers. The presentations were: (1) Building and Equipping Vocational Facilities, (2) The Role of the Technician in the Aerospace Electronics Industry, (3) Report from the Regional Office and a Look into the Future, and (4) Organized Labor and Vocational Education. State

reports were presented for North Dakota, South Dakota, and Nebraska. The conference summary included reports of representatives from Wyoming, Iowa, the South Dakota Industrial Development Expansion Agency, and The United States Office of Education. (HC)

VT 001 390

Conference Proceedings: Distributive Education's Role in Florida's Community Junior Colleges, April 15-16, 1964.

Florida State Dept. of Education, Tallahassee. Distributive, Cooperative, and Business Education Section  
MF AVAILABLE IN VT-ERIC SET.  
Bull-74E-3  
Pub Date - Oct64 33p.

\*CONFERENCE REPORTS; \*DISTRIBUTIVE EDUCATION; \*COMMUNITY COLLEGES; \*POST SECONDARY EDUCATION; \*SCHOOL RESPONSIBILITY; TECHNICAL EDUCATION; ADULT VOCATIONAL EDUCATION; ADMINISTRATIVE ORGANIZATION; BUSINESS RESPONSIBILITY; SCHOOL INDUSTRY RELATIONSHIP  
\*DISTRIBUTIVE EDUCATION'S ROLE IN FLORIDA'S COMMUNITY JUNIOR COLLEGES, APRIL 15-16, 1964

Educational leaders of Florida's junior colleges and state department of education personnel met to discuss the 2-year curriculums and short courses for adults in distributive education. Included are (1) a speech, "The Community Junior College's Responsibility for Occupational Programs," by Thomas M. Baker, (2) a panel summary, "The Community Junior College and Mid-Management Cooperative Programs," by Maurice F. Buckner and Marion West, (3) summary statements of committees reporting on 12 statements relative to "Suggested Minimum Standards--Mid-Management Distributive Education Programs," (4) an address, "Education for the Entrepreneur," by L.T. White, and (5) summary statements of committees reporting on nine questions concerning the responsibility of the community junior college in the area of distributive education for adults. Also included are (1) a proposed professional framework for a program of mid-management, (2) alternative plans of organization and operation--vocational education services, and (3) the conference agenda. (SL)

VT 001 421

Vocational Education Needs of the People of Colorado. A Preliminary Report of the Findings and Recommendations of the Advisory Council to The State Board for Vocational Education.

Colorado State Board for Vocational Education, Denver  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Aug66 31p.

\*VOCATIONAL EDUCATION; \*EDUCATIONAL NEEDS; \*EDUCATIONAL PLANNING; PROGRAM PLANNING; STATUS; CURRICULUM PLANNING; FINANCIAL SUPPORT; ADMINISTRATIVE ORGANIZATION; AREA VOCATIONAL SCHOOLS; GUIDANCE PROGRAMS; \*EDUCATIONAL SUPPLY; EDUCATIONAL PROBLEMS; \*SCHOOL RESPONSIBILITY  
COLORADO

The content of this report focuses on the broad functions stipulated for the State Advisory Council for Vocational Education, which was created by the Colorado General Assembly. Those functions are to act in a general advisory capacity to the State Board for Vocational Education, to review and report findings with respect to the needs of vocational education within public and private institutions, and to report recommended framework for state and community action aimed toward job potential and vocational training. The information presented in this report was gathered through consultation with state and regional agencies concerned with employment and/or training. The seven major areas covered by this report are (1) Improving the Image of Vocational Education, (2) Guidance and Counseling, (3) Labor Market and Occupational Information, (4) Curriculum, (5) Area Schools, (6) Financial Support of Vocational Education, and (7) Framework and Administrative Structure. Among the recommendations is that every student in Colorado should have the opportunity to enroll in vocational courses in high school and on the post-high school level. (CH)

VT 001 449

Problems of Vocational Education in Utah. Research Report, Report No. 254.

Utah Foundation, Salt Lake City  
MF AVAILABLE IN VT-ERIC SET.  
Utah Foundation, 818 Kearns Building, Salt Lake City, Utah 84101 (\$.25 prepaid).  
Pub Date - Dec67 6p.

\*VOCATIONAL EDUCATION; \*EDUCATIONAL PROBLEMS; \*POST SECONDARY EDUCATION; EMPLOYMENT PATTERNS; PROGRAM COSTS; FEDERAL AID; \*EDUCATIONAL OBJECTIVES; \*EDUCATIONAL NEEDS  
UTAH

Utah traditionally has ranked at or near the top of the list of states on the basis of financial effort in support of public education. However, the adequacy of at least one facet of the school system, vocational education, is now being questioned in many quarters. The topical approach to this basic problem in this report includes: Causes of Imbalance, Progress in a Decade, Levels of Instruction, Different Approaches, High Cost Factors, Post-Secondary Education, Boards of Control, Quality of Programs, Vocational Rehabilitation, and Federal Aid. The relative neglect of vocational education in Utah appears to be due to prejudice on the part of parents, students and many educators. Students who follow vocational programs or terminal programs, short of the baccalaureate level, are frequently branded as "academic failures" even though society urgently needs technicians, skilled craftsmen, and other subprofessional workers. A 1966 study of Utah's vocational education program reported that Utah may be training college graduates for other states, at a high cost to Utah, or else college graduates may be forced to accept subprofessional employment. (CH)

VT 001 474

Keist, Richard T.; Young, Raymond J., Ed.  
A Descriptive Study of Private Trade and Vocational Schools in Michigan.

Michigan Univ., Ann Arbor. Bureau of School Services  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Jul64 47p.

\*VOCATIONAL EDUCATION; \*PRIVATE SCHOOLS; \*VOCATIONAL SCHOOLS; \*SCHOOL SURVEYS; STUDENT ENROLLMENT; TUITION; EDUCATIONAL FACILITIES; CURRICULUM; ENROLLMENT PROJECTIONS  
MICHIGAN

This study was made to ascertain the educational opportunities offered by the Michigan private vocational schools. Questionnaires were mailed in April, 1964 to 161 non-public institutions operating trade or vocational schools of 2 years or less duration. Information was sought on the number of graduates during a 5-year period, 3-year enrollment predictions, expected expansions of physical facilities, curriculum expansion within the next 15 years, and current tuition charges. The various fields are discussed separately: (1) beauty culture and related fields, (2) business and related fields, (3) skilled trades and related fields, (4) the



arts and related fields, and (5) miscellaneous fields. Thirty-one tables provide information by category for each of the fields: (1) location, programs and tuition, (2) year the institution was founded, (3) enrollment from 1959 to 1963, (4) enrollment projections for 1965, 1970, 1975, (5) planned expansion of physical facilities for years 1965, 1970, and 1975, and (6) anticipated curriculum expansion for years 1965, 1970, and 1975. Findings included the following: (1) More than 10,000 people graduate annually from the reporting schools, (2) Enrollment projection for 1975 was approximately 28,000 people, and (3) Projected plant investment from 1965-1975 totalled approximately \$20,000,000. Matters such as admission and graduation requirements, relationship of courses to community college courses, and relationship of job obtained after graduation were recommended for further study. (SL)

VT 001 489

Vocational-Technical Education Needs in the Greater Elmira Area with Recommendations for Action. Summary Report.

New York State Education Dept., Albany. Bureau of Trade and Technical Education  
Elmira Enlarged City School District, N.Y.  
Sole Supervisory District of Chemung and Tioga Counties, Board of Cooperative Educ. Services, Horseheads, N.Y.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 63 76p.

\*VOCATIONAL EDUCATION; \*CURRICULUM; STUDENT INTERESTS; STUDENT ENROLLMENT; POPULATION DISTRIBUTION; \*SCHOOL SURVEYS; TECHNICAL EDUCATION; OCCUPATIONAL SURVEYS; MANPOWER NEEDS; EDUCATIONAL RESOURCES; \*EDUCATIONAL NEEDS; PROGRAM EVALUATION; \*PROGRAM IMPROVEMENT; EMPLOYER ATTITUDES; COMMUNITY SUPPORT  
GREATER ELMIRA AREA; NEW YORK

This educational survey was designed to ascertain in as quantitative terms as possible the information and opinions of various segments of the population concerned with vocational-technical education in the Greater Elmira Area. The survey, conducted during the 6-months from September 1962 to March 1963, presented the following information: (1) facts and figures concerning the Greater Elmira Area (includes population distribution, projected population to 1980, and enrollment distribution by districts and grades), (2) definitions of vocational-technical education, (3) local resources for vocational-technical education (resources are public high schools, public adult education, private schools, and programs established by industry, labor organizations and business firms), (4) reports of questionnaires completed by 4,182 high school students, 3,194 parents of high school students, 2,116 former students, 610 selected voters, 75 school administrators, and 65 selected teachers, and (5) a report from industry, business and agriculture concerning present and projected employment needs to 1970. In the summary sections, these recommendations were made: (1) The program should be planned to accommodate all youth, (2) The curriculum should be based on an area study of long-range employment needs of local industry, business, and agriculture as well as the state and national needs, (3) A curriculum plan for the enlargement and extension of the present high school and adult vocational-technical program should be established. (SL)

VT 001 606

Vocational-Technical Advisory Committees.

Michigan State Dept. of Public Instruction, Lansing. Div. of Vocational Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub-546  
Pub Date - 65 12p.

\*ADVISORY COMMITTEES; \*VOCATIONAL EDUCATION; \*SCHOOL COMMUNITY RELATIONSHIP; \*ADMINISTRATOR GUIDES; \*TECHNICAL EDUCATION

The purpose of this bulletin is to offer assistance to local schools in the formation and use of advisory committees. To accomplish the goals of preparing adults and youth for employment, the cooperative efforts of education, business, industry, labor, and the public are required. Local administrators are given help in the systematic organization and effective use of advisory committees related to the development, expansion, or improvement of vocational-technical education. Some specific topics covered briefly are: (1) legal basis for advisory committees, (2) their definitions and purposes, (3) their organization and relationships, (4) their memberships, and (5) additional sources of advisory assistance. Two types of vocational-technical advisory committees are the general and the occupational. The techniques in working with advisory committees, however, are the same with either. (MS)

VT 001 619

Part-Time Cooperative Industrial Occupational Training. A Plan for New Jersey. Trade and Industrial Bull-2.

New Jersey State Dept. of Education, Trenton. Vocational Div.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 65 17p.

\*COOPERATIVE EDUCATION; \*TRADE AND INDUSTRIAL EDUCATION; \*PROGRAM GUIDES

The purpose of this bulletin is to help the layman and the educator understand the nature of cooperative programs. The contents include: (1) Characteristics of the Program, (2) Typical Agreement Form, (3) Typical Duties of a Teacher-Coordinator, and (4) Suggested Steps in Organizing Local or Area Co-Op Programs. (EM)

VT 001 673

Guide for Public Junior Colleges in Planning Programs of Vocational Education.

Texas Education Agency, Austin  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Feb66 75p.

\*JUNIOR COLLEGES; \*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; \*ADMINISTRATOR GUIDES; \*PROGRAM PLANNING; ADMINISTRATIVE POLICY; AREA VOCATIONAL SCHOOLS; PROGRAM DEVELOPMENT; PROGRAM ADMINISTRATION; PROGRAM EVALUATION

This document is a preliminary draft of a publication to assist local public junior college administrators in planning, establishing, conducting, and evaluating programs of vocational education. The contents include: (1) general policies (justification of need, advisory committees, and approval criteria of programs), (2) cooperative programs, (3) vocational education programs, (4) the vocational work-study programs, (5) other programs related to vocational education (adult basic education and adult migrant education), and (6) area vocational schools. The appendixes contain various application-for-approval forms. (SL)

VT 001 900

Accreditation of Collegiate Educational Programs Allied to Medicine and Dentistry. A Staff Report to the Special Committee on Accrediting in Allied-Dental and Allied-Medical Fields of Study of the National Commission on Accrediting. Agenda Item No. 4.

American Dental Association, Chicago, Ill.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Jan64 6p.

\*HEALTH OCCUPATIONS EDUCATION; POLICY; \*HEALTH PERSONNEL; \*ACCREDITATION (INSTITUTIONS); PROFESSIONAL ASSOCIATIONS  
AMERICAN MEDICAL ASSOCIATION; AMERICAN DENTAL ASSOCIATION; NATIONAL COMMISSION ON ACCREDITING

Basic policies and procedures of (1) the program of the American Dental Association in accrediting dental hygiene, dental laboratory technician, and dental assistant programs, and (2) the program of the American Medical Association in accrediting programs in occupational therapy, medical technology and cytotechnology, physical therapy, medical record library science and medical record technician, x-ray technology, and inhalation therapy are explained. (JK)

VT 001 978

Hetting, John F.  
A Study of the South Milwaukee County Educational Needs.

Wisconsin Univ., Madison, Center for Vocational and Technical Studies  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Nov66 99p.

SCHOOL; \*PROGRAM DEVELOPMENT; \*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; EDUCATIONAL FACILITIES; MANPOWER NEEDS; \*VOCATIONAL SCHOOLS; QUESTIONNAIRES; \*EDUCATIONAL NEEDS; COMMUNITY CHARACTERISTICS; EMPLOYER ATTITUDES; STUDENT ATTITUDES; POST SECONDARY EDUCATION  
SOUTH MILWAUKEE COUNTY; WISCONSIN

This educational survey was initiated to provide a close look at all phases of post-high school education and to provide guidelines for programs based on needs of the area. The survey was designed and carried out by staff of the University of Wisconsin for the South Milwaukee County Area, which included eight school districts in both rural and urban areas. Questionnaires were developed to determine: (1) the characteristics and attitudes of former students in the public schools, (2) characteristics, attitudes and aspirations of high school seniors, (3) demographic features of the South Milwaukee County Area, (4) opinions gained through an interview study of 1,000 randomly selected residents, (5) reactions of employers regarding the level of skill possessed by their employees, and (6) existing facilities for vocational education in the area, and in Milwaukee. Employers revealed different problems in finding employees with suitable training, and the most difficult areas to staff were the skilled, clerical, and/or technical fields. It is recommended that a proposal be drafted for improved and increased post high school educational facilities of a vocational-technical nature in the South Milwaukee County Area. (MS)

VT 002 028

Struck, John W.  
General Policy Statement of Communication Procedures for Practical Nursing Programs in the Public Schools of Pennsylvania.

Pennsylvania State Dept. of Public Instruction, Harrisburg  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 30Sep63 3p.

HEALTH OCCUPATIONS EDUCATION; \*INTERAGENCY COORDINATION; \*PRACTICAL NURSING; \*ADMINISTRATIVE POLICY  
PENNSYLVANIA

The only direct communication between the State Board of Nurse Examiners and the local school district relates to licensing examination application forms. All other matters, including planning for State Board survey visits, recommendations of the State Board, State Board policies, results of licensing examinations, program faculty appointments and charges, and contracts of the school districts with affiliating agencies will be handled through the Advisor of Practical Nursing in the Department of Public Instruction. (JK)

VT 002 109

Ohio Division of Vocational Education Annual Report, 1965-1966.

Ohio State Board of Education, Columbus  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 65 151p.

\*VOCATIONAL EDUCATION; \*PROGRAM DESCRIPTIONS; \*ANNUAL REPORTS; \*STATE PROGRAMS; \*EDUCATIONAL PROGRAMS  
OHIO

Information on program problems and progress are included in this description of vocational education in Ohio in 1965 and 1966. It is the annual report of the state vocational education division to the U.S. Office of Education and program participants. A summary of state program objectives and developments is provided. Sections are devoted to a description of activities for Agricultural Education, Business and Office Education, Distributive Education, Vocational Guidance, Home Economics Education, Manpower Development and Training, Trade and Industrial Education, Health Occupations, Technical Education, and Research and Survey Services. Descriptions of current supervisory services, program status, teacher education, and joint activities, are among topics treated in the descriptive report of each service area. (JM)

VT 002 143

Dental Students' Register.

American Dental Association, Chicago, Ill.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 66 31p.

DENTISTS; \*DENTAL HYGIENISTS; \*DENTAL ASSISTANTS; \*DENTAL TECHNICIANS; \*DIRECTORIES; DENTAL SCHOOLS; JUNIOR COLLEGES; COMMUNITY COLLEGES; UNIVERSITIES; COLLEGES; \*EDUCATIONAL PROGRAMS; ENROLLMENT; GRADUATES; TUITION; ADMISSION CRITERIA; SCHOLARSHIPS; PROGRAM LENGTH

In addition to the detailed information about dental schools and dental students, the document includes: (1) listings of the administrative officers of dental hygiene, dental assistant, and dental laboratory technician



programs, (2) preadmission training programs for students of the three types of programs, (3) 1966 enrollment in each program of the three types, (4) enrollment figures for each dental hygiene program each year from 1960 through 1966, (5) the numbers of graduates from dental hygiene and dental laboratory technician programs each year from 1962 through 1966 and from each dental assistant program for 1965 and 1966, (6) admission requirements, program length, certificate or degree, tuition, scholarships, and loans for each program of the types, and (7) 1966 geographical distribution data for dental hygiene undergraduates. (JK)

VT 002 301 ED 016 060

Roney, Maurice W.  
Occupational Criteria and Preparatory Curriculum Patterns in Technical Education Programs. Area Vocational Education Program Series, no. 4.

Office of Education, (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.  
OE-80015, Vocational Div. Bull. 296  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280--80015 \$0.15).  
Pub Date - 65 33p.

\*TECHNICAL EDUCATION; CRITERIA; PROGRAM PLANNING; \*PROGRAM DEVELOPMENT; PROGRAM GUIDES; JOB ANALYSIS; CURRICULUM PLANNING; \*EDUCATIONAL NEEDS; \*TECHNICAL OCCUPATIONS; ABILITY; \*EMPLOYMENT QUALIFICATIONS; CURRICULUM

A reference base of general abilities designed to identify technician occupational requirements which can be translated into educational program content includes (1) a facility with mathematics with the ability to use algebra and trigonometry as tools in the development of ideas that make use of scientific and engineering principles, (2) a proficiency in the application of physical science principles, (3) an understanding of the materials and processes commonly used in the technology, (4) an extensive knowledge of a field of specialization with an understanding of the engineering and scientific activities that distinguish the technology of the field, and (5) communication skills that include the ability to interpret, analyze, and transmit facts and ideas graphically, orally, and in writing. With these five underlying general abilities as universal requirements, 12 criteria were developed for identifying specific occupations which require technical education. The criteria used to establish the level of competence in these occupations constitute an educational standard. By this standard, the technician should have an educational background equivalent to that obtained in a program of at least 1,800 hours of instruction with a pattern of course work that correlates mathematics and physical science with technical study. A study of catalogs of 25 institutions shows the organizational patterns of 2-year post-high school technical programs, and an appendix illustrates the division of subject matter in a 3-year technical curriculum offered at the secondary school level. (HC)

VT 002 410 ED 029 942

Education and Training, Expanding the Choices. 5th Annual Report to the Congress on Training Activities.

Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$5.55  
OE-87020  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$.60).  
Pub Date - 67 109p.

\*ADULT VOCATIONAL EDUCATION; \*FEDERAL PROGRAMS; \*PROGRAM DESCRIPTIONS; \*PROGRAM EVALUATION; EXPERIMENTAL PROGRAMS; DEMONSTRATION PROGRAMS; FEDERAL LAWS; SCHOOL ROLE; ON THE JOB TRAINING; MANPOWER DEVELOPMENT; COST EFFECTIVENESS; CURRICULUM; EDUCATIONAL METHODS; INSTRUCTIONAL MATERIALS; ENROLLMENT TRENDS; JOB TRAINING; PARTICIPANT CHARACTERISTICS; \*ANNUAL REPORTS  
\*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

Training activities authorized under Part B of Title II of the Manpower Development and Training Act (MDTA) of 1962, as amended, are described and evaluated and recommendations are made for continuation and improvement. The report includes sections on program innovations, experimental and demonstration programs, changing goals, teachers, curriculums, methods, and materials. Statistically, some highlights are (1) Between August 1962 and December 1966, training opportunities had been approved for about 837,000 persons, 270,200 of which were for on-the-job training, (2) Of an estimated 600,000 cumulative enrollments by the end of 1966, 337,000 had completed their scheduled training course and roughly four-fifths of these were employed, and (3) Classroom instruction was offered in 1966 to approximately 150,000 trainees in various schools. Recommendations include: (1) earlier appropriations by Congress to permit state and local educators to plan, staff, and equip programs, (2) establishment of additional training centers, (3) expansion of related instructional programs for on-the-job trainees, (4) greater emphasis on work experience related to occupational training, particularly for the disadvantaged, and (5) greater cooperative involvement of the private sector. Statistical tables are appended. (ET)

VT 002 593

Developing an Advisory Committee. T.I.E. Series no. 21.

North Carolina State Dept. of Public Instruction, Raleigh. Trade and Industrial Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Nov66 17p.

\*ADVISORY COMMITTEES; \*TRADE AND INDUSTRIAL EDUCATION; \*ADMINISTRATOR GUIDES; \*PROGRAM DEVELOPMENT; PROGRAM GUIDES; PROGRAM PLANNING; \*SCHOOL INDUSTRY RELATIONSHIP

Only an advisory committee, sensitive to the daily needs of local industry, can provide the effective interchange of information so vital to both school and industry. This committee can (1) assist local schools in organizing their curriculums, (2) advise on procurement of materials, (3) keep school personnel acquainted with the current practices and developments within industry, and (4) coordinate and generally guide training programs so as to keep them appropriate to the current needs of the community's industry. This booklet details suggestions for the organization, function, and operation of an advisory committee on trade and industrial education. The major topics are: (1) Purpose of Advisory Committees, (2) Functions of Advisory Committees, (3) How Advisory Committees are Organized, (4) Organizational Chart, and (5) Establishing the Committee. (HC)

VT 003 216 ED 028 237

Neuhaus, Barbara E.  
Summer Experience in Occupational Therapy. Manual for Organizing a Program.

American Occupational Therapy Association, New York, N.Y.  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.55  
Pub Date - 67 69p.

Grant-367-T

\*PROGRAM GUIDES; \*OCCUPATIONAL THERAPY; OCCUPATIONAL THERAPISTS; \*WORK EXPERIENCE PROGRAMS; CAREER PLANNING; \*SUMMER PROGRAMS; \*PROGRAM DEVELOPMENT; OCCUPATIONAL INFORMATION; RECORDS (FORMS); HIGH SCHOOL STUDENTS; COLLEGE STUDENTS; PROGRAM ADMINISTRATION

The manual is designed to serve as a comprehensive guide for curriculum directors or state affiliated associations interested in setting up summer experience programs through which students above the age of 16 participate in an occupational therapy department as "apprentice staff members." Separate sections deal with the following details: (1) selecting geographic areas for source and placement of students, (2) contacting educational institutions, (3) formulating a calendar for program organization and implementation, (4) developing a letter requesting appointment with school contact person, (5) making the first visit to the school, (6) presenting the program to appointment, (7) processing applications, (8) interviewing students, (9) notifying students of acceptance, (10) organizing the orientation meeting, (11) planning the summer experience assignment, (12) implementing the midpoint evaluation, (13) organizing the final evaluation meeting, (14) accepting final reports and written assignments, (15) implementing follow-up, and (16) administering the program, including selecting schools, placing students, and financing, publicizing and evaluating the program. Exhibits include examples of letters, fact sheets, and forms. (JK)

VT 003 640 ED 022 853

A Guide to Business Education in Florida Schools. Bulletin No. 72.

Florida State Dept. of Education, Tallahassee  
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS.  
Publication Section, State Department of Education, Room 271, Knott Building, Tallahassee, Florida 32304  
(\$1.00).  
Pub Date - 67 188p.

\*BUSINESS EDUCATION; \*CURRICULUM; \*PROGRAM GUIDES; \*PROGRAM DESCRIPTIONS; HIGH SCHOOLS; OFFICE OCCUPATIONS EDUCATION; COLLEGE PREPARATION; GENERAL EDUCATION; EDUCATIONAL FACILITIES; YOUTH PROGRAMS; \*COURSE DESCRIPTIONS; COURSE CONTENT; SEQUENTIAL APPROACH; POST SECONDARY EDUCATION; PROGRAM ADMINISTRATION FLORIDA

To focus attention upon the total business education curriculum and how such a curriculum provides for the needs of many different students-with many different goals, a number of sequences within the business education curriculum have been suggested-automation and secretarial, basic business-economics sequence, bookkeeping, clerical, college preparatory, manager or owner, and secretarial. The basic business-economics sequence is totally general education in nature. The college preparatory sequences should be helpful to students, counselors, and business teachers in planning high school programs for individuals who plan to enter college curriculums in secretarial (or office) administration, business administration, or business teacher education. The sequences are discussed in suggested courses, student population, objectives, occupational opportunities, and evaluation procedures. Specially designed programs such as cooperative business, vocational office, and distribution education, and diversified cooperative training provide culminating office education and work experience for molding skills and knowledge developed in the suggested sequences. The role of supervision and administration, youth activities, and business education programs at the post-secondary level are discussed. (PS)

VT 003 641 ED 026 460

Schmidt, Mildred S.  
Factors Affecting the Establishment of Associate Degree Programs in Nursing in Community Junior Colleges.  
League Exchange No. 77.

National League for Nursing, New York, N.Y.  
EDRS PRICE MF-\$0.75 HC-\$6.90  
National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$1.75).  
Pub Date - 66 136p.

\*JUNIOR COLLEGES; COMMUNITY COLLEGES; \*NATIONAL SURVEYS; QUESTIONNAIRES; \*NURSING; \*HEALTH OCCUPATIONS EDUCATION; FACULTY RECRUITMENT; PROGRAM COSTS; FEDERAL AID; PHYSICAL FACILITIES; CLINICAL EXPERIENCE; \*PROGRAM DEVELOPMENT; ENROLLMENT; QUESTIONNAIRES; EDUCATIONAL TRENDS; ENROLLMENT INFLUENCES

As of October 1963, there were 102 associate degree programs in nursing, 82 of them in 2-year institutions. These 82 represented only 3 percent of the 704 junior colleges listed in the 1963 Junior College Directory. Surveys were conducted to discover the factors that led to or inhibited establishment of nursing programs. The volume of high-cost enrollment is the characteristic that most influences the college's interest. The comparatively high cost of nursing programs, difficulty in providing the necessary physical facilities within the college, and inadequacy of clinical facilities are factors which deter program development. Finding a qualified nurse administrator was also a crucial factor for administrators who had faced the problem. Some recommendations were: (1) eliminating nursing programs in junior colleges in which total enrollments are under 500 and forecasts indicate only limited increases, (2) educating controlling boards to the need for a preplanning period for the nurse administrator prior to admission of students, (3) alerting junior colleges to availability of federal funds under the Nurse Training Act of 1964, and (4) establishing nursing programs only when sufficient qualified faculty are obtainable. Appendixes include questionnaires and survey data. This Ed.D. thesis was submitted to Columbia University. (JK)

VT 003 685 ED 018 639

Methods and Materials in Work Experience Education.

Thornton Fractional Township High School District, 215, Ill.  
EDRS PRICE MF-\$1.00 HC-\$11.80  
Pub Date - 65 234p.

\*WORK EXPERIENCE PROGRAMS; \*COOPERATIVE EDUCATION; \*PROGRAM PLANNING; EDUCATIONAL OBJECTIVES; ADMISSION CRITERIA; FEDERAL LEGISLATION; FEDERAL AID; BIBLIOGRAPHIES; PROGRAM ADMINISTRATION; PROGRAM GUIDES; WORK STUDY PROGRAMS ILLINOIS

This document defines work experience, describes some typical programs in operation, and presents methods of organization and administration. Material was obtained through interviews with local school personnel, by letter from districts in other states, and from related literature. Work experience is defined as embracing both vocational and general education goals, in-school and out-of-school experiences, both paid and unpaid, in an educational program providing supervision by the school and supplementary instruction related to problems of personality development and job success. Topics covered are (1) Types of Work Experience Programs which describes programs in 12 states, (2) Guidelines for Personnel Initiating the Program, (3) Selection of Program Objectives which includes objectives ranked in order of importance and procedure for development, (4) Criteria for Selection of Student Learners which lists 14 criteria, (5) Operation, (6) Need for High School Work Experience Education, and (7) Federal Legislation to be Considered which discusses six sources of federal aid and procedures for writing a proposal. Nine appendixes include (1) suggested tasks and work areas



for the in-school work experience program, (2) a description of work experience programs as provided in the 1963 Vocational Education Act, (3) a bibliography, (4) sources of federal funds available and related to work experience education, and (5) a list of programs that may be developed through the Elementary and Secondary Education Act. (MM)

VT 003 691 ED 018 640  
Levendowski, J.C.; Aikin, Brenton R.  
Business Work Experience Education Programs, An Operational Handbook.

California Univ., Los Angeles. Div. of Vocational Education  
California State Dept. of Education, Sacramento. Div. of Vocational Education  
EDRS PRICE MF-\$0.50 HC-\$3.95  
Pub Date - 63 77p.

\*BUSINESS EDUCATION; \*DISTRIBUTIVE EDUCATION; \*COOPERATIVE EDUCATION; \*PROGRAM PLANNING; \*PROGRAM DEVELOPMENT;  
PROGRAM ADMINISTRATION; PROGRAM GUIDES

Business education includes instruction in both office and distributive occupations. The business work experience education programs are based on individual and group instruction in the related class in which all students are enrolled, and instruction through part-time employment. This handbook should be helpful in organizing and operating business work experience education programs. The subject matter is in logical sequence: (1) organizing the program, (2) conducting student interest and community surveys, (3) selecting the teacher coordinator, (4) organizing the advisory committee, (5) developing the plan of operation, (6) promoting the program, (7) planning the related instruction program, (8) conducting coordination activities, (9) evaluating the program, and (10) utilizing the services of the Bureau of Business Education. Sample forms, the California legal authorizations governing the program, and a checklist for developing the program are included in the appendix. (PS)

VT 004 026 ED 017 680  
Vocational-Technical Education Leadership Development Seminar. Final Report.

Missouri Univ., Columbia. Coll. of Education  
EDRS PRICE MF-\$0.50 HC-\$3.20  
Pub Date - 67 62p.

OEG-1-7-07417-3746

\*SEMINARS; \*LEADERSHIP TRAINING; TECHNICAL EDUCATION; \*VOCATIONAL EDUCATION; ADMINISTRATIVE PERSONNEL; PROGRAM PLANNING; STATE PROGRAMS; OCCUPATIONAL GUIDANCE; TEACHER RECRUITMENT; TEACHER EDUCATION; CURRICULUM DEVELOPMENT; EDUCATIONAL RESEARCH; INTERAGENCY COOPERATION; EDUCATIONAL FACILITIES; PROGRAM EVALUATION; PUBLIC RELATIONS

Sixty vocational education leaders from 18 states met for a 2-week seminar in July 1967 to gain: (1) experience in conference leading and other leadership techniques, (2) an insight into the possibilities and responsibilities of leadership in vocational-technical education, (3) an understanding of trends and future developments, and (4) an insight into the manpower needs of the nation. Major topics presented were (1) "An Overview of Vocational-Technical Education" by T.D. McCormick, (2) "Planning a Total Program of Vocational Education" by S.D. McMillan, (3) "State Plans and Projected Program Activities" by H. Duis, (4) "Types and Sources of Data Needed in Program Planning" by J.R. Guemple, (5) "Recruitment, Preparation, and Utilization of Vocational-Technical Manpower" by B.R. Shoemaker, (6) "Curriculum Development for Vocational-Technical Education" by U.M. Berndt, (7) "Vocational Guidance and Counseling Services" by N.C. Gysbers, (8) "Programs for Persons with Special Needs" by B.H. Kemp, (9) "Developing Leadership Through Professional Organizations" by M.L. Ellis, (10) "Research, Experimentation, and Development" by D.M. Nielsen, (11) "Working with Other Agencies" by R.F. Jacobsen, (12) "Facilities and Equipment for Vocational-Technical Education" a symposium, (13) "Evaluation of Programs of Vocational-Technical Education" by J.R. Strobel, and (14) "Public Relations, Legislation, and Information" by J.A. Beaumont. Members participated in conference leading training sessions, brainstorming sessions, task force groups, and informal and voluntary "test meetings" in which they exchanged ideas on current trends and needs. A daily program, conference evaluation forms, and a roster of participants are included in the document. (WB)

VT 004 035  
Sequential Planning of Evening Extension Courses.

Washington State Board for Vocational Education, Olympia  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 63 66p.

\*SEQUENTIAL PROGRAMS; \*EXTENSION EDUCATION; \*TECHNICAL EDUCATION; ADULT VOCATIONAL EDUCATION; DRAFTSMEN; DATA PROCESSING OCCUPATIONS; CONFERENCES; CURRICULUMS; SECRETARIES; ELECTRONIC TECHNICIANS; CLERICAL OCCUPATIONS; \*PROGRAM PLANNING

Seventy vocational educators representing six vocational-technical schools, nine community colleges, and six large high school districts attended a conference concerned with planning, organizing, and operating sequential courses in the evening extension programs for employed workers, principally in technical occupations. The main purposes of the conference were to: (1) explain the desirability and methods of offering sequential courses, (2) apprise administrators of evening extension training programs in data processing, clerical and secretarial, design technology, and electronics, and (3) provide an opportunity for sharing experiences. Presentations included: (1) "Data Processing" by Frank Haas, (2) "Design Technology" by Art Binnie, (3) "Secretarial" by Donna Barnes, (4) "Secretarial" by Shirley Stahl, and (5) "Electronics" by Gil Zuerlein. Small group discussions are summarized. (JM)

VT 004 044 ED 028 239  
Rowe, Harold R.; Flitter, Hessel H.  
Study on Cost of Nursing Education. Part 1: Cost of Basic Diploma Programs.

National League for Nursing, New York, N.Y.  
Public Health Service (DHEW), Washington, D.C. Div. of Nursing  
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS. NU-00009  
National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$2.00).  
Pub Date - 64 108p.

\*NURSING; \*HEALTH OCCUPATIONS EDUCATION; \*PROGRAM COSTS; \*HOSPITALS; COST EFFECTIVENESS; CLINICAL EXPERIENCE; EDUCATIONAL ECONOMICS; NATIONAL SURVEYS; SYSTEMS APPROACH; COMPARATIVE ANALYSIS

The cost analysis method developed in a National League for Nursing-Public Health Service study was adapted to determine the cost of nursing education in the sample of 126 hospital-supported programs in this study. Some of the findings were: (1) The median gross cost per student-year for educational functions was \$1,100 and the median net cost (cost remaining after income intended for educational functions was subtracted) was \$900, (2) The median gross cost per student-year for noneducational functions

was \$1,500 and the median net cost was \$1,400, and (3) The median estimated value of students' clinical experiences was \$750 per student-year. Separate sections of the report deal with sample selection methodology, gross costs to parent institutions, gross costs to parent institutions and cooperating agencies, real and derived income, and general comments on the cost of the program. Appendixes include explanation of the statistical methods used, a simplified example of the close-out method of cost analysis, schedules used to record cost analyses, and a listing of participating institutes. (JK)

VT 004 173 ED 023 804  
Health Services Survey and Training Program, A Prospectus.

Union Grove High School, Wis.  
Wisconsin State Dept. of Public Instruction, Madison  
Southern Wisconsin Colony and Training School, Union Grove  
EDRS PRICE MF-\$0.25 HC-\$2.05  
Pub Date - Sep67 39p.

\*COOPERATIVE EDUCATION; \*HEALTH OCCUPATIONS EDUCATION; COURSE DESCRIPTIONS; CAREER OPPORTUNITIES; MENTAL RETARDATION; HEALTH SERVICES; \*PROGRAM DESCRIPTIONS  
WISCONSIN

As a part of the Wisconsin pilot program which places emphasis upon implementing courses and sequences directed toward employment in available entry occupations, this program aimed to provide (1) an understanding of the services rendered in the health field and related job opportunities and requirements, and (2) an understanding of the mentally retarded and the development of employable skills, knowledge, and attitudes which could lead to employment as institutional workers. Nineteen senior students met 2 hours daily during the first semester to explore job opportunities in the health field and to study elementary psychology, interpersonal relations, and problems of mental retardation. Field trips and guest speakers reinforced the program. During the early part of the second semester, students went to the Southern Wisconsin Colony and Training School for 2 3/4 hours on 4 days each week for cooperative training and returned to the high school on the 5th day for group counseling, student reports, and lectures. During the latter part of the second semester cooperative training continued with assignments to specialized departments according to the student's interest. The participating staff, in evaluating the first-year program, judged it to have considerable merit for both students and patients and to fill a longstanding gap in the educational system-orientation to vocational-technical programs. The course outline is included. (JK)

VT 004 196 ED 017 682  
Meaders, O. Donald; Sutton, Sue  
A Bibliography for Shared-Time (Dual Enrollment), A Concept for Providing Educational Programs. Bibliographic Series-3.

Michigan State Univ., East Lansing  
EDRS PRICE MF-\$0.25 HC-\$1.15  
Pub Date-- Dec66 21p. OEC-85111

\*SHARED TIME; \*ANNOTATED BIBLIOGRAPHIES; \*PUBLIC SCHOOLS; \*PRIVATE SCHOOLS; \*EDUCATIONAL PROGRAMS

The shared-time concept is one approach to the development of stronger vocational education programs, perhaps through developing area skill centers which would serve students from several high schools on a part-time basis. The main feature of this concept is the dual enrollment by the students in two schools, either two public or one public and one private school. Most of the literature reported in this document focuses on public school-private school relationships. Of the 62 publications annotated, some are presented in more than one of the following sections: (1) Shared-Time Concepts Defined, (2) Some Bases for Concepts, (3) Issues Identified--Administrative and Instructional, Legislative and Legal, and Religious, (4) Some Programs Described, and (5) Some Shared-Time Programs Evaluated. Twenty-three unannotated articles and books are also listed. Publication dates range from 1961 through 1966 for all except three unannotated books which were published in 1951, 1956, and 1959. (PS)

VT 004 233 ED 016 114  
Scientific Manpower Utilization, Hearings on S. 430, and S. 467, January 24-27, March 29-30, 1967.

Congress of the U.S., Washington, D.C. Senate Special Subcommittee on Utilization of Scientific Manpower  
EDRS PRICE MF-\$1.50 HC-\$19.35  
Pub Date - 67 385p.

\*FEDERAL LEGISLATION; \*SCIENTIFIC MANPOWER; \*MANPOWER UTILIZATION; \*SYSTEMS ANALYSIS; SYSTEMS DEVELOPMENT; \*MANAGEMENT DEVELOPMENT; EDUCATIONAL PROBLEMS; UNEMPLOYMENT; WELFARE; CRIME; DELINQUENCY; AIR POLLUTION CONTROL; HOUSING; TRANSPORTATION; FEDERAL AID; COMMUNITY PROBLEMS; MANAGEMENT

The purpose of Bill S. 430, "Scientific Manpower Utilization Act of 1967," is to facilitate and encourage the utilization of the scientific, engineering, and technical resources of the Nation in meeting urgent national and local problems by promoting the application of systems analysis and systems engineering to problems in the areas of education, unemployment, welfare, crime, juvenile delinquency, air pollution, housing, transportation, and waste disposal. The Secretary of Labor will carry out the purposes of the Act by making appropriate grants to States and by entering into appropriate arrangements with universities or other public or private institutions or organizations. Bill S. 467 establishes a National Commission on Public Management composed of a Chairman, Vice Chairman, and 11 other appointed members to be concerned with developing, disseminating, and implementing modern management technology and analyzing the systems interrelationships involved in public business problems. Text of the bills, the testimony of Congressional witnesses, and literature relating to the subject are included. (PS)

VT 004 267 ED 021 987  
Hansen, Kenneth J., Ed; Liles, Parker, Ed.  
Administration and Supervision in Business Education.

National Business Education Association, Washington, D.C.  
EDRS PRICE MF-\$1.50 HC NOT AVAILABLE FROM EDRS.  
National Business Education Association, National Education Association, 1201 Sixteenth Street, N.W.,  
Washington, D.C. 20036 (\$6.25).  
Pub Date - 8 65 356p.

\*BUSINESS EDUCATION; \*EDUCATIONAL ADMINISTRATION; \*SUPERVISION; \*HIGH SCHOOLS; \*TEACHER EDUCATION; COLLEGES; UNIVERSITIES; STATE PROGRAMS; BUSINESS EDUCATION TEACHERS; NATIONAL PROGRAMS; EDUCATIONAL PROBLEMS; EDUCATIONAL PHILOSOPHY; SUPERVISORS

The 42 chapters of this book, each contributed by an experienced supervisor of a business education program and a master teacher of business subjects, were originally published in the 1962-1965 May issues of the



"National Business Education Quarterly." Part I gives a brief history of administration and supervision in business education with emphasis on the history of federal subsidy to business education, culminating in the 1963 vocational act. It is prefaced with a discussion of the basic philosophy and principles of administration and supervision. Problems of administration and supervision at the state, city and local levels, including specific qualifications and duties of the state supervisor, high school curriculum problems, and responsibilities of the principal and the department head are discussed. The final section of Part I covers problems of administration at all levels, such as standards of achievement, budgeting, guidance, public relations, and classroom visitation. Part II is devoted to administration and supervision of business education in colleges and universities, with emphasis on undergraduate and graduate programs in teacher education in state colleges, state universities, liberal arts colleges, and private schools. Part 3 contains selected references. (PS)

VT 004 341 ED 021 992  
Career Opportunities through Organized Research.

Bush-Goenner Associates, Mt. Pleasant, Mich.  
Kirtland Community Coll., Roscommon, Mich.  
EDRS PRICE MF-\$0.50 HC-\$4.85  
Pub Date - Aug67 95p.

\*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; STUDENT INTERESTS; INTERAGENCY COOPERATION; WORK ATTITUDES; COMMUNITY EDUCATION; EDUCATIONAL FINANCE; LEADERSHIP; EDUCATIONAL CHANGE; HIGH SCHOOLS; HIGH SCHOOL STUDENTS; CAREER CHOICE; EDUCATIONAL INTEREST; \*SCHOOL ROLE; OCCUPATIONAL SURVEYS; \*COMMUNITY COLLEGES; AREA VOCATIONAL SCHOOLS; SCHOOL ORGANIZATION; CURRICULUM PLANNING; \*EDUCATIONAL NEEDS; \*MANPOWER NEEDS; PHYSICAL FACILITIES MICHIGAN; COOR INTERMEDIATE SCHOOL DISTRICT; KIRTLAND COMMUNITY COLLEGE

A study was undertaken to improve the occupational training programs for youth and adults in the four counties of Crawford, Ogemaw, Oscoda, and Roscommon, Michigan, which make up the COOR Intermediate School District and the geographical area of Kirtland Community College. A rationale, based upon literature in the field, was developed for vocational education at each level of the educational system. A student occupational inventory determined high school students' career interests in eight occupational categories. Of these students, 46 percent expressed interest in community college or vocational-technical school. Upon the basis of this interest, Kirtland Community College and the high schools might consider programs for drafting, chemical technology, surveying, electronic technology, art, journalism, auto mechanics, cosmetology, secretarial, distribution, law officer training, carpentry, and computer operation. The jobs mentioned most often on 704 questionnaire returns (78 percent) from businesses were retail salespeople, waiters, bus drivers, bookkeepers, janitors, cashiers, nurse aides, auto mechanics, assemblers, and secretaries. Some recommendations were to (1) provide an area vocational-technical program, (2) provide programs cooperatively between the high schools and the community college, and (3) emphasize work attitude development. (JM)

VT 004 508 ED 022 002  
Martin, Victor  
Accelerated Vocational Training for Adults, A Comparative Study: Objectives, Organization, Syllabuses and Methods, Future Prospects.

Organisation for Economic Cooperation and Development, Paris (France)  
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.  
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 (\$2.00).  
Pub Date - 65 127p.

\*COMPARATIVE ANALYSIS; \*ADULT VOCATIONAL EDUCATION; \*FOREIGN COUNTRIES; SKILLED WORKERS; \*ACCELERATED PROGRAMS; PROGRAM DESCRIPTIONS; JOB TRAINING; TRADE AND INDUSTRIAL EDUCATION; TEACHING TECHNIQUES; TRAINEES; TRAINERS; PROGRAM ADMINISTRATION; \*MANPOWER DEVELOPMENT  
FRANCE; GREAT BRITAIN; THE NETHERLANDS; BELGIUM; \*ACCELERATED VOCATIONAL TRAINING; AVT

The program of Accelerated Vocational Training (AVT) for adults in France, Great Britain, The Netherlands, and Belgium is taking an extensive part in training skilled workers in the steadily advancing evolution of technology. AVT originally developed mainly in the basic manual crafts of building and metalwork, is now covering more occupations and is intended to develop trade skills to a level of qualification comparable, if not equivalent, to that which could be acquired through apprenticeship or in training schools. Unlike traditional vocational training, which tends to give the worker a training of long-term value, the AVT program is closely linked with the problem of short- or medium-term employment. The AVT courses are an average of 6 months in length, reserved for adults, and supplement the traditional systems which provide vocational training for the young. In 1962, the International Labor Conference devoted the main part of its "Recommendation of Rapid Training" to the enumeration of principles for AVT training and methods. Some of the principles include establishing an AVT syllabus which provides for preparatory training and methods on taking one difficulty at a time compatible with the knowledge or skill already acquired, a range of exercises in increasing order of difficulty, a synthesis of exercises carried out in conditions as similar as possible to those of the work or factory, and application of exercises to facilitate the transition between theoretical and actual work. (HC)

VT 004 518  
Technical Education in the Junior College. (Summary Report of Seminar Discussions Spring Semester, 1962-63)

California Univ., Los Angeles. Div. of Vocational Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 64 74p.

\*SEMINARS; \*TECHNICAL EDUCATION; \*JUNIOR COLLEGES; INSTRUCTIONAL PROGRAMS; EDUCATIONAL NEEDS; TEACHER SELECTION; ADVISORY COMMITTEES; PROGRAM DESCRIPTIONS; INSTRUCTIONAL STAFF  
UNIVERSITY OF CALIFORNIA; EDUCATION 264 CD

The seminar probes deeply into the underlying facets of the total technical education problem and attempts to reach tenable views representing a consensus of the seminar group. The discussions during the second half of the seminar centered on the (1) occupational centered concept, (2) instructor, and (3) functions, composition, and use of advisory services. Difficulties of industrial workers in increasing their skills to keep pace with industrial change has created an awareness of the need for further development of an occupational-centered curriculum in junior colleges. Past studies have shown that the most effective pattern for planning occupation-centered curriculums is through the teamwork of experienced school administrators and competent advisory committees composed of representatives from industry, labor, and the general public. Probably the most critical factor in determining the success or failure of a technical education program is the choice of the instructor. Educational preparation and experience of the instructor must include trade analysis and course construction, methods of teaching industrial subjects, development of instructional material, shop organization and management, and vocational curriculum instruction. Technical programs insensitive to industry soon decay. The administrators and staff must realize this and develop effective advisory groups to provide the necessary communications. (HC)



VT 004 519 ED 022 004

Education for Occupations, Grass Roots Thoughts and Beliefs in New York State; a Summary of the Multicounty Area Studies.

New York State Education Dept., Albany. Bureau of Occupational Education Research  
EDRS PRICE MF-\$0.50 HC-\$4.10  
Pub Date - 67 80p.

\*VOCATIONAL EDUCATION; SURVEYS; EDUCATIONAL NEEDS; PROGRAM IMPROVEMENT; \*COMMUNITY ATTITUDES; FINANCIAL SUPPORT  
NEW YORK

Information from (1) questionnaires completed by present and former students, parents, educators, and business men, (2) government agency reports, (3) school records, and (4) agricultural employer surveys in 24 geographic areas which included all the counties (1) determined the need for additional occupational training, (2) identified major occupational education courses in terms of employer needs, (3) determined interest in types of trainings and work situations, (4) measured the adequacy of present facilities, and (5) judged the extent of community support for an increased statewide program of occupational education. The findings and conclusions are summarized in the form of answers to questions formulated from the basic objectives in the area studies. Some of the findings were: (1) Schools should provide vocational and technical education for all who could benefit from it, (2) There are neither enough schools providing adult education, nor typical high school experience adequate for preparing the average person to enter the job market, (3) Most employers want students to have training to develop good attitudes, effective speaking and writing, and occupational skills, and (4) Communities will support an increase in public occupational education. (MM)

VT 004 526 ED 022 007

MacAllister, John J.  
Organizing a Food Training Program.

Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.  
Pub Date - 67 31p.

\*FOOD SERVICE WORKERS; \*TRADE AND INDUSTRIAL EDUCATION; PROGRAM PLANNING; ON THE JOB TRAINING; \*PROGRAM GUIDES; HIGH SCHOOLS; ADULT VOCATIONAL EDUCATION; EMPLOYERS; COOPERATIVE EDUCATION

To meet the growing need for trained workers in quantity food preparation, guidelines are offered for organizing courses in vocational and comprehensive high schools to prepare students for entry level occupations. Advisory committees composed of industry representatives, employees, and the public can help the school develop plans, organize the curriculum, secure necessary equipment, publicize the program, recruit students, and place graduates. Specific needs of the community, identified by surveys, should be the basis of program development. Both teachers with suitable trade experience and employers who will assist with cooperative training opportunities are needed. Provision of food materials for the class and utilization of finished products are major considerations in this type of program. Guidelines are presented for program planning and development, program operation for high school youth, employer responsibility for on-the-job training, and promotion and conduct of preparatory and extension courses for adults. The document is illustrated with photographs and contains a list of related publications. (FP)

VT 004 532

Procedures for Developing a Homemaker-Health Aide Service in Iowa.

Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - May66 21p.

\*OCCUPATIONAL HOME ECONOMICS; SERVICE OCCUPATIONS; \*COMMUNITY SERVICE PROGRAMS; \*COMPANIONS (OCCUPATION); MAIDS; CHILD CARE; HOME MANAGEMENT; \*PROGRAM DEVELOPMENT  
\*HOMEMAKER HEALTH AIDE SERVICE

The homemaker-health aide service has been defined by the National Council on Homemaker Service as an organized community provided through a public or voluntary non-profit agency. Qualified persons are employed, trained and assigned to help in the care of children and the functioning of dependent, physically or emotionally ill or handicapped children and adults. Local needs and facilities call for different administrative patterns. Initiation procedures outlined in the document encompass: (1) promoting the idea through various organizations, (2) appointing a steering committee, (3) determining the need, (4) interpreting the need to the community, (5) exploring auspices for the service, (6) setting up a permanent committee, (7) financing the service, (8) determining operation policies, and (9) making recruitment selection and training of homemakers. The homemakers service person typically performs the following in a home: (1) bathing, feeding, dressing and caring for children, (2) escorting children to and from schools, and helping with homework, (3) assisting disabled adults to get in or out of bed, (4) planning menus, buying and preparing food and serving meals, (5) light cleaning and maintenance of the home, and (6) care of the family's clothing. The appendix contains measurement and survey courses, questions and a sample survey form. (FP)

VT 004 538 ED 020 333

Cunningham, Clarence J.  
Measures of Leader Behavior and Their Relation to Performance Levels of County Extension Agents.

DOCUMENT NOT AVAILABLE FROM EDRS.  
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-1171, \$2.75 microfilm, \$9.00 xeroxed).  
Pub Date - 64 187p.

\*LEADERSHIP QUALITIES; \*PERFORMANCE FACTORS; \*BEHAVIOR RATING SCALES; \*EXTENSION AGENTS; \*PERSONNEL SELECTION; ADMINISTRATOR EVALUATION; SELF EVALUATION; TEST CONSTRUCTION

The purpose of the study was to (1) develop an instrument to measure leader behavior dimensions of consideration and initiating structures as applied to county extension agents, and (2) determine whether the dimensions were sufficiently related to performance to permit the instrument's use for selecting and placing agents. A leader description questionnaire, purported to measure leader behavior, was used as a basis for developing three experimental scales. The most valid of these scales was completed by 185 agents and their immediate supervisors, resulting in data which were used to determine four agent classification groups. The groups were compared for personnel performance score differences by an analysis of variance. The instrument was fairly reliable when used by supervisors to describe agents but not when used by agents as a self-description scale. The agents who ranked above the median on both initiating structure and consideration were those judged by supervisors to be the most efficient performers. These agents performed at a high level regardless of leader behavior of other agents working with them. The leader behavior theory upon which the study was based was supported. This Ph.D. thesis was submitted to The Ohio State University. (JM)

VT 004 545 ED 020 337

Kerbret, Makonnen

The Contribution of Agricultural Education to the Rural Development of Ethiopia.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-4158, \$2.90 microfilm, \$10.15 xeroxed).

Pub Date - 64 213p.

\*AGRICULTURAL EDUCATION; \*GUIDELINES; \*EDUCATIONAL OBJECTIVES; \*RURAL DEVELOPMENT; ADMINISTRATIVE POLICY; RESOURCES; EDUCATIONAL DISADVANTAGEMENT; CULTURAL DISADVANTAGEMENT; COLLEGE ROLE; \*EDUCATIONAL NEEDS ETHIOPIA

An analysis of the present situation in Ethiopia and a review of agricultural education development in the world was made through intensive library research. Guidelines and objectives were based on the review submitted to a jury of experts for verification. Revised guidelines and objectives were then developed for guiding and implementing the agricultural education programs in Ethiopia. Some aspects of the role of agricultural education were analyzed, proposals were made as to their contribution to the rural development of Ethiopia, and a theoretical framework for agricultural education was developed. The jury of experts favored the introduction of agricultural education to orient and educate elementary and secondary school children, to train young and adult farmers, and to educate prospective farmers and technical experts at the secondary and post-secondary level. It was agreed unanimously that the College of Agriculture should initiate a program to prepare prospective teachers. It was recommended that the central government initiate and administer a rural development program for utilizing Ethiopia's human and natural resources which are concentrated in the rural areas. This Ph.D. thesis was submitted to Cornell University. (WB)

VT 004 575 ED 022 875

Brown, Herman Dale

An Investigation of Attitudes and Opinions Held by Teachers of Vocational Agriculture and Their Administrators Regarding Selected Areas of the Vocational Agriculture Program.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-3983, microfilm \$3.00, xeroxed \$5.80).

Pub Date - 65 106p.

\*VOCATIONAL AGRICULTURE TEACHERS; \*TEACHER ATTITUDES; ADULT FARMER EDUCATION; \*ADMINISTRATOR ATTITUDES; \*VOCATIONAL AGRICULTURE; YOUNG FARMER EDUCATION; YOUTH CLUBS; \*EDUCATIONAL CHANGE; OFF FARM AGRICULTURAL OCCUPATIONS; EDUCATIONAL FACILITIES; SUPERVISED FARM PRACTICE OKLAHOMA

Data were collected with a mailed questionnaire to determine differences of opinion and attitudes vocational agriculture between teachers and their administrators regarding selected aspects of vocational agriculture. Teachers were more positive in belief of the need for adult and young farmer education. Both teachers and administrators indicated a need for revisions in the Future Farmers of America (FFA) organization. Teachers were more concerned with aspects which affected them personally, while administrators had more diversified concerns. Teachers and administrators agreed on the desirability of curriculum expansion into training for off-farm agricultural occupations. Teachers did not wish to share facilities and equipment with other vocational teachers. Both groups believed that supervised farming programs must be modified. It was concluded that (1) a highly coordinated program did not exist, (2) teachers were sensitive to criticism, (3) both groups were convinced of the value of FFA, (4) teachers would continue to lead in adult and young farmer education, and (5) administrators were more receptive to change than teachers. This Ed.D. thesis was submitted to Oklahoma State University. (JM)

VT 004 583 ED 020 344

Okoye, Anazodo Anthony

A Proposed Program of Agricultural Education for Nigeria.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-5478, \$3.45 microfilm, \$12.15 xeroxed).

Pub Date - 66 250p.

\*AGRICULTURAL EDUCATION; FEDERAL GOVERNMENT; LIVING STANDARDS; NATIONAL SURVEYS; TEACHER EDUCATION; \*FOREIGN COUNTRIES; CURRICULUM PLANNING; \*PROGRAM PLANNING NIGERIA

Data for this study were secured from Nigerian government and United Nations documents to develop a comprehensive program of agricultural education designed to increase the efficiency in agricultural production, raise the rural standard of living, and increase the agricultural contributions to the total national economy and culture. Additional information from a comprehensive study of agricultural education in eight countries and the United States was also used. A formulated set of principles and objectives were submitted to a body of experts for criticism as a means of verification. Some findings were: (1) Agricultural education has not been given an appropriate place in the Nigerian school curriculum, (2) Agricultural development is a critical issue in the country, (3) Teacher education in agriculture for elementary and secondary schools should be the responsibility of the four universities in coordination with the four schools of agriculture, (4) Agricultural instruction should be given to full-time elementary and secondary students who expect to be farmers, and (5) Supervised agricultural experience programs should be conducted at the home of the students. It was concluded that the Nigerian government should enact a vocational education act to provide quality education and administer appropriate patterns of educational experiences, coordination, and cooperation. A ministry of agriculture should be established in the Government Cabinet. This Ph.D. thesis was submitted to Purdue University. (WB)

VT 004 586 ED 020 347

Thipphawong, Bounnong

An Analysis of the Social and Educational Systems of Laos in View of Establishing Teacher Education in Agriculture for Elementary School Teachers.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-1684, \$3.00 microfilm, \$8.40 xeroxed).

Pub Date - 66 166p.

\*AGRICULTURAL EDUCATION; \*ELEMENTARY SCHOOL TEACHERS; ELEMENTARY SCHOOLS; \*TEACHER EDUCATION; EDUCATIONAL POLICY; CURRICULUM DEVELOPMENT; SOCIOECONOMIC BACKGROUND; EDUCATIONAL NEEDS; \*RURAL EDUCATION; RURAL DEVELOPMENT; INSERVICE TEACHER EDUCATION; \*FOREIGN COUNTRIES; DEVELOPING NATIONS LAOS



The purpose of this study was to analyze educational data and socioeconomic information to determine the needs of preservice and inservice agricultural training for elementary teachers, to suggest educational policy and curriculum which will meet the daily needs of the rural people, and to discuss the contributions agricultural education could make to the socioeconomic development of Laos. The major sources of data were (1) governmental reports, (2) studies from the Ministry of Education, Economy, and Agriculture, and (3) unpublished materials filed at the National Teacher Training Center. Some findings were: (1) The country is predominantly teachers agricultural with 93 percent of the population engaged in productive farming, (2) The elementary teachers constitute the largest body of government employees and live in all parts of the nation, (3) The National Teacher Center is the largest and most important institution training prospective teachers, and (4) Rural youth and adult farmers presently receive little assistance from the Department of Agriculture. It was concluded that agricultural knowledge and training for the rural people could be a key to socioeconomic development, and that the National Teacher Training Center could perform a distinct role in providing agricultural training programs for the rural elementary teachers who would disseminate needed knowledge to the rural people. This Ph.D. thesis was submitted to Michigan State University. (WB)

VT 004 644

Extending and Expanding Agricultural Education Through Growth; Report of the Central States Seminar in Agricultural Education (46th, Chicago, Illinois, February 20-23, 1967).

MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 67 71p.

\*AGRICULTURAL EDUCATION; \*CONFERENCE REPORTS; STUDENT TEACHING; TEACHER EDUCATION; YOUNG FARMER EDUCATION; ADULT FARMER EDUCATION; AGRICULTURAL ENGINEERING; YOUTH CLUBS; EDUCATIONAL NEEDS; PROGRAM EVALUATION; INSTRUCTIONAL MATERIALS; SUPERVISION; COOPERATING TEACHERS; TECHNICAL EDUCATION; COOPERATIVE EDUCATION; \*PROGRAM PLANNING; \*EDUCATIONAL PRACTICE; INSTRUCTIONAL IMPROVEMENT  
\*CENTRAL STATES SEMINAR IN AGRICULTURAL EDUCATION, CHICAGO, ILLINOIS, FEBRUARY 20-23, 1967

Conference presentations included: (1) Conducting Programs of Vocational Agriculture to Meet the Present and Emerging Responsibilities of Secondary Education, (2) Updating Student Teaching Programs, (3) Issues in Teacher Education, (4) The Role of Vocational Education, and (5) Young and Adult Farmer Instruction in a Rapidly Changing World of Agriculture. The minutes or reports of committees or meeting sections are included in the areas of agricultural mechanics, teacher education, executive secretaries, needs, evaluation, instructional materials, supervising teachers, and state supervision. Descriptions are provided of ongoing adult farmer education, young farmer education, technical education, community college, post-secondary, cooperative, and Manpower Development and Training Act programs. Participants represented 14 states and Washington, D.C. (JM)

VT 004 652 ED 022 882

Requirements for an Accredited Program in Dental Hygiene Education.

American Dental Association, Chicago, Ill. Council on Dental Education  
EDRS PRICE MF-\$0.25 HC-\$0.30  
Pub Date - Nov65 4p.

\*ACCREDITATION (INSTITUTIONS); \*PROGRAM DEVELOPMENT; \*DENTAL HYGIENISTS; \*HEALTH OCCUPATIONS EDUCATION

Dental hygiene programs should operate on a nonprofit basis as departments, divisions, schools, or colleges of a parent institution of higher learning approved or eligible for approval by agencies recognized by the National Commission on Accreditation. Provision should be made for liaison with the dental profession. The physical plant should meet the requirements of the institution's objectives and be adequate for the student enrollment. The library collection should include books and periodicals on dentistry, dental hygiene, allied health sciences, the physical and biological sciences, and liberal arts. Minimum admission requirements should include completion of a 4-year high school college preparatory program or its equivalent. High school and college records and performance on standardized tests should be evaluated. The length of the program should be at least 2 academic years and the curriculum, which should be flexible and provide for introducing new concepts, should include liberal arts, the sciences, and dental hygiene. Faculty, including a supervising dentist and dental hygienists, should be qualified in their areas of responsibility and adequate in numbers for the enrollment. (JK)

VT 004 666

A Vocational, Technical and Adult Education District for the Fox Cities Area of Wisconsin.

Vocational, Technical and Adult Schools of Neenah, Menasha, Kimberly, Kaukauna and Appleton, Wis.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 66 23p.

\*SCHOOL DISTRICTS; \*AREA VOCATIONAL SCHOOLS; \*SCHOOL ORGANIZATION; \*PROGRAM PROPOSALS; PROGRAM COSTS; STUDENT ENROLLMENT; ASSESSED VALUATION  
FOX CITIES AREA; WISCONSIN

A proposal for an Area Vocational Technical and Adult Education District in the Fox Cities region is presented. The proposed area is defined and statistics which satisfy the criteria for establishing such a district are presented. Maps and statistics on enrollment and taxation are included. (EM)

VT 004 706 ED 026 465

Operation Decision: Community Planning for Nursing in the West.

National League for Nursing, New York, N.Y.

EDRS PRICE MF-\$0.25 HC-\$2.80

National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$2.00).

Pub Date - Jan67 54p.; Annual Conference of the Western Region Council of State Leagues for Nursing (Nevada, Jan. 16-18, 1967).

\*CONFERENCE REPORTS; \*COMMUNITY PLANNING; \*NURSING; HEALTH SERVICES; HEALTH OCCUPATIONS EDUCATION; PROFESSIONAL EDUCATION; REGIONAL PLANNING; EDUCATIONAL CHANGE; COMMUNITY ACTION; COMMUNITY DEVELOPMENT  
OPERATION DECISION; \*WESTERN REGIONAL COUNCIL STATE LEAGUES OF NURSING CONFERENCE, LAS VEGAS, NEVADA, JANUARY 16-18, 1967

Two hundred and thirty-nine individual and agency members of the Western Region Council of State Leagues for Nursing and representatives of health-related groups in the West, national health-related groups, and federal government agencies attended the Conference which was planned to provide a process experience which could be a guide to action in the local or state setting and an opportunity for representatives of interest groups, including government representatives, to work together on actual problems. Abstracts from a speech by Arthur S. Flemming are included and "Decision Before Action" by Lulu Wolf Hassenplug is presented in entirety. Participants met as regional and state teams and as special interest groups. State team and special interest group recommendations are included and conference participants are listed. (JK)

VT 004 720 ED 020 363  
 Wyeth, Irving Rudolph  
 Status-Role Perceptions in the Taiwan Extension Organization.

DOCUMENT NOT AVAILABLE FROM EDRS.  
 University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-6141, \$3.00 microfilm, \$8.20 xeroxed).  
 Pub Date - 64 167p.

\*ROLE PERCEPTION; \*ORGANIZATIONAL CHANGE; ORGANIZATION; \*GROUP STATUS; \*EXTENSION EDUCATION; ATTITUDES; GROUP STRUCTURE; \*FOREIGN COUNTRIES TAIWAN

The major purpose of this study was to determine the attitudes of status-role groups on the actual structure and functionality of their present organization and their perceptions of expectations and needs for organizational change. It was hypothesized that the four status-role groups of the Taiwan extension organization would not hold significantly different attitudes toward the structure and functionality of the present organization and would not differ significantly in their perceptions of expectations and needs for organizational change. An attitude scaling schedule composed of 30 statements dealing with organizational and administrative principles was developed and administered to eight administrators, 14 supervisors, 91 advisors, and 10 specialists. Of these, 40 were interviewed to determine their perceptions of what was expected and believed concerning organizational change. Other data were collected by nondirected interview, observation, and document schedules. Some findings were: (1) There was a relatively high degree of intergroup disagreement to the 30 statements describing an effective and efficient organization, (2) There was no significant difference in the consensus among administrators, supervisors, advisors, and specialist groups for 15 of 18 ranked expectations and 12 of 15 ranked needs for organizational change, and (3) The findings identified areas of intergroup consensus and suggested types of stresses and strains confronting the organization. Nine implications for the administrative staff are given. This Ph.D. dissertation was submitted to Michigan State University. (WB)

VT 004 722 ED 020 364  
 Vorhies, Ralph M.  
 Status and Role of the Non-Transfer Agricultural Education Program in California Junior Colleges.

DOCUMENT NOT AVAILABLE FROM EDRS.  
 University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-1054, \$3.00 microfilm, \$8.60 xeroxed).  
 Pub Date - 64 177p.

\*AGRICULTURAL EDUCATION; \*JUNIOR COLLEGES; CURRICULUM; COLLEGE ROLE; COLLEGES; \*COLLEGE STUDENTS; EMPLOYER ATTITUDES; EMPLOYMENT OPPORTUNITIES; EMPLOYEES; \*STATE SURVEYS; \*STUDENT CHARACTERISTICS CALIFORNIA

The descriptive research method was used to determine the past, present, and future role of the junior college in providing non-transfer agricultural education in California. Data were collected by information schedules mailed to 201 former students who entered college in 1959, information sheets mailed to deans of colleges of agriculture, forms sent to employers of cooperating former students, and personal interviews with junior college personnel. Some findings were: (1) 19 or 70 junior colleges taught some agricultural courses in 1963, (2) Approximately 25 percent of the students surveyed had finished the 2-year agricultural course in junior college, (3) Nearly 80 percent of the students had a rural background, and about one-half had taken high school vocational agriculture, (4) Most of the agricultural courses taught at the junior colleges were designed for transfer students, (5) Nearly one-fourth of the former students were self-employed, (6) 70 percent of the employers indicated that they would hire more 2-year agricultural trainees from the junior colleges, and (7) Half of the former students felt that a 4-year degree would have been more helpful. Terminal curriculums in agriculture were offered at three of the 4-year colleges in California, and animal husbandry was the most popular major in all three. This Ed.D. dissertation was submitted to The University of Missouri. (WB)

VT 004 728 ED 020 370  
 Beard, Harry G.  
 A Study of the Meaning of Selected Program Planning Concepts in Vocational Education.

DOCUMENT NOT AVAILABLE FROM EDRS.  
 University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-5502, \$3.00 microfilm, \$5.80 xeroxed).  
 Pub Date - 65 108p.

\*VOCATIONAL AGRICULTURE TEACHERS; TEACHER ATTITUDES; \*SEMANTICS; \*VOCATIONAL EDUCATION; \*PROGRAM PLANNING; \*VOCABULARY; FUNDAMENTAL CONCEPTS; CONCEPT FORMATION NORTH CAROLINA

To measure the meaning assigned by local school personnel to new program planning concepts in vocational education, differences were determined between (1) a new and a comparable traditional concept, (2) the cluster of new concepts and the cluster of traditional concepts, and (3) the cluster of new concepts and a cluster of concepts on experimentation and inservice education proposed as requisite to new program planning concepts. A semantic differential instrument was constructed and administered to a 20 percent random sample of North Carolina vocational agriculture teachers in group interviews. The t test and Wald-Wolfowitz two-sample runs test were used to make comparisons. Both differences and lack of differences in meaning assigned to specific new concepts and traditional concepts, indicated that (1) unified local planning across fields and services, local planning on the traditional basis were equally good, strong, and active, (2) unified efforts in instructional guidance and counseling through the course "Introduction to Vocations" were poorer, weaker and less active than the traditional approach, and (3) beginning with the general agricultural course followed by specialty courses was better, stronger, and more active than the traditional content organization. There was a lack of differentiation between clusters of new and traditional concepts and between new and requisite concepts. A closer semantic relationship existed between the new and traditional and the new and requisite concepts than among the new concepts. This D.Ed. thesis was submitted to Cornell University. (JM)

VT 004 746 ED 022 013  
 Proposed Accreditation Standards for Florida Vocational-Technical Schools and Adult High Schools.

Florida State Dept. of Education, Tallahassee  
 EDRS PRICE MF-\$0.50 HC-\$5.80  
 Pub Date - 67 114p.



\*STATE STANDARDS; \*ACCREDITATION (INSTITUTIONS); \*HIGH SCHOOLS; \*VOCATIONAL HIGH SCHOOLS; ADULT VOCATIONAL EDUCATION  
FLORIDA

Three levels of accreditation standards for vocational and adult schools, based on educational quality, performance, and achievement, are presented. Level I standards include those items considered to be minimum educational and legal requirements as set forth in Florida statutes and regulations. Full compliance with these standards will not necessarily assure either a minimum or a quality program. Level II standards represent desirable items intended to broaden the scope and improve the effectiveness of the program. Level III standards represent the most desirable materials, equipment, practices, and personnel and may be used as long-range guidelines. Major divisions are (1) The Over-All Standards, (2) Adult High School Standards, and (3) Vocational-Technical School Standards. The school seeking accreditation (1) completes a successful self-evaluation report based on the standards, (2) submits to a visiting committee's review of its self evaluation, and (3) receives "approval" or "non-approval" accreditation classification based on compliance with at least the minimum criteria. The committee may recommend improvements, and it will reevaluate the school every 3 to 6 years. Each standard has a numeric code for ease in tabulating and reporting information relative to each item. (EM)

VT 004 789 ED 028 240  
Nurse Training Act of 1964. Program Review Report. Publication No. 1740.

Public Health Service (DHEW), Arlington, Va. Div. of Nursing  
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.2N93/62, \$.55).  
Pub Date - Dec67 82p.

\*PROGRAM EVALUATION; PROFESSIONAL EDUCATION; FEDERAL LEGISLATION; FEDERAL AID; \*NURSING; HEALTH SERVICES;  
\*FEDERAL PROGRAMS; \*HEALTH OCCUPATIONS EDUCATION; EDUCATIONAL TRENDS; RESEARCH; CONSTRUCTION PROGRAMS;  
STUDENT LOAN PROGRAMS; SCHOLARSHIPS; ACCREDITATION (INSTITUTIONS); EDUCATIONAL PRACTICE; FINANCIAL SUPPORT  
\*NURSE TRAINING ACT OF 1964

This report of the Program Review Committee appointed by the Secretary of Health, Education, and Welfare and consisting of leaders from the fields of nursing, hospital administration, medical practice, economics, secondary and higher education, and the general public, was undertaken in compliance with a requirement of the Nurse Training Act of 1964. The Committee considered: (1) the increasing complexity of nursing practice and nursing education and implications for change in the future, (2) the joint responsibility of schools, hospitals and health agencies, communities, and government to produce adequate numbers of well prepared personnel, and (3) the accomplishments of the Nurse Training Act and desirable modifications. Major sections of the report are: (1) Nursing Today, (2) Practice, (3) Education, (4) Trends and Issues, (5) Nurse Training Act of 1964, (6) Accreditation, and (7) The Future. Recommendations relate to construction of educational facilities, basic support for new and existing schools of nursing, development and improvement of curriculums and instruction, assistance to students, support for planning and recruitment, support for consultative services and implementation of the Act, support for research, and strengthening of the Division of Nursing. (JK)

VT 004 792 ED 022 016  
Graney, Maurice R.  
The Technical Institute.

Center for Applied Research in Education, Inc., New York, N.Y.  
EDRS PRICE MF-\$0.50 HC-\$6.45  
The Center for Applied Research in Education, Inc., 70 Fifth Avenue, New York, New York 10011 (\$3.95).  
Pub Date - Apr67 127p.

TECHNICAL EDUCATION; \*TECHNICAL INSTITUTES; \*CURRICULUM; \*FACULTY; \*STUDENTS; ORGANIZATION; \*ADMINISTRATION;  
FOREIGN COUNTRIES; SUBPROFESSIONALS; HISTORICAL REVIEWS

A comprehensive treatment of the many issues that are being debated in relation to the technical institute, a relatively new and somewhat atypical unit in American higher education, is presented in this book, one of a series dealing with various kinds of institutions of higher education in the United States. The introduction provides a definition of the technical institute, an historical background, and a discussion of technician education outside the United States. Other chapters are: (1) "The Technical Institute and Present-Day Technology," a discussion of the emerging role of the technician and the nature of technician education in higher education, (2) "The Organization and Administration of Technical Institute Education," a description of the private technical institutes, technical institute divisions of complex university systems, publicly controlled local schools, and other types of technical schools, (3) "The Content of Technical Institute curriculums," a contrast between curriculums with engineering orientation and curriculums which are not engineering oriented, (4) "Technical Institute Faculty," a discussion of faculty characteristics and faculty organizations, and (5) "The Individual and The Technical Institute," a description of the technical institute student, the student's achievement in school and his place in industry, and the technician's recognition by society. (HC)

VT 004 793  
Bloomquist, Gilbert R., And Others  
Articulation of Occupational Education in Clackamas County

Clackamas Community Coll., Oregon City, Oreg.  
Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Oct67 82p.

PROGRAM COORDINATION; \*CURRICULUM PLANNING; \*HIGH SCHOOLS; \*COMMUNITY COLLEGES; \*VOCATIONAL EDUCATION;  
EDUCATIONAL PLANNING; \*EDUCATIONAL COORDINATION; EDUCATIONAL NEEDS; MANPOWER NEEDS  
CLACKAMAS COUNTY; OREGON

The purpose of this study was to get a better understanding of the articulation problems in occupational programs and to determine what should be done to better coordinate occupational programs between the high schools and community colleges of the county. Some of the conclusions were: (1) Common knowledge, skills and information for families of jobs should be articulated in planning curriculums and in guiding students, (2) Written vocational education and training programs should be prepared for students planning to enter fields requiring less than a baccalaureate degree, and (3) Occupational courses offered in county high schools were somewhat limited. Recommendations were to: (1) determine which occupational courses should be given in both high school and community college, (2) determine whether or not certain courses should be given in the high school or community college, (3) determine where a gap exists between curriculums, (4) determine which exploratory courses should be offered in high schools, (5) study cooperative planning between high schools and community colleges to eliminate duplication of equipment and facilities, (6) determine employment needs that are not being met, and (7) determine what community college courses might be given as advanced placement courses or for waiver of course at the high school or community college. (MM)

VT 004 798 ED 024 764  
National Standards for Carpentry Apprenticeship.

National Joint Carpentry Apprenticeship Committee, Washington, D.C.  
Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training  
EDRS PRICE MF-\$0.25 HC-\$2.30  
Pub Date - 65 44p.

\*APPRENTICESHIPS; \*CARPENTERS; \*LABOR STANDARDS; \*PROGRAM GUIDES; PROGRAM ADMINISTRATION; NATIONAL PROGRAMS; SKILLED OCCUPATIONS; TRADE AND INDUSTRIAL EDUCATION; DIRECTORIES; VOCATIONAL EDUCATION; LABOR LAWS

The revised national standards for carpentry apprenticeship encompass standards for carpentry, millwright, and mill-cabinet apprenticeships. The standards were developed to provide guidelines for establishing local systems of apprenticeship as well as for advancing and improving existing systems. The term for carpentry, millwright, and mill-cabinet apprentices is set for 4 calendar years with a required 144 hours of related classroom instruction each year. Some of the other standards established for each of the three fields include qualifications of apprenticeship, selection of apprentices, ratio of apprentices to journeymen, apprenticeship agreements, probationary periods, apprentice wages, periodic examinations, work experience, and certificates of program completion. The local joint apprenticeship committees, equally representative of management and labor, are responsible for adapting the national standards to local use. Trade experience schedules, related instruction outlines, recommended textbooks, and reference materials are given for each field. The standards are supplemented with the latest amendments and regulations of the various federal laws affecting apprenticeship, apprenticeship record keeping forms, and directories of regional and state apprenticeship agencies. (HC)

VT 004 800 ED 024 765  
National Apprenticeship and Training Standards for the Sign, Pictorial Display, Electric Sign and Process Industry.

National Joint Sign, Pictorial Display, Electric Sign and Process Industry, Apprenticeship and Training Committee  
Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training  
EDRS PRICE MF-\$0.25 HC-\$1.95  
Pub Date - 63 37p.

\*APPRENTICESHIPS; \*SIGN PAINTERS; \*LABOR STANDARDS; \*PROGRAM GUIDES; PROGRAM ADMINISTRATION; NATIONAL PROGRAMS; SKILLED OCCUPATIONS; TRADE AND INDUSTRIAL EDUCATION; LABOR LAWS; DIRECTORIES; VOCATIONAL EDUCATION

Revised national standards for sign, pictorial display, electric sign, and process apprenticeships were developed to provide guidelines to local employers and labor groups to be used in setting up and operating uniform and effective apprenticeship programs. The apprenticeship term is 10,000 hours or 5 years of on-the-job training subdivided into ten 6-month periods. This term includes a 500 hour probationary period and the required 144 hours of related classroom instruction per year. Some of the other basic recommendations which are itemized are qualifications for apprenticeship, selection of apprentices, ratio of apprentices to journeymen, apprentice agreement, apprentice wages, supervision of apprentices, and certificates of program completion. A local joint apprenticeship and training committee, equally representative of management and labor, should be responsible for the local adaptations and administration of the standards. Guidelines are given for adapting the national standards to local use. Work experience schedules provide outlines of work processes for apprenticeship training in the various branches of the trade. The standards are supplemented with the latest amendments and regulations of the various federal laws affecting apprenticeship, apprenticeship record keeping forms, and directories of regional and state apprenticeship agencies. (HC)

VT 004 801 ED 024 766  
Apprenticeship and Training Policy for Dental Laboratory Technicians.

National Association of Dental Laboratories, Inc., Washington, D.C.  
Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training  
EDRS PRICE MF-\$0.25 HC-\$1.85  
Pub Date - 66 35p.

\*PROGRAM DEVELOPMENT; \*HEALTH OCCUPATIONS EDUCATION; \*TECHNICAL EDUCATION; \*APPRENTICESHIPS; \*DENTAL TECHNICIANS; PROGRAM GUIDES; CERTIFICATION; NATIONAL PROGRAMS; DIRECTORIES; LABOR LAWS

The dental technician performs completely one or more specialized areas of the dental laboratory procedures required in the creation of a dental appliance. Policies of the 8,000-hour apprenticeship program are explained in terms of qualifications, apprenticeship terms and agreement, ratio of apprentices to technicians, probationary period, credit for previous experience, hours of work, compensation, examinations, work experience, related instruction, records and examinations, selection procedures, accident prevention, adjusting differences, and certificate of completion. Learning experiences are listed and related to time allowances for the denture, casting, ceramics, and crown and bridge specialties. (JK)

VT 004 805  
A Position Statement Concerning the Development of Area Vocational and Technical Education Programs in Michigan.

Michigan State Dept. of Education, Lansing  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Jul 67 10p.

\*AREA VOCATIONAL SCHOOLS; \*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; \*PROGRAM COORDINATION; \*GUIDELINES; PROGRAM DEVELOPMENT; SECONDARY EDUCATION; POST SECONDARY EDUCATION  
MICHIGAN

The area vocational and technical school concept emphasizes cooperative arrangements between two or more school districts. It is based upon the conviction that all persons should have easy access to quality vocational education programs directed to individual occupational preparation needs, abilities, and interests. It includes a centralized extension of vocational programs in high schools and of post-secondary vocational and technical programs. All districts should provide exploratory and pre-vocational programs at the junior high and early high school levels and expanded vocational training opportunities of area centers. Students enrolled in area vocational centers would spend half-time at the center and half-time at their home high school with their identity remaining with the home school. Differences between the several regions of Michigan keep a single pattern of organization from effectively serving all regions. Therefore, the local school districts, intermediate districts, community college districts, 4-year colleges and universities, and the State Department of Education must work cooperatively to plan, implement, and articulate area vocational-technical programs. Adequate continuing education in each region should be served by a community college offering post-secondary vocational-technical courses. (HC)



VT 004 865 ED 020 386

Stubbings, R.J.W.

The Structure of Technical Education and Training Administration in the United Kingdom.

EDRS PRICE MF-\$0.25 HC-\$1.10

Pub Date - 66 20p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; OCCUPATIONAL GUIDANCE; \*INDUSTRIAL TRAINING; SUPERVISORY TRAINING; MANAGEMENT EDUCATION; TEACHER EDUCATION; \*GENERAL EDUCATION; FEDERAL AID; \*FOREIGN COUNTRIES UNITED KINGDOM

In the United Kingdom, schools still provide a background of general education during the years of compulsory education. A Youth Employment Service provides career information, vocational guidance, and placement assistance. Local Education Authorities have taken over this function in about three-quarters of the schools under grants from the Ministry of Labor, but central coordination still exists. Generally, industrial training occurs in industry with the practice of "day or block release" of trainees to attend classes in technical colleges under provisions of the Industrial Training Act of 1964. The Act authorizes establishment of industrial training boards which are responsible for the amount and quality of training and for spreading the costs fairly over each industry. The government also provides 6-month courses in 40 trades in 30 government training centers which aim to increase short-supply skilled manpower which is important to economic growth, and resettle persons in need of training or retraining. Courses for instructors, supervisors, and employers are available. Further education is provided at colleges maintained in England, Wales, and Northern Ireland by Local Education Authorities. Scotland has similar arrangements, but advanced courses are provided mainly in central institutions. Colleges are cooperating in educating industrial training officers and management. Teachers for colleges are recruited mainly from industry and commerce, but teacher training is available at specialist colleges of education. (JM)

VT 004 866 ED 022 886

Outline of Vocational Training in Australia.

Australian Dept. of Labour and National Service, Perth

EDRS PRICE MF-\$0.25 HC-\$1.90

Pub Date - 66 36p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; CORRESPONDENCE COURSES; TEACHER EDUCATION; APPRENTICESHIPS; INDUSTRIAL TRAINING; \*FOREIGN COUNTRIES; \*GENERAL EDUCATION; ECONOMIC DEVELOPMENT AUSTRALIA

Australia is a federation of six states and two territories with a population of 11.5 million. It depends heavily on agricultural export and a growing manufacturing industry. Responsibility for education lies with the state governments which are administered centrally because of sparse population. School attendance is required to age 15 with exemptions for those in remote locations for whom correspondence and radio courses are usually available. About one-fourth of the students attend non-government schools. Technical education is a state responsibility with little organizational uniformity between states. Technical institutions conduct a variety of courses grouped into courses for training for technologists (degree and diploma courses), technicians (certificate), and craftsmen (trade), courses in general education, and courses for recreational purposes. In 1963 enrollments were 27,500 in universities, 34,000 in technical training institutions, and 275,300 in trade courses. Work experience is considered a fundamental training procedure. Technical education by correspondence is available. Technical teachers are recruited from industry or commerce and given inservice teacher education courses. Apprenticeship is the most common means of entry into trades, and 95,000 were being trained in 1965. Industry provides programs for executive, supervisor, technologist, technician, apprentice, and semiskilled worker training. (JM)

VT 004 867 ED 022 887

Outline of Vocational Training in Ceylon.

Australian Dept. of Labour and National Service, Perth

EDRS PRICE MF-\$0.25 HC-\$0.65

Pub Date - 66 11p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; APPRENTICESHIPS; TEACHER EDUCATION; INDUSTRIAL TRAINING; \*FOREIGN COUNTRIES; \*GENERAL EDUCATION; EDUCATIONAL PLANNING; ECONOMIC DEVELOPMENT CEYLON

The island of Ceylon had a 1963 population of 10,625,000 and an agricultural economy based upon tea, rubber, coconuts, and rice. Fishing and industrial expansion are receiving emphasis. Economic problems include a declining rate of growth in gross national product, unemployment, and a limited range of exports. Education, under control of the Minister of Education, is compulsory between the ages of five and 14 and is free through the university. Six years of primary education flows into junior secondary, senior secondary, or collegiate schools. Admittance to a technical or teacher training college is possible from collegiate or senior secondary schools, while admittance to a university or law college requires collegiate school completion. Junior secondary students may enter vocational schools. Primary and secondary enrollment was 2,325,000 in 1962. Vocational and Technical education is conducted at the university, a technical institute, a trade school, seven junior technical schools, and a basic technical training institute at various levels. Teachers are educated primarily by study abroad, for which scholarships are provided. No regular scheme of apprenticeships exists, though large firms provide systematic training with released time. In-industry training exists in a few larger firms. A technical education commission report details future development of technical education and training. (JM)

VT 004 868 ED 023 817

Outline of Vocational Training in India.

Australian Dept. of Labour and National Service, Perth

EDRS PRICE MF-\$0.25 HC-\$0.80

Pub Date - 66 14p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; INDUSTRIAL TRAINING; APPRENTICESHIPS; TEACHER EDUCATION; \*FOREIGN COUNTRIES; \*GENERAL EDUCATION; EDUCATIONAL PLANNING; ECONOMIC DEVELOPMENT INDIA

Approximately 70 percent of India's 1963 population of 460,000,000 engage in agricultural pursuits and cottage industries. Some progress has been made in developing industry. The Indian Constitution provides for universal, free, and compulsory education through 14 years of age, but full application has been hindered by inadequate facilities, attendance enforcement difficulties, and teaching standards. Secondary education is of four main types. Technical education is a state responsibility, with coordination of standards and supplemental support from the central government. Trade training for adults is provided in a network of industrial training institutes administered by the Ministry of Labor and Employment. Institutional programs

include degree courses in universities, certificate and diploma courses at the polytechnics, trade courses in the industrial training institutes, basic training courses in junior technical schools, and special trade training in schools of industry. Technical teacher education is conducted in seven central training institutes. Apprenticeship training for 23 trades has been organized on a national basis since 1961. In 1965, there were 15,000 apprentices. Industry inservice training is conducted for skilled workers, supervisors, and operatives. A staff training institute for training college and institution administrators and industrial education and training officers is planned. (JM)

VT 004 869 ED 020 387  
Outline of Vocational Training in Indonesia.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.70  
Pub Date - 66 12p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; INDUSTRIAL TRAINING; TEACHER EDUCATION; \*FOREIGN COUNTRIES;  
\*GENERAL EDUCATION; EDUCATIONAL PLANNING; ECONOMIC DEVELOPMENT  
INDONESIA

The population of Indonesia was 105,000,000 in 1965, 70 percent of which are engaged in agriculture on the seven main islands and some of the 3,000 smaller islands. Diversification of the economy is being emphasized. Compulsory primary education extends over 6 years. Secondary education includes a junior level with both academic and vocational schools, and a senior level with academic and technical schools. In 1961-62, 10,000,000 persons were in primary schools, 750,000 in secondary schools, 150,000 in technical schools, and 40,000 in teacher education. Control of technical schools is centralized and supervised by inspectors. There are six public and a number of private universities, 174 senior technical schools, 570 junior technical schools, and some specialized institutions. There are eight technical teacher education institutes offering a 3-year training course. Accelerated vocational training of 6 to 12 months' duration is provided by the Ministry of Education for unemployed adults. No formal apprenticeship system exists. In-industry training is undeveloped. Manpower units are to be established in each Ministry. (JM)

VT 004 870 ED 020 388  
Outline of Vocational Training in Japan.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.65  
Pub Date - 66 11p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; INDUSTRIAL TRAINING; TEACHER EDUCATION; ECONOMIC DEVELOPMENT;  
\*GENERAL EDUCATION; \*FOREIGN COUNTRIES; EDUCATIONAL PLANNING  
JAPAN

Japan had an estimated population of 97,000,000 in 1964. Because less than 40 percent of the land is arable and mineral wealth is small, importing foodstuffs and raw materials is necessary. Large-scale capitalized firms and small handicraft workshops produce consumer goods. The nation's economy is based upon foreign trade. The first 9 years of education are compulsory, after which students may enter upper secondary schools to qualify for institutions of higher learning, vocational training centers administered by the Ministry of Labor, or technical colleges administered by the Ministry of Education. Ministries and industry are coordinated under provisions of the Vocational Training Act of 1958. General centers provide basic skills, comprehensive centers provide specialized skills and teacher training, and the Institute of Vocational Training undertakes instructor training and the operation of a research unit. Accelerated vocational training is available for persons whose jobs have become redundant. Certification of instructors is based upon an examination or a trade skill test plus teacher training. In-industry training is primarily an employer responsibility, but authorized vocational training standards are established for 188 trades with government assistance. National planning for vocational training is underway to overcome a projected severe shortage of workers. (JM)

VT 004 871 ED 020 389  
Outline of Vocational Training in Kenya.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.75  
Pub Date - 66 13p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; TEACHER EDUCATION; APPRENTICESHIPS; ECONOMIC DEVELOPMENT;  
\*GENERAL EDUCATION; \*FOREIGN COUNTRIES; INDUSTRIAL TRAINING  
KENYA

The 1964 population of Kenya was 9,376,000, most of which is dependent on agriculture. Land reform and formation of cooperatives have characterized recent economic developments. General education is provided by a 7-year integrated primary school course. Secondary education is provided in secondary schools, African trade schools, secondary technical schools, technical and trade schools, and teacher training institutions. Enrollments include about 60 percent of the primary age children, and only 12.5 percent of primary school leavers find a place in post-primary education. Institutional technical and vocational training is the responsibility of the Ministry of Education, while apprenticeship is administered by the Ministry of Labor and Social Services under provisions of the Industrial Training Act. Types of institutions providing technical training include (1) University College, Nairobi, (2) Kenya Polytechnic, (3) four secondary technical schools, and (4) technical and trade schools. A manpower survey shows a shortage of technicians. Technical teacher education was first provided at Kenya Polytechnic in 1962 with help from Australia. Apprenticeship is of two types--apprenticeship of 4 or more years, and indentured learnership of less than 4 years. In 1964, 115 apprenticeships and 199 learnerships were registered. A graded trade testing system enables artisans who learned on the job to get recognition by being equated with levels of apprenticeship trained personnel. The United Nations Special Fund has been asked for assistance in establishing an Industrial Training and Productivity Center. (JM)

VT 004 872 ED 020 390  
Outline of Vocational Training in Korea.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.65  
Pub Date - 66 11p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; APPRENTICESHIPS; INDUSTRIAL TRAINING; TEACHER EDUCATION; \*FOREIGN COUNTRIES; ECONOMIC DEVELOPMENT; \*GENERAL EDUCATION; EDUCATIONAL PLANNING  
KOREA



The population of the Republic of Korea was 27,184,000 in 1963. Agricultural and industrial production, adversely affected by the Korean War, has received emphasis through export promotion, tax reform, and a stabilization program. A 6-year free compulsory education is supplemented by "civic schools" and "higher civic schools" for adults. Primary education is followed by either 3-year middle school or technical school, followed by 3 years of academic high school, vocational school, or higher technical school. Academic and vocational high school graduates are eligible for junior college, university, or teachers college. Responsibility for technical education is divided between Office of Labor Affairs and the Ministry of Education and coordinated with industry through committees. Trade and semiskilled courses are given for 15 trades in 306 vocational high schools, augmented by six technical training centers. Technical teachers are trained at Seoul National University. Apprenticeship training, under government supervision, is given in 49 trades within industry. Organized in-industry training is not yet government-promoted. A national plan for vocational training is under review. It is expected that in the near future vocational training institutions will be systematized and centralized by legislation. (JM)

VT 004 873 ED 020 391  
Outline of Vocational Training in Malawi.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.65  
Pub Date - 66 11p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; APPRENTICESHIPS; INDUSTRIAL TRAINING; TEACHER EDUCATION; ECONOMIC DEVELOPMENT; \*GENERAL EDUCATION; EDUCATIONAL PLANNING; \*FOREIGN COUNTRIES  
MALAWI

The 1963 population of Malawi was 3,753,000. Malawi's economy is based on agriculture. Primary education covers 8 years and enrolls 98 percent of the 380,000 pupils in school. Technical schools include trade- and technician-oriented programs under the Ministry of Education. A new University of Malawi includes no courses of a technical nature, but a polytechnic at Blantyre includes courses in building and engineering, motor vehicle mechanics, electrical technician work, printing, carpentry, joinery, brickwork, fitting, turning, and day release city and guilds courses. There are two government trade schools. Secondary technical teachers are being trained in a pilot program, but a lack of qualified applicants for teacher education is a major difficulty. Legislation has been introduced to provide an apprenticeship program which plans to train in 22 trades. Gradual on-the-job upgrading is common, but no deliberate government effort has yet been made to increase and improve the supply of trained personnel include developing the Malawi Polytechnic, government trade schools, and an apprenticeship program. (JM)

VT 004 874 ED 020 392  
Outline of Vocational Training in Malaysia.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.75  
Pub Date - 66 13p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; INDUSTRIAL TRAINING; APPRENTICESHIPS; TEACHER EDUCATION; ECONOMIC DEVELOPMENT; \*GENERAL EDUCATION; EDUCATIONAL PLANNING; \*FOREIGN COUNTRIES  
MALAYSIA

The Federation of Malaysia had a 1964 population of 9,000,000. Specialization in a few export products, notably rubber and tin, has been the basis of the economy. Education is the responsibility of the Ministry of Education and effort is being made to establish Malay as the national language. Elementary education extends for 6 years to the lower secondary school and that, upon the basis of an examination, to upper secondary or to a 2- or 3-year course leading to a trade, commercial, agricultural, or teaching career. Those in the upper secondary schools may qualify for teacher training, technical, agricultural, or commercial college. Upon completion of the upper program or the college program, a student may qualify for the university. Technicians are prepared at the technical colleges and secondary technical schools, basic skills are developed in lower secondary schools, and pre-apprenticeship training is given in secondary trade schools. The Ministry of Labor administers the apprenticeship scheme and operates an industrial training institute. The government is to enter the field of in-industry training under new plans. The Ministry of Education is responsible for and has formulated plans for vocational education in upper secondary schools. (JM)

VT 004 875 ED 020 393  
Outline of Vocational Training in New Zealand.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.80  
Pub Date - 66 14p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; INDUSTRIAL TRAINING; APPRENTICESHIPS; TEACHER EDUCATION; \*GENERAL EDUCATION; ECONOMIC DEVELOPMENT; EDUCATIONAL PLANNING; \*FOREIGN COUNTRIES  
NEW ZEALAND

New Zealand has a population of 2.6 million and an economy based upon agricultural exports. The Department of Education is responsible for primary and secondary schools. Education is free, compulsory, and secular for all to age 15, and free to age 19. In the first 2 years of secondary education, beginning at age 13, study is in general subjects followed by specialization in the third year for a school certificate examination. The third year may be followed by attendance at a technical institute. A further year of study is required for university entrance. Technologists are trained in six universities. Nonuniversity technical education is provided in secondary schools, technical institutes, and technical colleges. Technical teacher training for the technical institutes is in the experimental stage. One-third of the boys leaving post-primary schools enter an apprenticeship in one of 36 trades in government-supervised program for an average term of 10,000 hours. Employers are required to release apprentices for 120 hours a year at normal pay rates to take technical training. Apprentices are also required to attend evening classes once or twice a week during their first 3 years in most industries. Special training for Maori boys from remote county districts has been instituted. No formal vocational training schemes for training adults in trade work has been established, but persons over age 18 may enter into special contracts of apprenticeship in certain circumstances. On-the-job training is common in industry and public service. A Commission of Enquiry into Vocational Training recommended that a vocational training act be introduced to cover apprenticeship and technical education. (JM)

VT 004 876 ED 019 486  
Outline of Vocational Training in the Philippines.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.75  
Pub Date - 66 13p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; \*APPRENTICESHIPS; INDUSTRIAL TRAINING; \*FOREIGN COUNTRIES; ECONOMIC DEVELOPMENT; TEACHER EDUCATION; \*GENERAL EDUCATION  
PHILIPPINES

The Philippines have a population of 32 million of which 60 percent are engaged in agriculture. Recent economic development has involved increasing stability to provide a basis for growth. The educational system is based on a 6-year elementary and a 4-year secondary school course. Secondary education is provided at either a general school or a vocational and trade school. There are 14 state art, trade, and teacher training colleges and universities in addition to 25 private universities and 434 private colleges which offer teacher training, business administration, engineering, nursing, pharmacy, agriculture, chemistry, dentistry, and optometry. Trade courses are operated by the Department of Education in conjunction with apprenticeship training, but there are also national arts, trades, fishery and agricultural schools which enroll students at the secondary and post-secondary levels. Formal courses for semiskilled workers are offered in national schools of arts and trades and in state colleges. No organized technical teacher training is available. Apprenticeship training is a joint industry-government undertaking under national law, and most current programs are in the textile, service, machine, and printing trades. No trade is considered apprenticeable if it requires fewer than 2,000 on-the-job hours. In-industry training for supervisors is the only organized in-plant training besides apprentice training. The Bureau of Vocational Education provides short adult opportunity courses in trades such as auto mechanics, refrigeration, foundry, carpentry, printing, electronics, and electricity. (JM)

VT 004 877 ED 019 487  
Outline of Vocational Training in Pakistan.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.70  
Pub Date - 66 12p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; INDUSTRIAL TRAINING; APPRENTICESHIPS; TEACHER EDUCATION; ECONOMIC DEVELOPMENT; \*FOREIGN COUNTRIES; \*GENERAL EDUCATION; EDUCATIONAL PLANNING  
PAKISTAN

In 1964, the two provinces of Pakistan had a combined population of 101 million. The economy of the nation is heavily dependent on agriculture, but industrial expansion is rapid enough to cause shortage of skilled personnel. A 5-year primary education branches into two secondary streams. Students may enter a 5-year high school toward university, polytechnic, or teacher training. Others may enter a 3-year middle school. Upon completion of 2 years of either middle or high school, a student may choose a technical school. The central government, with the two provincial governments, shares responsibility for operating technical education. Besides university and college engineering programs, polytechnics and monotecnics offer 3-year diploma courses in 15 technologies. Technical-industrial institutes offer 1- and 2-year trade courses. There are also 110 vocational schools. Inservice technical teacher training is given at selected polytechnics, and preservice training programs and technical teacher training colleges have been established in both provinces. Apprenticeships are available in a wide variety of trades, in which engineering and building are predominant and accelerated training is available in 14 trades. In-industry training, consisting chiefly of practical work for apprentices and technicians, has developed only in response to local needs with no formal promotion by the government. Plans have been made for 19 new polytechnics and 424 new vocational schools. (JM)

VT 004 878 ED 019 488  
Outline of Vocational Training in Singapore.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.70  
Pub Date - 66 12p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; INDUSTRIAL TRAINING; APPRENTICESHIPS; TEACHER EDUCATION; ECONOMIC DEVELOPMENT; \*FOREIGN COUNTRIES; \*GENERAL EDUCATION; EDUCATIONAL PLANNING  
SINGAPORE

In 1964 Singapore had a population of 1,844,200. As a seaport, it is the principal commercial center serving Southeast Asia. Fishing is the only important primary industry. Education is free for the 6 primary years. Successful students attend an academic secondary, a secondary commercial, or a secondary technical school. A 2-year preuniversity, a polytechnic, and a teacher's college are also available. Unsuccessful primary students receive 2 years additional work at a vocational school and, if successful, apply for admission to a vocational institute. The University of Singapore and the Nanyang University offer professional courses, and a polytechnic offers degree courses in civil, electrical, and mechanical engineering, architecture, and accounting. Building and quantity surveying are provided at the professional, and engineering, building, and nautical studies at the technician levels. Secondary technical schools which provide instruction toward school-leaving certificates include courses in woodwork, metalwork, technical drawing, building, engineering practices, and engineering science. Secondary vocational schools provide 2 years of education with 50 percent in practical subjects. The one vocational institute provides a 2-year trade course and evening classes with full-time courses in electrical fitting, engineering drawing, mechanical engineering, air-conditioning, concrete and brick work, sheet metal, shipbuilding, welding, and woodwork. Technical teachers are trained in the technical departments of the teachers' college. Apprenticeship programs in the shipbuilding and repairing, and air and transport trades are developed under a noncompulsory government scheme. In-industry training at all levels is emphasized by the management of most firms. Vocational training is an integral part of economic development planning, and a vocational institute of engineering and one of manual and applied arts and building are planned. (JM)

VT 004 879 ED 019 489  
Outline of Vocational Training in Thailand.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.75  
Pub Date - 66 13p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; APPRENTICESHIPS; ECONOMIC DEVELOPMENT; INDUSTRIAL TRAINING; TEACHER EDUCATION; \*FOREIGN COUNTRIES; \*GENERAL EDUCATION; EDUCATIONAL PLANNING  
THAILAND

The 1964 population of Thailand was 30 million. Its economy is largely dependent on agriculture, but rapid industrial expansion is underway. The nation is divided into 12 educational regions controlled by an education officer. Preschool education of 1 to 3 years is noncompulsory. Elementary education of 4 years is compulsory, and this requirement is being extended 3 more years. Secondary education is in two streams. The general stream has three lower and two upper grades. The vocational stream has 1-, 2-, and 3-year courses. Technical education includes (1) degree courses in engineering and mineralogy at three universities, (2) 2-year diploma courses in subjects such as automobile, electrical, metal, and printing technologies, surveying, business administration, home economics, plumbing, drafting, farm mechanics, animal husbandry, and



woodworking at technical institutes, and prevocational subjects such as agriculture, mechanics, building, commerce, secretarial science, dressmaking, boatbuilding, and printing at 180 schools. Technical teacher education is given at Thewes Vocational Teachers College or five technical institutes. There is no organized apprenticeship system, but adult short courses are given. In-industry training is undeveloped. National planning is currently emphasizing higher education, but a project to develop 25 industrial and agricultural schools was started in 1966, and it is expected that a formal apprenticeship act will be enacted. (JM)

VT 004 880 ED 019 490  
Outline of Vocational Training in Tanzania.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.65  
Pub Date - 66 11p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; INDUSTRIAL TRAINING; APPRENTICESHIPS; ECONOMIC DEVELOPMENT; TEACHER EDUCATION; \*GENERAL EDUCATION; EDUCATIONAL PLANNING; \*FOREIGN COUNTRIES  
TANZANIA

The 1963 estimated population of Tanzania was over 10 million. The nation's economy is primarily agricultural. Primary education consists of a 4-year lower and 4-year upper level. Because of limited educational facilities, admission to upper primary and secondary levels depends on passing examinations. From the upper primary level, a student may enter a 6-year secondary education program, a 4-year secondary plus a 3-year technical institute program, a 3-year secondary technical school, or a 2-year course at a teacher's college. Technical education consists of university-level courses for technologists, technician diploma courses in a technical college, combination general-technical courses in technical schools, and technical subjects in selected secondary schools. One-year courses for technical teachers are conducted at the Dar-Es-Salaam Technical College. Apprenticeships are available in the trades under government supervision. As trade school apprentice training is phased out, industrial schemes will be developed to insure training for available employment. In-industry training is given for specializations meeting the specific needs of the industry giving it. The Ministry of Development Planning has given a high priority to developing technical education to provide urgently needed skilled manpower. (JM)

VT 004 881 ED 019 491  
Outline of Vocational Training in Zambia.

Australian Dept. of Labour and National Service, Perth  
EDRS PRICE MF-\$0.25 HC-\$0.80  
Pub Date - 66 14p.

\*TECHNICAL EDUCATION; \*VOCATIONAL EDUCATION; INDUSTRIAL TRAINING; APPRENTICESHIPS; TEACHER EDUCATION; ECONOMIC DEVELOPMENT; \*GENERAL EDUCATION; \*FOREIGN COUNTRIES; EDUCATIONAL PLANNING  
ZAMBIA

The 1963 population of Zambia was approximately 3.5 million. African agricultural production is conducted at the subsistence level, and European-owned farms grow most of the commercial crops. Copper mining is a principal source of employment and export income. The 8-year primary education program is followed by secondary, secondary technical, and trade school options. There is an increase in adult education at the primary and secondary levels. Craft and technician level programs in mechanical, electrical, and automobile engineering, and steel fabrication, and technician courses in applied science are conducted at Northern Technical College and its ancillary centers. Evelyn Hone College of Further Education is concerned with commercial and business training, communication, hotel and catering trades, home economics, adult education, applied science, telecommunications, and, in the future, engineering and construction. The David Kaunda Secondary Technical School also provides technical education. Trade courses are available in three trade schools, and other training establishments, under government departments, offer courses for upgrading civil service employees and training agricultural technicians, veterinary staff, nurses, medical technicians, and health inspectors. Technical teachers are trained in local centers and in overseas courses. Apprenticeship is organized in 46 trades under government supervision, and most apprentices follow City and Guilds of London Institute courses. In-industry training programs are promoted and developed by the government. It is proposed to set up building trades training centers under government sponsorship for accelerated training for building operatives. The Advisor for Further Education has initiated a comprehensive scheme for training learner craftsmen, technicians, and technologists. Recommendations are being implemented to provide the necessary specialist administration and coordination of technical education and to obtain the necessary qualified personnel. (JM)

VT 004 914 ED 021 059  
Educational Preparation for Nurse Practitioners and Assistants to Nurses, A Position Paper.

American Nurses' Association, New York, N.Y.  
EDRS PRICE MF-\$0.25 HC-\$0.95  
American Nurses' Association, 10 Columbus Circle, New York, New York 10019 (\$.50).  
Pub Date - Dec65 17p.

\*HEALTH OCCUPATIONS EDUCATION; \*NURSES; \*PROGRAM DEVELOPMENT; \*PROFESSIONAL ASSOCIATIONS; \*NURSES AIDES; PRACTICAL NURSES; NURSING; ASSOCIATE DEGREES; PROFESSIONAL EDUCATION; TECHNICAL EDUCATION

The Association's first position paper on nursing education was prepared by its Committee on Education after 2 years of studying the major changes and trends in and around nursing, especially as they affect patient care. The Association believes that: (1) Education for all who are licensed to practice nursing should take place in institutions of higher education, (2) At the present time, minimum preparation for beginning professional practice should be baccalaureate degree education in nursing, (3) At the present time, the minimum preparation for beginning technical practice should be associate degree education in nursing, and (4) Education for assistants in the health service occupations should be short, intensive preservice programs in vocational education institutions rather than on-the-job training programs. The Association's position on nursing education has implications for nursing education, practice and service and for auxiliary worker training: (1) The movement of nurse training into colleges and universities requires that the institutions accept responsibility for expanding facilities and faculties to meet the expected applicant increase, preparing both technical and professional nurse practitioners, and carrying on continuing education, advanced study, and research programs, and (2) The increasing complexity of practical nurse work indicates that their present training programs be replaced by programs for beginning technical nursing practice in junior and community colleges. (JK)

VT 004 915 ED 020 394  
Health Occupations Supportive to Nursing, A Statement of Policies and Recommendations.

American Nurses' Association, New York, N.Y.  
 EDRS PRICE MF-\$0.25 HC-\$0.70  
 American Nurses' Association, 10 Columbus Circle, New York, New York 10019 (\$.25).  
 Pub Date - Dec65 12p.

\*HEALTH OCCUPATIONS; \*NURSING; \*POLICY; \*PROFESSIONAL ASSOCIATIONS; NURSES AIDES; NURSES; PRACTICAL NURSES; RECRUITMENT; HEALTH OCCUPATIONS EDUCATION; PERSONNEL NEEDS; PROGRAM PLANNING; EDUCATIONAL NEEDS; REFRESHER COURSES; JOB ANALYSIS; OCCUPATIONAL GUIDANCE; EMPLOYMENT QUALIFICATIONS; EDUCATIONAL PROGRAMS

To solve the nursing personnel shortage, the American Nurses' Association recommended: (1) The first priority for federal monies for training health workers for nursing services should be to prepare registered nurses for teaching, supervision, and administration, (2) A concerted effort should be made to recruit young people and to attract inactive nurses back to nursing through such measures as refresher courses, (3) Tasks not directly concerned with the nursing care of patients should be separated in order to release more nursing personnel for direct patient care, (4) The nursing profession should be involved in making job analyses and determining job content for the "new" health occupations to avoid confusion about work roles, (5) Public, appropriate governmental agencies, and administrators of health facilities should be involved in a united effort to insure the economic security of nursing personnel at all levels, (6) A broad based educational program should be initiated to introduce the prospective student to the nature of services in health facilities, assess his interest and potential for training, and encourage him to undertake training at the highest level possible, and (7) Consideration should be given to certain factors in the selection, training, and utilization of auxiliary workers in nursing service. The role of the worker is to assist the registered nurse or licensed practical nurse in work delegated by the former. The title of "nurses' aide" is recommended for auxiliary workers regardless of employment setting. Trainees should have command of English, educational eligibility to enter the ninth grade, and potential for the work demonstrated by vocational aptitude testing. Applicants should be prepared in an organized program of classroom instruction and clinical practice in a nonprofit educational agency. Several guides for content of nurse aide training programs are suggested. (JK)

VT 004 930

A Study of Travel Regulations for Vocational Education Departments.

Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne  
 Wyoming State Dept. of Education, Cheyenne  
 MF AVAILABLE IN VT-ERIC SET.  
 Pub Date - Jan68 7p.

ADMINISTRATIVE POLICY; \*PERSONNEL POLICY; EXPENDITURES; VOCATIONAL EDUCATION; \*STATE DEPARTMENTS OF EDUCATION; NATIONAL SURVEYS; \*TRAVEL; QUESTIONNAIRES; STATE SUPERVISORS; VOCATIONAL DIRECTORS

All Directors of Vocational Education in the 50 states, Washington, D.C., the Virgin Islands, Guam, and Puerto Rico were administered a six-item questionnaire covering aspects of in-state and out-of-state travel regulations of Vocational Education Department staff members. Only two questionnaires were not returned. Among the results were: (1) 35 states do not restrict the number of trips per year while 12 states do, (2) 45 states do not limit the number of miles per year, (3) 42 states do not limit the number of days away from the office, but a few states set a limit of 10 to 14 days, (4) Restrictions on out-of-state travel are based on state board policy in nine states, statutory provisions in four states, and department or division policy in 25 states, (5) Out-of-state travel policies are in written form in 23 states, (6) Out-of-state per diem figures range from \$7.50 to \$25.00 while in-state figures range from \$6.00 to \$25.00, (7) 28 states allow actual expenses on some occasions, and (8) Final authority for approval of out-of-state travel rests with the State Director of Vocational Education in 13 states and with the Chief State School Officer in 26 states. (ET)

VT 004 947 ED 026 468

Vocational Training for Industry in the Northern Plains.

Northern Natural Gas Co., Omaha, Nebr. Dept. of Area Development  
 EDRS PRICE MF-\$0.50 HC-\$3.40  
 Pub Date - 65 66p.

\*SCHOOL SURVEYS; \*VOCATIONAL EDUCATION; \*POST SECONDARY EDUCATION; EDUCATIONAL PROGRAMS; MANUFACTURING INDUSTRY; CONSTRUCTION INDUSTRY; EMPLOYMENT OPPORTUNITIES; QUESTIONNAIRES; \*EDUCATIONAL RESOURCES; \*EDUCATIONAL SUPPLY; ADULT VOCATIONAL EDUCATION; EMPLOYMENT TRENDS; EDUCATIONAL NEEDS; TRADE AND INDUSTRIAL EDUCATION  
 NORTHERN PLAINS STATES

This study of the Northern Plains States (Iowa, Minnesota, Nebraska, North Dakota, South Dakota, Wisconsin) post secondary educational facilities for training craftsmen and operatives for manufacturing and related industries was conducted by means of a questionnaire survey. For each occupation in which training was offered, schools were requested to give data such as enrollment, completions, wage rates, and migration for the years 1959-1964. U.S. Department of Labor and 1960 census data were used to estimate the 1961 growth and replacement demand for each craftsman and operative occupation and this was compared with average annual training output for 1960-1963 as determined by the questionnaire. Analysis showed that in the early 1960's less than half the demand for the occupations was met by regional vocational education resources. The training is concentrated in a narrow range of traditional skills and is only partly responsive to actual needs. The rate at which new courses have been added since 1960 is negligible. The per capita expenditure on all vocational education in the Northern Plains States is slightly above the United States average while expenditures per student enrolled in trade and industry training programs is 25 percent below the national average. (HC)

VT 004 960

Area Vocational-Technical Schools in Idaho. Vo-Ed No. 88.

Idaho State Board for Vocational Education, Boise  
 MF AVAILABLE IN VT-ERIC SET.  
 Pub Date - 65 15p.

\*AREA VOCATIONAL SCHOOLS; \*POST SECONDARY EDUCATION; \*PROGRAM DEVELOPMENT; \*PROGRAM DESCRIPTIONS; FINANCIAL SUPPORT  
 IDAHO

Area vocational-technical schools in Idaho are financed with a combination of federal, state, and local funds and are operated at the post-secondary level. Geographically and population-wise, the state lends itself to at least six area vocational technical schools; five of the areas now have such a school in operation and the sixth has been proposed. Insofar as possible area vocational schools are associated with a junior college or state educational institution. (MM)



VT 004 996

Jakubauskas, Edward B.  
Iowa State University of Science and Technology, Industrial Relations Center. Interim Report,  
June 1-December 31, 1967.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center  
Manpower Administration (DOL), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET. Contract 91-17-66-61  
Pub Date - 67 52p.

\*RESEARCH AND DEVELOPMENT CENTERS; \*ACTIVITIES; LEADERSHIP TRAINING; GRADUATE STUDY; RESEARCH PROJECTS;  
\*CONFERENCES; WORKSHOPS; INSTITUTES (TRAINING PROGRAMS)  
\*INDUSTRIAL RELATIONS CENTER; IOWA STATE UNIVERSITY

The mission of the manpower institutional grant at Iowa State University is to (1) conduct basic manpower research of regional and national significance, (2) develop a supply of new scholars in manpower through the M.S. degree program of the Industrial Relations Center as well as through the existing M.S. and Ph.D. programs in economics, sociology, and psychology, (3) update the skills of scholars and practitioners through summer institutes and workshops, and (4) develop and maintain a central clearinghouse of published and on-going research for colleges and universities. During the first year and a half the staff of the Center has grown to 16 faculty members, 14 graduate students, and three supportive staff members. Graduate student completions include one Ph.D. degree and 5 M.S. degrees. An outside Advisory Council of prominent officials and citizens is in the process of formation to advise the Center in its activities. Ten publications have resulted from the research activities of the Center and 14 are in process or have been accepted for publication. Research and consulting support have been given to such agencies as the Manpower Development Council, Iowa Department of Public Instruction, and the Iowa Department of Health. (HC)

VT 005 135 ED 017 739

Law, Gordon F.  
Research Visibility. Vocational Education Is People--Youth and Adults Unemployed or at Work.

EDRS PRICE MF-\$0.25 HC-\$0.90 OEG-2-7-070633  
American Vocational Journal; v42 n12 December 1967.  
Pub Date - Dec67 16p.

\*BIBLIOGRAPHIES; \*VOCATIONAL EDUCATION; \*EDUCATIONAL RESEARCH; RESEARCH REVIEWS (PUBLICATIONS); \*ADULT VOCATIONAL EDUCATION; APPRENTICESHIPS; ILLITERATE ADULTS; OCCUPATIONAL GUIDANCE; RESEARCH PROJECTS; DEMONSTRATION PROJECTS

Twelve research reviews in this issue pertain to youth and adults unemployed or at work, one of the major areas of concern identified by the Panel of Consultants on Vocational Education. They are organized under the topics: (1) Expanding Education and Training Opportunities which includes patterns of adult information seeking, prediction of Manpower Development and Training Act program outcomes, and training of home economists for work with adults, (2) Innovative Programs which includes adult training and retraining, influences of selected factors on adult training, and child development and guidance knowledge needed by mothers and child care workers, (3) Expanding and Improving Apprentices Programs which treats Negro participation in apprentice programs, (4) Utilizing Total Educational Resources which includes functional illiterates in Alabama, adult literacy materials and programs, and a Spanish language adult intelligence scale, and (5) Guidance and Placement Services which includes career development, dropout identification and prevention, and variables involved in job success or failure. "Plain Talk," a continuing column by the author, discusses aspects of adult education such as research needed as a basis for determining adult vocational education offerings and criteria for evaluating such programs and problems of initiating effective programs. The bibliography lists 17 related studies which are in progress. (EM)

VT 005 253 ED 026 473

Horowitz, William  
Vocational Education in Connecticut, 1966-67. Descriptive Report of Program Activities for Fiscal Year Ending June 30, 1967. Bulletin No. 103.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education  
EDRS PRICE MF-\$0.25 HC-\$2.30  
Pub Date - 67 44p.

\*PROGRAM DEVELOPMENT; \*PROGRAM DESCRIPTIONS; \*VOCATIONAL EDUCATION; \*ANNUAL REPORTS; VOCATIONAL AGRICULTURE; HEALTH OCCUPATIONS EDUCATION; OCCUPATIONAL HOME ECONOMICS; OFFICE OCCUPATIONS EDUCATION; DISTRIBUTIVE EDUCATION; TECHNICAL EDUCATION; PROGRAM EVALUATION; AREA VOCATIONAL SCHOOLS; STATE PROGRAMS; EDUCATIONAL LEGISLATION; TRADE AND INDUSTRIAL EDUCATION; SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; SPECIAL EDUCATION; WORK STUDY PROGRAMS; CONSULTANTS CONNECTICUT

Daytime programs recorded 42,008 students, and evening programs 29,217 students enrolled in areas of agriculture, distributive education, health occupations, home economics, office and business, technical education, and trade and industrial education. Fourteen state-operated regional vocational-technical schools, four regional technical institutes, 14 regional vocational agriculture centers, and local technical districts in 93 towns were involved. New programs for high school students and adults were started to upgrade skills and to provide basic education. Work-study programs were emphasized and special attention was focused upon improving programs for individuals with special needs. State technical institutes and community colleges continued to expand. The report summarizes the year's activities by program fields in relation to the extents to which objectives were achieved for expanding and improving education for high school students, post high school students, persons already in the labor market, and persons with special needs. Also included are discussions of state activities in strengthening programs, related legislation, activities with other agencies, outstanding strengths and weaknesses of the state program, and youth organizational activities. (JK)

VT 005 271 ED 025 597

Intellectual Investment in Agriculture for Economic and Social Development.

Organisation for Economic Co-Operation and Development, Paris (France)  
EDRS PRICE MF-\$0.75 HC-\$7.80  
OECD Publication Center, Suite 1305, 1750 Pennsylvania Avenue, Washington, D.C. 20006 (\$1.50).  
Pub Date - May63 154p.

\*AGRICULTURAL EDUCATION; \*SOCIOECONOMIC INFLUENCES; \*INTELLECTUAL DEVELOPMENT; \*AGRICULTURE; EXTENSION EDUCATION; ECONOMIC DEVELOPMENT; ECONOMIC RESEARCH; PROGRAM COORDINATION; PROGRAM PLANNING; INTERNATIONAL ORGANIZATIONS; INTERNATIONAL PROGRAMS; \*HUMAN CAPITAL; FOREIGN COUNTRIES

In a project of agricultural research, education, and advice for economic growth and development, data was obtained from 14 countries and summarized with implications for action. Chapters in the report discuss: (1) Intellectual Investment and Economic and Social Development, (2) Intellectual Investment in Agriculture, (3) Agronomic Research, (4) Agricultural Education, (5) Informing Farmers, (6) Other Forms of Intellectual Investment, (7) Economic Growth and Intellectual Investment, (9) Coordination of Action, and (10) International Exchange of Knowledge and Technical Cooperation. The appendixes contain statistics of intellectual investment in agriculture, a summary report of a seminar on the structure and orientation of intellectual investment in agriculture, and a summary report of an ad-hoc meeting of experts on the problems of Mediterranean countries. (DM)

VT 005 316 ED 029 081  
Reports of Officers and Councils, 1967. Supplement 1.

American Dental Association, Chicago, Ill.  
EDRS PRICE MF-\$0.50 HC-\$3.05  
Pub Date - 67 59p.

\*HEALTH OCCUPATIONS EDUCATION; DENTAL ASSISTANTS; DENTAL HYGIENISTS; DENTAL TECHNICIANS; \*ANNUAL REPORTS; HEALTH NEEDS; \*MANPOWER UTILIZATION; \*PROFESSIONAL ORGANIZATIONS; HEALTH SERVICES; \*ADMINISTRATIVE POLICY \*AMERICAN DENTAL ASSOCIATION; COUNCIL ON DENTAL EDUCATION; COUNCIL ON DENTAL HEALTH; COUNCIL ON DENTAL LEGISLATION; ADA

Population and income growth, and a consistent trend toward better health care for all challenges the dental profession to enlarge its productivity by more than one-third. There is substantial evidence that a major resource for increasing the availability of dental health service lies in increased and better utilization of the services of auxiliaries who now support the 98,500 professionally active dentists in the country as follows: (1) There are approximately 116,000 full-time and 28,000 part-time auxiliaries, (2) Within the full-time work force, there are 81,400 chairside dental assistants, 9,700 dental hygienists, 4,300 dental laboratory technicians employed by dentists, and 27,000 dental laboratory technicians employed by commercial laboratories. Initial experimentation indicates that dental educators are competent to train auxiliaries to perform duties beyond those currently accepted as falling within their scope. The revision of state dental practice acts to encourage better utilization of auxiliaries is recommended. Included among appendixes is a state-by-state breakdown of permissible operations by dental hygienists. (JK)

VT 005 473 ED 018 674  
Law, Gordon F.  
Research Visibility. Vocational Education Is Service--Leadership and Administration.

EDRS PRICE MF-\$0.25 HC-\$0.90  
American Vocational Journal; v43 n4 April 1968.  
Pub Date - Apr68 16p.

OEG-2-7-070633

\*LEADERSHIP TRAINING; \*BIBLIOGRAPHIES; \*VOCATIONAL EDUCATION; \*COST EFFECTIVENESS; \*EDUCATIONAL RESEARCH; RESEARCH REVIEWS (PUBLICATIONS); FEDERAL STATE RELATIONSHIP; SITE SELECTION; STATE PROGRAMS; EDUCATIONAL BENEFITS; EDUCATIONAL ADMINISTRATION; TECHNICAL EDUCATION

Nineteen reviews in this issue pertain to leadership and administration, one of the major areas of concern identified by the Panel of Consultants on Vocational Education. They are organized by topics: (1) "Leadership Training, Workshops, and Institutes" treats an interdisciplinary forum on occupational education, a home economics workshop, a doctoral program symposium, and six leadership development meetings, (2) "Costs and Benefits of Vocational Education" discusses wage differences, cost-benefit analysis, and costs and returns of technical education, (3) "State Administration" describes Michigan's leadership program, instruments used in studying state agencies, and criteria for self-analysis for vocational education, and (4) "Studies of General Interest to Administrators" includes a post-war examination of vocational education and intergovernmental fiscal relations, social factors in slums, and implications of vocational education for company plant site selection. "Plain Talk," a continuing column, discusses leadership development efforts in vocational education and two of the reviewed studies. The bibliography lists eight related studies which are in process. (EM)

VT 005 483  
Administrative Plan for Vocational-Technical Education in Rhode Island.

Rhode Island State Dept. of Education, Providence. Div. of Vocational Education  
MF AVAILABLE IN VT-ERIC SET.  
Vocational Division, Rhode Island State Department of Education, Roger Williams Building, Hayes Street, Providence, Rhode Island 02908 (no charge).  
Pub Date - 68 7p.

\*STATE STANDARDS; \*ADMINISTRATIVE POLICY; \*VOCATIONAL EDUCATION; EDUCATIONAL ADMINISTRATION; \*ADMINISTRATIVE ORGANIZATION  
RHODE ISLAND

This document is a statement of the administrative plan as adopted by the State Board of Education for implementation at the local and state levels and includes the areas of: (1) policy, (2) administration (administrative responsibilities, advisory committees, state standards, and others), and (3) operations (vocational-technical programs in comprehensive high schools and vocational-technical high schools). (MM)

VT 005 600 ED 022 901  
Services Available for Nursing Care of the Sick at Home. Public Health Service Publication, No. 1265.

Public Health Service (DHEW), Arlington, Va. Div. of Nursing  
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.2;N93/45/967, \$.50).  
Pub Date - Jan66 81p.

\*NATIONAL SURVEYS; \*COMMUNITY HEALTH SERVICES; \*NURSING; HOME VISITS; PHYSICAL THERAPY; NURSES; HEALTH INSURANCE; CONTRACTS; INTERAGENCY COORDINATION; VISITING HOMEMAKERS; GEOGRAPHIC DISTRIBUTION; PROGRAM COSTS; COMPANIONS (OCCUPATION)

The survey of agencies providing home care conducted on January 1, 1966 by the Division of Nursing showed that almost 70 percent of the population of the United States and essentially all of the population of the territories lived in areas where some type of organized home care nursing services was available. Since 1959, the number of large cities with services had doubled and, since 1963, there had been a rapid increase in the new services in smaller communities. Services were available to 15 percent more population than in 1963 with the greatest increase in the Middle and South Atlantic States. Visiting nurse associations and local official health agencies provided over 90 percent of the services, although only 27 percent of the total of the health



agencies furnished home care. Over half of the agencies employed less than five nurses but small agencies were merging. Home health aids were being utilized and the number of physical therapists had doubled since 1963 while nutrition and social services had also increased. In spite of the gains, 55 million people in the United States, primarily in small towns and rural areas, were without provision for home nursing care. The need for an intensive study of home care needs, staff requirements, and related factors was indicated as was the exploration of new patterns of organizing and delivering services. Data relating to cost and payment for services are provided. (JK)

VT 005 608 ED 024 781

Edlin, Dorothy L. Moore  
Education in a Changing World of Work in a Democratic Society. Report No. 3, 1966.

Hawaii Univ., Honolulu, Legislative Reference Bureau

EDRS PRICE MF-\$0.75 HC-\$8.25  
Pub Date - Dec66 163p.

\*VOCATIONAL EDUCATION; \*PROGRAM DESCRIPTIONS; EDUCATIONAL OBJECTIVES; \*PROGRAM EVALUATION; \*HIGH SCHOOLS; \*POST SECONDARY EDUCATION; SOCIOECONOMIC INFLUENCES; CHANGE AGENTS; EDUCATIONAL PRACTICE; INTERVIEWS; TECHNICAL EDUCATION; ADMINISTRATIVE ORGANIZATION; CURRICULUM DEVELOPMENT; EDUCATIONAL PROBLEMS; VOCATIONAL EDUCATION TEACHERS; STUDENTS; RESOURCES; QUESTIONNAIRES; STATE SURVEYS  
HAWAII

The Legislative Reference Bureau, at the request of the Hawaii House of Representatives, conducted a study of vocational and technical education in the State including a description of the present objectives and programs, and evaluation of the programs in view of objectives, and the development of potential goals and ways of achieving such goals in providing vocational and technical education in the future. The methodology of the study included empirical observation, interviews, questionnaires, and review of relevant literature. The renewed focus on vocational education at the State and national levels is in response to socioeconomic problems which have given vocational education a new relevance as a means of reinstating the sense of meaning and purpose to the work life. Vocational courses in the secondary schools generally lack clarity in objectives and are viewed by key personnel as programs for non-college bound students. The secondary programs are not preparing students for post-secondary programs and the definite lack of articulation and relation makes it necessary for the post-secondary programs to offer remedial work while trying to carry out occupational preparation. Some of the alternatives which offer challenges for curriculum change, including maintenance transformation of vocational education into curriculum aimed at intellectual development, are included. (HC)

VT 005 635 ED 021 071

Home Health Aide Training Project. Final Report.

Visiting Nurse Association of New Haven, Conn.

Community Council of Greater New Haven, Conn.

EDRS PRICE MF-\$0.25 HC-\$1.45  
Pub Date - 67 27p.

\*HEALTH OCCUPATIONS EDUCATION; \*HOME HEALTH AIDES; \*EDUCATIONAL PROGRAMS; MANPOWER DEVELOPMENT; PUBLIC HEALTH; NURSES; RECRUITMENT; SELECTION; PREVOCATIONAL EDUCATION; \*PROJECT EVALUATION; EDUCATIONAL FACILITIES; LOW INCOME GROUPS; INTERNSHIP PROGRAMS; EMPLOYMENT PROGRAMS

The home health aide performs simple personal care functions under nursing supervision in the home care of an ill or disabled person. The Project objectives were to train as aides 30 men and women age 45 years and older with limited incomes to meet a community employment need and to experiment in recruitment, selection, training, and employment procedures. Recruitment and initial screening were handled by the Neighborhood Employment Centers, and final decisions were made by the project director. Thirty applicants were accepted in two groups. Four weeks of pre-service training aimed at developing needed skills. During a 2-week on-the-job training period, the aides were assigned to carefully selected patient care situations in which, under supervision, they demonstrated their abilities to give personal care. On the 5th day of each week they returned to the training facility to discuss their experiences and review procedures. The 14- to 16-week internship marked the beginning of formal employment and, during this period, a group conference, led by the project director, was held one afternoon a week. Trainees were paid \$1.40 per hour during the first and second periods and \$1.50 during the internship. Of the 30 trainees, 27 completed the internship, and 23 were employed in training-related work at the time of the report. A description of the home health aide service of the Visiting Nurse Association and a list of personal care procedures are included. (JK)

VT 005 637

Ohio Legislation Applicable to Vocational Education with Attorney General's Opinions.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service

MF AVAILABLE IN VT-ERIC SET.

Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University,

1885 Neil Avenue, Columbus, Ohio 43210 (\$.75).  
Pub Date - 56 43p.

\*VOCATIONAL EDUCATION; \*STATE LAWS; \*EDUCATIONAL LEGISLATION; \*PROGRAM ADMINISTRATION; AREA VOCATIONAL SCHOOLS; STATE DEPARTMENT OF EDUCATION; STATE FEDERAL AID; BOARDS OF EDUCATION; EDUCATIONAL FINANCE; PERSONNEL POLICY; STUDENT TRANSPORTATION; STUDENT CERTIFICATION; TEXTBOOK STANDARDS  
OHIO

Sections of the Ohio School Law pertaining to vocational education are listed verbatim or in part to assist teachers and administrators to understand the regulations affecting such programs in public schools. In cases where the Ohio Attorney General has ruled upon questions affecting vocational education, reference is made to such opinions. Chapter titles from which the material is taken are: (1) State Board of Education, (2) Cooperation with Federal Vocational Acts, (3) Joint Vocational School Districts, (4) Boards of Education, (5) School Funds, (6) School Foundation Program, (7) School-Superintendent; Teachers; Employees, (8) Transportation; Tuition, (9) School Books, and (10) Age and Schooling Certificates. (HC)

VT 005 764 ED 027 374

Duffett, Walter E.

Survey of Vocational Education and Training, 1964-65.

Dominion Bureau of Statistics, Ottawa (Ontario). Vocational Training Section

EDRS PRICE MF-\$0.50 HC-\$4.25

Publications Distribution, Dominion Bureau of Statistics, Ottawa, Canada (\$1.00).

Pub Date - Mar68 83p.



STATISTICAL DATA; \*PROGRAM DESCRIPTIONS; \*FOREIGN COUNTRIES; \*EDUCATIONAL PROGRAMS; \*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; FEDERAL AID; FEDERAL PROGRAMS; VOCATIONAL SCHOOLS; TECHNICAL INSTITUTES; TEACHER EDUCATION; QUESTIONNAIRES; SECONDARY EDUCATION; POST SECONDARY EDUCATION; PROPRIETARY SCHOOLS  
CANADA

Data from monthly and quarterly reports to the Director of Education are summarized to present an overview of vocational education in Canada as offered by public and private institutions excluding universities. Content includes federal participation in vocational education and a summary of programs in: (1) institutes of technology, (2) technical, vocational, and composite high schools, (3) trade schools, vocational centers, and occupational courses, (4) apprenticeship training, (5) vocational teacher education, (6) private schools, (7) nursing, and (8) the Labour College of Canada. Questionnaires used to gather the data are included in the appendix. (DM)

VT 005 766 ED 024 783

Dales, Ruth J.; Buis, Anne G.

Development of Post-High School Wage-Earning Programs In Home Economics Education Utilizing the Resource Guide Care And Guidance Of Children. Final Report.

Florida State Univ., Tallahassee. School of Home Economics  
EDRS PRICE MF-\$0.50 HC-\$5.45

OEG-2-7-070382-2952

08

BR-7-0382

Pub Date - Jun68 107p.

\*OCCUPATIONAL HOME ECONOMICS; \*CHILD CARE OCCUPATIONS; CHILD DEVELOPMENT; INSERVICE EDUCATION; \*LEADERSHIP TRAINING; PRESCHOOL EDUCATION; CONFERENCE REPORTS; \*POST SECONDARY EDUCATION; CURRICULUM DEVELOPMENT; RESOURCE MATERIALS; BIBLIOGRAPHIES; SUMMER INSTITUTES; EDUCATIONAL PLANNING; \*TEACHER AIDES; PROGRAM EVALUATION; SPEECHES

A 3-week institute was held at Florida State University to study and interpret the curriculum guide, "Child Care and Guidance", which was designed to prepare teachers to be teaching assistants in child care centers. The 40 participants from 34 states represented 2- and 4-year colleges, area vocational-technical schools, high schools, and administrators at the state level. Analysis of evaluation reports returned by participants 6 months after the institute are categorized in the document according to junior college, 4-year college, day care and welfare, area vocational-technical schools, high schools and administration. Reported activities include: (1) sharing information and materials with colleagues, community, and professional groups, (2) organizing and establishing programs, (3) inservice training, (4) establishing advisory groups, (5) serving as consultants for educational facilities and community child care programs, (6) preparing certification curriculum, (7) conducting surveys, and (8) acting as a catalyst to inform and impress state leaders with the need and urgency for post-high school programs. A bibliography of books, pamphlets, periodicals, films, records, songs, and supplementary information on child care curriculum, facilities, nursery school operation, details for conducting the institute and lists of participants and consultants are included. (FP)

VT 005 775 ED 022 047

Bettina, A1

Vocational-Technical Education in New Mexico. Work Project No. 7.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe  
EDRS PRICE MF-\$0.25 HC-\$1.90

Pub Date - Feb68 36p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; \*PROGRAM PLANNING; \*PROGRAM IMPROVEMENT; PROGRAM DEVELOPMENT; \*VOCATIONAL SCHOOLS; EVALUATION CRITERIA  
NEW MEXICO

A design for the future of vocational and technical education was developed utilizing existing situations, manpower development data, and vocational-technical enrollments as supporting evidence. Major recommendations were for: (1) extending some form of vocational education into the grade and junior high schools, (2) implementing the cluster concept for low ability student occupational education, vocational education, and technical education, (3) extension of cooperative part-time programs into the trade, agricultural, service, and health areas, (4) development of counselor inservice training programs, and (5) expansion of area vocational-technical centers. Program effectiveness must be evaluated according to the percentage of trainees who work at the occupation for which they are trained, how well the trainees do in their respective occupations, and how well the trainees as individuals are satisfied with the training they receive. (DM)

VT 005 857

National Advisory Council on Education for Industry and Commerce, Report of the Advisory Sub-Committee on Sandwich Courses.

United Kingdom Ministry of Education, London (England)  
MF AVAILABLE IN VT-ERIC SET.

Pub Date - nd 22p.

\*COOPERATIVE EDUCATION; \*COLLEGE PROGRAMS; PROGRAM DESCRIPTIONS; SCHOOL INDUSTRY RELATIONSHIP; \*TECHNICAL EDUCATION; PROGRAM IMPROVEMENT; \*PROGRAM EVALUATION; PROGRAM LENGTH; FOREIGN COUNTRIES  
\*SANDWICH COURSES; ENGLAND

In February 1961 an advisory sub-committee was appointed by the National Advisory Council on Education for Industry and Commerce to examine sandwich courses (alternate periods in college and industry) and to make recommendations for their improvement, particularly of "end-on courses." Written evidence was collected from 35 schools and agencies and oral evidence from 32 persons representing education and industry. Of 374 actual and proposed sandwich courses, 283 were "thin" courses, consisting of 6-month alternative periods of education and work. Some were classed as "thick" courses consisting of 2 years in college, a year working, and a last year in college. Three arrangements of scheduling and enrollment were utilized: (1) The single-entry arrangement provides for all sandwich students to start college at the same time and all move to industry for their third term, (2) The overlap arrangement provides for autumn and spring college enrollment of two groups, and (3) The end-on arrangement extends the school year and accommodates two groups which do not overlap. It was concluded that end-on courses (1) utilized equipment more intensively, (2) limited students extra-curricular activities, (3) are desired by large electrical manufacturers, and (4) are suitable after industry has agreed on the organizational details. (EM)

VT 005 870 ED 021 138

Heger, Robert J.

Open System Theory and Change in Vocational Programs of Idaho Secondary Schools.

Idaho Occupational Research Unit, Moscow  
EDRS PRICE MF-\$0.75 HC-\$8.30

OEG-4-7-063014-1590

08

BR-6-3014

Pub Date - Feb68 164p.

\*ADMINISTRATIVE CHANGE; \*SCHOOL SUPERINTENDENTS; \*VOCATIONAL EDUCATION; \*SYSTEMS APPROACH; \*DECISION MAKING; EDUCATIONAL INNOVATION; HIGH SCHOOLS; CHANGE AGENTS; RESEARCH PROJECTS; EDUCATIONAL CHANGE; INTERVIEWS  
IDAHO

The decision-making process of superintendents as related to the system theory of administration change was the central focus of this study. Specific objectives were (1) to analyze superintendents' decision making as related to modifying and initiating vocational education programs in Idaho, (2) to test a theory of administrative change as related to vocational education, and (3) to determine conditions in which vocational education change is least and most likely to occur. Interviews were conducted with 50 school superintendents randomly selected from school districts located in the six junior college districts of Idaho to test four propositions to predict conditions tending to inhibit change and three tending to aid change. Relationships among properties and propositions of the open system theory of administrative change indicated that (1) steady states of systems are accompanied by increased hierarchy, (2) progressive departmentalization seems to accompany the interplay of subsystems in such a way as to induce change, (3) districts encouraging dynamic interplay are more likely to employ outside superintendents and support his efforts for change, and (4) schools with internal feedback systems are more likely to respond to than resist strong outside pressures. A conclusion in direct opposition to the theory predictions stated that the more hierarchical the structure of an organization and the more functional and dynamic interplay between subsystems, the greater the probability of vocational program change. A bibliography and statistical data are included. (DM)

VT 005 874 ED 021 139

Vocational Education and the Comprehensive High School--A Challenge to Administrators.

Nevada Occupational Research Coordinating Unit, Reno  
EDRS PRICE MF-\$0.25 HC-\$2.00

OEG-4-6-062723-2214

08

BR-6-2723

Pub Date - 68 38p.

\*ADMINISTRATOR ROLE; \*ADMINISTRATOR RESPONSIBILITY; \*VOCATIONAL EDUCATION; PROGRAM ADMINISTRATION; PROGRAM IMPROVEMENT; EDUCATIONAL COORDINATION; EDUCATIONAL PHILOSOPHY; \*COMPREHENSIVE HIGH SCHOOLS; LEADERSHIP; CHANGING ATTITUDES

The role of the high school principal in moving vocational education from a "status quo" position to one of rightful partnership with other areas of the curriculum in the comprehensive high school is a vital one. The notion that high school is for college-bound students greatly limits the opportunities of young people who do not attend college, and if education is the right of all youth, something is out of balance. If this imbalance is to be improved, the general image of vocational education must be improved. This image within any individual high school can be changed by the principal's leadership and attitude in his insistence that vocational education develop a rightful place in the complete organization of the school. This change will cause both internal and external conflicts which will require more of the principal than nominal leadership as his actual leadership may be challenged. The job will consist of changing the attitudes of the administrator himself, the entire faculty, the community, and the students. Suggestions and guidelines are offered to the principal for changing attitudes and administering the program. The attitude of the principal, his relationship with the community, and ability to enlist help from all available sources are real aids to the successful development of vocational programs. He must assume the leadership, but he cannot carry the problems alone. He will have to welcome every source of help in promoting a strong image of the vocational program, selecting proper personnel, implementing the program, and conducting ongoing evaluations. (MM)

VT 005 955 ED 022 912

Financial Management Requirements for Bureau of Work Programs Sponsors.

Manpower Administration (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$5.60  
Pub Date - 68 110p.

\*RECORDKEEPING; \*RECORDS (FORMS); FINANCIAL POLICY; \*FEDERAL PROGRAMS; EDUCATIONAL PROGRAMS; YOUTH PROGRAMS; \*WORK EXPERIENCE PROGRAMS; \*ACCOUNTING; ADMINISTRATOR GUIDES

This handbook was developed for use by sponsors of Bureau of Work Programs such as Operation Mainstream, New Careers, Special Impact Programs, Work Experience Programs, Concentrated Employment Programs, and Community Action Programs. Included are the audit requirements of the Manpower Administration, an accounting manual designed for effective record control, and a proposed system for the construction and maintenance of personal property records. Chapter I states the Bureau's minimum requirements for the control of and accounting for its funds. Chapter II provides a uniform system of accounts, procedures for maintaining and recording costs, revenue, and other financial transactions, and a means of developing and maintaining financial and statistical data which support the sponsor's invoices and are necessary for cost reports. Chapter III spells out the technique of controlling personal property through an asset account in the general ledger. The appendix gives a flow chart and sample set of records. Sample record forms are given throughout the handbook. (EM)

VT 005 997 ED 026 478

Essentials of an Acceptable School for Medical Record Technicians.

American Medical Association, Chicago, Ill. Council on Medical Education  
American Association of Medical Record Librarians, Chicago, Ill.  
EDRS PRICE MF-\$0.25 HC-\$0.30  
Pub Date - Dec65 4p.

\*HEALTH OCCUPATIONS EDUCATION; \*MEDICAL RECORD TECHNICIANS; \*ACCREDITATION (INSTITUTIONS); \*STANDARDS; CURRICULUM; CLINICAL EXPERIENCE; FACULTY; \*PROFESSIONAL ASSOCIATIONS; POLICY; ADMINISTRATIVE ORGANIZATION; EDUCATIONAL FACILITIES  
AMERICAN MEDICAL ASSOCIATION; COUNCIL ON MEDICAL EDUCATION; AMERICAN ASSOCIATION OF MEDICAL RECORD LIBRARIANS; AMA

The Council on Medical Education of the American Medical Association in collaboration with the American Association of Medical Record Librarians establishes standards for medical record technician education, surveys and approves educational programs, and publishes lists of approved programs. The standards presented are intended as a guide for program development and relate to organization and administration, services and facilities, faculty, educational program, admission to the approved list of schools, and general information. Programs established in colleges or hospitals should be at least nine months in length and should provide for the acquisition of the following skills: (1) registration of patients, (2) numbering, filing, and preserving records, (3) assembling and analyzing records for completeness and accuracy, (4) collecting data for statistical



purposes and preparing statistical reports, (5) maintaining and using indexes of patients, physicians, diseases and operations, (6) transcribing medical reports, (7) coding diseases and operations, (8) using information from records, (9) recording and reporting vital statistics, and (10) adapting secretarial skills to the work of the medical record technician. Lecture hours should total 195, laboratory 90, and directed practice 540. (JK)

VT 005 999 ED 026 479  
Essentials of an Acceptable School for Certified Laboratory Assistants.

American Medical Association, Chicago, Ill.; Council on Medical Education  
American Society of Clinical Pathologists, Chicago, Ill.  
EDRS PRICE MF-\$0.25 HC-\$0.20  
Pub Date - Dec67 2p.

\*STANDARDS; \*ACCREDITATION (INSTITUTIONS); \*MEDICAL LABORATORY ASSISTANTS; \*HEALTH OCCUPATIONS EDUCATION; CURRICULUM; \*PROFESSIONAL ASSOCIATIONS; POLICY; FACULTY; CLINICAL EXPERIENCE; ADMINISTRATIVE ORGANIZATION AMERICAN MEDICAL ASSOCIATION; AMA; AMERICAN SOCIETY OF MEDICAL TECHNOLOGISTS; AMERICAN SOCIETY OF CLINICAL PATHOLOGISTS

These guidelines outline administration, organization, faculty, admission prerequisites, curriculum, clinical material, ethics, student health, and procedure for attaining approval. The course must be at least 12 months in duration and include a minimum of 100 hours of didactic instruction. An initial period should include orientation in (1) professional adjustments, (2) medical ethics, (3) medical terminology, (4) laboratory records, (5) basic anatomy and physiology, (6) laboratory equipment, (7) aseptic technique and methods of sterilization, (8) basic laboratory mathematics, (9) solution and media preparation, (10) basic elements of quality control, (11) histologic and cytologic specimens, (12) blood collecting techniques, and (13) basic hematology, serology, blood banking, and urinalysis. Basal Metabolism Rate and Electrocardiography are optional. Practice training of adequate kinds and amounts should be provided under competent supervision in accredited hospitals and laboratories. (JK)

VT 006 000 ED 026 480  
Essentials of an Acceptable School of Cytotechnology.

American Medical Association, Chicago, Ill. Council on Medical Education  
American Society of Clinical Pathologists, Chicago, Ill.  
EDRS PRICE MF-\$0.25 HC-\$0.20  
Pub Date - Dec67 2p.

\*CYTOTECHNOLOGISTS; \*HEALTH OCCUPATIONS EDUCATION; \*STANDARDS; \*PROFESSIONAL ASSOCIATIONS; \*ACCREDITATION (INSTITUTIONS); POLICY; ADMINISTRATIVE ORGANIZATION; FACULTY; CLINICAL EXPERIENCE; CURRICULUM AMERICAN MEDICAL ASSOCIATION; AMA; COUNCIL ON MEDICAL EDUCATION; AMERICAN SOCIETY OF CLINICAL PATHOLOGISTS

Prepared by the Council on Education of the American Medical Association in cooperation with the American Society of Clinical Pathologists, the "essentials" are organized within the areas of administration, faculty and personnel, organization, prerequisites for admission, curriculum, ethics, student health, and procedure for admission to the list of approved schools. The program director should be a pathologist and the faculty should include at least one registered cytotechnologist. Enrollment should be at least two students per class but should not exceed two students to one member of the teaching staff. The school should be associated with a clinical facility which can furnish adequate experience for students. Prerequisites include two years of college with a minimum of 12 semester hours of science. The cytotechnology curriculum should be at least 1 year in length and should include historical background of cytology, application of cytology in clinical medicine, and use and limitations of cytology in screening and diagnosis of malignant and benign diseases. (JK)

VT 006 027 ED 025 607  
Criteria for the Evaluation of Educational Programs in Practical Nursing.

National League for Nursing, New York, N.Y. Dept. of Practical Nursing Programs  
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.  
National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$.50).  
Pub Date - 65 22p.

\*ACCREDITATION (INSTITUTIONS); \*PRACTICAL NURSES; \*HEALTH OCCUPATIONS EDUCATION; \*EVALUATION CRITERIA; ADMINISTRATION ORGANIZATION; CURRICULUM; FACULTY; STUDENTS; EDUCATIONAL FACILITIES; RECORDS; PROGRAM EVALUATION  
NATIONAL LEAGUE FOR NURSING

The document is intended to serve as a tool for self-evaluation by educational programs, evaluation for accreditation by the National League for Nursing, and appraisal of plans for the development of new practical nursing programs. The statements, which are organized into criteria and related guidelines, cover the areas of philosophy and objectives, organization and administration, curriculum, faculty, students, facilities and resources, records, and evaluation. (JK)

VT 006 314 ED 022 051  
A Blueprint for the Education of Nurses in New York State.

New York State Nurses Association, Albany, N.Y.  
EDRS PRICE MF-\$0.25 HC-\$0.50  
New York State Nurse, January 1967.  
Pub Date - Jan67 8p.; Reprint.

\*STATE PROGRAMS; \*PROFESSIONAL ASSOCIATIONS; \*NURSING; \*HEALTH OCCUPATIONS EDUCATION; \*PROGRAM PLANNING; PROFESSIONAL EDUCATION; PRACTICAL NURSES; NURSES; ADVANCED PLACEMENT; COMMUNITY PLANNING  
NEW YORK

Designed with the objective that the nursing needs of the people of the state be met by qualified practitioners of nursing prepared in institutions of higher education, the blueprint includes among its proposals the following: (1) that plans be completed for the transfer of all nursing programs to institutions of higher learning by 1972, (2) that no hospital diploma or practical nursing programs be established after January 1, 1967, (3) that priority be given to expansion of baccalaureate degree programs to meet the demands for teachers, supervisors, administrators, and professional practitioners, (4) that by 1976, 30 percent of the nurses graduated annually be prepared at the professional level and 70 percent at the technical level, (5) that graduates of diploma and associate degree programs be assisted to continue their preparation toward a baccalaureate degree, (6) that qualified practical nurses be assisted to obtain preparation in degree-granting programs, and (7) that opportunities be provided for diploma, associate degree, and practical nursing program graduates to obtain advanced placement in degree programs through proficiency examinations administered by the State Education Department. Responsibility for spearheading implementation was assumed by the Association and



specific activities were outlined for district associations and community planning groups. It was recommended that geographical boundaries of community planning groups correspond with those defined by the Department of Commerce for the economic areas of the state. Suggestions for composition and structure of the planning groups as well as resources for guidance are included. (JK)

VT 006 336 ED 027 378

Manley, Fred William  
Two-Year Technical Education Curriculums in Agriculture and Natural Resources in the United States of America, 1966-67 and 1967-68; A Study, Directory, and Statistical Summary.

North Carolina State Board of Education, Raleigh. Dept. of Community Colleges  
National Academy of Sciences, National Academy of Engineering, Washington, D.C., Div. of Biology and Agric.  
EDRS PRICE MF-\$0.25 HC-\$1.65  
Pub Date - Jun68 31p.

\*DIRECTORIES; \*TECHNICAL EDUCATION; \*AGRICULTURAL EDUCATION; NATURAL RESOURCES; \*ENROLLMENT TRENDS;  
\*EDUCATIONAL PROGRAMS; POST SECONDARY EDUCATION; NATIONAL SURVEYS

Two-year technical education curriculums in agriculture and natural resources are identified and organized as a directory in this publication. To qualify, a curriculum must prepare for occupational entry into a technical or semi-professional field, prepare for a cluster of closely related occupations rather than for a single job, and be in a common area associated with agriculture. Schools are classified by state. Information listed includes the name of the chief agricultural administrator, curriculums offered, and student enrollment for 1966 through 1968. At the end of the period the statistical summary revealed a 32 percent increase in the number of institutions offering programs, 27 percent increase in number of programs offered, and 32 percent increase in number of students enrolled. The 1967-68 summary listed 181 institutions offering 462 programs for 13,665 students. (DM)

VT 006 347

Bishop, Rowland; Coughenour, C. Milton  
Discontinuance of Farm Innovations. Dept. Series A.E. 361.

Ohio State Univ., Columbus. Dept. of Agricultural Economics and Rural Sociology  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Apr64 8p.

\*REJECTION; \*FARMERS; \*INNOVATION; \*CHANGING ATTITUDES; \*FARM MANAGEMENT; BEHAVIOR CHANGE; TECHNOLOGICAL  
ADVANCEMENT; DIFFUSION  
OHIO

The practice of discontinuing farming methods which have been adopted and approved was investigated to determine characteristics of farmers discontinuing practices and when in the course of technological change the discontinuance occurred. The 79 farmers in the sample were classified according to the relative speed with which they adopt new ideas as: innovators, early adopters, early majority, late majority, and laggards. Some findings were: (1) The 39 farmers who had discontinued some practice had a slightly higher social status, more education, higher gross farm income, and were a few years younger than farmers who had not discontinued practices, (2) The tendency to discontinue improved practices was more than twice as great for laggards as for innovators and early adopters, (3) Laggards discontinued innovations for reasons other than their economic value, (4) The five practices highest in discontinuance had been in use for ten years or more, (5) A variety of conditions led to the disuse of one practice in any one year, (6) Should conditions change, the farmers might use the practice again, (7) Discontinuance was more likely with practices requiring multiple decisions and when adoption of a practice was affected by complex relationships to other farming operations. (DM)

VT 006 417 ED 024 797

Eninger, M.U.  
The Process and Product of T and I High School Level Vocational Education in the United States. Volume II--The Process Variables.

Educational Systems Research Institute, Pittsburgh, Pa.  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$2.50 HC-\$32.80

OEG-1-6-06214-2027

BR-6-24:14

Pub Date - Apr68 654p.

NATIONAL SURVEYS; \*TRADE AND INDUSTRIAL EDUCATION; \*VOCATIONAL HIGH SCHOOLS; GRADUATE SURVEYS; \*PROGRAM EVALUATION; ADMINISTRATOR CHARACTERISTICS; COUNSELOR CHARACTERISTICS; STUDENT CHARACTERISTICS; TEACHER CHARACTERISTICS; SUCCESS FACTORS; FAILURE FACTORS; EDUCATIONAL FACILITIES; PROGRAM DESCRIPTIONS; \*PROGRAM EFFECTIVENESS; JOB PLACEMENT; EDUCATIONAL METHODS; CURRICULUM; FEEDER PROGRAMS; GUIDANCE PROGRAMS; SCHOOL SURVEYS

The primary objective of this study was to provide a description of the process variables of trade and industrial education, such as curriculum, facilities, guidance and placement services, teachers and instructional methods, advisory committees and community relations, and administration. Data were collected from a stratified random sample of 100 vocational and comprehensive high schools that offered three or more trade and industrial education courses. Graduates from the schools in 1953, 1958, and 1962 totalled 10,805 and the followup information was collected from 5,327 of these. Some findings were: (1) Vocational graduates who work in their field of study do better than academic graduates on all occupational outcome measures, (2) School adjustment performance of the two types of graduates was not significantly different. (3) The socioeconomic origins of academic teachers were higher than those of vocational teachers, (4) 14 percent of the schools had a college preparatory track for vocational students, (5) 25 percent of the schools had less than 80 percent of the major shop equipment required to meet course objectives, (6) The mean age of schools was 27 years, (7) The average counselor spent 12 hours per week in personal student conferences, which averaged 23 minutes in length, and (8) 21 percent of the schools had no placement coordinator, 71 percent had a part-time coordinator, and 8 percent had full-time coordinators. (EM)

VT 006 428 ED 029 084

New Challenges in Developing High School and Post High School Programs in Agricultural Occupations. Conference Report. Resident Instruction Series No. 5.

New Mexico State Univ., University Park. Coll. of Agriculture and Home Economics  
EDRS PRICE MF-\$0.50 HC-\$6.05  
Pub Date - May65 119p.

\*CONFERENCE REPORTS; \*AGRICULTURAL EDUCATION; \*AGRICULTURAL OCCUPATIONS; PROGRAM DEVELOPMENT; \*PROGRAM PLANNING; SECONDARY EDUCATION; POST SECONDARY EDUCATION; \*OCCUPATIONAL GUIDANCE; DISTRIBUTIVE EDUCATION; FEDERAL LEGISLATION; COOPERATIVE EDUCATION

\*NEW CHALLENGES IN DEVELOPING HIGH SCHOOL AND POST HIGH SCHOOL PROGRAMS IN AGRICULTURAL OCCUPATIONS, NEW MEXICO STATE UNIVERSITY, UNIVERSITY PARK, JULY 20-31, 1964

A special 2-week conference designed to assist nine participating states in developing plans for new educational programs in agricultural occupations was hosted by the New Mexico State University, July 20-31, 1964. Major papers presented to the 35 participants were: (1) Purpose of the Conference, (2) Where We Have Been--and Where We Are Now, (3) Agricultural Occupations in Vocational Education, (4) National Studies in Agricultural Occupations, (5) Changes in Agricultural Industry, (6) The Role of Distributive Education, (7) Implications for Vocational Curriculum Changes, (8) Guidance and the Classroom Teacher, (9) The Occupational Guidance Role of Agricultural Teachers, (10) Testing, (11) The New Federal Vocational Act as it Affects New Mexico, (12) Plans for New Mexico, (13) Manpower Development Training Act and Labor Outlook for New Mexico, (14) A Proposed Model of Teacher Tasks in Agricultural Occupations Programs, (15) Cooperative Programs in California, (16) Kansas Pilot Programs, and (17) Report of Ohio State University Conference. Reports of the four committees, a vocational agricultural department brochure, and a selected reading list are included in the report. (DM)

VT 006 509 MP 000 532

Goldstein, Harold  
A Bridge Between Education and Work.

Bureau of Labor Statistics, Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$0.25

Pub Date - Sep67 3p. Reprint from Occupational Outlook Quarterly, September 1967.

\*EDUCATIONAL PLANNING; \*OCCUPATIONAL SURVEYS; \*MANPOWER NEEDS; \*EMPLOYMENT PROJECTIONS; TECHNOLOGICAL CHANGE; GOVERNMENT ROLE

The planning of education to meet society's need for specially trained workers is a relatively recent phenomenon which stems from three broad developments: (1) the accelerating pace of technological and social change, (2) the growing complexity of technology and of industry, and (3) the increasing governmental responsibility for vocational education and training. These forces have set the stage for greater interest in forecasting, as accurately as possible, the manpower needs by occupation for 10 to 15 years into the future. Consideration of future manpower requirement estimates by educational planners can facilitate adaptation of the manpower supply to the future demand, thus reducing the need for more expensive and inefficient adaptations of industry and workers to manpower imbalances. Systematic and continuous projection research can help educational planning and thus increase productivity, individual income, the quality of work done, and the rate of economic growth. Manpower planning at the local level is more difficult than at the national level because of the complicating factor of internal migration. Despite the difficulties of projecting future requirements, the effort is generally worthwhile for educational planners. (ET)

VT 006 567 ED 026 487

Utilization of Auxiliary Staff in the Provision of Family Services in Public Welfare.

Welfare Administration (DHEW), Washington, D.C. Bureau of Family Services

EDRS PRICE MF-\$0.25 HC-\$1.40

Pub Date - Dec65 26p.

\*PROGRAM ADMINISTRATION; FAMILY (SOCIOLOGICAL UNIT); \*WELFARE AGENCIES; \*NONPROFESSIONAL PERSONNEL; \*STAFF ROLE; PROGRAM DEVELOPMENT; PROGRAM ADMINISTRATION; \*STAFF UTILIZATION; COMMUNITY SERVICES; OCCUPATIONAL INFORMATION; JOB SKILLS; TASK ANALYSIS

This monograph, developed to provide some ideas about the initial considerations of an agency contemplating the use of auxiliary personnel, describes the types of auxiliary positions that might be established, administrative planning necessary and the factors to consider in developing and establishing the positions. The decision to use auxiliary personnel is based on the conviction that there are differential needs of clients that may be met by persons with an educational and experience background in fields other than social work. Auxiliary positions relating to administrative procedures are: administrative aide, research and statistical assistant, and welfare assistant. Those in direct service to the clients might be a household helper and homemaker, or a neighborhood worker. Specific details are described for assessment of needs, scope and content of services, analysis of organization and staffing patterns, restriction of jobs, written policies, supervision and training, program evaluation, and community relationships. Illustrative job specifications for use in the development of class specifications for auxiliary positions for family services in public welfare agencies are included, together with information on how to adapt and interpret them to reflect specific programs, job content, and agency organization. (FP)

VT 006 573 ED 024 798

Organization and Programs of the U.S. Department of Labor: Manpower Administration.

Manpower Administration (DOL), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$2.20

Pub Date - 1Dec67 42p.

PROGRAM ADMINISTRATION; \*PROGRAM DESCRIPTIONS; \*MANPOWER DEVELOPMENT; AGENCIES; GOVERNMENTAL STRUCTURE; \*AGENCY ROLE; PROGRAM COORDINATION; INTERAGENCY COORDINATION; GOVERNMENT (ADMINISTRATIVE BODY); EMPLOYMENT PROGRAMS; \*ADMINISTRATIVE ORGANIZATION; EMPLOYMENT SERVICES; APPRENTICESHIPS; VOCATIONAL EDUCATION; \*FEDERAL PROGRAMS

This publication was prepared to assist agencies in the development of manpower programs under the Demonstration Cities and Metropolitan Development Act of 1966. It contains information concerning the: (1) Manpower Administration (MA), (2) Bureau of Employment Security (BES), (3) Bureau of Apprenticeship and Training (BAT), (4) Bureau of Work Training Programs (BWTP), (5) Cooperative Area Manpower Planning System (CAMPS), (6) Concentrated Employment Program (CEP), (7) Manpower Development and Training Act (MDTA), (8) Experimental and Demonstration Projects (E&D), (9) Neighborhood Youth Corps (NYC), (10) Youth Opportunity Centers (YOC), (11) Operation Mainstream (123(a)3), (12) New Careers Program (123(a)4), (13) Special Impact Program (TITLE 1, D), and (14) Neighborhood Centers Pilot Program (NCP). The content includes organizational charts, location of regional offices, division of responsibilities, and the background and experience of the various programs. (DM)

VT 006 604 ED 024 799

Improving Opportunities for Vocational-Technical Education in Montana; Report of a Statewide Survey by a 10-Member Survey Staff.

School Survey Service, Columbus, Ohio

EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS.

Pub Date - 68 304p.



\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; \*STATE SURVEYS; \*PROGRAM EVALUATION; \*PROGRAM IMPROVEMENT; ORGANIZATION; PROGRAM ADMINISTRATION; PROGRAM EFFECTIVENESS; AREA VOCATIONAL SCHOOLS; VOCATIONAL TRAINING CENTERS; HIGHER EDUCATION; POST SECONDARY EDUCATION; HIGH SCHOOLS; EDUCATIONAL OPPORTUNITIES; EDUCATIONAL PLANNING; PROGRAM PLANNING  
MONTANA

In an effort to improve vocational-technical education in Montana, the 1967 legislative assembly requested a private survey to examine public education in the state and make recommendations. Some major conclusions were: (1) Junior and community colleges had little impact on vocational-technical education, (2) The state staff organization was not conducive to program growth and development, (3) The small high school districts in the state limited the growth of vocational-technical education, (4) The contribution of the vocational advisory council was minimal, (5) The educational effort reflected a degree of confusion, lack of communication, and laggardness, (6) Professional and lay groups showed a high level of interest in vocational-technical education, and (7) High school programs were not always geared to current needs in business and industry. Some major recommendations were: (1) the development of increased communication between educational leaders and lay leaders, (2) organization of the state's educational system, (3) development of four to six post-high vocational-technical centers covering large geographic areas, (4) more effort and financial resources devoted to planned research, (5) development of an expanded vocational-technical education program, and (6) improvement and clarification of certification requirements. (DM)

VT 006 616 ED 026 489

Berkowitz, Monroe

Rehabilitating the Disabled Worker: A Platform for Action in New Jersey.

Rutgers, The State Univ., New Brunswick, N.J. Bureau of Economic Research  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$3.10

Pub Date - 65 60p.; Report of the New Jersey Institute on Workmen's Compensation, Rehabilitation, and Employment (Trenton, March 3-5, 1964).

\*CONFERENCE REPORTS; VOCATIONAL REHABILITATION; \*INDUSTRIAL PERSONNEL; \*HANDICAPPED; WORKMENS COMPENSATION; EMPLOYMENT PROBLEMS; LEGAL PROBLEMS; MEDICAL SERVICES; \*ADMINISTRATIVE PROBLEMS; PROGRAM ADMINISTRATION; COURT LITIGATION  
\*NEW JERSEY INSTITUTE WORKMENS COMPENSATION REHABILITATION AND EMPLOYMENT, TRENTON, NEW JERSEY, MARCH 3-5, 1964

Individuals of varying backgrounds, viewpoints, and interests met at Trenton, New Jersey, March 3-5, in a conference conducted by the state Rehabilitation Commission, Division of Workmen's Compensation, and the Division of Employment Security of the Department of Labor and Industry in cooperation with the National Institutes on Rehabilitation and Health Services to discuss the best means of rehabilitating workers disabled by industrial accidents and disease. The report includes six chapters of a discussion leader, recorder, and 15 to 20 members representing groups concerned with the subject under discussion. Chapter headings are (1) "A Broad Look at Workmen's Compensation and Rehabilitation in New Jersey," (2) "Litigation as a Barrier to Rehabilitation," (3) "Administration of Workmen's Compensation and Rehabilitation," (4) "Supervision of Medical and Rehabilitation Services," (5) "Rehabilitation Facilities and Personnel," and (6) "Employment Problems of the Handicapped." (JK)

VT 006 676 ED 028 249

Krejcie, Robert V.

The Relative Effect of Selected Practices and Media Upon Student Enrollment in Industrial-Technical and Engineering Technician Programs at the Junior College Level.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Pub Date - 68 132p.

DOCTORAL THESES; \*TECHNICAL EDUCATION; \*JUNIOR COLLEGES; STUDENT ENROLLMENT; \*RECRUITMENT; \*PUBLIC RELATIONS; NATIONAL SURVEYS; METHODS RESEARCH; \*ENROLLMENT INFLUENCES; MASS MEDIA; SCHOOL PUBLICATIONS

The purposes of this study were to ascertain those practices and media that induced students to enroll in technician programs, to identify practices and media used by junior colleges to promote enrollment, and to determine the relationships between effective and ineffective practices and media. Data were collected from 79 junior colleges which composed a national sample selected on a proportional basis. These data included information gathered from the chief administrators and 757 first year students at these colleges. Some findings were: (1) Counselors and teachers have a relatively high influence on these enrollment decisions, (2) Such decisions are generally made in grades 11 and 12, (3) Radio and television announcements are not used extensively nor are they a major influence, (4) Written media appears to have greater influence than picture media, (5) College catalogs and program descriptions are the most used and influential written media, (6) Student responses indicate college catalogs as the major influences twice as often as administrator responses indicated them as productive, (7) 3 percent of the students are influenced by advertising in college newspapers, and (8) Descriptions of employment and career opportunities are influential despite their source. (EM)

VT 006 686 ED 024 802

Johnson, Mildred, And Others

Summary of Pilot Study to Determine Criteria for Selection and Preparation of Teachers, Selection of Participants, and Organization of High School Home Economics Programs with Occupational Emphasis. Research Series in Occupational Education.

North Carolina Research Coordinating Unit in Occupational Education, Raleigh  
North Carolina Univ., Greensboro, Dept. of Home Economics Education  
North Carolina Univ., Raleigh, N.C. State Univ. School of Education

EDRS PRICE MF-\$0.50 HC-\$3.95

Pub Date - 68 77p.

\*OCCUPATIONAL HOME ECONOMICS; \*TEACHER EDUCATION; STUDENT CHARACTERISTICS; TEACHER CHARACTERISTICS; HIGH SCHOOLS; NATIONAL SURVEYS; CRITERIA; \*ORGANIZATION; COURSE ORGANIZATION; PROGRAM ATTITUDES; QUESTIONNAIRES; \*ADMISSION CRITERIA; \*TEACHER SELECTION; PROGRAM PLANNING

An investigation of three phases of the high school occupational home economics program was conducted to provide guidelines for strengthening vocational programs. Questionnaires were sent to 110 randomly selected teachers of occupational home economics in 47 states, with 76.4 percent response to phase I, 79 percent response to phase II, 73.6 percent response to phase III. Phase I studied student selection criteria currently in use. Major findings were: (1) Most occupational home economics programs were in large schools, (2) Student interest and teacher encouragement were major selection factors, (3) Only 24.6 percent pre-tested students, (4) About half required parental consent for enrollment, and (5) 72 percent of the enrollees had previous



home economics classes. Phase II investigated organizational criteria, program provisions, problems, and grading. The schools reported use of surveys to determine need, advisory councils, employer interviews, planned observations, and supervised work experience. Seventy-seven percent based grades on both classroom and work experience. Phase III, an investigation of teacher selection, preparation and experience, revealed that most teachers sampled had a baccalaureate degree, at least five years teaching experience, plus other work experience and were trained to teach home economics. The research instruments are included in the document. (FP)

VT 006 688 ED 026 493

Training and Utilization of the Physical Therapy Assistant; Policy Statement Adopted by the 1967 House of Delegates.

American Physical Therapy Association, New York, N.Y.  
EDRS PRICE MF-\$0.25 HC-\$0.20  
Pub Date - 5Jul67 2p.

\*POLICY; \*HEALTH OCCUPATIONS EDUCATION; TECHNICAL EDUCATION; \*STANDARDS; CERTIFICATION; \*PROFESSIONAL ASSOCIATIONS; OCCUPATIONAL INFORMATION; CLINICAL EXPERIENCE; ASSOCIATE DEGREES  
AMERICAN PHYSICAL THERAPY ASSOCIATION; \*PHYSICAL THERAPY ASSISTANTS

The physical therapy assistant is defined as a skilled technical worker who assists the professional physical therapist in patient related activities and carries out designated tasks within a service administered by a professional physical therapist. Training standards require a 2-year college level program administered by a qualified physical therapist within an educational institution accredited by the regional agency and including work which may be credited to a higher degree as well as clinical experience in an acceptable physical therapy service. Functions are outlined and mandatory licensure supported. (JK)

VT 006 693 ED 026 494

The Physical Therapy Aide; Collection of Guidelines and Policy Statement.

American Physical Therapy Association, New York, N.Y.  
EDRS PRICE MF-\$0.25 HC-\$0.70  
Pub Date - 5Apr68 12p.

\*HEALTH OCCUPATIONS EDUCATION; \*PROFESSIONAL ASSOCIATIONS; \*POLICY; \*STANDARDS; CLINICAL EXPERIENCE; PROGRAM ADMINISTRATION; OCCUPATIONAL INFORMATION; CURRICULUM  
AMERICAN PHYSICAL THERAPY ASSOCIATION; \*PHYSICAL THERAPY AIDES

Materials in this collection include a policy statement for the training and utilization of the physical therapy aide, guidelines for training, and a sample form for reporting information about a training program to the American Physical Therapy Association. The policy statement defines the aide as an unlicensed worker who has completed on-the-job training and who functions under the supervision of a professional physical therapist to perform designated routine tasks and assist with other activities which are predetermined and assigned by the professional physical therapist. Qualifications, training standards, and duties are outlined. The guidelines for training stipulate the kinds of institutions in which didactic instruction may be given and include a 109-hour sample program outline as well as a sample schedule providing for 109 hours of didactic instruction and 211 hours of on-the-job training. The training report form requests such information as number of trainees, age range, education, work experience, wage during training, employment after training, use of guidelines, and problems encountered. (JK)

VT 006 767 ED 025 628

A Master Plan for Occupational Education in Metropolitan Denver. Position Paper.

Metropolitan State Coll., Denver, Colo.  
EDRS PRICE MF-\$0.25 HC-\$1.05  
Pub Date - 68 19p.

\*MASTER PLANS; \*VOCATIONAL EDUCATION; \*ADULT VOCATIONAL EDUCATION; \*URBAN EDUCATION; OCCUPATIONAL CLUSTERS; HIGH SCHOOLS; TECHNICAL INSTITUTES; COMMUNITY COLLEGES; COLLEGES; PROGRAM COORDINATION; SCHOOL ROLE; POST SECONDARY EDUCATION; SECONDARY EDUCATION; ARTICULATION (PROGRAM); EDUCATIONAL PLANNING; \*GUIDELINES  
DENVER, COLORADO

In presenting a complete program of occupational education for the Denver metropolitan area, this proposal offers 12 criteria for consideration in conjunction with a particular occupational need. The purpose of the criteria is to provide guidelines for determining in which level of school a program should be offered. The criteria include factors such as: age of the students, length of time required, faculty availability, facilities needed and available, what related programs are available, accessibility, size of school, nature of related training needed, and field experience. Illustrations of clusters or families of occupations covering the spectrum of preparation from high school through 4 years of college are provided. The recommendations include the need for vertical articulation--that is, the planning of a sequence of programs from high school through junior college and 4-year programs. (HC)

VT 006 769 ED 024 805

Butcher, G. Dale

Desirable Characteristics of Vocational Department Heads as Seen by Senior Administrators.

Colorado Research Coordinating Unit, Fort Collins  
EDRS PRICE MF-\$0.25 HC-\$2.20  
Pub Date - Jul68 42p.

\*VOCATIONAL EDUCATION; \*INDIVIDUAL CHARACTERISTICS; \*SUPERVISORS; \*ADMINISTRATOR ATTITUDES; COMPREHENSIVE HIGH SCHOOLS; TECHNICAL INSTITUTES; VOCATIONAL HIGH SCHOOLS; JUNIOR COLLEGES; \*SUPERVISOR QUALIFICATIONS; SUPERVISORY TRAINING; EDUCATIONAL PLANNING; STATE SURVEYS  
COLORADO

Opinions of 108 administrative supervisors of vocational department heads were obtained to provide implications for training of vocational supervisors. Responses were obtained from 27 administrators in each of four types of schools: technical institutes, comprehensive high schools, vocational high schools, and junior colleges. The most important characteristic of technical institute supervisors was found to be technical knowledge, while vocational education background was most important in the other three types of schools. Characteristics ranked high by all types of schools were vocational education background, general education background, technical knowledge, student-centered approach, and an understanding of basic principles of learning. There was more agreement in what was unimportant in supervisor characteristics than what was important. Recommendations for future studies of this type included: (1) careful selection of listed characteristics, (2) using an open-end type questionnaire, (3) careful selection of persons supplying the list

of characteristics or ranking the list so that they are representative of the types of schools, (4) using an analysis of variance method in analyzing data, and (5) extension of research to identify effective supervisor characteristics. (DM)

VT 006 778 MP 000 537  
Keyserling, Mary Dublin  
The Urban Crisis and New Challenges to Women.

EDRS PRICE MF-\$0.25 HC-\$0.45  
Pub Date - 67 7p.; Talk delivered to the Presidents of New Jersey Women's Clubs and Organizations (Trenton, October 2, 1967).

\*WORKING WOMEN; \*EMPLOYMENT PATTERNS; \*UNEMPLOYMENT; \*ECONOMIC STATUS; \*ORGANIZATION; URBAN AREAS

The whole discourse about that status of women has changed greatly in recent years. The emphasis is not so much now on what the word status implies--on the relatively static concepts of position. Rather, it is on "stature" which relates to concepts of growth and more especially to the search for ways in which women can make a larger contribution to our society. Women's organizations can play a strategic role in helping our nation achieve social and economic progress. The problems of poverty are especially compounded in the city slums where joblessness is concentrated. A recent Labor Department study of the poverty areas of 13 major cities showed that 1 out of every 10 workers was unemployed--a ratio nearly 3 times the national average. Recent accomplishments which have relevance for this national problem are (1) The general unemployment rate has been cut by about one-third since 1963, (2) The number of "hard-core" unemployed (those out of work 15 weeks or more) has been cut by more than half in the last 3 years, and (3) Nearly 2 million people are in a school or in training or at work today who would not be if it were not for recently developed programs under the Economic Opportunity Act and the Manpower Development and Training Act. (CH)

VT 006 786 MP 000 545  
Fountain, Melvin C.  
Community Action Programs: Grass Roots Opportunities.

EDRS PRICE MF-\$0.25 HC-\$0.40  
Occupational Outlook Quarterly; v2 n3 p10-14 Sep 1967  
Pub Date - Sep67 6p.

\*PROGRAM DESCRIPTIONS; \*POVERTY PROGRAMS; \*COMMUNITY AGENCIES (PUBLIC); \*ACTION PROGRAMS (COMMUNITY); SOCIAL SERVICES; VOLUNTEERS  
\*COMMUNITY ACTION PROGRAMS

Community Action Program (CAP) agencies are fostered by Title 2-A of the Economic Opportunity Act and composed of a cross section of community members including the poor themselves. These agencies control or coordinate public and private antipoverty efforts at the local level. To develop a concerted drive against the local causes of poverty, CAP agencies sponsor and operate their own programs, or they delegate this responsibility to other qualified organizations. Youth and adult work-training programs are among the Department of Labor operated manpower programs coordinated by CAP agencies at the local level. These programs, together with some major CAP "established" programs around the nation and examples of local demonstration projects of CAP agencies, are outlined in this report. For each of 13 programs short sentences identify the clientele, the services, the sponsors, and sources of additional information. The 13 programs include: Head Start, Upward Bound, Foster Grandparent, New Careers, Special Impact, Teacher Aid, Breakthrough, and others. Also briefly described are the kinds of work that volunteers can perform in the war on poverty's major projects: Head Start, Upward Bound, Legal Services, Job Corps, and VISTA. (ET)

VT 006 789 MP 000 548  
Zimmer, John M.  
Expenditures for Public Elementary and Secondary Education in Counties Classified by the Relative Poverty Status of their Rural Population.

EDRS PRICE MF-\$0.25 HC-\$0.40  
Journal of Farm Economics; v49 n5 p1204-08 Dec 1967  
Pub Date - 67 6p. Reprint.

RURAL AREAS; EXPENDITURES; \*RURAL EDUCATION; EDUCATIONAL DISADVANTAGEMENT; EDUCATIONAL QUALITY; \*EDUCATIONAL FINANCE; ELEMENTARY EDUCATION; SECONDARY EDUCATION; FINANCIAL NEEDS; \*STATE AID; \*FEDERAL AID; NATIONAL SURVEYS; \*LOW INCOME COUNTIES; DEPRESSED AREAS (GEOGRAPHIC)  
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965

The purpose of this paper is to (1) present facts concerning the relative quality of education, as measured by operating expenditure available to rural children in local areas classified according to the relative poverty status of their rural populations, (2) indicate the sources of school revenue for local areas, and (3) consider briefly the role of state equalization programs and the Federal Elementary and Secondary Education Act (ESEA) of 1965 in ameliorating the problems of relative quality. A five-factor poverty index was used to rank all 3,081 counties having some rural population according to the poverty status of their rural populations. Among the findings were: (1) Quality of education tended to rise steadily from the poorest to the more affluent counties, (2) The ESEA aid per child in some affluent counties was greater than total expenditures per child in other poorer counties, and (3) The formula for ESEA funds distribution resulted in giving the largest amount of aid per child to counties in the wealthiest states. It was concluded that both more federal and more state assistance was justified for poorer areas. (ET)

VT 006 804 ED 026 495  
A Study to Determine the Feasibility of Establishing a National Program for Training Stilled Skilled Aviation Personnel.

Arizona State Univ., Tempe. Div. of Industrial Design and Technology  
Economic Development Administration (DOC), Washington, D.C.  
EDRS PRICE MF-\$1.25 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (46.2:Ad 5 \$1.75).  
Pub Date - Sep67 337p.

\*AIRCRAFT PILOTS; \*AVIATION MECHANICS; EMPLOYMENT PROJECTIONS; \*TECHNICAL EDUCATION; NATIONAL SURVEYS; \*FEASIBILITY STUDIES; PROGRAM DESCRIPTIONS; CURRICULUM DEVELOPMENT; CURRICULUM; FACILITY REQUIREMENTS; PROGRAM COSTS; SITE SELECTION; AVIATION TECHNOLOGY; EDUCATIONAL NEEDS; MANPOWER NEEDS; LABOR SUPPLY; EDUCATIONAL FINANCE; PROGRAM DEVELOPMENT; PROGRAM PLANNING; \*VOCATIONAL TRAINING CENTERS

To determine the feasibility of establishing a training program for skilled flight and nonflight personnel which are critical to the aviation industry, data were collected from carriers, manufacturers, associations, and agencies. Employment needs were ascertained and a 1980 projection of supply and demand for professional



pilots was formulated. A mathematical model for computer prediction was also developed. Existing pilot and mechanic curriculums were analyzed and an improved curriculum was devised. Two sites in the Phoenix area were proposed, and their usefulness for a national training program was examined with respect to location, land, runways, buildings, and utilities. Related to this examination was an analysis of the employment impact on a nearby Indian reservation. Cost estimates were developed on the basis of 500, 1,000, 1,500, and 2,000 student enrollment modules and a general financing plan was developed. Short and long range program plans were developed which included land leases and site development, an industry-sponsored non-profit educational organization, and designs for proposed facilities. (EM)

VT 006 807

Louisiana Manpower Training Programs.

Louisiana State Dept. of Commerce and Industry, Baton Rouge  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 1Jan68 19p.

\*VOCATIONAL SCHOOLS; \*STATE SCHOOLS; \*INDUSTRIAL TRAINING; \*VOCATIONAL EDUCATION; \*MANPOWER DEVELOPMENT; VOCATIONAL TRAINING CENTERS; ON THE JOB TRAINING; STATE FEDERAL SUPPORT; PROGRAM DESCRIPTIONS; EDUCATIONAL OPPORTUNITIES  
\*LOUISIANA

This document describes the general manpower training in 32 state-supported vocational-technical schools operated in Louisiana the year round on an annual budget of some \$6.4 million. The primary function of these schools is to meet the demands generated by normal turnover of personnel in industry and business. Each school is directed by a trained industrial educator who, in establishing the curriculum for his school, confers with area industry to determine critical manpower needs and then establishes courses to satisfy these needs. As new manpower needs are identified, new courses are established, with the result that practically every skill required in the state is being taught in one or more of the state-operated trade schools. The document discusses state and federally supported manpower programs and includes sample copies of a training agreement and a training project contract. (CH)

VT 006 857 ED 025 629

Education and Manpower Strategies and Program for Deprived Urban Neighborhoods: The Model Cities Approach. Final Report.

National League of Cities, Washington, D.C. Dept. of Urban Studies  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$7.55

1-7-071199-5153

08

BR-7-1199

Pub Date - May68 149p.

UNEMPLOYMENT; UNDEREMPLOYMENT; URBAN SLUMS; EDUCATIONAL PROGRAMS; ADULT VOCATIONAL EDUCATION; JOB TRAINING; URBAN ENVIRONMENT; MANPOWER DEVELOPMENT; \*ECONOMIC DISADVANTAGEMENT; URBAN RENEWAL; CITY IMPROVEMENT; \*URBAN EDUCATION; NEIGHBORHOOD IMPROVEMENT; \*PROGRAM PLANNING; \*FEDERAL PROGRAMS; \*INTERAGENCY COORDINATION; CONFERENCE REPORTS; SPEECHES; EMPLOYMENT PROGRAMS  
MODEL CITIES APPROACH; NATIONAL LEAGUE OF CITIES; UNITED STATES OFFICE OF EDUCATION; MODEL CITY PROGRAM

This report attempts to identify effective strategies that might be used by city and school administrators in planning, initiating, and coordinating comprehensive deprived neighborhood manpower and education programs. It is the result of a 4-day workshop of leaders in local government and school systems, held in late 1967 at the University of Maryland, and involving 42 persons from 15 cities that had submitted Model Cities planning grant applications. Fifteen papers (included in this report) were delivered by some of the 28 expert practitioners, academicians, and federal administrators in the fields of education and manpower who served as the workshop faculty. The workshop focused on new strategies and programs, innovative approaches to a cooperative action by all agencies, and comprehensive manpower and education development operations, but no single strategy for success was uncovered. Experimentation, collaboration, and a compromise were recognized as essential and certain guidelines for cities were developed, including: (1) Citizen participation in the planning and implementation of programs should be encouraged, (2) Cooperation and coordination between city hall, the schools, and others must be achieved, and (3) the Model Cities approach embodies the necessary elements and is the best current example of the paths to be followed to solve the urban dilemma. (ET)

VT 006 860 ED 026 497

Guidelines for Assessing the Nursing Education Needs of a Community.

National League for Nursing, New York, N.Y.  
EDRS PRICE MF-\$0.25 HC-\$0.75  
National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$.25).  
Pub Date - Feb68 13p.

NURSING; \*EDUCATIONAL NEEDS; COMMUNITY PLANNING; \*GUIDELINES; MANPOWER NEEDS; HEALTH OCCUPATIONS EDUCATION; PROGRAM PLANNING; \*COMMUNITY INVOLVEMENT; \*EDUCATIONAL PLANNING

Intended to provide a starting point for groups which have not yet undertaken community planning for nursing education, and as a reminder for more experienced groups of the many facets which should be considered in the planning process, the guidelines are organized under five key issues: (1) Where the Study Is To Be Made, (2) Who Will Undertake the Study, (3) What Is To Be Studied in the Community, (4) What Is To Be Studied in Nursing Education, and (5) How to Use the Data. (JK)

VT 007 061 MP 000 660

Age of Transition. Supplement, Rural Youth in a Changing Society. Supplement to Agriculture Handbook No. 347.

Economic Research Service (DOA), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A1.76:347/supp, \$.25).  
Pub Date - Oct67 45p.

\*STATISTICAL DATA; \*RURAL YOUTH; \*SOCIAL CHANGE; \*DEMOGRAPHY; RURAL POPULATION; YOUTH EMPLOYMENT; POPULATION TRENDS; STUDENT ENROLLMENT; VOCATIONAL EDUCATION; INCOME; EMPLOYMENT; RURAL EDUCATION; HEALTH SERVICES; SOCIAL SERVICES; RURAL FAMILY

This supplement contains supporting data for the charts in "Age of Transition: Rural Youth in a Changing Society" (ED 013 696). To facilitate use of these data, the tables are arranged in the same order and carry the same titles as the charts. Sources of the data are given for each table. Topical areas include (1) The World We Live In, (2) Preparing for Life, (3) Making a Living, (4) Their Health and Welfare, and (5) The Quality of Rural Life. Examples of information included in these topical areas are, respectively: (1) Regional Distribution of Rural Youth, 5 to 19 Years of Age, By Color, 1960, (2) Total and Rural Enrollment in Vocational Education Courses, 1966, (3) Occupations of Rural Workers: Yesterday and Today, (4) Injuries of 6 to 16 Year Olds, 1963 Through 1965, and (5) Where Farm Family Incomes Came From in 1965. (CH)



VT 007 070 MP 000 668

Miller, Robert W., And Others  
Social Psychological Factors Associated with Responses to Retraining. Final Report.

West Virginia Univ., Morgantown. West Virginia Center for Appalachian Studies and Development  
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C. 91-52-66-56  
EDRS PRICE MF-\$0.25 HC-\$2.20  
Clearinghouse for Federal Scientific and Technical Education, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151 (PB177864, microfilm \$.65, paper copy \$3.00).  
Pub Date - Sep67 42p.

\*ADULT VOCATIONAL EDUCATION; \*FEDERAL PROGRAMS; \*OPERATING ENGINEERS; PATTERNED RESPONSES; PSYCHOLOGICAL CHARACTERISTICS; \*VOCATIONAL RETRAINING; UNEMPLOYED  
\*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

The purpose of this study was to describe the post-training occupational behavior and experiences of graduates of a Manpower Development and Training Act program to train highway construction machinery operators. Data collection was primarily by interview with 279 (67 percent) of the 418 graduates. Additional data concerning the project were obtained through interviews with West Virginia State Departments of Employment Security, Welfare, and Vocational Education, and with instructors of the trainees. The median pattern of unemployment was 27 weeks, while 37 percent of the group were jobless for 52 weeks or more. The median age was 33, while the median educational level was eight grades of school completed. Ninety percent were married with a median number of three dependents per trainee. At the time of interviewing, 61 percent were employed, 14 percent reported steady employment while 18 percent had not been employed. Concerning the manner by which they sought employment, post-training behavior was very consistent with previous habits. The major criticism of the program was that too little time was provided to acquire sufficient skill for employment. Recommendations for improvement include a provision for placing graduates in entry level jobs appropriate to their skills. (CH)

VT 007 075 MP 000 672

A Pilot Study of the Opportunities Industrialization Center, Inc., Philadelphia, Pennsylvania.

Greenleigh Associates, Inc., New York, N.Y.  
Ford Foundation, New York, N.Y.  
Office of Economic Opportunity, Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$7.70  
Pub Date - Aug67 152p.

Grant OEO-4011

\*EMPLOYMENT PROGRAMS; \*JOB TRAINING; \*PROGRAM EVALUATION; PROGRAM IMPROVEMENT; PROGRAM ADMINISTRATION; PROGRAM EFFECTIVENESS; \*PROGRAM DESCRIPTIONS; UNEMPLOYED; UNDEREMPLOYED; \*DISADVANTAGED GROUPS; POVERTY PROGRAMS; ADULT VOCATIONAL EDUCATION; GUIDANCE SERVICES; PARTICIPANT CHARACTERISTICS; RECRUITMENT; ADULT EDUCATION PROGRAM; JOB PLACEMENT; INTERAGENCY COOPERATION; UNSKILLED WORKERS  
PHILADELPHIA; PENNSYLVANIA; OPPORTUNITIES INDUSTRIALIZATION CENTER INCORPORATED

The study was conducted to provide the Office of Economic Opportunity and the Ford Foundation with an overview of the administration, program, participants, relationships with community agencies, and implications of the philosophical base of the Opportunities Industrialization Center, and to provide that Center with the benefit of pertinent observations and their implications for data collecting, program, administration, and organization. Various data surveys were used, including interviews, records, and reports. Each aspect of the program is analyzed separately and recommendations for improvement are made. In general, it was felt that the program is accomplishing its major purpose, which is to motivate and train unskilled, unemployed, and underemployed people and return them to society as productive, contributing citizens in a comparatively short period of time. It is reaching people who need training--a relatively young group, unemployed, undereducated, and poor. The program is an effective and viable instrument to reduce poverty and discrimination by unique motivation and skill training techniques. The open-door-policy of accepting almost all applicants is responsible for much of the Center's success in reaching the heretofore unmotivated. There are, however, many areas in need of improvement covered by the recommendations in this report. (ET)

VT 007 079 MP 000 676

Moss, Richard L.  
An Evaluation of Federal-State Relationships in the Administration of Labor Standards Law.

Department of Labor, Washington, D.C. L-67-33  
EDRS PRICE MF-\$0.75 HC-\$8.20  
Pub Date - Jun68 162p.

\*LABOR STANDARDS; \*FEDERAL STATE RELATIONSHIP; \*LABOR LAWS; SUCCESS FACTORS; FAILURE FACTORS; MINIMUM WAGE LAWS; CHILD LABOR LAWS; FEDERAL LAWS; STATE LAWS; \*ADMINISTRATIVE PROBLEMS

The purposes of this study were to determine the nature and extent of overlapping jurisdiction arising from comparable federal and state labor standards, to reveal specific problems resulting from such dual legislation, and to propose feasible solutions to these problems. The programs selected for study were typically performed by state labor departments which had federal counterparts or interrelationships. Data were collected by literature review, questionnaires, and personal interviews and observations. Some general findings were: (1) Administrative problems may be expected when a state standard is more rigorous or sets a different test of compliance than the federal standard, (2) Protective legislation, viewed aggregatively, has become unwieldy to the extent of exacerbating the problem of compliance, (3) In almost every type of law some states had laws which were slightly superior to federal counterparts, (4) Formal cooperative programs of state enforcement of federal legislation have dwindled into insignificance, (5) The incidence of duplicate and overlapping inspection and enforcement activities is rare, (6) Federal-state contacts to solve problems are infrequent, and (7) Innovation in administrative procedure or intergovernmental relations was rarely evident. Thirteen recommendations are presented with a supporting statement for each. The appendix includes numbers covered by state minimum wage coverage and rates by state and industry. (EM)

VT 007 084 MP 000 681

Crabtree, James S.  
The Structure of Related Instruction in Wisconsin Apprenticeship Programs.

Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C. 91-53-66-11  
EDRS PRICE MF-\$0.75 HC-\$7.30  
Clearinghouse for Federal Scientific and Technical Education, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151 (PB177567, microfilm \$.65, paper copy \$3.00).  
Pub Date - 67 144p.

\*APPRENTICESHIPS; \*TRADE AND INDUSTRIAL EDUCATION; \*CURRICULUM; \*ADMINISTRATIVE POLICY; PROGRAM COSTS; STATE SURVEYS; PROGRAM ADMINISTRATION; \*INSTRUCTIONAL STAFF; STUDENT ENROLLMENT; TIME BLOCKS; STATE STANDARDS  
WISCONSIN

The purpose of this study was to identify the structure of related instruction offered to apprentices in Wisconsin vocational schools. Questions were developed for eight areas, for example schools and trade programs, policies and administration, and curriculum, and were used for interviewing administrators from state agencies and directors of vocational schools and/or trade and industry coordinators. In 1966, 406 related instruction programs representing 79 trades were offered in 37 vocational schools. A majority of the programs (55.2 percent) required 400 hours of class time while the remaining 44.8 percent had hours requirements ranging from 80 to 864. Attendance patterns included 4 and 8 hours once each week or 8 hours every other week. Apprentice enrollment was small (ranging from 0.8 to 6.9 percent). Recommendations for improving related instruction included a semester or quarter enrollment policy, standardized core curriculums, state standards for testing, and expansion of local advisory committee membership. (CH)

VT 007 089 MP 000 686

Hilaski, Harvey  
Labor Standards and Job Training in Foreign Countries. Reprint No. 2546.

Bureau of Labor Statistics (DOL), Washington, D.C.  
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.40  
Monthly Labor Review, Sept. 1967.  
Pub Date - 67 6p.; Reprint.

\*FOREIGN COUNTRIES; \*ON THE JOB TRAINING; \*VOCATIONAL EDUCATION; \*LABOR STANDARDS; MINIMUM WAGE LAWS; APPRENTICESHIPS; WORKING HOURS; WAGES; ADULT VOCATIONAL EDUCATION; EDUCATIONAL FINANCE; EDUCATIONAL POLICY

This article, which appeared in "Monthly Labor Review," September 1967, presents the preliminary findings of a study undertaken to investigate what 16 foreign governments have done to promote on-the-job training in their countries, with particular reference to their handling of wage and hour standards. The data are relevant to the current debate over such questions as whether employer-provided training is economical and effective, and whether the application of the existing statutory provisions for minimum wage and overtime pay can be applied to on-the-job trainees without discouraging employers from undertaking such programs. Findings discussed are included under the topics--training and general education, legislation, early apprenticeship, financing, trainee wages, youth wages, dissatisfaction with low wages, trainee hours, and adult training. On balance, the various general education and vocational training programs found in the countries studied not only harmonized with labor standards but also served to facilitate the transition of young people from school to employment. Since occupational training starts much earlier than in the United States, training appeared to be a less expensive undertaking for employers. The financial contribution of young trainees toward achievement of skills by accepting low wages was apparently regarded more as an investment in their own future than as a form of employer exploitation; however, there were some abuses by employers. (ET)

VT 007 093 MP 000 690

Morgan, Ross L.  
The Status of Educational and Training Innovations in the Air Force.

EDRS PRICE MF-\$0.25 HC-\$0.60  
USAF Instructors Journal; p30-35 Winter 1967-68.  
Pub Date - Jan68 10p. Presented at the Education-Training Technology Seminar (Washington Navy Yard, June 26-30, 1967).

\*PROGRAM PLANNING; \*ORGANIZATIONAL CLIMATE; \*EDUCATIONAL INNOVATION; EDUCATIONAL PROGRAMS; EDUCATIONAL RESEARCH; \*INSTRUCTIONAL INNOVATION; SPEECHES  
U.S. AIR FORCE

This summary of educational and training innovations in the Air Force covers four topics: (1) the management environment pertaining to such innovations, (2) general procedures for planning or thinking about training, (3) some innovations which are in use, and (4) innovations which are being developed. Innovations in education and training depend on a conducive management environment more than on any other single factor. Planning for educational programs includes the factors: (1) how and when training is planned, (2) who is selected, (3) training content, (4) ways to achieve performance without training, and (5) cost. Current innovations include programmed texts, closed loop instruction, adjunctive programming, automatic equipment for processing student records, instructional television, and computer assisted instruction. Developing innovations include computer assisted instruction in unconstrained English, self-confrontation via video tape, instructor made films, micro-micro film, improved measures of job performance, and self instructional memory training. (EM)

VT 007 104 MF 000 701

Meeting Dental Needs in the 1970's; Proceedings of Workshop on Dental Manpower (St. Louis, December 10-13, 1967).

American College of Dentists  
Public Health Service (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$7.20 PH-108-68-07  
Journal of the American College of Dentists; v35 p98-237 Apr 1968  
Pub Date - Apr68 142p.; Reprint; Proceedings of Workshop on Dental Manpower (St. Louis, December 10-13, 1967).

\*WORKSHOPS; \*MANPOWER NEEDS; \*DENTISTRY; FEDERAL LEGISLATION; \*HEALTH SERVICES; HEALTH OCCUPATIONS EDUCATION; DENTISTS; DENTAL ASSISTANTS; DENTAL HYGIENISTS; DENTAL TECHNICIANS; PUBLIC HEALTH

A total of 135 representatives of dentistry and related fields attended a workshop designed to alert the profession to the tremendous needs for dental services, to sponsor informed discussions and reach decisions regarding these needs, and to view these problems in the light of recent legislative developments. Speeches included: (1) "Charge to the Workshop" by Stanley A. Lovestedt, (2) "The Scope and Urgency of the Dental Manpower Problems" by Harold Hillenbrand, (3) "Some Solutions to the Health Manpower Problem" by Leonard D. Fenninger, (4) "Health Legislation: Implications for Dentistry" by Hal M. Christensen, (5) "Methods of Providing Dental Services; Position of the American Dental Association" by F. Gene Dixon, (6) "The Need, Demand, and Availability of Dental Health Services" by George E. Mitchell and Ruth D. Bothwell, (7) "Increasing the Productivity of Dental Personnel" by Paul E. Hammons and Homer Jamison, (8) "The Development and Administration of Dental Programs" by Wesley O. Young, (9) "Communications and Technology: Its Utilization in Improving the Delivery of Dental Health Services" by Joseph Becker, and (10) "Reorientation of Personnel for Dental Health Services in the 1970" by William E. Brown. The subjects of the latter five speeches were also discussion topics for five study groups. Their reports embody 62 recommendations. (JK)

VT 007 180 ED 022 969

Allen, Mary P.  
National Leadership Development Seminar for State Directors of Vocational Education. Final Report.

American Vocational Association, Washington, D.C.  
Office of Education (DHEW), Washington, D.C.



Pub Date - Mar68 137p.

CONFERENCE REPORTS; \*VOCATIONAL DIRECTORS; SEMINARS; \*LEADERSHIP TRAINING; \*PROBLEM SOLVING; VOCATIONAL EDUCATION; \*PROGRAM DEVELOPMENT  
\*NATIONAL LEADERSHIP DEVELOPMENT SEMINAR

Thirty-four State Directors of Vocational Education or their designated representatives attended a 1-week leadership development seminar for the purposes of developing skills in problem identification and solution, developing interpersonal competencies, assisting in group formation, and beginning a process or developing a model for future action. The seminar consisted of three major presentations by Felix Robb, Curtis Ailer, and Roy Dugger, generally dealing with the current status and trends in vocational education. The remainder of the seminar was conducted on a small group discussion basis. A paper on the problem-solving process and three background papers from State Directors are also included. Specific plans emerged for: (1) a four-state study, involving members, on how to more effectively utilize staff or state departments, (2) a task force group to continue to study the scope of vocational education, and (3) a change in the structure of national meetings held by State Directors of Vocational Education to "problem-solving" as opposed to the traditional "speech making." (MM)

VT 007 189

Burt, Samuel M.

Relationships with Business and Industry.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Aug68 16p.; Speech presented to the Invitational Conference on Leadership in the Administration of Vocational and Technical Education, The University of Michigan, Ann Arbor, August 5-6, 1968.

\*VOCATIONAL EDUCATION; \*ADVISORY COMMITTEES; \*SCHOOL INDUSTRY RELATIONSHIP; \*COMMUNICATION PROBLEMS; SPEECHES; \*EVALUATION  
\*INVITATIONAL CONFERENCE ON LEADERSHIP IN THE ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION, ANN ARBOR, MICHIGAN, AUGUST 5-6, 1968

The inherent values and benefits of the involvement of industry, business, labor, and professional people in vocational and technical education have been taken as a matter of course for over 50 years by both educators and representatives of the private sector of our economy. After so long a period of cooperation, it would appear that little new could possibly be said on this subject. As a matter of fact, that is the trouble-- little new has been said for almost 50 years. While occasional questions have been asked over the years as to the gap between the practice of industry-education cooperation and the high flown phrases about its desirability, little open discussion of these questions was reported prior to 1962. In that year, at a meeting sponsored by the U.S. Office of Education, a panel was asked to consider the topic "Industry-Education Cooperation--Fact or Myth." Cooperation per se was and is a fact--primarily through the medium of informal relationships between instructors and company foremen, supervisors, personnel directors, etc. However, the recognized vehicle for achieving such cooperation--the advisory committee--was found to be the myth. This is still true today in many schools and school systems throughout the country. (CH)

VT 007 199 ED 023 906

Hummel, Richard L., Ed., And Others

Organization of Multiple Teacher Programs in Vocational Agriculture.

Ohio State Dept. of Education, Columbus. Agricultural Education Service  
Ohio State Univ., Columbus. Dept. of Agricultural Education

EDRS PRICE MF-\$0.50 HC-\$3.45

Pub Date - 68 67p.

\*TEACHER WORKSHOPS; \*VOCATIONAL AGRICULTURE; \*DEPARTMENTAL TEACHING PLANS; \*VOCATIONAL AGRICULTURE TEACHERS; EDUCATIONAL COORDINATION; SCHOOL ORGANIZATION; ADMINISTRATIVE ORGANIZATION; DEPARTMENT DIRECTORS (SCHOOL); COOPERATIVE PLANNING; COOPERATIVE TEACHING; \*PROGRAM GUIDES; PROGRAM ADMINISTRATION; PROGRAM DEVELOPMENT; TEACHER RESPONSIBILITY

Administrative and personnel problems created through organization of multi-teacher departments in vocational agriculture was the major topic considered by 16 teachers in a June 1967 workshop. The primary purpose of the workshop was to provide for more efficient and effective agricultural programs through better teacher understandings of multiple teacher departments, organization, and administration. Major content of this workshop report includes: (1) concerns and responsibilities, (2) selection of a department coordinator, (3) developing departmental policy, (4) selecting teachers, (5) use of an advisory committee, (6) selecting students, (7) the program of instruction, (8) facilities, (9) budgeting, inventorying, and requisitioning, (10) records and reports, (11) classroom responsibilities, (12) discipline and housekeeping, (13) supervising occupational experience, (14) the Future Farmers of America, (15) post-high school programs, (16) public relations, (17) division of school duties, (18) professional improvement, (19) program evaluation, and (20) school program relationships. Supplementary material includes a bibliography and an appendix containing a worksheet for planning teacher responsibility. (DM)

VT 007 362 ED 027 390

Young, Stanley

Manpower Training; Some Cost Dimensions.

Massachusetts Univ., Amherst. Labor Relations and Research Center

EDRS PRICE MF-\$0.25 HC-\$2.65

Pub Date - 51p.

\*COST EFFECTIVENESS; \*PROGRAM EVALUATION; \*FINANCIAL SUPPORT; \*MANPOWER DEVELOPMENT; EXPENDITURE PER STUDENT; PRIVATE FINANCIAL SUPPORT; FEDERAL AID; STATE AID; \*PROGRAM COSTS; VOCATIONAL EDUCATION  
\*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

Some of the dimensions of the relative financial contribution of the cooperating parties in manpower institutional training as established under the Manpower Development and Training Act of 1962 are explored. This analysis will provide some perspective to those who must finally decide the question of relative financial contribution, or provide them with a certain range of the cost dimensions of the program. Discussed in this document are: (1) some cost dimensions of manpower training, (2) total cost of the manpower development program, (3) space, equipment, program planning and on-the-job institutional training, (4) indirect cost, (5) cost requirement, (6) individual educational return, (7) the training gap, (8) cost effectiveness, (9) MDTA as a bridge between industry and education, (10) new occupations, (11) public relations and community liaison, (12) MDTA contribution to local training effort, (13) the Keene, New Hampshire project, (14) educational innovation, and (15) some problems. It was recommended that an integrated decision-making system in the occupational training area be developed to insure that the total occupational training effort of the Federal Government achieves the worthy goal of training all individuals to their full capacity. (MM)



VT 007 382 ED 025 637

Amending the Manpower Development and Training Act of 1962. Report to Accompany H.R. 15045. Report No. 1595.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor  
EDRS PRICE MF-\$0.25 HC-\$1.45  
Pub Date - 68 27p.

\*FEDERAL LEGISLATION; \*MANPOWER DEVELOPMENT; \*FEDERAL PROGRAMS; \*ADULT VOCATIONAL EDUCATION; AGENCY ROLE; PROGRAM ADMINISTRATION; PROGRAM PLANNING  
REPORT OF THE COMMITTEE ON EDUCATION AND LABOR; \*MANPOWER DEVELOPMENT AND TRAINING ACT; H.R. 15045; MDTA; HOUSE OF REPRESENTATIVES

Amendments to the Manpower Development and Training Act of 1962 consist of the following: (1) Section I extends the labor mobility demonstration projects, trainee placement assistance demonstration projects, and training and appropriations in correctional institutions to June 30, 1970; operating authority to June 30, 1972; and disbursement authority to December 30, 1972, (2) Section 2 corrects a typographical error, (3) Section 3 reserves 2 percent of the annual appropriations for training of administrative personnel, (4) Section 4 requires the use of skill centers, sets lower funding limits, and limits the establishment or discontinuance of such skill centers, and (5) Section 5 extends regulations to American Samoa and increases the reimbursement of 100 percent of the costs for the Trust Territory of the Pacific Islands. Minority and additional views on the amendments are included. (EM)

VT 007 383 ED 027 391

Vocational Education Amendments of 1968, Reported Without Amendments. Report No. 1647.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor  
EDRS PRICE MF-\$0.50 HC-\$4.65  
Pub Date - 8Jul68 91p.

\*VOCATIONAL EDUCATION; \*FEDERAL LEGISLATION; FEDERAL AID; \*FEDERAL LAWS; PROGRAM ADMINISTRATION; \*PROGRAM DESCRIPTIONS; \*FINANCIAL SUPPORT; FEDERAL STATE RELATIONSHIP  
\*VOCATIONAL EDUCATION AMENDMENTS OF 1968

This report, submitted to accompany the Vocational Education Amendments (VT 007 323 in ARM Summer 1969) presents the reasons behind the House Committee Support, and discusses briefly the changes, which include: (1) purpose and background, (2) authorization of appropriations, (3) required use of state allotments set aside for the disadvantaged, (4) new and expanded uses of funds, (5) research authority, (6) state advisory council, (7) long-range and annual program plans, (8) vocational work study, (9) residential and vocational schools, (10) new programs, (11) exemplary projects and programs, (12) cooperative education, (13) curriculum development, (14) vocational education leadership and professional development, (15) exchange programs, institutes, and inservice education, (16) job corps and manpower studies, (17) special manpower projections, (18) amendments to the Adult Education Act of 1966. Also included in this document are supplemental views on behalf of minority members, a section by section analysis, and changes in the existing law that are made by the bill. (MM)

VT 007 754 ED 026 528

A Report by the Governor's Task Force on Vocational and Technical Education.

Ohio Governor's Task Force on Vocational and Technical Education, Columbus  
EDRS PRICE MF-\$0.50 HC-\$4.70  
Pub Date - 9Jan69 92p.

\*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; \*ADVISORY COMMITTEES; \*PROGRAM EVALUATION; \*EDUCATIONAL NEEDS; STATE LEGISLATION; EDUCATIONAL LEGISLATION; POLITICAL ISSUES; STATE PROGRAMS; PROGRAM PROPOSALS; EDUCATIONAL DEMAND; EDUCATIONAL SUPPLY; EDUCATIONAL STRATEGIES; EDUCATIONAL RESPONSIBILITY; EDUCATIONAL PLANNING; EDUCATIONAL PROBLEMS; EDUCATIONAL EQUALITY; EDUCATIONAL OPPORTUNITIES; EDUCATIONAL FINANCE; STATE ACTION; DROPOUT PREVENTION; SCHOOL ORGANIZATION  
OHIO; \*GOVERNORS TASK FORCE ON VOCATIONAL AND TECHNICAL EDUCATION

On July 19, 1968, a Task Force on Vocational and Technical Education was created by the governor of Ohio to develop proposals for organization, financing, and legislation. Some major problems to which the Task Force gave attention were: (1) the serious gap between the need for and the availability of vocational and technical education, (2) the lack of relevancy of the present system of education, (3) the unemployment problem of many young people because of lack of job training and skills, (4) the lack of opportunity for adult vocational or technical training, (5) the need for school district reorganization, (6) the lack of liaison between public education and industry, and (7) the relationship of job availability and the supply of trained persons to the future economic growth of Ohio. Some recommendations were: (1) initiation of a massive information program on vocational and technical education, (2) the alliance and identification of technical education with higher education, (3) organization of joint vocational school districts on a complete county or multi-county basis, (4) greater availability of vocational education facilities, (5) certification of teachers with a trade or industrial background and a minimum of formal teacher-training, and (6) distribution of state funds on the basis of need. (DM)

VT 007 877 ED 028 267

Vocational Education; The Bridge Between Man and His Work. General Report.

Advisory Council on Vocational Education, Washington, D.C.  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$1.00 HC NOT AVAILABLE FROM EDRS.  
OE-80052

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS5.280:80052, \$2.25).  
Pub Date - Nov68 248p.

\*VOCATIONAL EDUCATION; \*NATIONAL PROGRAMS; \*EDUCATIONAL LEGISLATION; \*ADVISORY COMMITTEES; PROGRAM DEVELOPMENT; PROGRAM DESCRIPTIONS; PROGRAM EFFECTIVENESS; PROGRAM IMPROVEMENT; PROGRAM PROPOSALS; EDUCATIONAL FINANCE; EDUCATIONAL ADMINISTRATION; EDUCATIONAL RESEARCH; TEACHER EDUCATION; OCCUPATIONAL GUIDANCE; YOUTH CLUBS; CURRICULUM; MANPOWER DEVELOPMENT; EDUCATIONAL INNOVATIONS; \*EVALUATION  
\*VOCATIONAL EDUCATION ACT OF 1963; ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Under the provisions of the Vocational Education Act of 1963, the Advisory Council on Vocational Education was directed to review the administration and status of vocational education programs. Highlights, recommendations, issues, and problems of vocational education within the national context of changing social, educational, and economic conditions are reported. The report contains sections relating to: (1) The Panel of Consultants on Vocational Education and the Vocational Education Act of 1963, (2) Growth and Development of Vocational Education, (3) Financing Vocational Education, (4) Administration of Vocational Education, (5) Research in Vocational Education, (6) Teacher Education, (7) Vocational Guidance, (8) Supporting Services, (9) Review of Contemporary Local Programs, (10) Achievements and Limitations, (11) Social and Manpower Environments of

Vocational Education, (12) Innovations and New Directions, (13) Legislative Recommendations, and (14) Administrative Recommendations. Highlights of this report, as presented in a report of the advisory council to the U.S. Congress, was announced as ED 021 151 (VT 006 309, in ARM Fall 1969). (DM)

VT 008 165 ED 027 634

Kraft, Richard H.P.

Technological Change and Educational Obsolescence: Challenges to Administrators as Managers of Change.

Florida State Univ., Tallahassee. Educational Systems and Planning Center

EDRS PRICE MF-\$0.25 HC-\$1.85

Pub Date - Feb69 35p.; Presentation at AERA Annual Meeting, American Educational Research Association, Los Angeles, Calif., Feb. 5-8, 1969.

\*VOCATIONAL EDUCATION; \*TECHNOLOGICAL ADVANCEMENT; \*PROGRAM PLANNING; \*SCHOOL INDUSTRY RELATIONSHIP; SKILL OBSOLESCENCE; \*EDUCATIONAL CHANGE; EDUCATIONAL NEEDS; TECHNICAL EDUCATION; VOCATIONAL ADJUSTMENT; SYSTEMS APPROACH; EDUCATIONAL PROGRAMS; SPEECHES  
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING, LOS ANGELES, CALIFORNIA, FEB. 5-8, 1969

To develop implications for the vocational-technical planning process, the impact of technological changes on occupational structure and the critical issues in developing improved understanding of technological developments were examined. Vocational and technical education must have the necessary capacity for change and innovation. A cross-technology investigation of industry needs would identify broad scale categories which may be used for developing suitable guidelines for vocational training. Much of the current educational planning work is dominated by the social demand approach. Refined forecasting techniques to identify the impact of technological changes on skill requirements and demand for labor and a regular evaluation of the relevance of technical curricula to the educational input into the labor market are required. There is a potentially serious philosophical conflict between the new manpower interest in education and the traditional view of education's role in a democratic society. This conflict is not irreconcilable as balancing of the two educational approaches is possible. Industry recognizes only to a very limited extent the possibility of influencing technical curriculum structure. Utilization of predictive instruments to provide long-term information is necessary in projecting long-term educational needs. (DM)

VT 008 387 ED 029 141

Meaders, O. Donald, Ed.; Ekpo-ufot, Abel, Ed.

Shared-Time Concept for Area Vocational Education Programs. Practices and Procedures. Interim Report, Part 3 of a Four-Part Series.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum

Office of Education (DHEW), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$3.85

OEG-3-7-070211-2679

08

BR-7-0211

Pub Date - Jan69 75p.

\*AREA VOCATIONAL SCHOOLS; \*DUAL ENROLLMENT; PROGRAM DEVELOPMENT; PROGRAM PLANNING; \*PROGRAM DESCRIPTIONS; PROGRAM ADMINISTRATION; URBAN EDUCATION; RURAL EDUCATION; \*VOCATIONAL EDUCATION; \*EDUCATIONAL PRACTICE; ADMINISTRATIVE ORGANIZATION

The Shared-Time Concept project was one of several conducted under a grant for a developmental vocational education research and teacher education program based on a clinical school concept. The objectives were (1) to determine the extent and nature of use of the shared-time concept for conducting vocational education programs, and (2) to develop some administrative guidelines for establishing shared-time programs. Activities included data gathering and analyzing, leadership development activities, and dissemination. This document is the third of a four-part series and contains eight papers, one of which contains an analysis and summary of data regarding practices used in 70 schools which reported on their programs. Other topics include: (1) Status of Selected Area Vocational Education Programs in Michigan, (2) Reports on Area Vocational Education Programs Serving Rural Areas, Rural-Urban Areas and Metropolitan Areas, and (3) A Report on Observation of Selected Area Programs in Ohio. Other documents in this series are "Community Factors" (VT 008 390), "Considerations for Curriculum Development" (VT 008 392), and "Financing and Administering Area Programs" (VT 008 391), all in this issue. A final report is available as ED 019 513 (VT 005 552 in ARM Winter 1968). (MM)

VT 008 390 ED 029 142

Meaders, O. Donald, Ed.; Ekpo-ufot, Abel, Ed.

Shared-Time Concept for Area Vocational Education Programs. Community Factors. Interim Report, Part 1 of a Four-Part Series.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum

Office of Education (DHEW), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$3.45

OEG-3-7-070211-2679

08

BR-7-0211

Pub Date - Oct68 67p.

\*AREA VOCATIONAL SCHOOLS; \*DUAL ENROLLMENT; \*COMMUNITY; PROGRAM DEVELOPMENT; PROGRAM PLANNING; MANPOWER NEEDS; \*VOCATIONAL EDUCATION; \*ASPIRATION; COMMUNITY ACTION; QUESTIONNAIRES; ACADEMIC ASPIRATION; OCCUPATIONAL ASPIRATION; COMMUNITY ATTITUDES; COMMUNITY SUPPORT

The Shared-Time Concept project was one of several projects conducted under a grant for a developmental vocational education research and teacher education program based on a clinical school concept. The objectives were (1) to determine the extent and nature of use of shared-time concept for conducting vocational education programs, and (2) to develop some administrative guides for establishing shared-time programs. Three kinds of activities were conducted during the course of the project: (1) data gathering and analyzing, (2) leadership development activities, and (3) dissemination activities. This document is the first of a four-part series and contains three papers: (1) Community Factors Related to Shared-Time Concept for Area Vocational Education Programs, (2) Aspirations for Education and Occupations: A Factor to Consider When Planning Area Vocational Education Programs, and (3) Manpower Demand Factors for Development of Vocational Education Programs. Other publications in this series are "Considerations for Curriculum Development" (VT 008 392), "Practices and Procedures" (VT 008 389), and "Financing and Administering Area Programs" (VT 008 391), all in this issue. A final report of this study is available as ED 019 513 (VT 005 552 in ARM Winter 1968). (MM)

VT 008 391 ED 029 143

Meaders, O. Donald, Ed.

Shared-Time Concept for Area Vocational Education Programs. Financing and Administering Area Programs. Interim Report, Part 4 of a Four-Part Series.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum.

Office of Education (DHEW), Washington, D.C.



Pub Date - Feb69 41p.

\*AREA VOCATIONAL SCHOOLS; \*DUAL ENROLLMENT; PROGRAM DEVELOPMENT; PROGRAM PLANNING; \*PROGRAM DESCRIPTIONS; \*VOCATIONAL EDUCATION; \*ADMINISTRATIVE ORGANIZATION; EDUCATIONAL FINANCE; EDUCATIONAL LEGISLATION; PROGRAM ADMINISTRATION; WORKSHOPS; OPERATIONS RESEARCH

The Shared-Time Concept project was one of several conducted under a grant for a developmental vocational education research and teacher education program. Objectives were (1) to determine the extent and nature of use of the shared-time concept for conducting vocational education programs, and (2) to develop some administrative guidelines for establishing shared-time programs. Three kinds of activities were conducted during the course of the project: (1) data gathering and analyzing activities, (2) leadership development activities, and (3) dissemination activities. This publication, the fourth in a four-part series, is based on addresses and discussions in two workshops held July 1966 and July 1967 to discuss the shared-time concept. The topics treated include Legal Considerations, Alternative Administrative Patterns, and Financing Area Programs. Some of the specific experiences of administrators of area programs in Michigan are provided for others to consider in developing area programs through use of a shared-time concept. Other publications in this series are "Community Factors" (VT 008 390), "Considerations for Curriculum Development" (VT 008 392), and "Practices and Procedures" (VT 008 389), all in this issue. A final report of this project is available as ED 019 513 (VT 005 552 in ARM Winter 1968). (MM)

CURRICULUM  
SECTION



VT 000 535 ED 021 950

Hensel, James W.; Becker, William J.  
An Experimental Curriculum in Vocational Agriculture, Janesville, Wisconsin. New Dimensions in Vocational Agriculture, Report Number 1.

Wisconsin Univ., Madison, Dept. of Agricultural and Extension Education  
EDRS PRICE MF-\$0.25 HC-\$2.25  
Pub Date - Jun64 43p.

\*VOCATIONAL AGRICULTURE; \*EXPERIMENTAL PROGRAMS; \*EXPERIMENTAL CURRICULUM; OFF FARM AGRICULTURAL OCCUPATIONS; WORK EXPERIENCE PROGRAMS; SUPERVISED FARM PRACTICE; \*PROGRAM EVALUATION  
JANESVILLE; WISCONSIN

The purpose of the pilot program was to develop and test a new structure for vocational agriculture and thus meet the needs of a wider range of students. The curriculum was developed around 16 different agricultural subjects offered in alternate years on a semester basis. Agricultural engineering and agricultural survey were offered each semester each year. An analysis of the first year's operation showed the following: (1) Total enrollment remained about the same, (2) Poultry and sheep courses were dropped because of low enrollment, (3) Nearly 40 percent of the students were nonfarm, (4) Few students of below-average ability were attracted, particularly in agricultural engineering and farm management, (5) Some withdrew during the second semester, but few because of lack of interest, (6) Nearly all new agriculture students attracted to vocational agriculture were nonfarm, (7) Dairy science and horticulture attracted the most new students, (8) Supervised farming and work experience programs were carried by the majority of students, and (9) No serious administrative problems occurred. Many of the original objectives were accomplished. New students were reached, and quality was maintained. Lack of sufficient instructor preparation time was a limiting factor. Texts and references are listed for each specialized course. (JM)

VT 001 339

Machine Drafting Course: State Survey of Industry on the Course Requirements for Technical School Graduates. Summary of Results.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 64 16p.

\*STATE SURVEYS; \*JOB SKILLS; EMPLOYMENT QUALIFICATIONS; DRAFTSMEN; OCCUPATIONAL SURVEYS; QUESTIONNAIRES; \*EDUCATIONAL NEEDS; \*DRAFTING; \*CURRICULUM PLANNING

As a basis for course revision, survey responses from 122 manufacturing establishments furnished information about kinds and degrees of drafting skills and job needs and availability. Mechanical drafting units were rated on a five-point scale of importance. A numerical average was computed for each unit by dividing the number of responses into the total points for the unit. Course outlines should be reevaluated using a 2.0 mean: (1) Instructional units are to be revised and evaluated to agree with the numbered averages, (2) New units of instruction are to be added for those above the 2.0 means, (3) Units below the 2.0 mean are to be revised, and (4) The progress record is to be revised to agree with units of instruction. Mathematics, science, English, and machine shop practical outlines are to be reevaluated to agree with demands of industry. The survey form and response data are given. (EM)

VT 001 394 ED 024 751

Morrison, Edward J.; Gagne, Robert M.  
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Third Quarterly Technical Report, Curriculum Implications of the Study of Objectives.

American Institutes for Research, Pittsburgh, Pa.  
EDRS PRICE MF-\$0.25 HC-\$1.85

OEC-5-85-019  
BR-5-009

08

Pub Date - 31Dec65 35p.

\*CURRICULUM DEVELOPMENT; CURRICULUM; \*EXPERIMENTAL CURRICULUM; \*VOCATIONAL EDUCATION; \*EDUCATIONAL OBJECTIVES; COURSE OBJECTIVES; HIGH SCHOOLS  
PROJECT ABLE; QUINCY; MASSACHUSETTS

From October 1 through December 31, 1965, activity was concentrated on the selection of a curriculum and the development of topic objectives within each course of study. The proposed curriculum outlined for grades 9 through 14 is based on meeting the four identified domains of specific vocational, general vocational, citizenship, and self-fulfillment objectives. The specific vocational curriculum is to be prepared for each occupational area of interest to the Quincy Schools and is to specify "key" jobs at each of several levels and competencies required for qualification at each level. The general vocational curriculum areas implied are (1) commerce, industry, and occupations, (2) vocational guidance, and (3) basic technology. The citizenship curriculum phase emphasizes the family, local group membership, and local, state, and federal issues. The self-fulfillment curriculum contains elements of appreciation of American fiction, American history, and appreciation of the arts. While the broad course objectives describe levels of behavior required for effective use in life, the topic objectives are designed as unambiguous statements of student performance which identify the criteria of success and conditions under which performance is to take place. Curriculum implications, a review of practical problems encountered, and the rationale of topic objectives and procedures for deriving them are included. Other reports are available as VT 001 392 (ED 024 749) and VT 001 393 (ED 024 750) in ARM Fall 1968, VT 002 219 (ED 013 318) in ARM Spring 1968, VT 001 395-VT 001 397 (ARM Winter 1969), and VT 004 848 (ARM Winter 1969). (HC)

VT 001 395 ED 024 752

Morrison, Edward J.; Hudak, Vivian M.  
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Fourth Quarterly Technical Report, A Vocational Guidance Plan for Junior High School.

American Institutes for Research, Pittsburgh, Pa.  
EDRS PRICE MF-\$0.25 HC-\$1.55

OEC-5-85-019  
BR-5-0009

08

Pub Date - 31Mar66 29p.

\*GUIDANCE PROGRAMS; \*EXPERIMENTAL CURRICULUM; VOCATIONAL EDUCATION; OCCUPATIONAL GUIDANCE; EDUCATIONAL OBJECTIVES; \*PROGRAM DEVELOPMENT; JUNIOR HIGH SCHOOLS; EDUCATIONAL GUIDANCE; OCCUPATIONAL CHOICE  
PROJECT ABLE; QUINCY; MASSACHUSETTS

Activity from January 1 through March 31, 1966 was centered on the derivation of topic objectives for each course of study and on the completion of junior high school guidance program plans. This report describes the procedures for developing the guidance program by describing specific objectives and requirements for a guidance program adequate to the new school program, defining a plan for meeting each program objective,

developing a plan for training counselors and teachers, developing materials to support staff training and the guidance program, and evaluating the program. The guidance program has been organized into study units which the student will cover every year in the sequence listed: (1) identifying student goals, (2) assessing student objectives, (3) identifying educational and vocational opportunities, (4) selecting a course of action, and (5) adjusting decisions. The plan calls for developing a counselor handbook specifying all counselor activities by grade and a student handbook or portfolio describing and scheduling all guidance activities. An appendix gives the general vocational objectives stated in terms of student behavior. Other reports are available as VT 001 392 (ED 024 749) and VT 001 393 (ED 024 750) in ARM Fall 1968, VT 002 219 (ED 013 318) in ARM Spring 1968, VT 001 394-VT 001 397 (ARM Winter 1969), and VT 004 848 (ARM Winter 1969). (HC)

VT 001 396 ED 024 753

Morrison, Edward J.; Lecznar, William B.  
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Fifth Quarterly Technical Report, The Roles, Characteristics, and Development Procedures for Measures of Individual Achievement.

American Institutes for Research, Pittsburgh, Pa.  
EDRS PRICE MF-\$0.25 HC-\$1.85

OEC-5-85-019  
BR-5-0009

08

Pub Date - 30Jun66 35p.

\*CURRICULUM DEVELOPMENT; \*VOCATIONAL EDUCATION; \*EXPERIMENTAL CURRICULUM; \*TEST CONSTRUCTION; JUNIOR HIGH SCHOOLS; EDUCATIONAL OBJECTIVES; PERFORMANCE TESTS; TASK PERFORMANCE PROJECT ABLE; QUINCY; MASSACHUSETTS

Technical activity during the period from April 1 through June 30, 1966, was the continued development of junior high school guidance program materials and correlation of arrangements for program implementation, the completion of course and topic objectives in some curriculum areas, and the beginning development of performance measures for verifying student achievement of instructional objectives. Curriculum is being developed in 16 areas including 11 vocational areas, four academic areas, and a new area termed basic technology. In each area, the objectives are stated in terms of the capabilities to be demonstrated by successful students as a result of prescribed learning experiences. A student qualifies for successively higher level jobs or objectives as he progresses through an individually prescribed learning sequence. Performance tests of the capabilities designated as learning objectives will play important roles in diagnosis, achievement demonstration, occupational certification, retention and generalization, orientation and motivation, evaluation and sequencing of learning units, and evaluation of curriculum effectiveness. Organizational arrangements for developing tests have been made, and consideration of the technicalities of standardization, objectivity, format, and representatives is proceeding. Other reports are available as VT 001 392 (ED 024 749) and VT 001 393 (ED 024 750) in ARM Fall 1968, VT 002 219 (ED 013 318) in ARM Spring 1968, VT 001 394-VT 001 397 (ARM Winter 1969), and VT 004 848 (ARM Winter 1969). (HC)

VT 001 397 ED 024 754

Morrison, Edward J.; Lecznar, William B.  
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Sixth Quarterly Technical Report, The Development of Learning Units.

American Institutes for Research, Pittsburgh, Pa.  
EDRS PRICE MF-\$0.25 HC-\$2.45

OEC-5-85-019  
BR-5-0009

08

Pub Date - 30Sep66 47p.

\*CURRICULUM DEVELOPMENT; \*VOCATIONAL EDUCATION; \*EXPERIMENTAL CURRICULUM; LEARNING ACTIVITIES; UNITS OF STUDY (SUBJECT FIELDS); LEARNING; \*INSTRUCTIONAL DESIGN; EDUCATIONAL OBJECTIVES; JOB SKILLS; EDUCATIONAL NEEDS; MATHEMATICS; SCIENCES PROJECT ABLE; QUINCY; MASSACHUSETTS

Technical activity from July 1 through September 30, 1966 was concentrated on (1) completion of materials, staff training, and implementation arrangements for the junior high school guidance program, (2) development of measures for assessing student achievement of instructional objectives, and (3) design of learning units for the curriculum. This report presents the problems, procedures, and principles of developing learning units. The detailed procedures used to specify topics and learning units vary in some aspects from one type of course to another. The procedural variations are described for specific vocational, mathematics and science, social studies, and English courses. The design of learning units is a problem in selecting and arranging the elements and events of the learner's environment so that their effects include the acquisition of the desired capabilities by the learner. Eight functions which must be performed by the instructional situation are described. Unit content is organized into objectives, overview, learning experiences, summary, references, learning aids, and evaluation. An example of the learning unit plans and the checklists used to survey jobs for requirements of mathematics and science skills and knowledge are given in the appendixes. Other reports are available as VT 001 392 (ED 024 749) and VT 001 393 (ED 024 750) in ARM Fall 1968, VT 002 219 (ED 013 318) in ARM Spring 1968, VT 001 394-VT 001 396 (ARM Winter 1969) and VT 004 848 (ARM Winter 1969). (HC)

VT 001 916

Atten, David, And Others  
Developmental Approach to Cosmetology Instruction, Report of a Workshop for the Improvement of Cosmetology Instruction (August 22-27, 1965).

California State Dept. of Education, Sacramento. Bureau of Industrial Education  
California Univ., Los Angeles. Div. of Vocational Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 65 89p.

INSERVICE TEACHER EDUCATION; \*CURRICULUM DEVELOPMENT; JUNIOR COLLEGES; \*COSMETOLOGISTS; \*CONFERENCE REPORTS; CURRICULUM GUIDES; PUBLIC RELATIONS; \*TRADE AND INDUSTRIAL EDUCATION  
\*WORKSHOP FOR THE IMPROVEMENT OF COSMETOLOGY INSTRUCTION, LAKE ARROWHEAD, CALIFORNIA, AUGUST 22-27, 1965

The purposes of the workshop were to develop (1) recommendations for subject matter, sequence, and extent to be included during the freshman period, (2) understanding of techniques, procedures, and processes to implement the teaching of cosmetology, and (3) a common brochure to effectively tell the story of cosmetology. A suggested guide for instruction was developed to be used at the freshman level in the junior colleges and included in areas of haircutting, shampooing, scalp treatments, permanent waving, hair coloring, hairstyling, facials, arcing, make-up, and manicuring. A brochure was developed describing (1) the accredited junior colleges and the Associate in Arts degree, (2) personal qualifications, (3) length of training, which is 1,600 hours for state licensing examination, (4) cost, which is tuition free for state residents, (5) eligibility, i.e. high school graduates or 18 years of age, and (6) career opportunities. From the evaluation of participants and discussion between the staff, it was the consensus that the workshop was very successful. (MM)



VT 002 456 ED 019 449

Is The Home Economics Program in Your School in the Style of the '40's or the '60's??

EDRS PRICE MF-\$0.25 HC-\$0.40

Illinois Teacher of Home Economics; v9 n6 1965-66.

Pub Date - 66 6p.

\*HOME ECONOMICS EDUCATION; HOMEMAKING EDUCATION; OCCUPATIONAL HOME ECONOMICS; EDUCATIONAL NEEDS; \*PROGRAM EVALUATION; \*CURRICULUM DEVELOPMENT; PROGRAM PLANNING; \*EDUCATIONAL CHANGE; EDUCATIONAL OBJECTIVES; SOCIAL CHANGE

The homemaking education program of the 1940's is compared with that of the 1960's. Today all aspects of the program are coordinated, in contrast to the former separate, distinct programs. The current emphasis is upon developing an understanding of principles and generalizations that will apply to new situations in contrast to emphasis upon learning factual information limited to a specific situation. More emphasis in the '60's is on management and the relationship areas as opposed to the manipulative skills in the '40's. Today the consumption rather than the production of foods and clothing is stressed, and the student is seen as a potential wife-homemaker-paid employee rather than a homemaker only. In addition, the basic problems of leisure time such as its relationship to social service, and community, cultural, and educational activities is stressed rather than crafts, and similar activities. There is an emerging emphasis on home economics related occupations requiring varying levels of preparation, and home experiences are related more to class goals and activities than to a strictly individual need or interest. Unit plans, which in the 1940's included chiefly factual content based primarily on felt needs and interests of students in the class, are now based on objectively derived scope and sequence requirements. (MS)

VT 002 459 ED 019 451

Simpson, Elizabeth Jane

The Present Challenge in Curriculum Development in Home Economics.

EDRS PRICE MF-\$0.25 HC-\$1.25

Illinois Teacher of Home Economics; v9 n1 pp1-21 1965.

Pub Date - 65 23p.

\*CURRICULUM DEVELOPMENT; \*HOME ECONOMICS EDUCATION; WORKSHOPS; CONCEPT FORMATION; \*COOPERATIVE PLANNING; EDUCATIONAL OBJECTIVES; SOCIAL INFLUENCES; OCCUPATIONAL HOME ECONOMICS; DISADVANTAGED GROUPS

The need for major curriculum revision in home economics at the secondary, post-high school, and adult levels, for a redefinition of the field, and perhaps for a new and more descriptive name, is emphasized by factors such as (1) the acceptance of new vocational purposes and the emerging employment education programs, (2) the impact of socioeconomic conditions on individuals, homes, families, and the employment situation in home economics related occupations, and (3) the increased concern and feeling of responsibility for meeting the needs of special groups such as the disadvantaged and the academically talented. Curriculums have been revised at national, state, and local levels and, in approach, have been discipline-centered rather than the problem-centered. The curriculum changes have utilized resources such as (1) the fundamental principles and central concepts in the various areas of home economics developed in national workshops and some colleges and universities, (2) new knowledge concerning the teaching-learning process and materials of instruction, and (3) the guides for classifying educational objectives developed by Bloom, Krathwohl, and others. Curriculum plans at any level and of any length must include the major aspects--objectives, content, learning experiences, teaching aids, and evaluation techniques in terms of educational philosophy, socioeconomic conditions, student needs, the local situation, the content of the field, and developments in education. (MS)

VT 002 460 ED 019 452

Curriculum Decisions--Further Exploration of Bases.

EDRS PRICE MF-\$0.25 HC-\$0.65

Illinois Teacher of Home Economics; v9 n6 pp292-300 1965-66.

Pub Date - 66 11p.

\*CURRICULUM DEVELOPMENT; \*SOCIAL CHANGE; SOCIAL INFLUENCES; \*HOME ECONOMICS EDUCATION; SOCIOECONOMIC INFLUENCES; ECONOMIC DISADVANTAGEMENT; CURRICULUM PLANNING; BEHAVIORAL STANDARDS; \*FAMILY LIFE; MASS MEDIA; INDIVIDUAL NEEDS; ROLE CONFLICT

A first step in developing curriculum plans is to consider the bases of the curriculum decisions in terms of their implications for objectives, learning experiences, teaching aids, and evaluation. These bases include beliefs about home economics and education, socioeconomic conditions, legislation affecting education and families, needs of students, the local situation, subject matter content, and developments in education. Several constants which remain basic even in a changing society serve as guidelines: (1) the belief in the importance of family life, (2) the material aspects of family life, such as food, shelter, and clothing, (3) the basic human needs, such as security, affection, recognition, and creative expression, (4) the home as the center of material, cultural, and spiritual goods, and (5) living together in human dignity and decency. Societal changes also affect curriculum decisions: the problems of poverty, changing roles of women, changing standards of behavior, lengthening life span, developments in the mass media of communication and the image of the family which is portrayed, and increasingly skillful use of propaganda. The educational implications are for increased emphasis in the areas of management, human development, and relationships in the homemaking aspect of the program. The major skill emphasis belongs in the wage earning aspect. (MS)

VT 002 854 ED 019 462

Lessinger, Leon

Educational Stability in an Unstable Technical Society.

EDRS PRICE MF-\$0.25 HC-\$0.40

Journal of Secondary Education; v40 n5 pp209-214 May 1965.

Pub Date - 65 6p.

CURRICULUM PLANNING; \*HIGH SCHOOL CURRICULUM; \*CONCEPTUAL SCHEMES; TECHNOLOGICAL ADVANCEMENT; VOCATIONAL EDUCATION; OCCUPATIONAL CLUSTERS; \*VOCATIONAL DEVELOPMENT

Current opinion regarding the role of the high school in professional, technical, and vocational education is that changes in technology make it impossible for schools to do any training other than general education, or that youth should be trained with only immediate saleable skills because they will have several careers before retiring and will need retraining. Neither position seems to be adequate for both must be utilized in varying proportions according to the nature of the job family being prepared for. Underlying all professional, skilled, and technical occupations lies a substantial set of behaviors which can be taught and described and which are remarkably stable. A proposed model of stable behaviors consists of at least 12 observable, definable, and teachable stages: (1) the scientific method (data procurement, observation, recording, organization, interpretation, and evaluation), (2) social science and economics philosophy, (3) finance, (4) management and production, (5) sales and advertising, (6) transportation and logistics, and (7) accounting and analysis. A

program based on these behaviors resolves into an applied scientific method and could best be carried out as a 2- or 3-hour core program utilizing team teaching. Pupils taught by this method would gain competence in the applied scientific method and familiarity with a wide variety of jobs, and would actually experience the behavior of a person on a job. Professional, technical, and vocational education must be viewed as a whole to become a unified movement in the direction of training for our complex world. (MM)

VT 002 855 ED 019 463

Lessinger, Leon  
Toward a More Adequate High School Student Typology.

EDRS PRICE MF-\$0.25 HC-\$0.30  
Journal of Higher Education, v40 n6 pp243-246 October 1965.  
Pub Date - 65 4p.

\*HIGH SCHOOL CURRICULUM; \*STUDENT GROUPING; GROUPING PROCEDURES; STUDENT PLACEMENT; POST SECONDARY EDUCATION;  
\*VOCATIONAL DEVELOPMENT; OCCUPATIONAL CLUSTERS; \*ARTICULATION (PROGRAM)

The familiar "typing" of students as college preparatory or noncollege preparatory is no longer adequate in educational management. As the range of post-high school educational opportunity becomes highly differentiated and formal education stands between man and his job, the choice of an educational pattern is a vocational choice and a commitment to the length of time necessary to complete the pattern becomes a vocational commitment. Because the present dichotomous typing does not adequately reflect both the pattern and the commitment, a student typology is proposed which is based on the recognition of four post-high school preparatory patterns: (1) university and 4-year college (including 2-year college transfer programs), (2) junior college and equivalent technical school, (3) vocational school and equivalent job schools, and (4) modified high school to include specialized training in vocational areas. The job families toward which these high school patterns may lead may be described as professional, technical, vocational, and manual. The student, with guidance, makes his choice in grade 9, but there are avenues for change of pattern and commitment throughout the program as the student's choice is held paramount. Pupils can be encouraged to shift from one pattern to another as mastery of phased elements of the program make such movement possible. Thus, they may complete a vocational pattern, enter a technical curriculum in junior college, and take a transfer program and matriculate in a 4-year college. (MM)

VT 004 419

Johnson, Mildred B.  
A Wage-Earning Oriented Experimental Program in High School Home Economics. Research Series in Occupational Education, No. 6.

North Carolina Research Coordinating Unit in Occupational Education, Raleigh  
North Carolina Univ., Greensboro. Dept. of Home Economics Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 65 91p.

\*OCCUPATIONAL HOME ECONOMICS; \*FOOD SERVICE WORKERS; \*EXPERIMENTAL PROGRAMS; \*PROGRAM DESCRIPTIONS; \*PROGRAM EVALUATION; QUESTIONNAIRES; PROGRAM CONTENT; CURRICULUM

An experimental wage-earning oriented program was conducted with 15 high school students for one semester to determine the extent to which it developed attitudes, traits, skills and knowledge which facilitate employment in food service. Student progress was measured by tests, teacher recommendations and school records. Some major findings were: (1) evidence of favorable attitudes toward criticism and work, (2) satisfactory work habits and performance, (3) growth in problem-solving abilities, (4) knowledge of employment practices and specifics for food service employment, (5) gains in self-confidence, enthusiasm and interest, and (6) need for more time to conduct the program. Implications of the study suggest the value of (1) using an advisory committee, (2) team teaching, (3) understanding a student's personal background, (4) having a teacher-coordinator for work experience programs, and (5) giving credit for the course. Class participants should be available for employment after the course. Pre- and in-service teacher training programs, research to develop programs, evaluation techniques, and follow-up experimental programs are recommended. The document contains references, interview and evaluation forms, pre and post tests and the food services experimental program. Individual units outline content, learning experiences and references in chart form. (FP)

VT 004 628

National Curriculum Materials Clinic, Vocational and Technical Education Manpower Development and Training, (Kansas City, Missouri, January 17-19, 1967).

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education  
MF AVAILABLE IN VT-ERIC SET. OEC-6-85-076  
BR-5-0141

08

Pub Date - 67 120p.

\*ADULT VOCATIONAL EDUCATION; \*MATERIAL DEVELOPMENT; \*CURRICULUM DEVELOPMENT; \*CONFERENCE REPORTS; TEACHER EDUCATORS; STATE SUPERVISORS; \*INSTRUCTIONAL MATERIALS; INSTRUCTIONAL IMPROVEMENT; CURRICULUM DESIGN; RESOURCE MATERIALS; INFORMATION UTILIZATION; INFORMATION DISSEMINATION; MANPOWER DEVELOPMENT; CURRICULUM RESEARCH; BEHAVIORAL OBJECTIVES  
MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; \*NATIONAL CURRICULUM MATERIALS CLINIC, KANSAS CITY, MISSOURI, JANUARY 17-19, 1967

Speeches include "Developing a Rationale for Vocational and Technical Education" by Lane C. Ash, "The Leadership Role of the Division of Vocational and Technical Education in Curriculum Materials Development" by Merle E. Strong, "The Leadership Role of State Teacher Educators, Supervisors, and the Curriculum Specialists in Curriculum Materials Development" by F.J. Konecny, "Increasing the Utilization of Existing Curriculum Materials" by Richard L. Lano, "The Changing Nature of Manpower Development and Training" by Aaron Adams, "Trends Affecting Curriculum for Manpower Development and Training Programs" by Ann Donovan, "Curriculum Materials in Manpower Development and Training Project Design" by J. Kelly Mudd, "Curriculum Research to Improve Program Quality" by Robert M. Morgan, and "A Curriculum Development Program to Meet the Needs of the 1970's" by Lane C. Ash. Also included are "Questions from the Floor" and reports of group discussions, reacting panels, problem solving conferences, and symposiums. (JK)

VT 004 791

Stephenson, Don  
The Effectiveness of the Contra Costa College Electronics Program in Preparing Its Graduates for Employment as Reported by Post-Graduate Students; Selection Approaches to Vocational Education Students (SAVES Project).

Contra Costa Coll., San Pablo, Calif.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 15Jan68 11p.



\*TECHNICAL EDUCATION; \*ELECTRONICS; \*PROGRAM EVALUATION; \*PROGRAM EFFECTIVENESS; \*GRADUATE SURVEYS; VOCATIONAL FOLLOWUP; JUNIOR COLLEGES; CURRICULUM EVALUATION  
CONTRA COSTA COLLEGE

The 178 students who have graduated from the Contra Costa College electronics program during its 14-year operation were surveyed to seek student evaluation of the level of skills necessary for entry into an electronics position and to determine how adequately they felt the program taught these skills. A response of 48 percent yielded 78 usable replies from which the five most important skills and information needed for entry positions were identified as: (1) knowledge of basic electronic theory and circuits, (2) trouble shooting, (3) knowledge of basic electrical theory and circuits, (4) use and care of instruments, and (5) knowledge and application of semiconductors. Respondents felt these areas were generally taught with the proper emphasis except that too little emphasis was placed on the information and skills of trouble shooting. They evaluated the program favorably in terms of basic information, experience in the laboratory, and in theory taught. A more comprehensive study investigating the program dropouts is needed to determine how adequately the program meets the needs of all the students. Also, an in-depth examination of the nearly one-third who transfer to 4-year schools may provide information on possible curricular changes for those who intend to transfer. (HC)

VT 004 848 ED 024 767

Hudak, Vivian M.; Butler, F. Coit, Jr.  
Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School, Development and Tryout of a Junior High School Student Vocational Plan. Ninth Quarterly Technical Report.

American Institutes for Research, Pittsburgh, Pa.  
EDRS PRICE MF-\$0.50. HC-\$4.50

OEC-5-85-019  
BR-5-0009

08

Pub Date - 30Jun67 88p.

PILOT PROJECTS; \*JUNIOR HIGH SCHOOLS; DECISION MAKING SKILLS; OCCUPATIONAL CHOICE; \*CURRICULUM EVALUATION; \*OCCUPATIONAL GUIDANCE; \*PREVOCATIONAL EDUCATION; \*EXPERIMENTAL CURRICULUM; CURRICULUM DEVELOPMENT; INSTRUCTIONAL MATERIALS  
PROJECT ABLE

Significant characteristics of the guidance program are reviewed and materials developed, staff preparation, tryout procedures, and implementation and evaluation plans are described. To try out evaluation procedures, a random sample of 505 students in grades 7, 8, and 9 in six schools provided data for (1) measuring student choices relative to educational and vocational planning, the extent of student ability to make these choices, and the extent to which the student displayed positive attitudes relative to these choices, and (2) evaluating program activities in each grade. Four instruments were used to gather data: (1) a four-part Educational and Vocational Inventory, (2) Parent Information Questionnaire, (3) Indices of Choice Quality, and (4) Implementation Record for Guidance Activities. The results suggested that the program had considerable potential and that students would increase their capabilities to make appropriate educational and vocational decisions by completing the program. The appendixes include (1) outlines of the Student Vocational Plans, (2) samples of Activity Forms for student use, material from the "Counselor Handbook," a job description, a job chart, an occupational analysis chart, and a McBee card for occupational analysis, and (3) the instruments used in this phase of the program. Other reports are available as VT 001 392 (ED 024 749) and VT 001 393 (ED 024 750) in ARM Fall 1968, VT 002 219 (ED 013 318) in ARM Spring 1968, and VT 001 394-VT 001 397 (ARM Winter 1969). (HC)

VT 005 610

Report of Findings and Results of Technical Education Curriculum Workshop (Los Alamos, New Mexico, August 7-11, 1967).

MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 67 45p.

\*CURRICULUM; \*CONFERENCE REPORTS; CURRICULUM DEVELOPMENT; \*TECHNICAL EDUCATION; SUBPROFESSIONALS; \*COURSE DESCRIPTIONS; PROGRAM CONTENT; \*TRADE AND INDUSTRIAL EDUCATION  
\*TECHNICAL EDUCATION CURRICULUM WORKSHOP, LOS ALAMOS, NEW MEXICO, AUGUST 7-11, 1967

The purpose of this workshop was to develop essential standards and goals for nine technical education curriculums which represented the major offerings in the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Panel members and participants examined the technician and his work in order to identify elements of desirable educational programs. A 2 year curriculum and brief course descriptions were developed for eight areas: (1) Mechanical Drafting and Design Technology, (2) Architectural and Structural Drafting and Design Technology, (3) Civil Technology, (4) Electronics Technology, (5) Electrical Technology, (6) Instrumentation Technology, (7) Mechanical Technology, and (8) Data Processing Programming. Construction Technology was examined and will be developed later. Fifty-six educational and industrial representatives attended. (EM)

VT 005 837

Hunt, Elizabeth E.  
Elementary Industrial Arts-Show Me the Way; "The Institute of Technology for Children."

American Industrial Arts Association, Washington, D.C.

MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 67 15p.; Panel Presentation at the Annual Convention of American Industrial Arts Association (Philadelphia, March 17, 1967).

\*PROGRAM DESCRIPTIONS; \*INDUSTRIAL ARTS; \*ELEMENTARY GRADES; DEMONSTRATION PROJECTS; SPEECHES; \*EDUCATIONAL STRATEGIES  
\*TECHNOLOGY FOR CHILDREN PROJECT; NEW JERSEY

The Project began with the 1966 Summer Institute of Technology for Children. This Institute was initiated and funded by the New Jersey Division of Vocational Education with later joint funding with the Ford Foundation. Twenty-two elementary teachers who attended the Institute began implementing the activities which were observed in the Institute. The basic reason for the Project was a conviction that boys and girls should have maximum opportunity to interact with things which are of technology. Four themes of the Institute and of activity development guidelines are "Design," "Properties of Materials," "The Use of Tools to Extend the Human Powers," and "Instrumentation." These themes coupled with a rationale from psychological literature form the base of the Project which utilizes a rich environment plus directed pupil interaction with that environment in the form of activities classed under the four themes. Teachers analyze their anecdotal records of the pupils' encounters during these activities for purposes of evaluation and to learn more about what happened during the learning activities. (EM)

VT 005 860 ED 021 134

A Pre-Technical Program for Georgia's Area Vocational-Technical Schools--A Report on A Pilot Program.

Georgia State Dept. of Education, Atlanta. Div. of Vocational Education  
EDRS PRICE MF-\$0.50 HC-\$4.70  
Pub Date - Jun68 92p.

\*AREA VOCATIONAL SCHOOLS; PROGRAM EVALUATION; \*REMEDIATION PROGRAMS; TECHNICAL EDUCATION; \*POST SECONDARY SCHOOLS; REMEDIAL INSTRUCTION; VOCATIONAL EDUCATION; \*CURRICULUM GUIDES; COURSE CONTENT; READING; SCIENCES; MATHEMATICS; POST TESTING; PRETESTING; \*PRETECHNOLOGY PROGRAMS; \*PILOT PROJECTS; PROGRAM EFFECTIVENESS; PROGRAM ADMINISTRATION; GRADE EQUIVALENT SCALES  
GEORGIA

A remedial program in skills related to successful performance of post-high school vocational-technical students was developed, implemented, and evaluated in five schools in terms of its ability to provide direction in establishing pre-technical programs. Reading skills, study skills, mathematics, and science were offered as level A for entering trade students and level B for entering technical students. Teachers met one week prior to the beginning of the program to become oriented and to develop a proposed curriculum guide with assistance from subject-matter specialists and consultants. All instruction was student oriented. A t test of pre- and post-test mean scores on five achievement tests was used to determine student learning. Although no control group was available for the testing, significant gains as reflected by the test scores were obtained in the subject areas. Data did not support including science in the pre-technical program except on an optional basis. It was recommended that the pre-technical program be implemented in all post-secondary area vocational-technical schools in Georgia. Included are (1) guidelines for replicating the program, (2) the curriculum outline, which indicates major content units, goals, specific skills to be developed, and suggested instructional materials, equipment, and procedures, (3) a student data sheet, (4) a teacher rating sheet, and (5) the grading standard. (DM)

VT 006 749

Barker, Richard L.

Summary of a Survey of Medical Doctors to Determine Curriculum Emphasis for a Medical Assistants Educational Program in New Hampshire.

MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 68 7p.

\*SURVEYS; \*PHYSICIANS; \*MEDICAL ASSISTANTS; JOB ANALYSIS; \*CURRICULUM DEVELOPMENT; HEALTH OCCUPATIONS EDUCATION; QUESTIONNAIRES

Members of the New Hampshire Medical Society were surveyed by mail in an effort to determine the curriculum emphasis for a medical assistant educational program to be initiated at the New Hampshire Vocational Institute. Two hundred and sixty-four, or 34.7 percent of the society membership, representing single-doctor and multi-doctor businesses, responded. Two hundred and thirty-four questionnaires were usable. Replies which are tabulated, but not analyzed, include (1) machines or equipment a medical assistant would be expected to operate effectively, (2) duties and procedures he would be expected to perform effectively, (3) type of training and typical salary respondent would expect to fill a vacancy, and (4) projected needs by 1975 of various types of personnel. Respondents also were asked to rate the importance of 16 activities for a medical assistant. (JK)

VT 006 859 ED 029 088

Butler, F. Coit, And Others

Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School; The Mathematics Curriculum. Tenth Quarterly Technical Report.

American Institutes for Research, Pittsburgh, Pa.  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$8.70

OEC-5-85-019  
BR-5-0009

08

Pub Date - 31May68 172p.

\*CURRICULUM DEVELOPMENT; \*BEHAVIORAL OBJECTIVES; \*EXPERIMENTAL CURRICULUM; \*VOCATIONAL EDUCATION; \*PRACTICAL MATHEMATICS; HIGH SCHOOLS; PROGRAM DESCRIPTIONS; UNIT PLAN; INSTRUCTIONAL MATERIALS; SEQUENTIAL LEARNING; PROGNOSTIC TESTS; ACHIEVEMENT TESTS; MATHEMATICAL APPLICATIONS  
\*PROJECT ABLE; QUINCY PUBLIC SCHOOLS; MASSACHUSETTS

Technical activity from April 1 through June 30, 1968 involving the problem of developing the mathematics curriculum learning units are covered. The principal goal of the entire Project is to demonstrate increased effectiveness of vocational instruction whose content is derived from an analysis of desired behavior following graduation. During these activities three purposes were assumed for the learning of mathematics: mastery of technical skills, abstract reasoning and insight development, and learning skill development. The curriculum also was based on the use of specific behavioral objectives and individualized instructional techniques. Major steps in the curriculum development phase included: (1) listing of content topics, (2) development of semester objectives, (3) sequencing of content units, (4) preparation of unit syllabuses, (5) selection of available mathematics units, and (6) development of unavailable units. Materials for grades 10, 11, and 12 contained 92 units. The appendix includes samples of the materials and sources of the content. Other reports are available as VT 001 392 (ED 024 749) and VT 001 393 (ED 024 750) in ARM Fall 1968, VT 002 219 (ED 013 318) in ARM Spring 1968, VT 001 394-VT 001 397 (ARM Fall 1969), VT 004 848 (ARM Fall 1969) and ED 028 306. (EM)

VT 007 457 ED 025 641

A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth. Second Interim Report.

Center for Vocational Arts, Norwalk, Conn.  
Office of Education (DHEW), Washington, D.C.  
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education  
EDRS PRICE MF-\$0.50 HC-\$5.35

OEC-5-85-055  
BR-5-0005

08

Pub Date - 31Aug68 105p.

DISADVANTAGED YOUTH; DROPOUTS; POTENTIAL DROPOUTS; \*VOCATIONAL EDUCATION; \*PROGRAM DESCRIPTIONS; HIGH SCHOOLS; STUDENT CHARACTERISTICS; COUNSELING; \*PROGRAM EVALUATION; TESTING PROGRAMS; CASE STUDIES (EDUCATION); PILOT PROJECTS; PERCEPTION; STUDENT ATTITUDES; \*SCHOOL ALIENATION; \*WORK STUDY PROGRAMS; CHANGING ATTITUDES; EDUCATIONAL PROGRAMS; OCCUPATIONAL CLUSTERS  
\*CENTER FOR VOCATIONAL ARTS; CONNECTICUT; NORWALK

The Center for Vocational Arts has completed 3 years of providing occupational training for school alienated youth. The report of the first 2 years of operation was published August 31, 1967 as VT 004 693 (ED 016 868) in ARM Summer 1968, and a brief summary of that report is included in this report of the activities and research findings for the period of September 1, 1967 to August 31, 1968. The cumulative total enrollment for



the 1967-68 school year was 286 dropouts and potential dropouts in the vocational areas of automotive services, food services, health services, retailing services, office operations, manufacturing operations, maintenance and repair, and landscaping and horticulture. Students attended classes 3 hours and were placed in part-time employment 4 hours each day. The Center is an "ungraded" school where students progress at a rate limited only by their own motivation and ability. A total of 91 students successfully completed their studies during the year; of those 37 completed a high school diploma and 54 were awarded vocational certificates. Included in the report are: (1) Director's Second Interim Report, (2) Summary: A Comparative Study of the Perception of the School by the Students, 1967-68, (3) Summary: How Students See Themselves, (4) Summary: People Do Change, Student Case Study Reports, 1967-68, (5) two reports by consultants, and (6) Commendations and Recommendations. A complete report of the above summaries are included in VT 007 458 (ED 025 642) in ARM Winter 1969. (MM)

VT 007 483 ED 028 256

Rogler, Paul V.

A Proposal for the Development of Materials of Instruction for a General Mathematics Curriculum in Grade Nine. Final Report.

Wilmington Public Schools, Delaware  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.80

OEC-1-7-068786-0351  
BR-6-8786

24

Pub Date - Oct67 14p.

\*SECONDARY SCHOOL MATHEMATICS; \*CURRICULUM DEVELOPMENT; \*INSTRUCTIONAL MATERIALS; \*GRADE 9; SPIRAL CURRICULUM; \*EDUCATIONAL PHILOSOPHY  
WILMINGTON OPERATIONAL MATHEMATICS PROGRAM

The purpose of this project was the development of a program that would provide for teaching important ideas of general mathematics in a spiral development, that is, a great variety of topics should be included at each level, with each higher level including more advanced stages of the development of each topic. Topics to be considered are fundamental operations with real numbers, mathematical structure, topics in algebra, informal geometry, logic, measurement, probability, statistics, business mathematics, shop mathematics, occupational mathematics, and consumer mathematics. The project staff, which consisted of three teachers and a director, produced a program called the Wilmington Operational Mathematics Program that can be used as a basis for the teaching of ninth grade general mathematics. (CH)

VT 007 880 ED 028 269

Johnson, Delton Lee

State Handbooks for Industrial Arts: A Comparison of Content with Judgments of Leaders and an Examination of Trends Reflected in These Publications.

DOCUMENT NOT AVAILABLE FROM EDRS.  
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.  
Pub Date - 69 219p.

DOCTORAL THESES; \*INDUSTRIAL ARTS; STATE CURRICULUM GUIDES; COMPARATIVE ANALYSIS; \*CONTENT ANALYSIS; \*TEACHER ATTITUDES; NATIONAL SURVEYS; \*GUIDELINES; INSTRUCTIONAL MATERIALS; \*CURRICULUM DEVELOPMENT; \*PUBLICATIONS

The purposes of this study were to: (1) determine the extent to which state industrial arts publications reflect the thinking of contemporary leaders, (2) identify curricular trends in state publications, and (3) provide guidelines for the preparation of state industrial arts handbooks. Data were obtained by a word count documentary analysis of 78 state industrial arts publications and a survey of the opinions of a jury of 104 industrial arts leaders. Some of the 10 conclusions were: (1) The degree of emphasis placed on various topics has not changed significantly in the last 20 years, (2) Current guidebooks tend to emphasize the teaching of specific courses more than those published before 1962, (3) Electricity-electronics and metalworking receive more emphasis while less emphasis is given general crafts, (4) The jury preferred more comprehensive guidebooks, (5) Many on the jury believed publications were out-of-date when they were issued, and (6) There was no consensus on whether the guidebooks should be general guides or detailed courses of study. Nineteen recommendations for the preparation of state industrial arts publications are given. VT 007 899 (ARM Winter 1969) is a summary of this Ed.D. thesis which was submitted to the University of Arkansas. (EM)

VT 007 899

Johnson, Delton Lee

State Handbooks for Industrial Arts: A Comparison of Content with Judgments of Leaders and an Examination of Trends Reflected in These Publications. Summary. Doctoral Series 8.

Arkansas Univ., Fayetteville. Dept. of Vocational Teacher Education  
MF AVAILABLE IN VT-ERIC SET.  
Dr. Delton Lee Johnson, 1044 South Rialto Street, Oxnard, California 93030 (without charge while supply lasts).  
Pub Date - Jan69 62p.

\*INDUSTRIAL ARTS; STATE CURRICULUM GUIDES; COMPARATIVE ANALYSIS; NATIONAL SURVEYS; \*TEACHER ATTITUDES; \*GUIDELINES; INSTRUCTIONAL MATERIALS; CURRICULUM DEVELOPMENT; \*CONTENT ANALYSIS; \*PUBLICATIONS

The purpose of this study was to develop guidelines for writing state industrial arts publications. It involved a word count documentary analysis of 78 state publications and a survey of the opinions of 104 leaders in the industrial arts field. Those items published prior to 1962 were contrasted with later publications, and various topics were compared to the leaders' opinions. Some conclusions were: (1) Few significant changes in these publications occurred in 20 years, (2) General crafts, public relations, pupil personnel systems, the project method, progress charts, and bibliographies and lists currently receive less emphasis, (3) Leaders favor more comprehensive guidebooks than presently exist, (4) Publications of few states reflect contemporary thinking, (5) Many leaders believe the publications are out-of-date when published, and (6) There is no consensus on whether these publications should be general guidebooks or detailed courses of study. Eighteen recommendations are given for the preparation of state industrial arts publications. This is a summary of a doctoral thesis by the same name (VT 007 880 in ARM Winter 1969) which was submitted to the University of Arkansas. (EM)

VT 007 952 ED 027 428

Peck, Charles E.; Denman, F.L.

Survey to Determine Appropriate Occupational Programs in the Field of Distribution and Marketing at Various Levels of Education. Final Report. Vol. 1: Relative Importance and Preparation for Distributive Education Subject Area.

Washington Univ., Seattle  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$1.50 HC-\$20.25

OEG-4-6-051327-1724

08

BR-5-1327

Pub Date - Jan68 403p.

SURVEYS; \*DISTRIBUTIVE EDUCATION; DISTRIBUTIVE EDUCATION TEACHERS; \*JOB SKILLS; INTERVIEWS; MARKETING; POST SECONDARY EDUCATION; SECONDARY EDUCATION; \*SALES OCCUPATIONS; EMPLOYER ATTITUDES; TEACHER ATTITUDES; PROGRAM LENGTH; \*EMPLOYMENT QUALIFICATIONS; INDIVIDUAL CHARACTERISTICS; CURRICULUM PLANNING; CURRICULUM RESEARCH; \*EDUCATIONAL NEEDS; QUESTIONNAIRES

Two surveys were made to find out (1) What personal characteristics, knowledge, and skills are needed for competency in distribution-type jobs, (2) How much classroom time these topics need, and (3) Where they should be taught. One survey consisted of personal interviews with businessmen to determine the knowledge, skills, and personal characteristics which are important to distribution employees in their jobs. It covered a stratified random sample of 250 marketing firms in the State of Washington. The second survey was a complete census of 96 teacher-coordinators in high school, community college, and vocational-technical distributive education programs in the State of Washington. The coordinators made judgments regarding the number of classroom hours needed to teach the subject matter investigated in the business survey and where it should be taught. The study revealed seven areas of greatest importance: (1) job knowledge, (2) human relations, (3) personal characteristics, (4) communications, (5) mathematics, (6) salesmanship, and (7) business management. Recommendations included the following suggestions for distributive education curriculums: cooperative programs and instruction in human relations, communications, mathematics, salesmanship, management, and personal development. Volume II is available as VT 007 953 (ARM Winter 1969). (MU)

VT 007 953 ED 027 429

Peck, Charles E.; Denman, F.L.

Survey to Determine Appropriate Occupational Programs in the Field of Distribution and Marketing at Various Levels of Education. Final Report. Vol. II: Places to Teach, Time Requirements, and Teacher Preparation.

Washington Univ., Seattle  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$9.15

OEG-4-6-03127-1724

08

BR-5-1327

Pub Date - Jan69 181p.

\*DISTRIBUTIVE EDUCATION; SURVEYS; \*EDUCATIONAL NEEDS; INDIVIDUAL CHARACTERISTICS; QUESTIONNAIRES; MARKETING; SECONDARY EDUCATION; POST SECONDARY EDUCATION; TEACHER EDUCATION; \*PROGRAM LENGTH; \*JOB SKILLS; \*SALES OCCUPATIONS; TEACHER ATTITUDES; DISTRIBUTIVE EDUCATION TEACHERS; CURRICULUM PLANNING; CURRICULUM RESEARCH; EMPLOYMENT QUALIFICATIONS

Volume II of this study reports two nationwide surveys of distributive education teacher-coordinators: (1) survey of time and place for teaching distributive education topics and (2) survey of added training needed by the teacher-coordinator. From the population of both the high schools and the community colleges, a systematic random sample of names was selected from a list of all high school coordinators; 430 for one survey and 451 for the other. From the community colleges, the total of 364 names was randomly divided with one half receiving one questionnaire and the other half receiving the other. Two principal conclusions were drawn from this study: (1) In the time available to most distributive education programs, both high school and community college distributive education graduates can be adequately prepared, and (2) neither high school nor community college teacher-coordinators feel any great need for additional training in subjects or personal characteristics which they believe belong in the distributive education classroom. From these, it is recommended that (1) curriculum involve teachers from other disciplines, (2) curriculums be reviewed in each state, and (3) formal arrangement with employers be made to supervise personal development on the job. Volume I is available as VT 007 952 (ARM Winter 1969). (MU)

VT 008 097 ED 028 291

The Status of Health and Family Life Education in Connecticut Public Schools.

Connecticut State Dept. of Health, Hartford  
Connecticut State Dept. of Education, Hartford  
Connecticut Univ., Storrs  
EDRS PRICE MF-\$0.25 HC-\$1.50  
Pub Date - Aug67 28p.

\*HOME ECONOMICS EDUCATION; \*FAMILY LIFE EDUCATION; \*HEALTH EDUCATION; QUESTIONNAIRES; \*SCHOOL SURVEYS; ELEMENTARY EDUCATION; SECONDARY EDUCATION  
\*CONNECTICUT PUBLIC SCHOOLS

A questionnaire was sent to principals of elementary and secondary schools and regional vocational technical schools in Connecticut to determine the status of health education and family life education in Connecticut public schools. The findings based on data from 221 elementary and 210 secondary questionnaires indicated the following trends in health and family life education in the public schools of Connecticut: (1) Most schools do not offer specific health instruction, (2) Family diets and sex education are available to a very limited number of students, (3) Where health instruction is offered it is incidental, integrated with material in other courses, and covers traditional topics, (4) Educators concurred that family life and sex education have a place in public education, that communities in the state will be receptive, and that existing programs have met with generally favorable reaction, (5) There is an expressed need for in-service training programs, (6) Boys and girls are separated for health and family life education, (7) Available resources are not being fully utilized, and (8) Students are not involved in health and family life education curriculum development. (FP)

VT 008 392 ED 029 144

Meaders, O. Donald, Ed.; Ekpo-ufot, Abel, Ed.

Shared-Time Concept for Area Vocational Education Programs. Considerations for Curriculum Development. Interim Report, Part 2 of a Four-Part Series.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.40

OEG-3-7-070211-2679

08

BR-7-0211

Pub Date - Oct68 46p.

\*AREA VOCATIONAL SCHOOLS; \*DUAL ENROLLMENT; PROGRAM DEVELOPMENT; \*PROGRAM PLANNING; \*CURRICULUM PLANNING; \*VOCATIONAL EDUCATION; OCCUPATIONAL GUIDANCE; OPERATIONS RESEARCH; CURRICULUM DEVELOPMENT; EDUCATIONAL OPPORTUNITIES; EDUCATIONAL STRATEGIES; GUIDANCE FUNCTIONS; GENERAL EDUCATION



The Shared-Time Concept project was one of several conducted under a grant for a developmental vocational education research and teacher education program based on a clinical school concept. The objectives were to determine the extent and nature of the use of the shared-time concept for conducting vocational education programs, and to develop some administrative guides for establishing shared-time programs. Activities included data gathering and analyzing, leadership development activities, and dissemination. This document contains five papers titled: (1) The Shared-Time Concept: A Rationale for Equal Educational Opportunity, (2) Considerations for Development of Curriculum for Shared-Time Concept Programs, (3) The Three S's: Students, Subjects and Schools, (4) Guidelines for Vocational Guidance and Counseling, and (5) Developing the General and Vocational Curricula. Other publications in this series are "Community Factors" (VT 008 390), "Practices and Procedures" (VT 008 389), and "Financing and Administering Area Programs" (VT 008 391), all in this issue. A final report of the project is available as ED 019 513 (VT 005 552 in ARM Winter 1968). (MM)

VT 008 451 ED 028 306

The Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School; Development and Implementation Problems. Eighth Quarterly Report.

American Institutes for Research, Pittsburgh, Pa.  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.25

OEC-5-85-019  
BR-5-0009

08

Pub Date - 69 63p.

\*CURRICULUM DEVELOPMENT; \*BEHAVIORAL OBJECTIVES; \*EXPERIMENTAL CURRICULUM; \*VOCATIONAL EDUCATION; HIGH SCHOOLS; PROGRAM DESCRIPTIONS  
PROJECT ABLE; QUINCY; MASSACHUSETTS

Technical activity from April 1 through June 30, 1966 involving the development of performance measures used to assess student achievement in relation to instructional objectives are discussed. The major problems encountered in these activities are presented in these sections: General Curriculum Development, Development of Specific Learning Units, Implementation, and Tryout and Revision. These activities are related to one primary goal of the project as given the project proposal which is included, and they are related to content which was derived from an analysis of desired behavior following graduation. The major problems were the specification and communication of the objectives and achieving acceptance of the objectives by the personnel. Other related documents are VT 001 392 (ED 024 749) and VT 001 393 (ED 024 750) in ARM Fall 1968 and VT 002 219 (ED 013 318) in ARM Spring 1968, and VT 001 394-VT 001 397 (ARM Winter 1968) and VT 004 848 (ARM Winter 1968). (EM)

VT 008 516 ED 029 156

Crozier, Patrick W.; Butler, F. Coit, Jr.  
The Electronics Curriculum. Eleventh Quarterly Technical Report.

American Institutes for Research, Pittsburgh, Pa.  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$7.20

OEC-5-85-019  
BR-5-0009

08

Pub Date - 31Jan69 142p.

\*EXPERIMENTAL CURRICULUM; \*ELECTRONICS; \*TRADE AND INDUSTRIAL EDUCATION; COURSE DESCRIPTIONS; \*AUTOINSTRUCTIONAL AIDS; SECONDARY GRADES; \*CURRICULUM RESEARCH; BEHAVIORAL OBJECTIVES; PROGRAMED UNITS; TASK ANALYSIS; MATERIAL DEVELOPMENT; CURRICULUM DEVELOPMENT; PROGRAM DESCRIPTIONS; OCCUPATIONAL INFORMATION; LEARNING ACTIVITIES; INSTRUCTIONAL MATERIALS; EVALUATION CRITERIA  
\*PROJECT ABLE

Technical activities for the period October 1 through December 31, 1968 are covered. Described are the development, implementation, interim evaluation, and probable future applications of the first and second level electronics curriculums. One hundred and sixty-nine electro-electronic job titles were identified; tasks within these were classified as basic, speciality, advanced, ancillary, or redundant to differentiate them from more elementary or more specialized skills. Objectives containing the knowledge, skills, conditions and criteria were then prepared. Self-study course materials were developed based on the objectives for the first level occupation, General Assembler. Tests were provided for end-of-unit and end-of-course proficiency evaluation. A student-instructor ratio of 18 to 1 proved satisfactory in this situation, which involved most students working in pairs at work stations. "First attempt" performance varied from 100 percent to 24 percent across the performance objectives. The appendix includes a chart of the occupational cluster; sample instructional units; lists of units, objectives, and tasks; and sample tests. (EM)

VT 008 588

Development and Evaluation of an Experimental Curriculum for the New Quincy (Mass.) Vocational-Technical School. Summary of Quarterly Technical Reports.

American Institutes for Research, Pittsburgh, Pa.  
Office of Education (DHEW), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.

OEC-5-85-019  
BR-5-0009

08

Pub Date - 69 36p.

\*CURRICULUM DEVELOPMENT; \*EXPERIMENTAL CURRICULUM; \*VOCATIONAL EDUCATION; EDUCATIONAL OBJECTIVES; GUIDANCE PROGRAMS; OCCUPATIONAL GUIDANCE; JOB ANALYSIS; PROGRAM DEVELOPMENT; CURRICULUM EVALUATION; \*ABSTRACTS; SECONDARY GRADES  
\*PROJECT ABLE; NEW QUINCY VOCATIONAL TECHNICAL SCHOOL; MASSACHUSETTS

Quarterly technical reports for Development and Evaluation of an Experimental Curriculum for the New Quincy (Massachusetts) Vocational-Technical School are summarized. The complete quarterly technical reports (1-10) have been processed as documents ED 024 749 and ED 024 750 (VT 001 392 and VT 001 393, respectively, appearing in ARM Fall 1968), ED 013 318 (VT 992 219, appearing in ARM Spring 1968), and in this issue, ED 024 751 through ED 024 754 (VT 001 394 through VT 001 397), ED 024 767 (VT 004 848), ED 028 306 (VT 008 451), and VT 006 859. (CH)

EMPLOYMENT  
AND OCCUPATIONS  
SECTION



VT 000 192

Nurses for South Carolina, A Study of Nursing Needs and Resources.

South Carolina Nurses' Association, Columbia

MF AVAILABLE IN VT-ERIC SET.

South Carolina Nurses' Association, 1301 Hampton Street, Columbia, South Carolina 29201 (\$.25).

Pub Date - Apr67 13p.

\*NURSING; \*EDUCATIONAL NEEDS; \*HEALTH SERVICES; NURSES; PRACTICAL NURSES; NURSES AIDES; \*MANPOWER NEEDS; AGE GROUPS; MANPOWER UTILIZATION; EMPLOYMENT STATISTICS; EDUCATIONAL RESOURCES; LABOR SUPPLY; \*OCCUPATIONAL SURVEYS  
SOUTH CAROLINA

The purpose of the study was to identify the nursing needs of South Carolina and to propose goals for the role of the South Carolina Nurses' Association. More nurses were employed in South Carolina in 1965 than in any previous year, and, according to employers' projections in 1966, the demand will increase 43.6 percent by 1970 with the need for licensed practical nurses jumping 60.3 percent. The report is organized into three major sections. "The South Carolina Setting" presents data on supply and demand, types of employment, age and marital status, educational preparation, enrollment in schools of nursing, and economic and general welfare. "The Provision of Nursing Care" discusses various levels of nursing practice (professional, technical, practical, and assistant), nursing service, organization, and patient safeguards. "Nursing Education" discusses the various kinds of education for nursing practice (baccalaureate diploma, associate degree, practical nursing, graduate, continuing education, and refresher programs), faculty, accreditation, and community planning. Recommendations include: (1) pressure for a baccalaureate program in the Piedmont area and continued support of graduate program at the University of South Carolina, (2) better utilization of nurses, (3) improvement of working conditions and salaries, (4) planning for state wide recruitment, and (5) encouragement of community planning. (JK)

VT 000 529 ED 019 394

Dillon, Roy D.

Comparison of Certain Abilities Needed by Workers in Licensed Nurseries and Licensed Ornamental Horticulture Businesses.

Morehead State Coll., Ky. Div. of Applied Arts

EDRS PRICE MF-\$0.25 HC-\$2.35

Pub Date - Mar65 45p.

\*VOCATIONAL AGRICULTURE; \*ORNAMENTAL HORTICULTURE OCCUPATION; \*EDUCATIONAL NEEDS; SURVEYS; EMPLOYEE ATTITUDES; \*NURSERIES (HORTICULTURE); \*CURRICULUM  
ILLINOIS

This study was conducted to determine the extent to which workers with the job titles of general directors, salesmen, supervisors, and field workers in licensed nurseries needed agriculturally oriented knowledge of the same kind and level as workers in comparable job titles in ornamental horticulture businesses. Data were collected by personal interviews from 160 employees of 20 licensed nurseries and 20 licensed ornamental horticulture businesses sufficiently large to employ all four types of persons in a four-county area of northeast Illinois. It was concluded that some basic courses and some specialized courses are needed for the four types of jobs in both nurseries and ornamental horticulture businesses. Basic Horticulture I and 2, Agricultural Chemicals 1, and Soils 1 were recommended for all workers. For general directors, salesmen, and supervisors, Horticulture 3, Agricultural Chemicals 2, Floriculture 1, and Soils 2 were recommended. For general directors and salesmen, Horticulture 4, Floriculture 2, and Soils 3 would be added, and for general directors, advanced Horticulture 5 and Advanced Soils 4 were also recommended. Courses in horticulture, soils, and floriculture at different levels of specialization were recommended for workers according to position and field. A bibliography, an example from the questionnaire, and data are included. This is an abridged version of an Ed.D. thesis submitted to the University of Illinois. The complete study is available as 65-7090 from University Microfilms, Inc. (JM)

VT 001 126 ED 016 771

Rothberg, Herman; Mitnick, Edward

Job Redesign for Older Workers, Ten Case Studies. Bulletin 1523.

Bureau of Labor Statistics (DOL), Washington, D.C.

DOCUMENT NOT AVAILABLE FROM EDRS.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L2.3:1523, \$.40).

Pub Date - 67 68p.

\*JOB REDESIGN; \*MIDDLE AGED; \*MANPOWER UTILIZATION; \*MANUFACTURING INDUSTRY; VOCATIONAL ADJUSTMENT; ANNOTATED BIBLIOGRAPHIES; EMPLOYEES; EXPERIENCED LABORERS

After identifying firms which had used job redesign to salvage the skill of older employees, research investigators made 10 intensive case studies in firms producing aircraft engines, aluminum framing, building materials, carpets, computers, copper pipe fittings, footwear, heavy iron pipe, precision instruments, and printed novelties. Each study describes the firm, the jobs prior to redesign, the recognition of the need to redesign, and the nature and results of the redesign. It was found that jobs were constantly being redesigned to improve efficiency, but only occasionally to adapt the job to the limitations of older workers. Job redesign for older workers was carried out in both large and small firms, in a wide variety of manufacturing industries, and in a range of jobs affecting individuals with varying personal characteristics. The typical redesign case was initiated by the informal actions of foremen or plant managers rather than by formal programs. Changing the content of jobs in conjunction with equipment improvement or reallocating duties among workers were some of the approaches followed. Job redesign usually involved very little money outlay for new equipment or scarcely any loss in output due to work interruption, and generally resulted in improved productivity. It had some advantages for both the workers and management over the practice of reassigning older workers to other jobs. Mechanization involved in job redesign for some older workers resulted in displacement of workers, and reassignment or retirement in some cases. An account of a union-sponsored project for retaining on-the-job older workers who have limited functional capacities, a checklist for studying job redesign, and a selected annotated bibliography on older workers employment and job redesign are included in the appendix. A report of four selected case studies is available as VT 002 887 (ARM Summer 1968). (HC)

VT 001 373 ED 019 399

Whaley, Harold C.

Technicians in Natural Resource Management, A Research Study to Determine the Need for Education of Technicians in the Natural Resource Areas of Forestry, Recreation, and Wildlife.

Modesto Junior Coll., Calif. Dept. of Agriculture  
EDRS PRICE MF-\$0.25 HC-\$2.35  
Pub Date - 65 45p.

\*TECHNICAL OCCUPATIONS; SKILLED OCCUPATIONS; SEMISKILLED OCCUPATIONS; \*OFF FARM AGRICULTURAL OCCUPATIONS;  
\*EMPLOYMENT OPPORTUNITIES; \*EDUCATIONAL NEEDS; OCCUPATIONAL SURVEYS; VOCATIONAL AGRICULTURE; JUNIOR COLLEGES;  
TECHNICAL EDUCATION; \*NATURAL RESOURCES; FORESTRY; WILDLIFE MANAGEMENT; RECREATION  
CALIFORNIA

Questionnaires were administered to selected representatives of the forestry, rural recreation, and wildlife management areas of public and private enterprises in Northern California to determine the employment opportunities and type of training needs required for technical, skilled, and semiskilled personnel. The primary objective of the study was to determine the role of the junior college in providing the necessary technician level training in the natural resource areas. The anticipated number of full-time placement opportunities for 1970 was (1) forestry--64 professional, 209 to 219 technical, and 65 to 90 skilled and semiskilled, (2) rural recreation--8 professional, 72-82 technical, and 40 skilled and semiskilled, and (3) wildlife management--30 professional, 20 technical, and 31 skilled and semiskilled. General education abilities in communication skills, applied mathematics, personnel management, technical drawing, sketching, and reading maps and blueprints, were generally rated very important for technicians in the three areas. Employers rated the ability to operate trucks and equipment and a knowledge of safety as very important to technicians working in forestry and rural recreation. It was concluded that (1) There is a very definite need in both private and public sectors for people trained at the technical, skilled, and semiskilled levels for the forestry, rural recreation, and wildlife management fields, although the greatest need is at the technician level, and (2) The junior colleges can offer needed instruction for training technicians in these levels. Three additional technical courses recommended for the junior college instructional program were forest production, resource planning and development, and wildlife production. A sample questionnaire and copies of correspondence are included in the appendixes. (WB)

VT 001 512 ED 018 585  
Freedman, Audrey, And Others  
Impact of Office Automation in the Insurance Industry.

Bureau of Labor Statistics (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.  
BLS-Bull-1468  
Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (FS1.26:966, \$.55).  
Pub Date - 65 76p.

\*AUTOMATION; COMPUTERS; \*ELECTRONIC DATA PROCESSING; \*OFFICE OCCUPATIONS; OCCUPATIONAL SURVEYS; \*EMPLOYMENT TRENDS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT STATISTICS; \*INSURANCE COMPANIES; QUESTIONNAIRES

The extent and pace of the adoption of electronic data processing technology among insurance carriers and its effects on insurance office employees were studied. Questionnaire responses from 410 firms, representing about 89 percent of all insurance carrier employment, identified 305 firms with electronic data processing. Of these, 81 percent responded to a second questionnaire requesting detailed information. Additional data were provided through interviews with 13 insurance executives and analysis of relevant publications. Findings included: (1) Insurance companies accounting for 80 percent of total insurance carrier employment had installed computers, (2) Automation of input and the use of data transmission networks will grow, (3) The growth rate of office staff will decline in computerized companies, (4) The use of electronic data processing reduced employment of punch card tabulating machine operators, calculators, and routine clerical record keeping employees, (5) The slowdown in the growth rate of office staff may reduce office opportunities for new job seekers, and (6) Office employment will probably increase only 5 to 10 percent from 1965 to 1975. The impact of the slower growth of clerical jobs in cities in which insurance companies have been the major source of employment for young women, and the probable increased employee selectivity by personnel offices for entry positions in insurance companies have implications for manpower trends and development of the economy. (PS)

VT 001 953  
Woodin, Ralph  
The Need for Vocational Agriculture in Ohio High Schools.

MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 10Oct66 7p.

\*AGRICULTURAL EDUCATION; \*EMPLOYMENT OPPORTUNITIES; \*OFF FARM AGRICULTURAL OCCUPATIONS; AGRICULTURAL SKILLS; FARMERS; \*EDUCATIONAL NEEDS; VOCATIONAL AGRICULTURE; \*MANPOWER NEEDS  
OHIO

Influences on the need for agricultural education have included increased farm size, increased farm investment, decreased farm population, and increased off-farm agricultural business. H.D. Brum's 1964 study showed that 165,262 Ohio workers needed agricultural competency obtainable at high school, post high school, and college levels. Of 15,890 new agricultural employees needed for 1965, 1,230 needed training beyond high school. The number needed in off-farm agriculture, together with a calculated need for 1,264 full-time and 1,200 part-time replacements on farms, compared to only 1,800 vocational agricultural graduates, indicates the potential for expansion of agricultural education. Selected manpower trends which influence the program include an anticipated slow decrease in Ohio farm numbers, increased demand for agriculturally-trained off-farm agricultural workers, and increased demand for agricultural college graduates. Curriculum trends include school district consolidation, vocational agriculture in most rural high schools, and more specialization in vocational agriculture course offerings. More urban districts are expected to offer specialty courses. (JM)

VT 001 970  
The Governor's Conference on Human Resources, Honolulu, Hawaii. Proceedings.

Hawaii State Commission on Manpower and Full Employment, Honolulu  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 67 180p.

\*CONFERENCE REPORTS; \*HUMAN RESOURCES; \*MANPOWER DEVELOPMENT; \*MANPOWER NEEDS; \*EDUCATIONAL NEEDS; EMPLOYMENT PROJECTIONS  
\*GOVERNOR'S CONFERENCE ON HUMAN RESOURCES, HONOLULU, HAWAII, FEBRUARY 1-2, 1967

The purpose of this conference was to explore three major concerns relevant to Hawaii's manpower needs: (1) future manpower requirements, (2) educational and training requirements in the manpower field, and (3) conservation of human resources. The 300 participants were government, education, labor, business, and community leaders responsible for manpower. The conference was held in Honolulu, Hawaii with the keynote



address by Governor John A. Burns. Program speeches were: (1) On the Role of a University in the Development of Human Resources, (2) Toward a National Policy of Human Resources, and (3) Guaranteeing Full Employment in the United States. The panel topics were: (1) Future Manpower Needs, (2) Education for a Growing Hawaii, and (3) Conservation of Human Resources. (HC)

VT 001 991

Citizens' Survey of Gratiot County Vocational-Technical Needs.

Michigan Univ., Ann Arbor. Bureau of School Services  
Gratiot County Intermediate School District, Mich. Citizens' Study Committee  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Feb67 100p.

\*COMMUNITY SURVEYS; \*EDUCATIONAL NEEDS; \*VOCATIONAL EDUCATION; \*COMMUNITY CHARACTERISTICS; EDUCATIONAL ATTITUDES; STUDENTS; PARENTS; EMPLOYERS; EMPLOYMENT OPPORTUNITIES  
GRATIOT COUNTY; MICHIGAN

This study dealt with finding the needs for vocational-technical education in the county through the use of questionnaires for seniors, high school graduates, and businesses. Sections covered are: (1) history, growth and development, (2) high school seniors, (3) high school graduates, (4) educational needs of business and industry, (5) legal and finance, and (6) summary and recommendations. (MM)

VT 002 006

Lester, Herschel T., Jr.

A Guide to Occupational Areas, a Handbook for Secondary School Administrators, Counselors, Instructors and Students.

Georgia Univ., Athens. Coll. of Education  
Georgia State Dept. of Education, Atlanta. Div. of Vocational Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Sep65 83p.

\*OCCUPATIONAL INFORMATION; \*EMPLOYMENT QUALIFICATIONS; \*EMPLOYMENT OPPORTUNITIES; \*OCCUPATIONAL GUIDANCE; \*WAGES; CAREER OPPORTUNITIES; HIGH SCHOOL STUDENTS; EMPLOYMENT PROJECTIONS

The Occupational Outlook Handbook 1964-1965, and business, labor union, educational, and governmental source data were used to compile this report to provide secondary school administrators, counselors, teachers, and students with a quick occupational information reference. The occupational areas are organized into four specific parts: (1) occupations which usually require a high school diploma plus post high school training for entry, (2) occupations which usually require a high school diploma plus an apprenticeship program for entry, (3) occupations which usually require a college degree for entry, and (4) occupations in which high school dropouts may find employment. Job titles are listed in outline form giving: (1) minimum education needs for job entry, (2) employment outlook, (3) estimated number of persons employed in the occupation in 1964, (4) approximate yearly salary in 1964, and (5) general remarks about specific duties. A bibliography is given to guide the user to publications that will provide a detailed explanation of each job or occupation. (HC)

VT 002 307

Industry Employment Growth Since World War II.

Office of Manpower, Automation and Training (DOL), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
Manpower Administration, Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.  
Pub Date - Jan63 6p.

\*EMPLOYMENT PATTERNS; \*EMPLOYMENT TRENDS; LABOR MARKET; INDUSTRIAL STRUCTURE; EMPLOYMENT STATISTICS; ECONOMIC FACTORS; MANPOWER UTILIZATION; \*INDUSTRY

The growth of American industry has led to changes in the structure of employment which pose a challenge to workers seeking to adapt to industry's job needs. Between 1947 and 1962, the number of nonfarm workers increased by more than one-fourth with the addition of 11.4 million jobs to the economy. However, during the period from 1957 to 1962, the rate of job growth slowed appreciably in the private sector of the economy. As the rate of job growth slowed there was a shift in the pattern of job growth away from the output of goods and toward more services. These different rates of growth have resulted in significant changes in the distribution of employment. Only the service industry has continued to expand employment at close to its former rate and has shown a total rise of more than 50 per cent between 1947 and 1962. The public sector of the economy has had an overwhelming employment growth at the state and local levels. In the manufacturing sector, the non-production worker employment has increased while total manufacturing employment has declined. Charts and tables are presented to illustrate the changes in nonfarm industry and agriculture employment between 1947 and 1962. (HC)

VT 002 309 ED 019 436

Jensen, Bruce F.

A Research Study of Agricultural Technicians.

College of the Sequoias, Visalia, Calif.  
EDRS PRICE MF-\$0.25 HC-\$1.05  
Pub Date - 64 19p.

\*VOCATIONAL AGRICULTURE; \*AGRICULTURAL TECHNICIANS; POST SECONDARY EDUCATION; \*EDUCATIONAL NEEDS; SURVEYS; CURRICULUM; \*EMPLOYMENT TRENDS; EMPLOYMENT OPPORTUNITIES; EMPLOYER ATTITUDES; OCCUPATIONAL SURVEYS  
CALIFORNIA

Questionnaires were mailed to 297 business firms to determine the character of the work force, the turnover or openings annually, the job qualifications required to fill the jobs, and the training programs needed to prepare students for the occupations in agricultural businesses, governmental agencies, and farms in the College of the Sequoias District. Of 151 responding firms, the 131 to be interviewed were selected to provide geographical balance and a variety of businesses. Some findings were: (1) The greatest number of agribusiness firms reporting were in the sales and service, processing, and marketing areas, (2) The estimated personnel needs of the next 5 years were highest in the unskilled labor category, and (3) 30 percent of the 151 firms indicated a desire to have their employees take evening classes at the College of the Sequoias. It was concluded that there was a definite need for agriculturally trained people in the District. A basic pattern of courses including English and applied mathematics was desired by employees to supplement specialized training offered to trainees. Because employment opportunities were so varied, general course patterns should be set up with specialization offered through elective courses. Sample 2-year curriculums for agricultural technicians are included. (WB)

VT 002 392

Shea, John, And Others  
Manpower in Ohio, 1960 to 1970.Ohio State Bureau of Unemployment Compensation, Columbus. Div. of Research and Statistics  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Mar63 66p.\*LABOR FORCE; \*STATE SURVEYS; \*MANPOWER NEEDS; \*STATISTICAL DATA; \*EMPLOYMENT PROJECTIONS; POPULATION TRENDS;  
POPULATION GROWTH; DEMOGRAPHY; INDUSTRY; EMPLOYMENT; OCCUPATIONS; EMPLOYMENT TRENDS; ECONOMIC CLIMATE  
OHIO

Manpower changes in Ohio are projected to 1970 through utilization of census information and a component method. It was assumed high levels of production and employment and scientific and technological advances would continue. Population growth during the 1960's was projected at 2 million which included both in-migration and new births. Tables present a picture of the civilian labor force, employment in industries, and employment by occupations. Some major conclusions were: (1) The civilian labor force will increase faster than the population, (2) Women will compose one-third of Ohio's labor force, (3) The service industries will lead in the employment growth, (4) Farm employment will continue to decline, (5) Greatest growth will occur in professional and technical jobs, (6) The number of unskilled jobs will not show significant change, and (7) The fastest growth in employment will occur among occupations requiring higher levels of skill, education, and training. The appendix contains a summary of methodology, a directory of local offices, maps depicting employment offices and areas of population concentration, and a list of selected references. (DM)

VT 002 405 ED 019 444

Underutilization of Women Workers.

Women's Bureau (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.55  
Pub Date - Aug67 29p.\*WORKING WOMEN; \*LABOR FORCE; \*MANPOWER UTILIZATION; INDIVIDUAL CHARACTERISTICS; \*EMPLOYMENT STATISTICS;  
GRAPHS; \*INCOME

Information about the status of working women and their underutilization in the national work force is presented in summary and graph form. Although progress has been made in assuring women equality of pay and nondiscrimination in employment, much needs to be done to improve the utilization of their abilities. Most women work to support themselves and others. Of the 34 million employed in 1965, 24 percent were single, 18 percent were widowed or divorced, 11 percent had husbands earning under \$3,000 and only 34 percent had husbands with incomes of over \$5,000. Occupationally women are increasingly disadvantaged. In 1940 they held 45 percent of all professional and technical positions, but currently hold only 37 percent of such jobs. Employment barriers in some fields are still high. The proportion of women among all service workers rose from 40 percent in 1940 to 55 percent in 1966. About one-fifth of working women who had completed 4 years of college were employed as clerical, sales, service workers of factory operatives. In 1965, the median wage of women was only 60 percent that of men compared with 64 percent in 1955. Of all women who worked full time year round in 1965, 29 percent received incomes of less than \$3,000, and 9 percent earned \$7,000 or more a year. Unemployment rates are considerably higher among women, particularly nonwhite women, than men. Among teenagers, nonwhite girls are the most disadvantaged, three of 10 being jobless. Among families headed by a woman worker, 53 percent of the nonwhite and 19 percent of the white lived in poverty in 1965 compared with 29 and 7 percent respectively for families headed by a male. (FP)

VT 002 469 MP 000 505

Tennessee Manpower; Current Trends and Future Projections.

Tennessee Dept. of Employment Security, Nashville. Research and Statistics Section  
EDRS PRICE MF-\$0.25 HC-\$1.10  
Pub Date - Dec67 20p.\*POPULATION TRENDS; \*EMPLOYMENT TRENDS; \*EMPLOYMENT PROJECTIONS; \*POPULATION GROWTH  
TENNESSEE

On the basis of United States Census data, population and employment trends in the State for the periods 1950-1960 and 1960-1964 are contrasted, and projections are offered for the year 1975. From 1960 to 1964 the population growth rate reached that of the nation as a whole and a small net immigration figure was estimated. Increasing job opportunities in nonagricultural employment have contributed to the State's population growth. Employment growth rates of more than 11.5 percent between 1960-1965 were found for all industries except lumber, stone, clay and glass, food, tobacco, textiles, mining and transportation, communication and public utilities. Several industries experienced growth of more than 25 percent over the five-year period. If the trend since 1960 continues, the population could increase to about 4,320,000 by 1975, assuming a low birth rate, and proportionately should be slightly younger. By 1975, total employment in nonagricultural firms should increase by nearly one-third. Six tables are in the appendix. (ET)

VT 002 543 ED 020 313

Campbell, Proctor  
Some Training and Services Needed in Agriculture. Miscellaneous Publication No. 966.Department of Agriculture, Washington, D.C. Agricultural Research Service  
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (A1.38:966, \$.15).  
Pub Date - Sep64 15p.

\*FARMERS; \*AGRICULTURAL PRODUCTION; \*EDUCATIONAL NEEDS; TECHNOLOGICAL ADVANCEMENT; \*AGRICULTURAL TRENDS

There will be a continuing and increasing need for technical training and services during the next 10 to 20 years to fulfill farmers' requirements in producing, harvesting, and marketing agricultural products and for developing and operating nonagricultural enterprises by farmers in rural areas. This need is apparent in the areas of management, land use, field crops, forest products, livestock, poultry, harvesting, processing, and marketing. Technological developments in agriculture have brought about unprecedented changes in farms and farming in the United States during the past two decades, and continued changes in the structure of farming and in handling farm products are inevitable. The application of present knowledge and new technological developments will lead to more specialization in farm operations, more acres operated per farm, larger economic inputs, and increased mechanization. Land and labor inputs for agricultural production will continue to decline. The use of land for recreational purposes will continue to grow. As the farm evolution continues, many young people and adults must seek employment outside of farming. Farmers' training needs will change more to basic science subjects, management, and marketing as the shift continues toward the purchase of a higher percentage of farm production inputs. The needs for training will continue to shift away from farm



to businesses and individuals that supply production inputs on a fee or contractual basis. Training and services in some areas will become obsolete while needs are developing in other areas for new and different types of training and services. The appendixes list kinds of training and services farmers will need in 10 to 20 years. (WB)

VT 002 549 ED 016 066

Sutek, Helen

Child Development Training Program for Vocational Home Economics Teachers.

Nebraska Univ., Lincoln. Dept. of Human Development and the Family  
EDRS PRICE MF-\$0.50 HC-\$5.75

OEG-3-6-062186-0730

08

BR-6-2186

Pub Date - 1Apr67 113p.

\*CHILD CARE OCCUPATIONS; \*TEACHER WORKSHOPS; DAY CARE PROGRAMS; \*OCCUPATIONAL HOME ECONOMIC; HOME ECONOMICS TEACHERS; CHILD DEVELOPMENT; FAMILY RELATIONSHIP; \*PROGRAM DEVELOPMENT; MATERIAL DEVELOPMENT; PROGRAM GUIDES; \*CURRICULUM GUIDES; HIGH SCHOOLS; FOLLOWUP STUDIES

Twenty-eight vocational home economics teachers from 20 states participated in a 6-week summer workshop for five credit hours in two courses dealing with child care. The program was designed to prepare high school teachers to set up occupational child-care aide training programs and to strengthen their academic background in child development and family relations. In addition to the courses, laboratory experiences with children in nursery school and day care settings, field trips to child care agencies, and a graduate-level seminar were presented. The first half of the seminar dealt with learning about the adolescent girl who will seek child care training and the latter half with developing the philosophy, objectives, course content, and resource materials for a child care training program. Materials developed were "A Child Care Training Program," "Orientation to Child Care Employment," and "Development of Job Skills for Work with Young Children." Each unit in the last two has suggested content, learning experiences, resources, and a bibliography. Followup evaluation in late 1966 showed that nine child care training programs were in operation, three others were in the planning stage, and six other communities had indicated a need and were planning eventual development of such programs. It was concluded that a 6-week summer workshop is a minimal but practical and effective means of assisting teachers in setting up wage-earning classes and updating their knowledge. (FP)

VT 003 218 ED 023 797

Employees in Nursing and Personal Care Homes; Number, Work Experience, Special Training, and Wages, United States, May-June 1964. Publication No. 1000, Series 12, No. 6.

Public Health Service (DHEW), Washington, D.C.

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.85/2:12/No.6, \$.30).

Pub Date - Jan67 44p.

\*OCCUPATIONAL SURVEYS; \*NURSING HOMES; \*PERSONAL CARE HOMES; \*HEALTH PERSONNEL; HEALTH OCCUPATIONS EDUCATION; EMPLOYMENT EXPERIENCE; SALARIES; PROFESSIONAL EDUCATION; JOB TENURE; EMPLOYMENT STATISTICS

This report of the findings of a survey of a sample of 1,073 resident institutions which provide nursing or personal care to the aged or chronically ill emphasizes employee work experience, special training, and wages. The median total experience for all nursing and professional employees in the type of job held at the time of the survey was 4.1 years with a high of 11.1 for registered nurses and a low of 2.5 years for nurse aides. Almost half of the employees had no experience prior to their current jobs. Two of every five employees, but only 11 percent of the professional staff other than nurses, had been in their jobs less than 1 year. The turnover rate was highest for proprietary and least for government facilities. The best attended special courses were those treating nursing care of the aged and almost as well attended were those on mental or social problems of the aged or chronically ill, physical therapy or rehabilitation, and nutrition or food services. The median weekly salary was \$48, ranging from a low of \$44 for nurse aides to \$87.00 for registered nurses and \$89 for other professionals. In general, wages were related to length of work experience. The survey instruments and related information are included. (JK)

VT 003 234 ED 028 238

Buttlock, Paul

Equal Opportunity in Employment.

California Univ., Los Angeles. Inst. of Industrial Relations

EDRS PRICE MF-\$0.50 HC-\$6.20

Institute of Industrial Relations, University of California, Los Angeles, California 90024 (\$.75).

Pub Date - 66 122p.

\*EQUAL OPPORTUNITIES (JOBS); EMPLOYMENT; \*EMPLOYMENT PRACTICES; \*MINORITY GROUPS; \*MERIT RATING PROGRAMS; UNEMPLOYMENT; WAGES; NEGRO EMPLOYMENT; CIVIL RIGHTS LEGISLATION; ADMINISTRATOR ROLE; LABOR UNIONS; MINORITY ROLE; COMMUNITY INVOLVEMENT

This book focuses on discrimination in employment, defined as the denial of equal opportunity in the labor market to qualified persons on the basis of race, color, religion, national origin, age, sex, or any other factor not related to their individual qualifications for work. The average nonwhite college graduate can expect to earn less during his lifetime than the white who has never gone beyond elementary school. Traditional patterns of discrimination have caused counselors and parents to discourage minority group youngsters from choosing "closed" occupations, and it is important that these young people be informed of opportunities and trained to take advantage of them. This pamphlet discusses significant developments affecting equal employment opportunities since 1960 at the federal and state level, and special studies and surveys, using current statistical and factual information. The origin and nature of merit employment by private employers, and government and private techniques used to implement it are described. Wherever management has established a firm policy of merit employment, the results have almost invariably been remedial and beneficial. (CH)

VT 003 291 ED 016 006

The Manpower Report of the President.

Manpower Administration (DOL), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$0.75

Manpower Administration, Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.

Pub Date - 67 13p.; Reprint from 1967 Manpower Report.

\*FEDERAL GOVERNMENT; \*MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; JOB TRAINING; \*VOCATIONAL EDUCATION; FEDERAL PROGRAMS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; \*EMPLOYMENT PROGRAMS; \*EDUCATIONAL POLICY; UNEMPLOYMENT; FEDERAL LAWS

In 1966, the Nation's unemployment rate dropped below 4 percent, a 13-year low. The total production of goods and services was \$58 million more than in 1965, and the after-tax income of American families increased, after allowing for price increases, by 3.5 percent. This progress resulted from business and labor achievements, gradually improving education, and efforts by the government to encourage and sustain economic growth and to carry out humane and positive manpower programs. Through the Economic Opportunity Act (EOA) of 1964, the Elementary and Secondary Education Act, the Higher Education Act of 1965, and the Manpower and Development Training Act (MDTA) of 1962 with its 1965 and 1966 amendments, steps were taken to assure opportunity to all citizens. By the end of the year, about 600,000 unemployed and underemployed workers had enrolled in training, and nearly nine of 10 who completed training were employed. Under EOA, more than 800,000 young people had received a new start through the Neighborhood Youth Corps, thousands had received training and jobs through the job corps, and 138,000 family breadwinners were given new skills through the Work-Experience and Training Program. To assist the unemployed, new directions in manpower policy must be pursued by concentrating national efforts to close the gap between education and work, making the overall manpower effort a more efficient and comprehensive program, and making military service a path to production careers. A vigorous economy and an effective educational system are basic to an effective manpower policy. The 18 educational measures proposed by the President and enacted by Congress are symbols of the belief that education is the most important investment that can be made in the Nation's future. This article is a reprint from the "1967 Manpower Report" (VT 002 577 in ARM Summer 1968). (BS)

VT 003 293 ED 016 808  
Professional and Supporting Personnel.

Manpower Administration (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.65  
Manpower Administration, Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.  
Pub Date - 67 31p.; Reprint from 1967 Manpower Report

FEDERAL LAWS; MANPOWER UTILIZATION; \*EMPLOYMENT TRENDS; HEALTH PERSONNEL; \*EDUCATIONAL NEEDS; EDUCATIONAL PROGRAMS; PROFESSIONAL EDUCATION; \*EMPLOYMENT OPPORTUNITIES; \*SUBPROFESSIONALS; TECHNICAL EDUCATION; GRADUATE EDUCATION; COLLEGE GRADUATES; SCIENTISTS; ENGINEERS; TEACHERS; SOCIAL WORKERS; \*PROFESSIONAL PERSONNEL

Manpower requirements, resources, utilization and training in science and engineering, teaching, social work, and the health professions are discussed. Employment in professional and technical areas increased from fewer than 4 million in 1947, to more than 9 million in 1966, five times the rate of increase in employment generally. Mounting employment of professional and technical personnel was both a cause and a consequence of the country's advancing economy and technology. Personnel shortages existed in (1) major health and supporting professions, (2) slum, rural, and some small college teaching positions, (3) specialties such as automatic data processing, mathematics, design engineering, counseling, social work, and library science, and (4) local and state government agencies. Manpower requirements will continue to grow much faster in professional and technical occupations than in other major occupational groups during the next decade, perhaps reaching 13 million by 1975. Manpower needs are expected to rise in practically every profession with greater increase in natural sciences and engineering fields than in law and teaching. Among the recommendations were to (1) raise pay scales in many of the technical and professional fields, and (2) take measures to ease adjustment problems due to shifts in defense and government programs. This article is a reprint from the "1967 Manpower Report" (VT 002 577 in ARM Summer 1968). (WB)

VT 003 362 ED 021 973  
Benjamin, Judith G., And Others  
Pros and Cons--New Roles for Nonprofessionals in Corrections.

National Committee on Employment of Youth, Washington, D.C.  
Office of Juvenile Delinquency and Youth Development, Washington, D.C.  
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS.  
JD-6001-Correction Series  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS14.17/2N73, \$.40).  
Pub Date - 66 128p.

\*NONPROFESSIONAL PERSONNEL; INDIGENOUS PERSONNEL; PRISONERS; PAROLE OFFICERS; PROFESSIONAL PERSONNEL; PROBATION OFFICERS; SOCIAL WORKERS; JOB ANALYSIS; INSERVICE EDUCATION; EDUCATIONAL PROGRAMS; \*STAFF IMPROVEMENT; CAREER OPPORTUNITIES; \*CORRECTIVE INSTITUTIONS; COMMUNITY AGENCIES (PUBLIC); \*MANPOWER UTILIZATION

Ways in which correctional institutions could make the most effective use of the available manpower supply were studied in response to the awareness of widespread unemployment during a period of economic prosperity, a shortage of service workers, and, particularly, an acute shortage of professional personnel in corrections work. The study's principle focus was on matching jobs in correctional settings with a range of individuals from the high school to the college dropout, with particular emphasis on the indigenous leader, the ex-offender, and the offender himself. New career lines could result from several approaches examined in detail: (1) The tasks now being performed by professionals could be broken up and the jobs redesigned to create viable functions for nonprofessionals, (2) Those who have been traditionally employed as nonprofessionals could, with appropriate inservice training, be upgraded to semiprofessionals and provided with career steps and training leading to professional accreditation, (3) Jobs which nonprofessionals could perform suitably could be developed to provide services not being rendered, and (4) Offenders and ex-offenders could also be employed as participants in their own rehabilitative process. These methods for upgrading the nonprofessional and providing new roles for the inmates of institutions were examined along with the use of nonprofessionals in providing correctional services in the community. Barriers to and advantages of these manpower innovations were discussed. An 85-item bibliography is included. (ET)

VT 003 372 ED 021 047  
Green, Alfred L.  
Manpower and the Public Employment Service in Europe, A Study of Programs and Operations.

EDRS PRICE MF-\$1.00 HC-\$11.40  
Pub Date - Dec66 226p.

\*EMPLOYMENT SERVICES; \*EMPLOYMENT PROGRAMS; LABOR MARKET; JOB PLACEMENT; \*COMPARATIVE ANALYSIS; \*FOREIGN COUNTRIES; GOVERNMENT ROLE; UNEMPLOYMENT INSURANCE; \*PROGRAM ADMINISTRATION; OCCUPATIONAL GUIDANCE SWEDEN; FRANCE; YUGOSLAVIA; THE NETHERLANDS; GREAT BRITAIN; FEDERAL REPUBLIC OF GERMANY

The head administrator of the New York State Department of Labor's Division of Employment visited Sweden, France, Yugoslavia, the Netherlands, Great Britain, and the Federal Republic of Germany during June and July of 1966. Interviews were held with public employment personnel in all echelons and with officials of regional economic organizations to aid in the comparative analysis of each country's public employment service organizational structure, functions, staffing patterns, and budgeting procedures. Some of the most general observations were: (1) European experience shows that the public Employment Service may be outstandingly successful under conditions of close integration with unemployment insurance as well as under conditions of absolute separatism, (2) In none of the countries, except Great Britain, do private employment agencies



organized for profit operate extensively, (3) In all six countries there is more knowledge of job vacancies and available job-seekers than in the United States, (4) Inter-area labor market clearance is supported in the several European countries by substantive programs which promote labor and management mobility, such as relocation allowances, tax incentives for plant location, and others, and (5) Public service employment programs in Great Britain, Sweden, West Germany, and the Netherlands enable the public employment services to place the hard-core unemployed in jobs with the government as employer. (ET)

VT 003 435 MP 000 508  
Heller, Martin W.  
Indiana Manpower Trends to 1975.

Indiana Employment Security Div., Indianapolis. Research and Statistics  
EDRS PRICE MF-\$0.25 HC-\$2.10  
Pub Date - Jan67 40p.

\*OCCUPATIONAL SURVEYS; \*EMPLOYMENT PROJECTIONS; \*LABOR FORCE; EMPLOYMENT TRENDS; POPULATION TRENDS; ECONOMIC GROWTH; LABOR MARKET; LABOR SUPPLY; \*MANPOWER NEEDS  
INDIANA

On the basis of past trends, the manpower situation for 1975 was projected and contrasted with 1965 with regard to changes in the size and composition of population, labor force, employment by industry, manpower supply and demand, and occupations. Among the projections were: (1) Population will increase about 15 percent from 4,862,000 to 5,590,000 without any assumption about migration, (2) The labor force will increase by 15 percent (285,000) to reach a level of 2,212,000 by 1975, (3) There will be a 15 percent decrease in the number of male workers aged 35-44, a prime age group which provided many professionals, skilled workers, and executives, (4) The young worker group, aged 18-24, will be 38 percent larger, (5) Industry's demand for employees, assuming a low (3.34 percent) average annual increase in Gross National Product (GNP), is projected to be 2,126,000, leaving a near 4 percent unemployment rate, (6) Assuming a high (4 percent) annual increase in GNP, the projected industry demand would be 2,227,000 workers and labor supply would not be adequate to fill demand, and (7) With high growth assumptions, white-collar jobs will increase about 30 percent, blue-collar jobs will increase 12 percent, service worker jobs will increase about 30 percent, and farm workers will decrease about 37 percent. (ET)

VT 003 577 ED 016 821  
Maxwell, Robert Haworth  
Competencies in Agriculture Needed by Males Employed in Wholesale Farm Machinery Distribution.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education  
Iowa Agriculture and Home Economics Experiment Station, Ames  
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section  
EDRS PRICE MF-\$0.25 HC-\$0.90  
Pub Date - Sep64 16p.

\*AGRICULTURAL SKILLS; \*EMPLOYMENT OPPORTUNITIES; JOB ANALYSIS; \*AGRICULTURAL MACHINERY OCCUPATIONS; SURVEYS; \*EDUCATIONAL NEEDS; OCCUPATIONAL SURVEYS  
IOWA

Lists of 39 agricultural and 37 nonagricultural competencies, abilities, and understandings needed by males employed in wholesale farm machinery distribution were developed by 18 selected employees of wholesale farm machinery firms and sent in questionnaire form to 180 employees of wholesale farm machinery firms that were cooperating members of the Iowa Equipment Club in Des Moines, Iowa. Each employee rated the degree to which the competency was needed in the job and the degree to which he possessed the competency. To determine present and future employment opportunities, an additional form was sent to 16 branch or office firm managers. Some findings were: (1) Of the 145 employees responding, 73.8 percent worked for major companies with complete lines of machinery, 17.9 percent for major companies with incomplete lines of machinery, and 8.3 percent for short line companies, (2) Nearly one-half of the respondents were employed in sales, and about one-fourth in parts and service areas. Agricultural competencies having the highest mean rating were in the ability to conduct agricultural training sessions for others, (2) the understanding of agricultural economics and the farm economy, (3) the understanding of farmers credit sources, (4) the understanding of new ideas and trends in farm operation, and (5) the understanding of machine capabilities. The most important nonagricultural competencies were (1) the abilities to follow instructions accurately, make decisions based on factual and objective reasoning, and accept responsibility, and (2) the understandings of personal discipline and salesmanship. Employment had increased by 5 percent between 1958 and 1963 but was expected to decrease by 1.2 percent by 1968. The estimated annual employee replacement need in the wholesale farm machinery distribution in the Iowa area was seven persons. The results implied that farm background, age, and years of vocational agriculture did not have a strong influence on employment as a manager in wholesale farm equipment distribution, and secondary vocational programs should consider including manager, sales, parts and service, and accounting and clerical training. (WB)

VT 003 583 ED 021 977  
Mites, Guy H.  
Final Report on Preliminary Phase--Effects of Vocational Training and Other Factors on Employment Experience.

North Star Research and Development Inst., Minneapolis, Minn.  
EDRS PRICE MF-\$0.50 HC-\$3.45  
Pub Date - 30Apr66 67p.

\*PILOT PROJECTS; EMPLOYMENT LEVEL; EMPLOYMENT EXPERIENCE; EMPLOYMENT QUALIFICATIONS; VOCATIONAL EDUCATION; OCCUPATIONAL SURVEYS; \*RESEARCH METHODOLOGY; \*SAMPLING; \*STATISTICAL SURVEYS; QUESTIONNAIRES; INDIVIDUAL CHARACTERISTICS; INTERVIEWS  
HENNEPIN COUNTY; MINNESOTA

A research program was proposed to determine the degree to which vocational training is related to employability when the relationships between vocational training and other factors relevant to employability are considered. Prior to the major study, a pilot project was conducted to test the proposed research method and determine the bias that might arise from using samples taken from the telephone directory. The selected pilot sample, 835 residences in Hennepin County, Minnesota, was drawn from city directories. Interviews with 502 nonprofessional and 74 professional members of the available work force who lived in the residences selected provided data on employment history, individual characteristics, and vocational training. Interview attempts indicated: (1) 24.8 percent of the residences contained no eligible members, (2) 8.4 percent refused interviews, (3) 3.6 percent could not be contacted, and (4) All subjects were interviewed in 88 percent of the residence in which eligible members resided. The results of this preliminary phase suggested that some modification of the scoring system for employment experience was desirable, that validation of the statements made by subjects did not increase in accuracy of the results sufficiently to warrant the cost of such validation, that the sample for the major study should probably be selected from telephone directories, and that a few questions in the interview forms should be changed. These proposed changes in method, scoring, and interview content are incorporated in an attached set of interview forms proposed for use in the major study. A summary of the interview data is included. (EM)

VT 003 620 ED 015 272

Brittain, Clay; Low, Seth  
Child Care Arrangements of the Nation's Working Mothers, A Preliminary Report.

Children's Bureau (DHEW), Washington, D.C.  
Women's Bureau (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.00  
Pub Date - 65 18p.

\*MOTHERS; \*WORKING WOMEN; \*CHILD CARE; NATIONAL SURVEYS; FAMILY INCOME

The Bureau of Census, using its national sample of households, surveyed child care arrangements of mothers who had worked 27 weeks or more during 1964 and had at least one child under 14 years old living at home. One-eighth of the national work force was composed of working mothers with children under 18. One-third of the mothers with children under 18 and one-fourth with children under 6 worked. In the 1970's, a 43 percent rise in number of working mothers of preschool children is expected. The 6.1 million working mothers had 12.3 million children under 14, one-fifth of all American children in this age group. These employed mothers, 86 percent working for economic and 14 percent for noneconomic reasons, reported their child care arrangements: (1) 46 percent were cared for in their own homes, 15 percent by the father, 21 percent by another relative, and 10 percent by a nonrelative, (2) 15 percent were cared for in someone else's home, (3) 2 percent were in group care in day care centers or similar facilities, (4) 8 percent cared for themselves, (5) 13 percent were cared for by their own mothers as they worked, and (6) 15 percent had mothers who worked only during school hours. Family income was correlated with child care practices in that in lower income groups, more children were cared for by relatives, more were expected to care for themselves, and more mothers cared for their own child as they worked. Family day care or group care arrangements did not seem to be associated with family income. Hours of child care per week varied from less than 10 to 50 or more, cost per week varied from less than \$5 to \$15 or more. (FP)

VT 003 669 ED 014 582

Wesson, Carl E.  
Technological Changes in the Cement Manufacturing Industry.

California State Dept. of Employment, Sacramento  
Employment Service (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.75  
Pub Date - Oct66 33p.

\*TECHNOLOGICAL ADVANCEMENT; \*AUTOMATION; \*CEMENT INDUSTRY; JOB ANALYSIS; COMPUTERS; \*EMPLOYMENT TRENDS; EMPLOYMENT OPPORTUNITIES; \*OCCUPATIONAL INFORMATION

The purpose of this study is to present a preliminary picture of occupational changes brought about in the manufacture of cement as a result of introducing automated equipment. One automated and several conventional type cement plants were studied. Analysis of data obtained through research and data collected during the study revealed that manufacturers of cement, like those in so many other industries, are automating their manufacturing processes. The cement industry is going through one of the greatest remodernization eras that could be experienced by any industry. Information is provided on the occupational structure of the cement plant before and after introduction of a computer control system, the jobs eliminated and new jobs created, the kind of work the new jobs entail, the kinds of knowledge and skills the new jobs demand, and the source of workers for filling the new jobs. Historical materials, process flow charts, and other pertinent information are presented for each process in the automated plant described. Changeover to an automated system in the ABC Cement Company indicated a decrease in employment of about 13 percent. Average production was increased. (PS)

VT 003 693 ED 016 087

Settler, F.; Zarka, C.  
International Differences in Factors Affecting Labour Mobility.

International Labour Office, Geneva (Switzerland)  
EDRS PRICE MF-\$1.25 HC-\$14.40  
AUT/DOC/7  
Pub Date - 66 286p.

\*MOBILITY; \*MIGRATION PATTERNS; STATISTICAL SURVEYS; \*SOCIOECONOMIC INFLUENCES; UNEMPLOYMENT; \*EMPLOYMENT PATTERNS; \*POPULATION TRENDS; LABOR FORCE; GEOGRAPHIC DISTRIBUTION; OCCUPATIONAL MOBILITY  
FRANCE; GERMANY; ITALY; SWEDEN

The geographical, occupational, and interfirm mobility, and the factors affecting these movements for workers in France, Italy, Germany, and Sweden in the period since the Second World War are studied. Data obtained from industrial surveys and general censuses were used to compare the four countries with each other and with the United States. Industrialized western Europe now exports little manpower to other continents and, in fact, imports foreign workers from Africa or Mediterranean Europe. The internal migrations in the United States and the Federal Republic of Germany have been similar with somewhat less migration in France and Italy. Allowing for the difficulties inherent in international comparisons, it appears that occupational mobility is no higher in the United States than in the European countries. The mobility rates between firms are similar in Germany and the United States, but Sweden has higher and Italy and France lower rates than the United States and Germany. Factors affecting geographical mobility were regional wage differentials, regional differences in unemployment, availability of housing, and change in trade union attitudes. The appendix presents 12 studies of specific cases of labor mobility in firms in France, West Germany, and Italy. (HC)

VT 003 719 ED 015 279

Ginzberg, Eli  
Expanding Employment in a Pluralistic Economy.

Manpower Administration (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.25  
Manpower Administration, Office of Manpower, Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.  
Pub Date - Oct66 43p.; Speech presented at the Seminar on Manpower Policy and Program (Washington, October 7, 1966).

\*EMPLOYMENT; MANPOWER DEVELOPMENT; \*ECONOMIC PROGRESS; \*ECONOMICS; BUSINESS; MODELS; LABOR ECONOMICS; ECONOMIC FACTORS; GOVERNMENT (ADMINISTRATIVE BODY); EXPENDITURES

The proposition was that the conventional model used for our American economy is fundamentally faulty because it ascribes to the private profit-seeking sector the basic dynamism for American economic development. However, the not-for-profit sector, which includes nonprofit institutions and government, accounted for at least 27 percent of the gross national product in 1963. Governmental and nonprofit institutions are being transformed into entrepreneurial structures. They play a critical role in the development of trained manpower



such as physicians, lawyers, economists, engineers, and chemists. Economic activities in nonprofit institutions and government have significant economic effects on private enterprise in undertakings such as urban renewal, and nuclear power and private regional development. Fiscal and monetary arrangements can contribute greatly to providing needed jobs, but new enterprises, new products, and new services are needed. Innovation and enterprise in the not-for-profit sector are the preconditions for expanding employment. Better social instruments for manpower analysis and training are necessary to insure that manpower supplies are in reasonable balance with needs. Since two-thirds of all our employment today is in the service sector which is heavily anchored in the not-for-profit sector, it is important to evolve a way for the market system to work better in this area. A group discussion of the speech, moderated by Howard Rosen, is included. (ET)

VT 003 745 ED 015 280  
Fact Sheet on Nonwhite Women Workers.

Women's Bureau (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.30  
WB-67-107  
Pub Date - Oct66 4p.

\*WORKING WOMEN; LABOR FORCE; UNEMPLOYED; \*EMPLOYMENT PATTERNS; INDIVIDUAL CHARACTERISTICS; RACIAL CHARACTERISTICS  
NON CAUCASIANS

Recent social, economic, and political developments have helped to improve the status of nonwhite women workers, but there are still substantial differences in the employment patterns of nonwhite and white women. A higher percentage of nonwhite are in the labor force and are working wives and working mothers. In general, nonwhite have higher unemployment rates, lower income, and less schooling than white, and more are concentrated in low-skilled, low-wage occupations. The 3.5 million in the labor force in 1965 were 46 percent of all nonwhite women. Of those women with children 6-17 years of age, 58 percent of the nonwhite were workers. They were in all major occupational groups. Thirty percent were in private household work, 25 percent in service work, and 11 percent in clerical work. About 30 percent were on part-time schedules but preferred full-time. Almost 67 percent of nonwhite women reported some income in 1964. The median was \$1,066 while that of full-time year-round workers was \$2,674. About 324,000 nonwhite women were seeking work in 1965. The median number of school years completed by nonwhite women workers 18 years and over in March 1965 was 11.1 years. Thirty-two percent had completed 8 years or less of schooling, 29 percent had completed high school, and 8 percent had graduated from college. Sources of these data are the U.S. Department of Commerce, Bureau of Census, and the U.S. Department of Labor, Bureau of Labor Statistics. (FP)

VT 003 751 ED 014 588  
Weightlifting Provisions for Women by State.

Women's Bureau (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.35  
Pub Date - 1Jun66 5p.

\*FEMALES; \*LABOR LAWS; \*LIFTING; STATE LAWS

The leaflet gives legislated weightlifting limitations for women of Alaska, California, Georgia, Maryland, Massachusetts, Minnesota, New York, Ohio, Oregon, Utah, and Washington. The actual pounds of weight which women are permitted to lift and the conditions of carrying are stated. Alaska and Georgia's standards vary according to the size and physical condition of the women workers. Washington's standards recommend teaching women correct lifting techniques and the consequences of incorrect techniques. (FP)

VT 003 760 ED 015 282  
Keyserling, Mary Dublin  
Working Women and the American Economy.

EDRS PRICE MF-\$0.25 HC-\$0.60  
Pub Date - 67 10p.; Speech given before the D-A-Y Workshop on the Homemaker Who Earns in New York City, January 31, 1967.

\*WORKING WOMEN; \*LABOR FORCE; \*FAMILY INCOME; INDIVIDUAL CHARACTERISTICS; MARITAL STATUS; SPEECHES

American women have made a large and growing contribution to family income progress since 1940. The number of women in the working force has doubled. This increase reflects the dramatic change in women's work-life patterns. There has been a marked increase in the employment of women over 35. The woman most likely to be a wage earner in 1967 was 45-54 years old, and of those in that age group with 5 years or more of higher education, over 80 percent were in the work force. This majority of mature working women reflects the new realities in women's lives. Women marry younger, half by 21 years of age, and they bear children younger have their last child by the time they are 30. Lightened household tasks have provided more time. Expanded educational opportunities have contributed new skills and interests. The rapidly expanding economy has provided the jobs, and women have sought them because they needed the money. In 1966, 16 million wives were in the labor force. Of all husband-wife families with working wives, only 6 percent lived in poverty, 28 percent were in the \$3,000-\$7,000 income bracket, and 56 percent had incomes of \$7,000-\$15,000. Wives' wages boosted the family income level although only a small proportion were high. In 1965, 4.5 percent of the wives earned \$7,000 a year or more, a 76 percent increase over 1964. Women's wage and salary earnings in 1966 were estimated to be \$90 billion, which is about 23 percent of the Nation's total. The increasing demand for technical and professional personnel will provide opportunities for well-trained women in higher level and better paying jobs. New legislation which is counteracting disadvantage will add to women's relative work-role position. (FP)

VT 003 800 ED 016 089  
Steiner, Carl L.  
Automation and Technological Change in Banking.

Maryland State Employment Service, Baltimore  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.90  
Pub Date - Nov66 56p.

\*BANKING INDUSTRY; ELECTRONIC DATA PROCESSING; \*AUTOMATION; JOB SKILLS; ORGANIZATION; OCCUPATIONAL INFORMATION; \*EMPLOYMENT TRENDS  
BALTIMORE; MARYLAND

The purposes of this study were to determine the personnel change directly resulting from the installation of Electronic Data Processing in one of the large commercial banks in Baltimore, to describe the processes and job duties involved, and to indicate how changes have affected employment and what may be expected in the

future. The use of the equipment resulted in some shifting and retraining of personnel but no unemployment. Actually more workers were added to care for the increased volume of business. Only 48 jobs were abolished while 58 were created and 40 were increased. Although the outlook is for continued growth in the industry, bankers do not agree on the amount of employment expansion likely to take place. Banks have been able to fill the executive ranks with higher starting salaries, training programs, and rapid promotion but have been forced to use handicapped and part-time workers such as housewives and college students to meet peak seasonal demands. However, most are using electronic data processing now to meet growing shortages of clerical personnel. So far high speed machines are tools for coping with shortages rather than replacing employees. They are being used to make possible a wider range of services at greater speed. Because of the considerable time required to change to automation and get the system working, the impact of electronic data processing on jobs in banking probably will not be apparent for several years. The appendix contains job titles and codes, organization charts, and job descriptions for new and expanded jobs resulting from installation of electronic processing equipment in one large commercial bank. (MM)

VT 003 801 ED 015 284  
The Impact of Technological Change in the Meatpacking Industry.

Nebraska State Employment Service, Lincoln  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.55  
Pub Date - Mar66 69p.

\*UNEMPLOYED; \*MEAT PACKING INDUSTRY; EMPLOYMENT EXPERIENCE; \*JOB LAYOFF; INTERAGENCY COOPERATION; \*EMPLOYMENT PROGRAMS; EMERGENCY PROGRAMS; UNEMPLOYMENT; AUTOMATION; PROGRAM DESCRIPTIONS; PROGRAM EFFECTIVENESS; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT SERVICES

Twenty automation manpower services demonstration projects were started to provide experience with job market problems caused by changing technology and mass layoffs. The first of the series, established in local public employment service offices, this Project dealt with the layoff of 675 workers, problems of readjustment in the plant, the involvement of the Employment Service, and community agencies in solving problems caused by the layoff, and the organization and operation of the Project. The efforts of the Project were primarily directed to the reemployment of the workers. It contacted employees well ahead of the layoff and administered group tests on a voluntary basis. It made job surveys, acted as a clearinghouse for all information concerning the workers' needs, qualifications, and job possibilities, counseled, and made 1,160 referrals resulting in 317 placements. The uncertain status of the laid-off workers was the main deterrent to their reemployment. Another adverse factor was the difference in wage rates the workers were accustomed to and those of jobs available to them after the layoff. Employers were reluctant to hire laid-off workers lest they quit and return to their original jobs when recalled. Besides displaced workers' unwillingness to face reality, the most important single factor influencing reemployment was inadequate education. Recommendations for improving Project operations were to: (1) provide an orientation contact for explaining and selling the services of the Employment Service and the tests, in particular, (2) use a nonverbal test for the functionally illiterate, (3) provide more accurate and objective statistical information on applicant qualifications, (4) coordinate the research phase with the employment phase, (5) clarify the status of displaced workers, (6) provide adequate Project facilities and personnel, and (7) emphasize educational needs, especially for adult education of a general nature. (MM)

VT 003 802 ED 015 285  
Indik, Bernard P.  
The "Mack" Worker, The Impact of His Job Loss 2½ Years Later. Automation Manpower Services Program Report.

New Jersey State Employment Service, Trenton  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.85  
Pub Date - Dec65 35p.

\*UNEMPLOYED; EMPLOYMENT PROGRAMS; \*EMPLOYMENT PROBLEMS; WORK EXPERIENCE; EMPLOYMENT SERVICES; \*FOLLOWUP STUDIES; INDIVIDUAL CHARACTERISTICS; OCCUPATIONAL SURVEYS; MANUFACTURING INDUSTRY  
MACK TRUCK CORPORATION; PLAINFIELD; NEW JERSEY

The long term consequences of a large plant shutdown in terms of the individuals involved and characteristics shown to be important indicators of their reemployability were described in a 1962 study. This followup study clarified and amplified the earlier findings to show more long term consequences. Of the 3,100 people laid off, the original study had a sample of 2,456 and the followup a matched sample of 1,117. Generally, the followup findings reinforced those of the original study and reaffirmed its conclusions and recommendations. Characteristics differentiating the employed from the unemployed at the time of both studies and comparison of these characteristics in both studies were reported. In 1962, 20.4 percent, and in 1964, 23 percent were unemployed. Of the 76 percent working in 1964, 59 percent were working at the same job, 27 percent had had two jobs, and 17 percent had had three or more jobs, and of those not working, over 45 percent had worked since the layoff, and 42.5 percent had not worked. Both samples showed higher unemployment among those with only a grammar school education, and both indicated that having two or more dependents and owning a home were factors related to becoming reemployed. A higher proportion of reemployed workers had taken tests and received training through the Employment Service. Referral to new jobs was the key service offered by the Employment Service, and though its records showed that 20 percent of the Mack population were referred to new jobs, questionnaire response said only 5 percent obtained their new jobs this way. The reemployed workers tended to be working at lower paying jobs requiring use of fewer of their skills and the same or longer hours. It was recommended that support be given through necessary funding and staffing for a complete follow-through and testing of findings. (MM)

VT 003 808 ED 022 854  
A Note on Apprenticeship and Economic Change.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training  
EDRS PRICE MF-\$0.25 HC-\$1.50  
TR-3  
Pub Date - 64 28p.

\*APPRENTICESHIPS; \*NATIONAL PROGRAMS; \*PROGRAM EVALUATION; TRADE AND INDUSTRIAL EDUCATION; UNEMPLOYMENT; \*ECONOMIC CHANGE; \*EMPLOYMENT TRENDS

The apprenticeship system in the United States is a method of training for a vocation or skilled trade within the framework of a relatively free labor market. It is a system which furnishes training through employment and one which is affected by the employment level of a given period. This is particularly important as the apprenticeship typically lasts 4 years, and the apprentice need at the termination of the training period may not be the same as the apprentice intake based on the employment level 4 years earlier. The declining trend in apprenticeship since World War II cannot be attributed to any single cause, but the increased number of persons who continue their formal education seems to be a major one. Evidence indicates that irregularity of employment and unemployment affects apprentices more than other occupational groups. Other major factors which



affect the number of apprentices are (1) the completion rate, (2) unemployment, (3) college and apprentice enrollment, and (4) the ratio between craftsmen and professional-technical personnel. Active apprentices were estimated at 225,000 to 250,000 in 1962. About 160,000 of these were registered with federal or state agencies. Statistical analysis indicates no significant relationship between the number of new apprentices and the number of journeymen. Although apprentice numbers appear to have been small due to employer reluctance to train skilled workers rather than to union policy, relatively little consideration has been given to the system itself, the factors affecting the employer's decision to hire apprentices, nor the factors affecting the apprentice's decision to enter or complete such a training program. Recognition that apprenticeship affects the public interest may result in policies that could substantially increase the number of apprentices. (EM)

VT 003 812 ED 018 643

Employees in Nursing and Personal Care Homes, United States, May-June 1964.

Public Health Service (DHEW), Washington, D.C.

DOCUMENT NOT AVAILABLE FROM EDRS.

PHS-1000-Ser-12-No-5

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.85/2:12-No. 5, \$.30).

Pub Date - Sep66 42p.

\*OCCUPATIONAL SURVEYS; \*NURSING HOMES; \*PERSONAL CARE HOMES; \*HEALTH PERSONNEL; EMPLOYMENT STATISTICS; WORKING HOURS; AGE

Using data collected in a sample survey of resident institutions which provide nursing or personal care to the aged or chronically ill, employees were described in terms of age and sex, job categories, hours worked per week, full-time equivalent staff, and ratio of residents to employees. Some findings were: (1) Nursing and personal care homes employed an estimated 281,000 persons working 15 or more hours per week, (2) Over half the employees were nursing personnel, (3) Professional personnel other than nurses and administrators were few in number, (4) About one-third of the registered nurses and almost three-tenths of the "other professional" staff worked part-time and were used more often in nursing care homes than in the other types, (5) The ages of nursing staff varied from a median of 42 for nurse aides to 48 for registered nurses and licensed practical nurses while the median age for "other professional" and technical staff was 52, (6) Only 1 of 10 employees was male, (7) There were more employees in nursing care homes than in the other types with the employee-resident ratio 1 to 2 compared with 1 to 3 in the other types. (JK)

VT 003 814 MP 000 235

An Appraisal of Area Skill Surveys in Battle Creek, Michigan and Trenton, New Jersey.

Wellemeier, (John Fletcher) and Associates, Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$4.20

Pub Date - Nov65 82p.

EMPLOYER ATTITUDES; EMPLOYERS; \*EVALUATION; PREDICTIVE VALIDITY; VOCATIONAL EDUCATION; EDUCATIONAL NEEDS; PROGRAM PLANNING; JOB SKILLS; \*EMPLOYMENT PROJECTIONS; \*OCCUPATIONAL SURVEYS; EMPLOYMENT STATISTICS; LABOR FORCE  
NEW JERSEY

More than 150 area skill surveys have been made by State Employment Security agencies since the mid-fifties to provide labor supply-and-demand data for important occupations as a basis for planning community-wide training and upgrading efforts. To evaluate such surveys, actual 1965 employment was compared with the level projected for that date in 1960 in Battle Creek and 1963 in Trenton. A sample of 50 employers in each area was interviewed regarding methods of making projections, difficulties, reasons for accurate and inaccurate forecasts, records and record-keeping methods, and attitudes and ideas concerning surveys of this type. Findings included: (1) Actual 1965 employment in Trenton sample firms was 100.3 percent of the number predicted in 1960, (2) 1965 employment in Battle Creek sample firms was 103.9 percent of the number predicted in 1960, (3) Occupational projections in both cities were accurate enough to be useful for planning training, and (4) Employers in both cities had a positive attitude toward the skill survey and the followup study. Data for projected and actual employment by occupation are listed. It was recommended that the skill surveys be continued, survey programs be planned on a regular, continuing basis, permanent committees be set up to include educators and employers, and instructions for employers be simplified. (PS)

VT 003 817 MP 000 238

Clinics for Jobseekers. Final Report.

Health and Welfare Council for the Baltimore Area, Md.

EDRS PRICE MF-\$0.25 HC-\$2.45

Pub Date - Jan67 47p.

PROGRAM DESCRIPTIONS; PARTICIPANT CHARACTERISTICS; UNEMPLOYED; JOB PLACEMENT; \*EMPLOYMENT PROBLEMS; REFERRAL; \*COUNSELING PROGRAMS; COUNSELING CENTERS; ADULT COUNSELING; VOCATIONAL COUNSELING; \*GROUP COUNSELING; PROGRAM EVALUATION; EXPERIMENTAL PROGRAMS; SOCIALLY MALADJUSTED; \*EMPLOYMENT SERVICES; RECRUITMENT; REHABILITATION COUNSELING  
BALTIMORE; MARYLAND

This experimental manpower project was designed to guide displaced older workers, unemployed persons who could find only menial jobs, and the unemployed with deep-seated personal problems toward satisfactory employment. Eleven "clinics" were established in Baltimore's areas of high unemployment to provide instruction and direction relative to job seeking preparation, opportunities for group interaction as a method of changing attitudes, vocational and personal counseling, job development and referral, and followup. The basic program at each clinic consisted of six group sessions (2 hours each) spread over 3 weeks, during which the activities were conducted with the aid of clinic staff which consisted of counselors, caseworkers, a followup specialist, and a job development specialist. Although 7,046 persons registered with the clinics over the 2-year period (1965-66), fewer than this number actually participated. The report contains a detailed evaluation of the experimental counseling methods and their effectiveness in assisting the marginally employable. It was recommended that the program, with slight modification, be continued locally and considered for use in other geographic areas. (ET)

VT 003 826 ED 018 644

Diebold, John, And Others

Automation--The Threat and the Promise, The Role of the Counselor in the Manpower Revolution.

Twin City Vocational Guidance Association, St. Paul-Minneapolis, Minn.

National Vocational Guidance Association, Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$4.10

National Vocational Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C. 20009 (\$1.00).  
 Pub Date - 64 80p.

\*AUTOMATION; OCCUPATIONAL GUIDANCE; \*CYBERNETICS; \*LABOR UNIONS; TECHNOLOGICAL ADVANCEMENT; \*VOCATIONAL COUNSELING; INFORMATION PROCESSING; COMPUTERS; MACHINE TRANSLATION; \*SOCIAL CHANGE; UNEMPLOYMENT; COLLECTIVE BARGAINING; WORK ATTITUDES; EMPLOYMENT PATTERNS; LABOR FORCE; EDUCATIONAL NEEDS; MANPOWER UTILIZATION; PUBLIC POLICY; PRODUCTIVITY; EMPLOYMENT OPPORTUNITIES  
 \*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

Three of the presentations at the Association's 1963 workshop, in addition to a fourth paper commissioned to round out the discussion, were selected for publication. They are concerned with automation as a force influencing work and manpower. The presentations were (1) "Implications of Cybernetics," by John Diebold, in which the author describes actual technological changes, shows that technology is the agent for social change, and recommends giving high level attention to the human and social problems associated with technology, (2) "Labor's View of Automation," by Carl Winn, in which the author proposed collective bargaining to facilitate the orderly introduction of automation and provide standards and procedures for the distribution of employment opportunities and automation costs and benefits, and a stable social and economic structure providing work for everyone who wants to work, (3) "Social Effects of Automation," by Edward Gross, in which it is recommended that guidance counselors not only counsel individuals but society itself so that the adverse social and psychological effects of automation can be minimized, and (4) "Technological Change and Vocational Counseling," by Joseph Samler, in which the threat and promise of technological change, the emerging labor force, and the emerging counseling problems are discussed. (JM)

VT 003 835 ED 016 091  
 Long-Term Trends in Foreign-Worker Employment.

EDRS PRICE MF-\$0.25 HC-\$0.40  
 Farm Labor Developments; January 1967.  
 Pub Date - Jul 67 6p.

\*EMPLOYMENT TRENDS; \*FOREIGN WORKERS; \*FARM LABOR; FARM LABOR SUPPLY; EMPLOYMENT STATISTICS

During the first six years of the 1960 decade the number of foreign workers of all nationalities employed on United States farms has been rapidly declining. During 1966, employment of foreign contract workers averaged 5,100 workers, down 97 percent from 145,800 in 1959, the highest average in history. The sharpest decrease occurred after the termination of Public Law 78, the Mexican-worker program, at the end of 1964. Between 1964 and 1966, average employment of all foreign workers declined 90 percent and that of Mexican workers 98 percent. Another indication of the great decrease in foreign-worker use was the sharp cutback in the number of admissions. In 1966, 34 percent fewer foreign contract workers were admitted for employment on United States farms than in 1965, 88 percent fewer than in 1964, and 95 percent fewer than in 1956, the year when the number of admissions was highest. Four tables are included, giving detailed annual data for all foreign workers, Mexicans, British West Indians, Canadians, Japanese, and Filipinos. (ET)

VT 003 842 MP 000 254  
 Holland, Susan S.  
 Adult Men Not in the Labor Force. Special Labor Force Reprint-2520.

Bureau of Labor Statistics (DOL), Washington, D.C.  
 EDRS PRICE MF-\$0.25 HC-\$1.60  
 Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.  
 Monthly Labor Review; March 1967  
 Pub Date - 67 30p.

INDIVIDUAL CHARACTERISTICS; WORK ATTITUDES; ADULTS; \*MALES; WORK EXPERIENCE; \*UNEMPLOYED; INCOME; RACIAL CHARACTERISTICS; \*LABOR FORCE NONPARTICIPANTS; AGE; JOB SEEKERS

Focusing on the characteristics, work histories, incomes, and job seeking intentions of 4.5 million men of working age who were outside the labor force in 1966, this study examines the long and short run trends in the participation and nonparticipation of men in the labor force. Demographic data taken from various governmental sources showed: (1) Over 90 percent of the men between 18 and 64 were in the labor force in 1966, (2) Over the past decade the proportion of nonparticipants among men 18 to 64 rose from 6 percent of the entire population group in 1956 to 8.7 percent in 1966, (3) The sharpest and most persistent rise occurred among those in the 19 to 24 and the 60 to 64 age group, (4) The nonparticipation rate for men aged 25 to 44 was 2.4 percent in 1956 and 2.7 percent in 1966, (5) The proportion of nonparticipants was higher for nonwhites than for whites except among those under 25 years of age, and the gap was greatest among the men of prime working age, (6) Nearly one-third of the nonparticipants had worked within the past 6 months, and almost one-half intended to look for work in the next 12 months, (7) The median income for the 2.9 million labor force nonparticipants who were family heads was \$4,100, and (8) For two-thirds of the nonparticipants, the reasons for being outside the labor force were self-evident (school, disabilities, and others), but for the remaining 1.6 million, additional data are needed to determine the reasons. (ET)

VT 003 844 ED 014 604  
 Labor Force Projections by State, 1970 and 1980. Special Labor Force-74.

Bureau of Labor Statistics (DOL), Washington, D.C.  
 EDRS PRICE MF-\$0.25 HC-\$2.00  
 Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210 (no charge).  
 Monthly Labor Review; October 1966.  
 Pub Date - 66 38p.

\*POPULATION TRENDS; \*LABOR FORCE; \*COMPARATIVE STATISTICS; RACIAL CHARACTERISTICS; \*NATIONAL DEMOGRAPHY; AGE; SEX (CHARACTERISTICS); GEOGRAPHIC REGIONS

Data from the 1960 decennial census, monthly labor force (household) surveys, and July 1, 1966, population estimates from the Bureau of the Census in tabular form give the 1960 and projected 1970 and 1980 population and labor force (excluding Armed Forces overseas) figures by age, color, and sex, for the United States, the geographic regions, and the states. Charts show percent increase in the projected labor force. The projections indicate that (1) The total resident labor force will increase by more than 15 million persons (22 percent) from 1960 to 1970 and by a similar amount (18 percent) from 1970 to 1980, rising to just over 100 million in 1980, (2) The West will show the greatest increase during both decades with Nevada, Arizona, Utah, California, Colorado, and New Mexico showing labor force increases of 30 percent or more from 1960 to 1970, (3) In this decade, the 25 slowest growing states will have growth rates ranging from 10 to 21 percent, (4) For the nation as a whole, the number of young workers (14 to 24 years old) will increase by about 47 percent from 1960 to 1970, but in the following decade the increase will be only about 14 percent, and (5) The nonwhite labor force will increase by 31 and 26 percent in the two successive decades but will grow at about twice the rate for the



whole labor force in the Northeast and North Central regions. The limitations affecting the reliability of the projections and the methods used are discussed in detail. (ET)

VT 003 845 MP 000 257  
The Effects of Employment Redistribution on Earnings. Special Labor Force-70.

Bureau of Labor Statistics (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.80  
Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.  
Monthly Labor Review, July 1966.  
Pub Date - 66 14p.

OCCUPATIONS; INDUSTRY; \*INCOME; \*EMPLOYMENT PATTERNS; \*LABOR FORCE; \*EMPLOYMENT STATISTICS; EMPLOYMENT TRENDS; SEX (CHARACTERISTICS)

Changes in the overall employment distribution by industry and occupation in the period 1950-63 contributed to an increase in the annual average earnings level by group, for all workers, for both men and women, and for those who worked full time the year round. The earnings effects of employment redistribution were calculated from Bureau of Labor Statistics data by comparing the actual mean earnings per worker in 1963 with average earnings estimated under the assumption that the 1950 employment distribution by major industry division and, separately, by major occupation group had remained unchanged. Differences between the actual and the estimated earnings provided a measure of the effect of employment redistribution. The shift in the occupational structure had more effect than did the shift in the industrial structure. On an overall basis, occupational shifts yielded an earnings level in 1963 which was about \$100 higher than it would have been had the 1950 pattern persisted, while industrial shifts yielded a figure \$50 higher. The latter figure reflects the rapid decline in agricultural employment. Other findings include: (1) Among persons who worked full-time all year, industry shifts accounted for earnings \$200 higher in 1963, (2) Among men, the differentials were even more impressive as a result of both industrial and occupational shifts, and (3) Large increases in professional and technical employment accounted for much of the effect of occupational shifts. (ET)

VT 003 846 ED 015 289  
Perrella, Vera C.; Waldman, Elizabeth  
Out-of-School Youth--Two Years Later. Special Labor Force-71.

Bureau of Labor Statistics (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.15  
Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.  
Monthly Labor Review, August 1966.  
Pub Date - 66 21p.

\*OUT OF SCHOOL YOUTH; \*HIGH SCHOOL GRADUATES; \*DROPOUTS; MALES; \*WORK EXPERIENCE; \*SOCIOECONOMIC STATUS; YOUTH EMPLOYMENT; NATIONAL SURVEYS; INDIVIDUAL CHARACTERISTICS; INCOME; FOLLOWUP STUDIES; JOB TRAINING

A group of young men aged 16 to 21 who had been interviewed by the Bureau of the Census in a nationwide sample study of the early work experience of out-of-school youth in 1963 were resurveyed in February 1965 to assess the relative socioeconomic progress of the dropouts and the graduates. The resurvey included 2.4 million of the 2.7 million youth in the original sample. One of 20 of the dropouts and one of five of the graduates returned to school between 1963 and 1965. About 13 percent of the dropouts and 25 percent of the graduates had taken some formal job training other than vocational or other training received in regular schools. Only 4.9 percent of the men were not in the labor force in 1965 while 9.4 percent were so classified in 1963. Over one-fourth of the graduates but only 11 percent of the dropouts held white collar jobs. The data for all measures such as job held, unemployment rate, earnings, steadiness of employment, hours of work, and labor mobility showed that the men with more education made greater advances over the 2-year period. A discussion of the sample design and methodology and 11 detailed tables are included. (ET)

VT 003 850 ED 015 291  
Waldman, Elizabeth  
Marital and Family Characteristics of Workers, March 1966. Special Labor Force-80.

Bureau of Labor Statistics (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.95  
Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.  
Monthly Labor Review, March 1966.  
Pub Date - 67 37p.

\*FAMILY CHARACTERISTICS; EMPLOYMENT STATISTICS; \*WORKING WOMEN; INCOME; \*MARITAL STATUS; \*LABOR FORCE; FAMILY INCOME; AGE; SEX (CHARACTERISTICS); RACIAL CHARACTERISTICS; CHILD CARE; OCCUPATIONS; WORK EXPERIENCE

The thriving economy's demand for workers resulted in decreased unemployment rates in 1966 for white and Negro women and white men. The increased number of women workers resulted not only from the expanding job market but also from Federal legislation outlawing sex discrimination in employment. In this decade, the most significant increase in women workers, 25 percent, has been in married women under 35 years of age. The declining birth rate among wives 21-24 years old and the changing attitudes of employers, society, and families have made young mothers' working more acceptable. Negro women, with and without children, continued to have higher worker rates and lower incomes than whites, even when they were family heads. Over half were service workers while only 16 percent of whites held such jobs. The comparatively low income levels among Negro families reflect the concentration of family heads among the less skilled occupations, many in which intermittent employment is not unusual. Labor force participation and status for various combinations of worker variables are presented in tabular forms from data gathered in a monthly survey by Bureau of Census for the Bureau of Labor Statistics. (FP)

VT 003 852 ED 015 292  
Wetzel, James R.  
Overtime Hours and Premium Pay. Special Labor Force-72.

Bureau of Labor Statistics (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.95  
Bureau of Labor Statistics, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.  
Monthly Labor Review, September 1966.  
Pub Date - 66 17p.

\*OVERTIME; \*PREMIUM PAY; INDUSTRY; OCCUPATIONS; \*INDIVIDUAL CHARACTERISTICS; \*EMPLOYMENT PATTERNS; SEX (CHARACTERISTICS); AGE; RACIAL CHARACTERISTICS; \*LABOR FORCE

The extent to which persons with workweeks of more than 40 hours receive premium pay and the extent to which they regularly work long hours was studied. The data, collected each year in the May survey of the labor force by the Bureau of the Census, apply to wage and salary workers with one job who worked 41 hours or more during the survey week. Among the findings for May 1965 were: (1) One-third of the Nation's workers, 24.2 million persons, worked in excess of 40 hours, and 16.5 million of those were single jobholders, (2) Of the 16.5 million, 35 percent received premium pay for their overtime, a significantly greater proportion than in the 1963 and 1964 surveys, (3) The majority 84 percent, who received premium pay were employed in the blue-collar or clerical occupations, (4) Nearly 12 million of the 16.5 million who worked more than 40 hours reported that they usually worked extra hours, (5) In all industries, white-collar and service occupations accounted for most of those who usually worked long hours without premium pay, (6) Only 18 percent of the white-collar workers but 60 percent of the blue-collar workers received overtime compensation, (7) Managers and officials were the nonfarm workers most likely to work over 40 hours and among the least likely to receive premium pay, and (8) Married men, 25 to 54 years old, were more than twice as likely to work extra hours than women. Methodological notes and 12 detailed tables are included. (ET)

VT 003 860 MP 000 272  
Keyserling, Mary Dublin  
Goals, Ways to Fuller Utilization.

EDRS PRICE MF-\$0.25 HC-\$0.75  
Pub Date - 66 13p.; Speech presented to a conference on Expanding Employment Opportunities for Career Women (Los Angeles, December 2, 1966).

\*FEMALES; LABOR FORCE; \*MANPOWER UTILIZATION; WORKING WOMEN; EQUAL OPPORTUNITIES (JOBS); \*EDUCATIONAL OPPORTUNITIES; \*EMPLOYMENT OPPORTUNITIES

The only way to achieve national goals is to fully utilize our human resources. Although twice as many women now hold jobs as before World War II, and nearly half of all women aged 18-64 are now in the labor force, they are increasingly concentrated in the lesser skilled, less rewarded and less rewarding jobs. While in 1940, 45 percent of the professional and technical positions were held by women, in 1966 that figure dropped to 37 percent. Of medical students, only 6 percent are women in America, whereas the figure is 35 percent in India, 27 percent in France, and 15 percent in Denmark and the Netherlands. The percentage of women in lesser skilled service trades has risen 14 points since 1940. Median income of women was 60 percent that of men similarly employed in 1964. Recommendations for utilizing woman power were (1) Students must be helped to recognize changed life patterns, thus providing a realistic basis for career choice, (2) Attitudes of parents, teachers, and counselors must be based on the new realities of women's lives, (3) Employers must be urged to implement equal opportunities for hiring and promoting women, (4) Admissions policies to professional schools must be liberalized, (5) Greater flexibility in professional training opportunities is vital, and (6) There must be national, state, and local support and legislation. (FP)

VT 003 863 ED 014 610  
Grosser, Charles  
The Role of the Nonprofessional in the Manpower Development Programs Submitted for Operation Retrieval.

EDRS PRICE MF-\$0.50 HC-\$3.45  
Pub Date - 67 67p.

SOCIAL SERVICES; ECONOMICALLY DISADVANTAGED; URBAN AREAS; \*YOUTH PROGRAMS; PROFESSIONAL PERSONNEL; ON THE JOB TRAINING; RECRUITMENT; \*MANPOWER DEVELOPMENT; INTERPERSONAL RELATIONSHIP; STAFF ROLE; INDIGENOUS PERSONNEL; EMPLOYMENT QUALIFICATIONS; \*EMPLOYMENT PROGRAMS; COMMUNITY AGENCIES (PUBLIC); MANPOWER UTILIZATION; SOCIAL MOBILITY; \*NONPROFESSIONAL PERSONNEL; UNEMPLOYED  
\*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

Based on a review of reports and other documents prepared by various Manpower Development Training Act-sponsored youth-training projects and on interviews with administrators and community residents at five project sites, this study evaluates the use of nonprofessional staff in the operation of manpower programs. The consequences of such employment are viewed in relation to the project's program, its target population, the nonprofessionals themselves, and the professional project staff. Conclusions are: (1) Nonprofessionals have no influence on the substance of manpower training programs, (2) The presence of nonprofessionals on project staffs is felt by the target population, (3) The socioeconomic positions of nonprofessional staff have clearly been raised as a result of their employment, (4) The presence of nonprofessionals has increased the job effectiveness of professionals in the same agency, (5) Nonprofessional status in itself provides no intrinsic means for achieving program objectives, (6) Professionals and administrators have too often used nonprofessionals as "shock troops" to quickly increase the gross statistics of clients served by the agency, (7) The failure to make the nonprofessional an integral part of the service offered has been especially noticeable in manpower programs, (8) Training and promotion opportunities for the nonprofessional have been lacking, and (9) The only foreseeable solution to chronic manpower shortages in the service professions is in the use of nonprofessionals. (ET)

VT 003 882 ED 016 093  
Cohen, Malcolm S.; Gruber, William H.  
Variability by Skill in Cyclical Unemployment.

DOCUMENT NOT AVAILABLE FROM EDRS.  
Monthly Labor Review; v90 n8 August 1967.  
Pub Date - Aug67 7p.

\*BUSINESS CYCLES; \*EMPLOYMENT LEVEL; \*LABOR ECONOMICS; \*LABOR MARKET; \*UNEMPLOYMENT; EMPLOYMENT TRENDS; SKILLED LABOR; UNSKILLED LABOR; HYPOTHESIS TESTING

The study demonstrated that the ratio of unskilled to skilled employment and unemployment varies from the peak to the trough of the business cycle. Data primarily from "Employment and Earnings and Monthly Report on the Labor Force," March 1967 were used in relating the annual unemployment rates for craftsmen and laborers to business cycle peaks and troughs over the period from 1947 to 1966. Three hypotheses were initially proposed to explain cyclical variations in the ratio of laborers to craftsmen unemployment--labor hoarding, downgrading, and job dilution. All three suggested that the ratio of unskilled to skilled unemployment would rise as labor market conditions loosened. Contrary to expectations, the data showed that the ratio fell when conditions loosened. The use of ratios suggested that the paradoxical behavior of the ratio of unskilled to skilled unemployment could be explained in other ways: (1) by using month-to-month indicators of peak to trough variations in relative unemployment rather than annual changes, (2) by aggregating the unemployment data in other ways, and (3) by considering what appears to be different relative employment and unemployment behavior over the business cycle. (ET)



VT 003 883 MP 000 292

Lewis, Willard A.  
Lockout, The Other Dimension, A Look into the Definition and Use of Lockouts Under the Unemployment Insurance Law.

EDRS PRICE MF-\$0.25 HC-\$0.60  
Monthly Labor Review; v90 n8 August 1967.  
Pub Date - Aug67 10p.

COLLECTIVE BARGAINING; \*LABOR LAWS; \*LABOR PROBLEMS; LABOR UNIONS; \*UNEMPLOYMENT INSURANCE; COURT CASES; \*EMPLOYER EMPLOYEE RELATIONSHIP; \*LOCKOUTS  
NATIONAL LABOR RELATIONS BOARD

Locked-out workers and those laid off as a result of a lockout may be denied their weekly statutory unemployment compensation benefits according to the wording and court interpretations of existing employment security laws. All states deny unemployment compensation benefits to claimants who, in general terms, have become unemployed by reasons of a "labor dispute" or by reason of a labor dispute-caused "stoppage of work." Three states specifically name lockout as a statutory ground for disqualifying claimants. Twelve other states specifically exclude lockouts from the definition of a disqualifying labor dispute. Problems concerning this dimension of the lockout stem from differing court interpretations of labor law regarding the lockout, differing statutory definitions of lockout, and varying interpretations placed upon "labor dispute" by commissioners, referees, appeals boards, and state lower and appellate courts. (ET)

VT 003 903 ED 021 978

Earl, Lewis H., and Others  
Manpower Policy and Programs in Five Western European Countries: France, Great Britain, the Netherlands, Sweden and West Germany. Manpower Research Bulletin Number 11.

Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.25  
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.  
Pub Date - Jul66 63p.

ADMINISTRATIVE POLICY; \*MANPOWER DEVELOPMENT; \*FOREIGN COUNTRIES; \*FEDERAL PROGRAMS; VOCATIONAL EDUCATION; EMPLOYMENT PROGRAMS; \*PUBLIC POLICY; BIBLIOGRAPHIES; OCCUPATIONAL GUIDANCE; OCCUPATIONAL MOBILITY; \*EMPLOYMENT SERVICES; UNEMPLOYMENT  
FRANCE; GREAT BRITAIN; NETHERLANDS; SWEDEN; WEST GERMANY

For each of the countries, the current manpower policies are described, the development of manpower policy in relation to other national goals is explained, and major elements of manpower programs are discussed. Information was obtained from selected published materials. Some general findings are: (1) Measures to achieve full employment, economic growth, stable prices, and a sound monetary policy were well integrated and coordinated, (2) Information developed from programs and research related to manpower and the labor force were often used by policy makers, (3) Although published statistics often are lacking, there is generally good communication of information to all concerned with matching jobs and workers, (4) Adult training for employment was a permanent part of the manpower program in all five countries, (5) Public works were used in several countries to combat cyclical and seasonal unemployment, (6) Much attention was given to future demand and availability of workers, and (7) The agencies in the manpower administration of the five countries have different functions and different degrees of authority. A selected bibliography includes both publications containing general information and those containing information for each of the five countries. (EM)

VT 004 094 ED 015 316

Chalupsky, Albert B.; Kopf, Thomas J.  
Job Performance Aids and Their Impact on Manpower Utilization.

Philco-Ford Corp. Western Development Lab., Palo Alto, Calif.  
Manpower Administration (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$5.50  
WDL-TR-3276  
Pub Date - May67 108p.

\*TASK PERFORMANCE; AUDIOVISUAL AIDS; INFORMATION UTILIZATION; \*JOB SKILLS; \*INSTRUCTIONAL AIDS; ANNOTATED BIBLIOGRAPHIES; REFERENCE MATERIALS; MANUALS; MANPOWER UTILIZATION; TRAINING; ELECTRONICS; NURSING; RESEARCH NEEDS  
\*JOB PERFORMANCE AIDS

The purpose of the study was to review and synthesize the results of research on job performance aids and explore their current and potential on industrial manpower utilization. Job performance aids are auxiliary information storage devices which present job instructions or reference data for use by the employee during the course of his job performance. An underlying assumption was that job performance aids could be viewed as a major tool for matching job requirements with available manpower resources. Findings were derived from a review of the literature and from a field study of performance aid utilization in 12 electronics assembly organizations and patient care areas of 12 hospitals. The results showed that depending upon their design and usage, job performance aids could compensate for lack of training and experience, improve job quality, and increase productivity. The impact of job aids was particularly apparent in complex or lengthy tasks, diminishing in effectiveness as tasks were subdivided into short cycle, repetitive operations. A basic framework for advancing the field of job performance aids was proposed, and a series of research questions was listed. It was recommended that the Department of Labor consider the role it might play in overcoming the lack of communications which up to now has hindered the development of the job performance aid field. (ET)

VT 004 240 MP 000 350

The Health Manpower Gap, A High Hurdle.

Bureau of Labor Statistics (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.  
Occupational Outlook Quarterly; v11 n1 February 1967.  
Pub Date - Feb67 9p.; Reprint.

\*HEALTH OCCUPATIONS; \*EMPLOYMENT PROJECTIONS; \*EMPLOYMENT TRENDS; EMPLOYMENT STATISTICS

The number of health workers is expected to increase from 4.1 million to 5.9 million, 44 percent, between 1966 and 1975. To meet the projected annual requirement of 43,000 professional nurses, the average annual number of graduates should be increased by at least 8,000. To meet the need for physicians, the average annual number of graduates from schools of medicine and osteopathy must be increased by more than 6,400. To increase training program output, actions are needed both to expand the capacity of the school and to attract students. Factors causing the worker increase are the growth in population, especially of persons over 65 years of age, the

growth in medical care expenditures by about four-fifths, the extended coverage under health insurance plans, and technological developments. The estimated manpower needs in selected health occupations resulting from growth and net replacements between 1966 and 1975 include (1) 140,000 physicians, (2) 43,000 dentists, (3) 690,000 aides, orderlies, and attendants, (4) 390,000 professional nurses, (5) 310,000 licensed practical nurses, (6) 120,000 pharmacists, 49,000 medical X-ray technicians, (7) 70,000 medical laboratory assistants, (8) 50,000 medical technologists, (9) 10,000 medical record librarians, and (10) 14,700 occupational therapists. (PS)

VT 004 351 ED 022 867

White, Robert H.; Woodin, Ralph J.  
The Education of Ornamental Horticulture Technicians in Ohio, A Research Report of a Ph.D. Dissertation  
Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education  
EDRS PRICE MF-\$0.50 HC-\$3.25  
Pub Date - Sep67 63p.

\*AGRICULTURAL TECHNICIANS; \*ORNAMENTAL HORTICULTURE; CURRICULUM RESEARCH; \*EMPLOYMENT OPPORTUNITIES;  
ORNAMENTAL HORTICULTURE OCCUPATION; CURRICULUM; \*PROGRAM PLANNING; \*EDUCATIONAL NEEDS; OCCUPATIONAL  
INFORMATION; EMPLOYMENT QUALIFICATIONS; MANPOWER NEEDS; QUESTIONNAIRES; OCCUPATIONAL SURVEYS; TECHNICAL  
EDUCATION; EMPLOYMENT STATISTICS; SCHOOL SURVEYS  
OHIO

The primary purposes of this study were to determine occupational opportunities for ornamental horticulture technicians in Ohio and to propose curriculums for training them. In the first phase, data were collected by questionnaire from 64.8 percent of 962 potential Ohio employers which was a 50 percent random sample of 1,900 employers. In the second phase, a selected sample of programs was analyzed by a jury of 12 industry experts to determine curriculum content. Job titles were identified in landscaping, arboriculture and park management, greenhouse and nursery production, wholesale and retail sales, turf production or management, and floriculture. Age requirements ranged from 19 to 60, with an average minimum of 23 and maximum of 50. Salary averages ranged from \$467 starting to a \$696 maximum. Ohio had an estimated need for an average of 262 technicians per year. In eight institutions in seven states selected by seven experts, a study of 21 programs revealed the following common characteristics: (1) length of 18 to 24 months, (2) award of associate degrees, (3) high school graduation admission requirement, (4) supervised work experience of 5 to 12 months, (5) emphasis upon technical subjects, and (6) a minimum of 60 semester hours. Ohio needs were determined to be 16 programs in the six areas. Proposed curriculums for five types of programs, a bibliography, and the questionnaire are included. (JM)

VT 004 356 ED 021 993

Health Manpower Perspective, 1967. Publication No. 1667.

Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower  
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 (FS2.2:M31/6/967, \$.55).  
Pub Date - 67 91p.

\*HEALTH PERSONNEL; \*EMPLOYMENT PROJECTIONS; \*EMPLOYMENT TRENDS; HEALTH OCCUPATIONS EDUCATION; FEDERAL AID;  
PROGRAM DEVELOPMENT; REGIONAL PLANNING; \*MANPOWER NEEDS; EMPLOYMENT STATISTICS; MANPOWER UTILIZATION;  
EDUCATIONAL PROGRAMS

Information of significance to those responsible for education in the health occupations, in the development of new knowledge, and in the organization of health services is presented. Despite sharp increases, the supply of health manpower continues to be outstripped by the demand while the need for 3,700,000 to 4,000,000 workers by 1975 is complicated by the serious demand for professional and technical workers and for leaders and teachers. Preparation for the health field has increasingly become the responsibility of universities, colleges, and vocational and technical schools, with 650 universities and colleges offering programs in one or more allied health occupation at the baccalaureate and graduate levels. In fiscal 1967, federal government expenditures for educating health service personnel, administered by seven government agencies, totaled about \$400,000,000. Suggested approaches to the problem of the health manpower shortage include better utilization of school facilities and faculties, improved recruitment programs, greater attention to refresher programs, provision of career development opportunities and attention to advanced academic placement, greater focus upon continuing education, examination of the present utilization of health personnel as a basis for developing new types of health workers, more regional planning, and improving pay and working conditions of health service personnel. Appendixes include a chart of federal aid available for training health service personnel. (JK)

VT 004 408 ED 018 651

National Roofers Apprenticeship and Training Standards.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training  
EDRS PRICE MF-\$0.25 HC-\$2.15  
Pub Date - 65 41p.

\*APPRENTICESHIPS; \*STANDARDS; \*ROOFERS; QUALIFICATIONS; TRADE AND INDUSTRIAL EDUCATION; SKILLED OCCUPATIONS;  
FEDERAL LAWS; \*PROGRAM ADMINISTRATION; PROGRAM GUIDES

The purposes of these national standards are to serve as a promotional instrument to encourage the proper training of apprentices within the industry and to guide local joint apprenticeship. The standards were established to provide 1,400 hours of on-the-job training per year for a 3-year period with 144 hours of related instruction per year for persons at least 18 and not over 30 years of age who are under written apprenticeship agreements. The first 350 hours of the apprenticeship are considered a probationary period, and the wage rate for the apprentices is based on 6-month periods starting with a minimum of not less than 50 percent of journeyman's wage. A local joint apprenticeship committee, equally representative of management and labor, is responsible for the administration of the local apprenticeship standards which are to be adapted from the national standards. The local standards provide for such items as the methods of apprentice selection, registration of apprentices, ratio of apprentices to journeymen, hours of work, credit for previous experience, periodic examination, and related instruction. A pattern of the usual structure of a local program is provided but may be changed to conform to local conditions. An outline of federal laws and regulations affecting apprentices, on-the-job processes, suggested subjects for the related instruction curriculum, and sample forms are included for use by the local committee. (HC)

VT 004 424

Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation--Phase I--  
Manpower Needs, Data Collection Devices and Occupation Clusters. Appendix (Exhibit B).



Oregon Univ., Eugene  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Dec 65 145p.

\*VOCATIONAL EDUCATION; OCCUPATIONS; \*JOB ANALYSIS; \*JOB SKILLS; \*EDUCATIONAL NEEDS; \*OCCUPATIONAL INFORMATION;  
CURRICULUM PLANNING; PROGRAM CONTENT; OCCUPATIONAL SURVEYS; OCCUPATIONAL CLUSTERS  
OREGON

This appendix was the result of efforts by two teams of labor analysts and a team of curricular analysts. It was published separately from the main report of the "Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation: Phase I--Manpower Needs, Data Collection Devices and Occupation Clusters" because of its possible value for vocational counseling and curricular planning. Each of 143 key occupations are outlined to include (1) duties performed, (2) knowledge or skills required, and (3) curricular elements planned. (JM)

VT 004 539 ED 020 334

Eggenberger, Ulrich Lewis

An Analysis of High School Vocational Agriculture from Evaluations of Graduates in West Texas.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-10,638, microfilm \$2.75, xeroxed \$8.20).

Pub Date - 64 164p.

\*VOCATIONAL FOLLOWUP; \*VOCATIONAL AGRICULTURE; \*OCCUPATIONAL CHOICE; \*CURRICULUM EVALUATION; FARMERS; OFF FARM AGRICULTURAL OCCUPATIONS; COLLEGE ATTENDANCE; PROGRAM EVALUATION; \*HIGH SCHOOL GRADUATES; QUESTIONNAIRES TEXAS

A study of the 1953, 1954, and 1955 West Texas high school graduates who had completed 1 or more years of vocational agriculture was conducted to (1) determine present occupational status, (2) determine factors related to occupational choice, (3) evaluate high school courses and vocational agriculture programs as related to occupations, and (4) determine possible changes in vocational agriculture needed to meet needs of graduates. Questionnaires sent to graduates of 45 high schools yielded 846 responses or 70.4 percent of the total. Of the 846 respondents, 28.4 percent were farm operators, 15.7 percent were in off-farm agricultural occupations, and 5.4 percent were in military service. Factors related significantly to occupational choice at the .01 level by chi-square test included: occupation of father, farm size while in high school, years of vocational agriculture, and college attendance. The graduate's scholastic rank was related to choice at the .05 level. Approximately 60 percent of the graduates attended college and one-half of these received a degree. Graduates rated the value of high school course areas in the following descending order: mathematics, English, business and bookkeeping, speech, vocational agriculture, science, industrial arts, typing, and foreign language. Farm operators and other agricultural workers rated vocational agriculture higher. Vocational agriculture units rated highest in value by farm operators were crop production, farm management, and farm mechanics. Other agricultural workers rated soils and leadership activities higher. This Ph.D. thesis was submitted to Iowa State University. (JM)

VT 004 544 ED 020 336

Katz, Gideon

Determining the Vocational Needs in Agriculture of Beginning and Prospective Farmers in Newly Developed Areas in Israel.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-13,833, microfilm \$3.40, xeroxed \$11.95).

Pub Date - 64 250

\*AGRICULTURAL EDUCATION; \*FARMERS; \*JOB ANALYSIS; \*EDUCATIONAL NEEDS; JOB SKILLS; CURRICULUM DEVELOPMENT; FARM MANAGEMENT; OCCUPATIONAL INFORMATION; TASK PERFORMANCE ISRAEL

The objectives of the study were to (1) identify principal farm jobs in production enterprises, (2) determine the actual performer of these jobs on moshav farms, (3) ascertain the ideal performer of these jobs, (4) classify jobs in terms of actual and ideal performers, and (5) draw implications for curriculum development. Lists of farm jobs were compiled and verified by experts for industrial crops, truck crops, plantations, and poultry, dairy, and sheep production. Questionnaires incorporating these lists were mailed to extension agents who checked the ideal performer for each moshav farm job in their area. The actual performer was ascertained by interview with instructors and beginning farmers. Performers were classified into five categories. Each farm job was assigned a degree of specialization in accordance with the mode of the ideal performer. The urgency of the job was defined in terms of discrepancy between the actual and ideal performers. Farm jobs varied between areas. Beginning farmers failed to perform some jobs ascribed to them. Record-keeping, disease control, maintenance, and farm machinery operation were often not performed. Managerial decisions were often made only with guidance or by experts. A gap existed between the actual and the ideal performer of numerous jobs. Farm jobs were assigned a degree of specialization and urgency, and curriculum implications were identified. This Ph.D. thesis was submitted to Cornell University. (JM)

VT 004 555 ED 020 343

Brum, Herbert Duane

Non-Farm Agricultural Employment Opportunities and Training Needs in Ohio.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-6236, microfilm \$3.00, xeroxed \$8.40).

Pub Date - 65 194p.

\*AGRICULTURAL EDUCATION; \*EMPLOYMENT OPPORTUNITIES; \*EDUCATIONAL NEEDS; \*OFF FARM AGRICULTURAL OCCUPATIONS; EMPLOYMENT PROJECTIONS; EMPLOYER ATTITUDES; JOB SKILLS; OCCUPATIONAL SURVEYS; EMPLOYMENT QUALIFICATIONS OHIO

The purpose of the study was to identify the number and characteristics of off-farm agricultural occupations in Ohio. A questionnaire was developed, pretested, and mailed to 7,847 different firms, agencies, and organizations in the sample. Responses were keyed to the Standard Industrial Code Index so that census data could be used as a projection base. Based on returns from 1,001 firms which had 43,453 employees, projections showed 57 different kinds of firms or agencies employing 165,262 off-farm agricultural workers or 5.3 percent of all of the 3,104,200 Ohio workers. Needed competencies varied with kinds of firms and levels of employment. Competency in food processing and horticulture was needed by 49,372 and 33,206 workers, respectively. Of 15,890 new off-farm agricultural workers needed annually, 6 percent were at the professional and technical

level, while most of the remainder were at the sales, skilled, semiskilled, and service worker level. The annual turnover of employees was 9.6 percent. Employers expressed no farm, rural or urban background preference for 88 percent of the workers. This Ph.D. thesis was submitted to The Ohio State University. (JM)

VT 004 563 MP 000 510  
Negro Women...in the Population and in the Labor Force.

Women's Bureau (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.40  
Pub Date - Dec67 46p.

\*NEGROES; \*FEMALES; WORKING WOMEN; \*EMPLOYMENT STATISTICS; \*LABOR FORCE; EMPLOYMENT TRENDS; NEGRO MOTHERS; \*NEGRO POPULATION TRENDS; NEGRO EMPLOYMENT; COMPARATIVE STATISTICS; ECONOMIC STATUS; INCOME; EDUCATIONAL STATUS COMPARISON; RACIAL CHARACTERISTICS; SEX (CHARACTERISTICS); POPULATION TRENDS; ACADEMIC ACHIEVEMENT; STUDENT ENROLLMENT; FAMILY STATUS; CHILD CARE; UNEMPLOYMENT

Data compiled by various federal agencies are utilized to draw a statistical profile of Negro women nationally and to compare them with Negro men and white men and women. Figures for non-whites, of whom 93 percent are Negro, are used when figures for Negroes are not available separately. The data include: (1) 52 percent of the 21,508,000 Negroes in the population in 1966 were females, (2) In March 1966, the median years of school completed among persons 18 years of age and over was 10.1 for Negro women, 9.4 for Negro men, 12.2 for white women, and 12.0 for white men, (3) One-fourth of the Negro families were headed by women, as compared with less than one-tenth of white families, and 62 percent of the 1,132,000 nonwhite families; 30 percent of the white families headed by a woman in 1965 were poor, (4) Half of the Negro women 18 years of age and over were in the labor force in March 1966, as compared with 39 percent of white women, (5) 48 percent of all non-white mothers and 34 percent of white mothers with children under 18 years of age were in the labor force in 1966, (6) 59 percent of employed Negro women were service workers in 1966, but the proportion finding white-collar work is increasing, and (7) 40 percent of Negro women and 82 percent of Negro men were subject to the minimum wage provisions of the Federal Fair Labor Standards Act, as amended in 1966. Six charts and 24 tables are included. (ET)

VT 004 584 ED 020 345

Parsons, Warren  
An Analysis of Training Needs and Employment Characteristics of the Greenhouse Grower in Three Metropolitan Areas.

DOCUMENT NOT AVAILABLE FROM EDRS.  
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-14,162, microfilm \$3.00, xeroxed \$6.40).  
Pub Date - 66 113p.

\*ORNAMENTAL HORTICULTURE; \*GREENHOUSES; \*JOB SKILLS; VOCATIONAL AGRICULTURE; \*NURSERYMEN; \*EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; SURVEYS  
CHICAGO; ILLINOIS; CLEVELAND; OHIO; DETROIT; MICHIGAN

Interviews were conducted with the managers of 58 greenhouses which covered one acre or more in the Chicago, Cleveland, and Detroit areas (1) to determine the nature of training desired for the commercial greenhouse grower in terms of the relative importance of the species of ornamental flowering plants produced, and the degree of attainment of competencies needed, and (2) to obtain employment information useful in the guidance and training of such workers. Under the basic areas of plant knowledge, the categories of plant parts, growth processes, and plant names were considered essential by two-thirds of the managers. Fifty-four percent of the greenhouse managers indicated that the following 15 competencies, in order of importance, were essential for the greenhouse grower: watering, controlling pests, fertilizing, mixing soils, potting, transplanting, handling chemicals, cleaning, propagating, sterilizing soil, identifying growth containers, applying growth substances, operating boiler, operating equipment, and testing soil. Three-fourths of the greenhouse managers reported the following 10 areas of training under crop understanding, in order of importance, as essential: temperature, water requirements, pinching, disbudding, cutting, special cultural practices, humidity, life cycle of plant, grading and packaging, and photo period. It was recommended that employment information and training be provided for the prospective greenhouse growers through the cooperative efforts of educators and employers according to the findings of this study. This Ed.D. thesis was submitted to Michigan State University. (WB)

VT 004 585 ED 020 346

Persons, Edgar  
The Farmer and His Educational Investment--What Are the Relationships of this Investment to Farm Success?

DOCUMENT NOT AVAILABLE FROM EDRS.  
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-12,233, microfilm \$3.00, xeroxed \$7.60).  
Pub Date - 66 154p.

\*ADULT FARMER EDUCATION; \*FARMERS; SURVEYS; \*VOCATIONAL FOLLOWUP; INDIVIDUAL CHARACTERISTICS; ECONOMIC FACTORS; EDUCATIONAL BACKGROUND

A sample of 528 farmers who had been enrolled in instructional on-farm training following World War II were studied to determine the relationship of selected economic, educational, and biographical variables to farm success and to examine the relationship of the educational investment component to farm success. Data were collected by questionnaire and interview, and from training records of each farmer. Sixteen variables were chosen to represent the educational, biographical, and economic status of the beginning farmer. The dependent variables were gross income, net income, and average yearly gain in net worth. Multiple regression analyses were used to assess the significance of the independent variables, and the educational component was further examined with an analysis of the multiple covariance technique. Some findings were: (1) Approximately 25 percent of the variation in gross income can be predicted, (2) Net income could not be effectively predicted with the variables selected, (3) Age at beginning of training, beginning tenure status, total beginning capital, Mechanical Aptitude Test score, and number of adult classes attended were the most significant variables, (4) About 20 percent of the variations in gain in net worth was attributed to variation in age at the beginning of training, total beginning capital, size of business in tillable acres, and adult classes attended. Adult classes attended was significantly related to both gross income and gain in net worth which indicated the importance of the availability of adult education to farm success. This Ph.D. thesis was submitted to the University of Minnesota. (WB)

VT 004 600 ED 020 350

Apprenticeship and Training Standards for Truck Mechanics, A Guide for the American Trucking Industry.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training  
EDRS PRICE MF-\$0.25 HC-\$1.90  
Pub Date - 65 36p.



\*APPRENTICESHIPS; \*STANDARDS; \*AUTO MECHANICS (OCCUPATION); \*PROGRAM GUIDES; TRADE AND INDUSTRIAL EDUCATION; NATIONAL PROGRAMS

Technological changes, the continued growth of the trucking industry, and a persistent shortage of skilled mechanics has made it necessary for the industry to have a more detailed and planned training program to maintain efficiency and quality. These standards are intended to govern the employment and training of apprentices in the respective branches of the trucking industry. Local application in states having state apprenticeship agencies may require adaptation to meet the standards of apprenticeship in such states. The standards provide sample work processes for 8,000-hour on-the-job training programs for truck mechanics, truck mechanics (heavy-duty-equipment mechanic), truck and trailer body mechanics, and truck mechanics-diesel, and a 6,000-hour program for truck mechanics-painter. Each program requires a minimum of 144 hours of related instruction for each year of training. All apprentices employed in accordance with these standards are subject to a probationary period for the first 500 hours of employment. The ratio of no more than one apprentice to three journeymen is recommended to assure proper supervision and training. Some of the other standards cover qualifications and selection for apprenticeship, credit for previous experience, hours of work, apprenticeship agreement, supervision, certificate of completion, and official program approval. Sample forms are provided for use in establishing an apprenticeship recordkeeping system. (HC)

VT 004 623

Utilization of Mental Health Manpower. A Highlights Report of the National Mental Health Manpower Studies Committee Meeting (March 10-11, 1966).

National Inst. of Mental Health, Bethesda, Md. Manpower Studies and Program Analysis Section  
MF AVAILABLE IN VT-ERIC SET.

Public Information Section, Office of the Director, National Institute of Mental Health, Bethesda, Maryland (single copies without charge).

Pub Date - 66 22p.; Mental Health Manpower, Current Statistical and Activities Report; Number 11, Oct. 1966.

\*MANPOWER UTILIZATION; ECONOMIC RESEARCH; OPERATIONS RESEARCH; SYSTEMS APPROACH; SOCIAL PSYCHOLOGY; SPEECHES; \*HEALTH OCCUPATIONS; \*MENTAL HEALTH

Two reports by guest speakers are presented. Henry David discusses constraints on our freedom to engineer effective utilization and suggests four broad approaches to the general problem of utilization, having to do with: (1) the total administrative behavior of an enterprise or a system, (2) the psychological and physical "climate" of the work situation, (3) the ways in which resources can be deployed and meshed, and (4) the skill-job nexus. Robert F. Lockman outlines the National Manpower Council's four-fold conceptual model of man-power utilization: (1) Technical--Matching skills and job requirements, (2) Economic--maximizing output of goods or services by altering the input of economic and manpower resources, (3) Social--work environment modification, and (4) Political--input of administrative behavior. In addition, a "systems" approach to the mental health "industry" is suggested. Discussion highlights following each address are included. (JK)

VT 004 624

Health Service Occupations, Occupational Needs, Educational Requirements, 1967-1971-1976, Connecticut and Its Areas.

Connecticut Univ., Storrs. Labor Education Center  
Connecticut State Dept. of Education, Hartford, Div. of Vocational Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Sep67 133p.

\*OCCUPATIONAL SURVEYS; \*EDUCATIONAL NEEDS; \*HEALTH OCCUPATIONS EDUCATION; EMPLOYMENT STATISTICS; EMPLOYMENT PROJECTIONS; \*HEALTH PERSONNEL; OCCUPATIONAL INFORMATION; \*MANPOWER NEEDS; HEALTH SERVICES; EMPLOYMENT QUALIFICATIONS; PROGRAM CONTENT; CURRICULUM CONNECTICUT

Occupations directly involved with or supporting the health services in hospitals, convalescent homes, physicians' offices, dentists' offices, dental laboratories, employee's health clinics, and public health agencies were studied. For each occupation, administrators listed current employment, expansion needs, expected withdrawals, and current job vacancies, and indicated their opinions regarding formal education requirements and preferred course content. Some highlights of the findings were: (1) a 57 percent gain in employment growth in 10 years to 52,530 persons in 1966, (2) a need for 59,214 additional trained persons by 1976, inclusive of various levels of nurses but exclusive of doctors, dentists, and others requiring a college degree, (3) largest needs in Hartford, New Haven, and Bridgeport, (4) English and mathematics as the most frequently listed general courses, and geriatrics, bedside care, and body mechanics as the most frequently listed special courses. (JK)

VT 004 637

Schaefer, Carl J., And Others  
Follow-Up Study of 1963 Graduates of Trade and Industrial Programs in Public Vocational and Technical High Schools, North Atlantic Region.

Office of Education (DHEW), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.

OEC-6-85-081  
BR-5-1163

08

Pub Date - 64 66p.

\*FOLLOWUP STUDIES; \*VOCATIONAL FOLLOWUP; \*TRADE AND INDUSTRIAL EDUCATION; \*HIGH SCHOOL GRADUATES; JOB PLACEMENT; WAGES; EDUCATIONAL PROGRAMS; PROGRAM EVALUATION; PROGRAM EFFECTIVENESS; \*JOB PLACEMENT; EMPLOYMENT EXPERIENCE; COOPERATIVE PROGRAMS; OCCUPATIONS

Follow-up information from the 1963 graduates of high school trade and industrial education programs in 12 North Atlantic states and the District of Columbia was obtained, compiled by State, tabulated for the Region as a whole, and analyzed for significant trends. Although there were slightly fewer graduates than in 1962, the number available for employment was the largest in history. About 75 percent of the graduates of day preparatory programs and 80 percent of the graduates from part-time cooperative programs sought employment. At the time the data were collected, 72 percent of the day preparatory graduates were employed in jobs related to their training and 90 percent of the part-time cooperative graduates were similarly employed. The median hourly wage for the 1963 graduates was estimated to be \$1.54. The number of courses offered has increased each year with a total of 1,606 courses in 84 different programs. Programs which have been dropped and added indicate that the states are sensitive to local needs and have adjusted accordingly. The part-time cooperative programs seem to be increasing through general support of industry, educators, government, and the public at large. When the 13,610 graduates who were employed in jobs related to their education earn close to \$45 million as entry pay, there can be no doubt that the investment in vocational education pays extremely high dividends. (HC)

VT 004 712 ED 020 360

Duffy, Norman F.  
Apprenticeship--A Theoretical Model.Wisconsin Univ., Madison, Center for Studies in Vocational and Technical Education  
EDRS PRICE MF-\$0.25 HC-\$0.40  
British Journal of Industrial Relations; v5 pp87-90 March 1967.  
Pub Date - Mar67 6p.; Reprint\*APPRENTICESHIPS; \*EMPLOYMENT PATTERNS; \*EMPLOYMENT TRENDS; \*MATHEMATICAL MODELS  
AUSTRALIA

An inquiry into recruitment of apprentices to skilled trades in Western Australia indicated little correlation between the number of new apprentices and the level of industrial employment or the total number of apprentices. This article attempts to outline a mathematical model of an apprenticeship system and discuss its implications. The model, a formula using "total number of apprentices," "employment," "appropriate apprentices-employment ratio," "coefficient of optimism," "level of intake," "qualified recruits," and "time" showed a high degree of agreement between actual and calculated apprentice intake when applied to the motor vehicle repair and clothing manufacturing industries for the period 1948 to 1958. Implications of the model are: (1) Comparatively smooth changes in industry employment can give rise to large apprentice intake changes thus causing difficulties in the formal education of apprentices, (2) Chronic shortages of apprentices will occur in occupations for which supply limitations prevent "natural" intake peaks from being achieved, and (3) The virtual impossibility of discharging an apprentice results in a low "coefficient of optimism" which may result in a lower intake than objective consideration would justify. The implications suggest the need for flexible apprenticeship arrangements such as making the first part of apprenticeship common to a number of trades, or indenturing apprentices to an Apprenticeship Board rather than to individual, thus making transfer possible. (EM)

VT 004 799 ED 022 017

Apprenticeship and Training Standards for Automobile Mechanic, Body Repairman and Painter.

Independent Garage Owners of America, Tulsa, Okla.  
Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training  
EDRS PRICE MF-\$0.25 HC-\$1.70  
Pub Date - 66 32p.

\*APPRENTICESHIPS; \*AUTO MECHANICS (OCCUPATION); \*AUTO BODY REPAIRMEN; \*STANDARDS; \*PROGRAM GUIDES; PROGRAM ADMINISTRATION; NATIONAL PROGRAMS; TRADE AND INDUSTRIAL EDUCATION

The national apprenticeship standards developed by the Independent Garage Owners of America provide guidelines for establishing local programs of apprenticeship for automobile mechanics, body and fender mechanics, and painters. The apprenticeship term is specified as 4 years for the automobile mechanics and body and fender mechanics and 3 years for the automobile painters with 144 hours of related classroom instruction per year. Other standards specify apprenticeship qualifications, apprentice selection, apprenticeship agreements, probationary periods, apprentice wages, apprentice registration, periodic examinations, and certification of program completion. A local apprenticeship and training committee should be established to administer the apprenticeship system in accordance with the national standards. Recommended apprentice work experience schedules, the latest amendments and regulations of the various federal laws affecting apprenticeship, apprenticeship record keeping forms, and directories of regional and state apprenticeship agencies are included. (HC)

VT 004 898

Schroeder, Ernest F.  
Aerospace Employment, Job Market Developments. Industry Manpower Survey No. 112.Bureau of Employment Security (DOL), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - May65 27p.

\*OCCUPATIONAL SURVEYS; AEROSPACE INDUSTRY; \*MANPOWER UTILIZATION; ENGINEERS; TECHNICAL OCCUPATIONS; SKILLED OCCUPATIONS; EMPLOYMENT PATTERNS; EMPLOYMENT PROJECTIONS

This survey is one of a series of manpower studies designed to provide the United States Employment Service (USES) and its affiliated state employment services with labor market information needed to carry out operating responsibilities. A survey of 673 individual establishments in the aerospace industry in August 1964 was made to ascertain the role of manpower in the industry. Aerospace employment declined sharply in 1964 for the first time since 1958 when the industry was initially surveyed. Most of the decline was attributable to the missile segment of the industry, and was most pronounced in the West and Northwest. Despite this decline, about half of all establishments reported occupational shortages. One-third of all firms reported a shortage of engineers in the electrical, mechanical, and aeronautical fields. Skilled jobs most commonly reported in short supply were for machinist, draftsman, tool and die maker, and electronic technician. The statistical data and employment trends in aerospace activities should be used with caution since establishments engaged in missile and space vehicle work has increased appreciably since the initial survey in 1958. (HC)

VT 004 901

Medvin, Norman; Holiber, Caryl L.  
Machine Tools, Labor Market Developments. Industry Manpower Surveys No. 110.Bureau of Employment Security (DOL), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - May64 23p.

\*OCCUPATIONAL SURVEYS; \*MACHINE TOOL INDUSTRY; \*METAL MACHINING OCCUPATIONS; MANPOWER UTILIZATION; SKILLED OCCUPATIONS; SEMISKILLED OCCUPATIONS; EMPLOYMENT STATISTICS; EMPLOYMENT PROJECTIONS; MANPOWER NEEDS; WAGES

The United States Employment Service (USES) and affiliated state units surveyed 15 major machine tool manufacturing centers in May of 1964 to ascertain the role of manpower in the industry. Employment in the machine tool industry has not increased as rapidly as machine shipments. Major causes for this difference appear to be (1) an increased output to manhours worked, (2) a different basis for shipment figures and employment figures, (3) shipment figures cannot be translated to constant dollars, and (4) the long lead time for manufacture makes it difficult to closely relate shipments and employment. The 15 centers reported a continued shortage of highly skilled metalworkers and shortages for semi-skilled metalworkers were also widespread but less acute. A possible recruitment source for qualified metalworkers is the permanent layoffs of almost 3,500 workers between November 1963 and March 1964. The traditional source of metalworkers has been vocational schools, apprenticeships, and on-the-job training programs. Since 1962 more than 10,000



workers in metalworking occupations have been approved for training under the Manpower Development and Training Act. It appeared that the industry can achieve a substantial increase in output with some additional recruitment and possible further extension of the workweek. (HC)

VT 004 906 ED 022 019

Loren, C.O.

Occupational Opportunities and Training Needs for Youth for Non-Farm Agricultural Jobs in Washington State.

Washington State Univ., Pullman. Agricultural Education  
Washington State Board for Vocational Education, Olympia  
EDRS PRICE MF-\$0.50 HC-\$4.70  
Pub Date - Feb67 92p.

AGRICULTURAL EDUCATION; \*OCCUPATIONAL SURVEYS; \*OFF FARM AGRICULTURAL OCCUPATIONS; \*JOB SKILLS; \*EMPLOYMENT QUALIFICATIONS; \*EDUCATIONAL NEEDS; MANPOWER NEEDS; AGRICULTURAL SKILLS; OCCUPATIONAL CLUSTERS; EMPLOYERS; EMPLOYMENT STATISTICS; OCCUPATIONAL INFORMATION; QUESTIONNAIRES  
WASHINGTON

The objectives of the study were to identify present and emerging off-farm agricultural occupations and to determine for present and anticipated numbers of employees, competencies needed for entry and advancement, job characteristics, and educational needs. A sample of 472 was drawn from a population of 2,952 firms. Of 437 firms contacted by 60 trained interviewers, 336 employed persons needed agricultural competency. Findings indicated that about 2,200 firms employed about 35,000 persons of which 13,000 (37 percent) in 158 job titles needed agricultural competencies. Each year for the next 5 years, the 2,200 firms will need 240 additional and 400 replacement employees. Employees generally started at 23 to 30 years of age and stayed in a job 11 to 15 years. A wide range of salaries averaged \$462 per month and a longer than 40-hour week was prevalent. High school graduation was the minimum educational requirement for most jobs. Farm background and work experience were advantageous to job seekers. Competencies for most job titles included (1) employee relations with supervisors, (2) employee relations with fellow workers, (3) communications, and (4) salesmanship and customer relations. Specific competencies were identified for each job title, and grouping of competencies was evident. (JM)

VT 004 907 ED 022 020

Lee, Arthur M.

Engineering and Technology in Arizona; A Report on the Education of Engineers, Technicians, and Skilled Craftsmen and the Educational Needs of Industry.

Arizona Occupational Research Coordinating Unit, Phoenix  
Arizona State Dept. of Vocational Education, Phoenix  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$1.25 HC-\$14.50

OEG-4-7-063029-1595

08

BR-6-3029

Pub Date - 68 288p.

ENGINEERING EDUCATION; TRADE AND INDUSTRIAL EDUCATION; SCHOOL SURVEYS; TECHNICAL EDUCATION; OCCUPATIONAL SURVEYS; \*ENGINEERS; \*SUBPROFESSIONALS; \*SKILLED OCCUPATIONS; EMPLOYER ATTITUDES; \*EDUCATIONAL NEEDS; INDUSTRY; \*OCCUPATIONAL INFORMATION; PROGRAM DESCRIPTIONS; EDUCATIONAL PLANNING; EDUCATIONAL TRENDS; EMPLOYMENT QUALIFICATIONS; QUESTIONNAIRES  
ARIZONA

Data are provided to help educators plan educational programs for engineering, technical, and skilled occupations based on the needs of industry. "State of the Art" outlines the existing educational system and identifies problems and needed changes. "Educational Resources" describes the course offerings of secondary and post-secondary schools and colleges in the state and reports a student survey. "A Survey of Industry" reports the findings of a survey of 580 employers and 3,926 employees in 36 occupations which sought to identify major and minor job functions. "Occupational Profiles" contains 30 profiles of occupations giving educational level, knowledge and skill requirements, personal characteristics, previous experience, and salary range. These profiles were developed on the basis of the industrial survey. "Advice from Industry" presents suggested improvements for current educational programs from employers. "Industrial Development in the Decade Ahead" discusses Arizona's manpower requirements and projections for engineering, technical, and skilled manpower. "Educational Changes and Trends" reviews related educational literature. Recommendations, a sample questionnaire, and a bibliography are also included. (EM)

VT 004 931 ED 021 062

Dirksen, Dennis A.

An In-Depth Study to Ascertain Whether There is a Need in the State of Utah for a Post High School Program in Ornamental Horticulture.

Utah Research Coordinating Unit for Vocational Education, Salt Lake City  
EDRS PRICE MF-\$0.50 HC-\$3.25

OEG-4-7-063046-1612

08

BR-6-3046

Pub Date - 67 63p.

\*ORNAMENTAL HORTICULTURE OCCUPATION; \*OCCUPATIONAL SURVEYS; WAGES; AGE; \*EDUCATIONAL NEEDS; \*EMPLOYMENT QUALIFICATIONS; EDUCATIONAL PROGRAMS; NURSERY WORKERS (HORTICULTURE); GROUNDS KEEPERS; \*EMPLOYMENT OPPORTUNITIES; POST SECONDARY EDUCATION; FEASIBILITY STUDIES  
UTAH

The objectives of the study were to determine (1) kinds of jobs and number of people associated with ornamental horticulture in Utah, (2) skills and information needed by nursery workers, (3) training programs already established in the nation, (4) needs of golf courses, and (5) the use of data in developing a training program. Questionnaires were sent to all nurseries and golf courses in the state, and responses were obtained from 64.6 percent of the nurseries and 65.3 percent of the golf courses. A shortage of well-qualified workers was reported by 92.8 percent of the respondents. Most nurserymen learned by being self-taught or by on-job experience. Seasonal workers were students. Wages ranged from \$150 to \$450 per month. Of 171 predicted jobs by 1972, 119 were of a semi-skilled classification or less. Nurserymen provided on-the-job training for seasonal workers and used the employment criteria of honesty, willingness to work, dependability, and knowledge of the business. Most employees were in the 16-20 or 61-65 age ranges. Golf course professionals deemed knowledge of grasses, soils, and course construction as necessary for golf course employees. Little justification was found for a post-high school ornamental horticulture program in Utah, but ornamental horticulture units in high school vocational agriculture were needed. (JM)

VT 004 970 ED 020 397

Sultan, P.E.; Prasow, P.

Automation--Some Classification and Measurement Problems. Reprint No. 149.

California Univ., Los Angeles. Inst. of Industrial Relations  
EDRS PRICE MF-\$0.25 HC-\$1.65  
Institute of Industrial Relations, University of California, Los Angeles, California 90024 (single copies without charge).  
Labour and Automation; Bulletin No. 1, 1964.  
Pub Date - 65 31p.

\*AUTOMATION; TECHNOLOGICAL ADVANCEMENT; \*RESEARCH PROBLEMS; \*LABOR ECONOMICS; ECONOMIC RESEARCH; ECONOMIC FACTORS; \*MEASUREMENT; LABOR MARKET; SCIENTIFIC CONCEPTS

The purpose of this paper was to review how "automation" is defined, giving consideration to conventional usage of the term and to those considerations which determine the convenience or suitability for research purposes of particular categories of technical change. An underlying assumption is that the adjustment demands imposed by technology cannot be delayed until sufficient refinement of research techniques enables the consequences of automation to be clearly and precisely defined. Since the significance of a technical change is largely determined by its "span" of application, the significant change is one likely to affect the entire structure of the production process. Technical change must be analyzed in terms of the factor savings involved, that is, in terms of its impact on unit capital and labor requirements. This approach would require more information about the quantity, form distribution, and cost of capital. Although measures of manpower, statistically speaking, are more adequate, more attention must be given to direct labor-saving indirect labor-using implications of technology. Attention must also be given to the responses of the market to automation's speed of penetration. The dimensions of the economic impact of automation which can be analyzed are capital and labor savings, alterations in the ratio of labor and capital, rate of change over time for per-unit capital and labor requirements, and the changes of the degree of substitutability of labor and capital involved with the technology. (EM)

VT 005 161 MP 000 511  
Stern, James L.; Johnson, David B.  
Blue- To White-Collar Job Mobility.

Wisconsin Univ., Madison. Industrial Relations Research Inst.  
DOCUMENT NOT AVAILABLE FROM EDRS.  
Clearinghouse for Federal Scientific and Technical Education, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151 (PB 177 360, microfilm \$.65, xeroxed copy \$3.00).  
Pub Date - 68 357p.

JOB SATISFACTION; \*OCCUPATIONAL MOBILITY; EMPLOYMENT EXPERIENCE; \*EMPLOYMENT PATTERNS; EDUCATIONAL BACKGROUND; \*BLUE COLLAR OCCUPATIONS; \*WHITE COLLAR OCCUPATIONS; EMPLOYEES; INDIVIDUAL CHARACTERISTICS; QUESTIONNAIRES; JOB SKILLS; SURVEYS; INTERVIEWS  
MILWAUKEE; WISCONSIN

Because maintenance of full employment will require that most of the new entrants into the labor force find white-collar jobs, and blue-collar workers who become unemployed may find that available employment is primarily white-collar work, a total of 452 employees of Milwaukee firms who had made blue-to-white-collar shifts were interviewed to discover how many white-collar jobs were being filled by former blue-collar workers, what type of jobs these were, and what kind of blue-collar workers made the blue-to-white-collar occupational shifts. Some of the findings were: (1) A substantial number, 22 percent, of the men hired into white-collar jobs in Milwaukee County in 1961-62 had at least a year of blue-collar experience, (2) 30 percent of shifts were into managerial, 24 percent into technical, 21 percent into clerical, and 17 percent into sales occupations, (3) Those who shifted had an average age of 30 to 35 at the time of the shift, had a higher educational attainment than nonshifters, considered their new job better than that held by their friends and father, and three-quarters were married, (4) The majority of the shifts occurred within the same company and were company initiated, but more than two of three of the interfirm shifts were attributed to respondent initiative, (5) The four major paths to shifting were blue-collar experience, employee potential, white-collar training, and blue-collar training, (6) No significant carry-over of actual duties was found, and (7) Although there was a significant amount of full-time schooling after the age of 18, more than two-thirds did not complete their planned courses of study. (MM)

VT 005 162 ED 020 405  
Manpower Resources in Hospitals, 1966. Summary Report of a Survey.

Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower  
American Hospital Association, Chicago, Ill.  
EDRS PRICE MF-\$0.50 HC-\$3.95  
Pub Date - Jun67 77p.

\*HEALTH OCCUPATIONS; \*HOSPITALS; \*OCCUPATIONAL SURVEYS; EMPLOYMENT STATISTICS; MANPOWER NEEDS; QUESTIONNAIRES

Questionnaire responses from 5,369 (77 percent) of the 6,993 hospitals contacted provided information needed for planning educational and recruitment programs. Personnel in all categories employed by the responding hospitals totaled 1,750,545. Projected estimates for all hospitals showed 1,332,052 professional and technical workers employed and 257,217 additional professional and technical workers needed. The most urgently needed categories were: (1) registered nurses, (2) aides, orderlies, and attendants, (3) licensed practical nurses, (4) medical technologists, and (5) dieticians. Detailed data on staffing and current needs and on most urgent personnel needs are presented in full-page tables for the United States, for each region, and for states within each region. Tables presenting utilization characteristics of responding hospitals and a sample questionnaire with instructions are included. (JK)

VT 005 212 ED 022 025  
Manpower Forecasting through the Occupational Needs Survey.

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations  
EDRS PRICE MF-\$0.25 HC-\$2.35  
Pub Date - Sep66 45p.

MANPOWER NEEDS; RESEARCH METHODOLOGY; \*OCCUPATIONAL SURVEYS; \*EMPLOYMENT PROJECTIONS; \*EVALUATION  
NEW JERSEY

To test the efficacy and validity of measuring future manpower needs by means of an employer survey, employer predictions of employment needs as reported in the 1960 Area Skills Survey, done by the New Jersey Division of Employment Security, were compared with actual employment reported in the Occupational Training Needs Survey conducted in the Newark Labor Market Area in late 1963. The 1963 survey provided data from 337 of 604 employers contacted on September 1963 employment and estimated expansion needs as of September 1965 and September 1968. On a followup form in the fall of 1965 showing their estimated September 1965 employment, 302 respondents indicated the actual September 1965 employment, and checked reasons for any discrepancy between the two. Data suggested that, in overall terms, estimates of changes in total employment were reasonably accurate. It was concluded that the estimates collected in 1963 might have served with other available information as a



useful instrument of policy and that, although the 1963 survey did not provide as solid a basis for occupational manpower needs as might be wished, the imperfect estimate was better than none. Improvements would require more personal contact with respondents and would increase costs on an already costly survey, but an enhanced accuracy might make the effort worthwhile. (MM)

VT 005 217 ED 022 895

Stein, Robert L.  
New Definitions for Employment and Unemployment.

Bureau of Labor Statistics (DOL), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.40

Pub Date - 67 26p.; Reprint from Employment and Earnings and Monthly Report on the Labor Force, February 1967.

\*EMPLOYMENT LEVEL; LABOR ECONOMICS; \*UNEMPLOYMENT; \*RESEARCH METHODOLOGY; OCCUPATIONAL SURVEYS; LABOR FORCE; LABOR FORCE NONPARTICIPANTS; EMPLOYEES; UNEMPLOYED; INDIVIDUAL CHARACTERISTICS

Improvements in methods for measuring employment and unemployment that went into effect in January 1967, new definitions, and comparisons of data collected by the Current Population Survey (CPS) and the new Monthly Labor Survey (MLS) are presented. The improvements are in line with the recommendations of the Gordon Committee in its 1962 report. Some changes are expanding the sample to 52,500 households, raising the lower age limit from 14 to 16 years, sharpening and clarifying the definition of unemployment, improving the reporting on other items such as hours of work, and self employment, and developing a body of new information for persons not in the labor force. On the whole, the new MLS shows a slightly lower unemployment rate than the CPS. Fourteen tables comparing MLS and CPS data include (1) Employment Status by Color, Age, and Sex, Annual Average 1966, (2) Major Unemployment Rates, (3) Unemployment by Age and Sex, (4) Unemployed Persons by Full- or Part-Time Status, Age, and Sex, and (5) Employed Persons by Class of Worker and Occupation Group. (MM)

VT 005 225 ED 020 411

Jacobsen, R. Brooke, Ed., And Others  
The Family and Occupational Choice, An Annotated Bibliography.

Oregon Univ., Eugene. Center for Research in Occupational Training

EDRS PRICE MF-\$0.25 HC-\$2.35

Pub Date - 66 45p.

\*ANNOTATED BIBLIOGRAPHIES; FAMILY RELATIONSHIP; \*OCCUPATIONAL CHOICE; \*FAMILY INFLUENCE; ASPIRATION; ACADEMIC ASPIRATION; MOTIVATION

The 68 entries, with publication dates from 1935 throughout 1965, are arranged alphabetically by author and annotated to highlight the findings on family and occupational choice even though these may not have been the major findings of a given study. General studies of aspiration and achievement motivation, specific occupational choice investigations, and work on educational aspiration and achievement are included when they have findings on family influence, since these processes are seen as closely related to occupational choice. The bibliography is more sociological than psychological in its orientation. It deals with those influences that are more group related than individual in their origin. It was compiled in the course of designing and executing an exploratory research project on the socialization processes in the family as it relates to occupational role. (FP)

VT 005 240 ED 020 412

A Sharper Look At Unemployment in U.S. Cities and Slums.

Department of Labor, Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$0.80

Pub Date - 67 14p.

URBAN AREAS; \*URBAN SLUMS; \*UNEMPLOYMENT; \*NATIONAL SURVEYS; \*STATISTICAL SURVEYS; UNEMPLOYED; INDIVIDUAL CHARACTERISTICS

Unemployment data for 1965 to 1966 for the 20 largest United States metropolitan areas showed who the people are who are out of work, where they are, and why they are unemployed. Some of the findings were: (1) A third of those unemployed, about one million people, lived in these metropolitan areas, (2) The unemployment rate in 10 of the areas was significantly above the national average of about 3 3/4 percent, (3) The nonwhite unemployment rate was about three times the white unemployment rate in 16 areas, (4) The worst unemployment in the 12 largest areas was among 14- to 19-year-old nonwhites, ranging from 18.4 percent in Washington, D.C. to 36 percent in Philadelphia, with a rate above 30 percent in seven areas. A 20-area survey in eight U.S. cities in 1966 disclosed: (1) 6.9 percent of those listed as employed were working only part time, (2) 21 percent of those working full time earned less than \$60 a week, (3) 47 percent of the surveyed families reported income during the past years from welfare or other nonemployment sources, (4) Based on a subemployment index, the subemployment rate for the survey areas taken as a whole was 33.9 percent. It was concluded that: (1) considering unemployment in terms of 4 percent just leaves the slums out, (2) unemployment and subemployment in the slums is a matter of personal rather than economic condition, and (3) though the percentages are high, the number of people involved is comparatively small, the barriers to their employment are removable, and the problem is clearly of manageable proportions. (MM)

VT 005 358

Licensed Practical Nurses in Nursing Services.

National League for Nursing, New York, N.Y.

MF AVAILABLE IN VT-ERIC SET.

National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$1.50).

Pub Date - 65 49p.

\*PRACTICAL NURSES; \*HISTORICAL REVIEWS; ACCREDITATION (INSTITUTIONS); LEGAL RESPONSIBILITIES; JOB PLACEMENT; \*OCCUPATIONAL INFORMATION; CERTIFICATION; \*STAFF ROLE; \*HEALTH OCCUPATIONS EDUCATION; EMPLOYEE RESPONSIBILITY; EMPLOYMENT PRACTICES; HEALTH SERVICES

This pamphlet provides information regarding the role of the practical nurse for the use of employers and supervisors of practical nurses, nursing service personnel, faculties of schools of practical nursing, and practical nurses seeking employment. "The Growth of Practical Nursing in the United States" traces the history of practical nursing and presents information about school approval, licensure, state examinations and continuing education. "Employing the Licensed Practical Nurse Today" discusses legal aspects and employment and utilization of the practical nurse. "The Licensed Practical Nurse at Work" discusses personnel practices and the relationship between the practical nurse and the registered nurse. "Helpful Hints for the Licensed Practical Nurse" covers seeking a position, private duty and work in a hospital or health agency. "Summary of Licensed Practical Nursing Practice" describes the role of the practical nurse in the home, hospital, health agency, nursing homes or homes for the aged, industry or camp, and homes for the disabled or mentally retarded. "Helpful Organizations for Both Employer and Employee" explains nursing service registries and

various nursing organizations. Appendixes include a statement of functions of the practical nurse, the American Nurses' Association (ANA) definition of nursing practice, the ANA principles of legislation relating to the practice of nursing, a bibliography, and a glossary. (JK)

VT 005 470 MP 000 515  
Training of Maintenance Workers.

International Labour Office, Geneva (Switzerland). International Vocat. Training Info. and Research Cntr  
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.25  
Pub Date - 67 43p.

\*EQUIPMENT MAINTENANCE; \*MACHINE REPAIRMEN; \*RECRUITMENT; \*VOCATIONAL EDUCATION; APPRENTICESHIPS; ON THE JOB TRAINING; SKILLED WORKERS; TECHNOLOGICAL ADVANCEMENT; EMPLOYMENT PATTERNS; \*INDUSTRIAL TRAINING; INDUSTRY; FOREIGN COUNTRIES  
SWEDEN; FRANCE; BELGIUM; GERMANY

The objective of the study, carried out between September 1964 and April 1965, was to determine the principle trends and requirements of in-plant training for skilled workers engaged in machine setting, repair, and maintenance operations in the heavy chemicals and food processing industries. Both industries had undergone substantial technological changes during the past 10 years. Fourteen firms were studied in Belgium, France, the Federal Republic of Germany, and Sweden. It was hypothesized that, in a period of accelerated technical change, recruitment and training of maintenance workers would constitute a major management problem especially in firms not equipped to provide complete in-plant training for such craftsmen. It was found that in no firm studied had a shortage of maintenance staff been an obstacle in the introduction of technical change or new equipment. The vocational schools in Belgium, France, and Sweden and the industrial and artisan apprenticeship systems in Germany had been producing a sufficient number of trained mechanics and electricians to meet the needs. Individual country and industry problems of recruitment and training require specific assessment due to the wide variability. (ET)

VT 005 525 ED 021 066  
Rahmlow, Harold F.; Kiehn, Shirley O.  
A Survey and Analysis of Major Tasks, Knowledges Associated with Work in Child Care Occupations. Final Report.

Washington State Univ., Pullman  
EDRS PRICE MF-\$0.25 HC-\$2.20

OEG-4-7-070031-1626

08

BR-7-0031

Pub Date - Nov67 42p.

\*JOB SKILLS; \*CHILD CARE WORKERS; TAXONOMY; STAFF ROLE; \*TASK ANALYSIS; NONPROFESSIONAL PERSONNEL; CHILD CARE CENTERS; CURRICULUM DEVELOPMENT; EDUCATIONAL NEEDS; INDIVIDUAL CHARACTERISTICS; QUESTIONNAIRES; STATE SURVEYS  
WASHINGTON

Growing bodies of research demonstrate that the quality of human perceptions, goals, and relationships depend largely on educational programs that prepare mothers and child care workers to foster children's full intellectual, physical, and emotional development. A study was conducted to identify knowledge and competency clusters associated with non-professional child care occupations for use in occupational curriculums, or family life educational programs. A total of 255 persons employed in 96 day care centers, nurseries, Head Start projects, and migrant worker day care centers responded to a questionnaire to determine their major tasks. The tasks were analyzed to ascertain the knowledges necessary for their performance, and these were classified into child development, materials and equipment, physical arrangements, and management knowledges. No relationship was found between the worker educational level and the tasks performed. Different work categories involve different levels of knowledge. All child care workers needed knowledge at the lowest level while fewer would be expected to possess knowledge at the highest level. Child care worker education could be expedited by the development of a knowledge taxonomy as a basis for a spiral curriculum whereby the various levels of knowledge could be taught at their appropriate place to prepare students for entry level jobs and occupational mobility. Basic child care knowledges probably should be taught and desirable personal characteristics developed in high school. A tentative taxonomy of levels derived from Bloom's concept of the cognitive domain, a list of personal characteristics required to work effectively with children, references, research data, and the questionnaire are included. (FP)

VT 005 545 ED 021 067  
Long, Gilbert A.  
Clusters of Tasks Performed by Washington State Farm Operators Engaged in Seven Types of Agricultural Production--Grain, Dairy, Forestry, Livestock, Poultry, Horticulture, and General Farming. Report No. 27.

Washington State Univ., Pullman. Dept. of Education  
Washington State Board for Vocational Education, Olympia  
EDRS PRICE MF-\$0.50 HC-\$4.45

OEG-4-7-070031-1626

08

BR-7-0031

Pub Date - Jun68 87p.

\*VOCATIONAL AGRICULTURE; CURRICULUM DEVELOPMENT; \*FARMERS; STATE SURVEYS; \*TASK ANALYSIS; \*AGRICULTURAL PRODUCTION; FARM MANAGEMENT; QUESTIONNAIRES  
WASHINGTON

The objective of this study was to obtain up-to-date facts about clusters of tasks performed by Washington State farm operators engaged primarily in producing grain, livestock, dairy commodities, poultry, forest products, horticultural commodities, and general farming commodities. From a random sample of 267 farmers representing those categories 178 returned useable questionnaires designed to determine performance of tasks classified as animal care, plant production, land management, harvesting and processing, general management, marketing, equipment use and care, and building maintenance and construction. Data collected were summarized by production area. Results showed that tasks classified as management, marketing, animal care, and plant production are performed by large percentages of most categories of farm operators. The need for broad high school programs to encompass the breadth and complexity of agricultural production and agri-businesses is indicated. A bibliography and the questionnaire are included. (DM)

VT 005 574  
Highlights from Survey of Psychiatric Aides. Publication No. 1151.

Public Health Service (DHEW), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$ .20).  
Pub Date - Apr64 24p.



\*OCCUPATIONAL SURVEYS; \*PSYCHIATRIC AIDES; PERSONNEL POLICY; GEOGRAPHICAL DISTRIBUTION; INSERVICE PROGRAMS; \*INDIVIDUAL CHARACTERISTICS; JOB ANALYSIS; \*HEALTH OCCUPATIONS EDUCATION; ON THE JOB TRAINING; \*PSYCHIATRIC HOSPITALS; WORK ENVIRONMENT; OCCUPATIONAL INFORMATION; EMPLOYER ATTITUDES; WORK ATTITUDES; EMPLOYMENT STATISTICS; STAFF ROLE; EMPLOYEE ATTITUDES

Highlights of "The Psychiatric Aide in State Mental Hospitals" are presented. See VT 005 564 (ED 023 829) in ARM Spring 1969 which is the complete study. (JK)

VT 005 615 ED 028 243  
Employment Certificates--Help You Help Youth. Bulletin 183.

Bureau of Labor Standards (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.50  
Pub Date - 64 28p.

\*CHILD LABOR LAWS; \*YOUTH EMPLOYMENT; VOCATIONAL EDUCATION; APPRENTICESHIPS; WORK EXPERIENCE PROGRAMS; COOPERATIVE EDUCATION; \*ADMINISTRATOR GUIDES; FEDERAL LAWS; STATE LAWS; \*CERTIFICATION; \*LABOR STANDARDS FAIR LABOR STANDARDS ACT; WALSH HEALY PUBLIC CONTRACT ACT; \*EMPLOYMENT CERTIFICATES

Developed for personnel who have responsibility in the issuance of employment and age certificates, this document contains sections on: (1) The Young Worker, His Job, and the Law, (2) Good Practices, (3) The Larger View, and (4) Certificates and Federal Law. Guidelines are provided for a coordinator or principal, the director of attendance, the school superintendent, and the labor department official. A supplementary section contains a guide for issuing employment and age certificates under the Child Labor Provisions of the Fair Labor Standards Act. A related document in this issue announced as VT 007 784 contains provisions of the Fair Labor Standards Act, as amended. (DM)

VT 005 619 MP 000 517  
Industry Employment Trends and Projections, Region One: Jasper, Lake, LaPorte, Newton, Porter, Pulaski and Starke Counties.

Indiana Employment Security Div., Indianapolis. Research and Statistics.  
EDRS PRICE MF-\$0.25 HC-\$2.30  
Pub Date - Jan68 44p.

\*EMPLOYMENT TRENDS; \*EMPLOYMENT PROJECTIONS; EMPLOYMENT PATTERNS; \*INDUSTRY; \*OCCUPATIONAL SURVEYS; EMPLOYMENT STATISTICS; SOCIOECONOMIC INFLUENCES  
INDIANA

In order to make industry employment projections for this region, one of 14 in Indiana recommended for purposes of manpower planning, trends since 1950 and current employment estimates by industry were prepared. Local to national industry employment ratios and the trend of the ratios were then calculated. These industry ratios were then extended to 1975 and applied to the national estimates of employment by industry in 1975 calculated by the United States Bureau of Labor Statistics, which yielded regional industry projections for that year. Specific regional variables believed to affect future employment were included in the projection calculations. About 50 percent of the region's working population was engaged in manufacturing in 1966, compared to the State figure of 41.4 percent and the national figure of 29.9 percent. Annual employment figures for the region for the 1950-66 period and projections are given in tabular and graphic forms for each of seven manufacturing industries, each of six nonmanufacturing industries, all manufacturing industries, and all nonmanufacturing industries. Some data for other industry subclassifications are included. (ET)

VT 005 639  
Jakubauskas, Edward B.; Palomba, Neil A.  
Job Vacancies in Iowa Manufacturing Establishments as Reported for the Period September 1967 through February 1968. Volume 2, Number 2.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Feb68 51p.

\*OCCUPATIONAL SURVEYS; \*MANUFACTURING INDUSTRY; \*EMPLOYMENT OPPORTUNITIES; WAGES  
IOWA

For an abstract of a similar study for a March-August 1968 see VT 007 631 in this issue. (EM)

VT 005 640  
Jakubauskas, Edward B.; Palomba, Neil A.  
Job Vacancies in Iowa Manufacturing Establishments as Reported for the Period March Through August 1967. Volume 2, Number 1.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Oct67 56p.

\*OCCUPATIONAL SURVEYS; \*MANUFACTURING INDUSTRY; \*EMPLOYMENT OPPORTUNITIES; WAGES  
IOWA

For an abstract of a similar study for March-August 1968 see VT 007 631 in this issue. (EM)

VT 005 763 ED 021 129  
Pommerville, Robert W.; Stephens, John F.  
Quantitative Study--Aircraft Industry Employment Needs in Utah, Colorado and Nevada. Final Report.

Utah Research Coordinating Unit for Vocational Education, Salt Lake City  
EDRS PRICE MF-\$0.25 HC-\$1.15

OEG-4-7-063046-1612 08

BR-6-3046

Pub Date - Apr68 21p.

\*EMPLOYMENT PROJECTIONS; \*OCCUPATIONAL SURVEYS; \*AEROSPACE INDUSTRY; \*MANPOWER NEEDS; JOB MARKET; AVIATION MECHANICS; AIRPLANE PILOTS  
UTAH; COLORADO; NEVADA

To provide the Utah State Board of Education with a basis for future decisions regarding the establishment of training programs for aircraft pilots, airframe and power plant mechanics, and electronic, radio, and radar

technicians, a three-state employment projection was made for these occupations. Questionnaires were mailed to administrators in charge personnel of all 104 commercially operated airline companies in the three-state area, and 39 (37.5 percent) were returned, some not fully completed. The survey responses were corroborated with the findings of other studies made in the field. Because the airline industry is a national industry, an assessment of its needs in the limited geographical area was deemed difficult, especially for the major airlines. It was found that the need for pilots, both nationally and in the area, was being adequately met. For mechanics and technicians, a national need was ascertained, but not an area need. Even for the smaller intrastate airlines, the current sources of manpower supply were deemed nearly adequate. It was recommended that no additional training programs be instituted in the State for any of the occupational areas discussed. (ET)

VT 005 853

Manpower Survey Report.

Air-Conditioning and Refrigeration Inst., Arlington, Va.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Feb68 20p.

\*OCCUPATIONAL SURVEYS; \*EMPLOYMENT PROJECTIONS; \*REFRIGERATION; \*AIR CONDITIONING; \*INDUSTRY; HEATING; EMPLOYMENT TRENDS; MANPOWER NEEDS

The manpower demands of the industry, from 1966 through 1973, were estimated by the Manpower Development Committee of the Air-Conditioning and Refrigeration Institute. Mailed questionnaire responses were collected from 517 firms which represented 12 percent of the industry in terms of total sales in 1966. The requested data pertained to the numbers of employees in relevant occupations and the dollar volume of sales and service from air-conditioning and refrigeration contractors, mechanical contractors, commercial refrigeration firms, and service organizations. In 1966, an estimated 117,600 persons were employed in the industry. If the industry's annual growth rate is 10 percent in real output and 3.3 percent in productivity, a labor force growth rate of 6.5 percent per year is implied. By 1973, an estimated 65,800 additional workers will be needed, about 56 percent more than presently employed. The estimated need is conservative since it does not include new personnel needed to replace losses through the normal process of attrition. Over two-thirds of the projected need will be for air-conditioning, heating, refrigeration, and sheet metal mechanics, one-eighth for helpers, and four percent for graduate engineers. Nine tables are included. (ET)

VT 005 921

Indexes of Output Per Man-Hour, Selected Industries, 1939 and 1947-66. BLS Bulletin No. 1572.

Bureau of Labor Statistics (DOL), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L2.3:1572, \$.55).  
Pub Date - Oct67 106p.

\*NATIONAL SURVEYS; \*EMPLOYMENT; INDUSTRY; \*PRODUCTIVITY; \*COMPARATIVE ANALYSIS; \*OCCUPATIONS; INPUT OUTPUT ANALYSIS; SKILLED WORKERS; SEMISKILLED WORKERS; EVALUATION TECHNIQUES; WORKING HOURS; MAN DAYS; TECHNOLOGY; ECONOMIC RESEARCH; TABLES (DATA); LABOR ECONOMICS; EMPLOYMENT TRENDS

This bulletin contains updated industry indexes of output per man-hour, output per employee, and unit labor requirements for the industries currently included in the U.S. Government's productivity measurement program. The data cover years 1939 and 1947 through 1966. The indexes of output per man-hour are computed by dividing an output index by an index of aggregate man-hours. Corresponding measures also are computed relating output to the number of employees. Thus, the industry indexes presented here measure changes in the relationship between output and employment or man-hours. Each index is intended to represent only the change in output per man-hour for the designated industry or combination of industries. The selected industries for which output per man-hour indexes are shown are not necessarily a representative cross section of American industry. Therefore, they should not be combined to obtain an overall measure of the entire economy or any sector. (CH)

VT 006 026 ED 022 048

Folk, Hugh  
The Problem of Youth Unemployment.

Illinois Univ., Champaign. Inst. of Labor and Industrial Relations  
EDRS PRICE MF-\$0.50 HC-\$4.20  
Pub Date - 15Apr68 82p.

\*YOUTH EMPLOYMENT; \*UNEMPLOYMENT; \*LABOR FORCE; LABOR MARKET; \*EMPLOYMENT PATTERNS; \*EMPLOYMENT TRENDS; PART TIME JOBS; STUDENTS; SEASONAL EMPLOYMENT; LABOR FORCE PROJECTIONS; LABOR ECONOMICS; OCCUPATIONAL MOBILITY; MINIMUM WAGE; OUT OF SCHOOL YOUTH

An analysis of existing data on youth unemployment was used to (1) review the reasons for high and rising youth unemployment, (2) account for high youth unemployment in 1966; and (3) measure the importance of the various causes of rising youth unemployment. Summary findings included: (1) Relatively high rates of youth unemployment are to be expected even in years of low general unemployment because of the large amount of movement into and out of the labor force resulting from the extended period of education characteristic of the United States, (2) In 1966, between three-fifths and seven-eighths of youth unemployment arose from inexperienced and reentering job seekers, (3) Rapid increases of the youth labor force and the proportion enrolled in school has led to increased proportions of youth seeking part-time and summer jobs, (4) There is no evidence that employers have become more restrictive toward young job seekers, but they have become increasingly selective among youth, with the result that unemployment rates of the youngest age groups, nonwhites, and girls have increased more than others, and (5) Insufficient vocational guidance, lack of information, and the seasonal pattern of enrolled job seekers entering and leaving the labor force contribute to high frictional unemployment. High economic growth rates, modifications in minimum wage standards, and job creation are three strategies recommended to alleviate high youth unemployment. (ET)

VT 006 160 MP 000 527

The Job Market for Engineers, Scientists, Technicians.

Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.90  
Pub Date - Jan68 36p.

OCCUPATIONAL SURVEYS; NATIONAL SURVEYS; \*ENGINEERS; \*SCIENTISTS; \*TECHNICAL OCCUPATIONS; DRAFTSMEN; \*MANPOWER NEEDS; METROPOLITAN AREAS; EMPLOYMENT TRENDS; EMPLOYMENT OPPORTUNITIES; LABOR MARKET; \*LABOR SUPPLY; JOB APPLICANTS; MATHEMATICIANS; MEDICAL LABORATORY ASSISTANTS; ENGINEERING TECHNICIANS; SALARIES; STUDENT ENROLLMENT

Issued semiannually, this national survey is based on field reports prepared by state employment security agencies affiliated with the Bureau of Employment Security, and information obtained from various government agencies, professional societies, and other sources. It covers 30 major metropolitan labor areas in nine regions. Engineering openings and applicants in the local public employment officer were very nearly



in balance in early September in comparison with data gathered 6 months previously when openings exceeded applicants by a substantial number. The applicant supply of draftsmen rose sharply during this 6-month period. On September 1, there were 2,450 draftsmen applicants registered at local public employment offices in the surveyed areas but only 1,800 job openings. In early March, there had been fewer than 2,000 applicants and over 2,400 openings for draftsmen. Similarly, in the mathematician and scientist category, applicants outnumbered job openings--by almost two to one--a change from early March when applicants and openings were nearly in balance. Continuing expansion of medical facilities and services in 1967 was accompanied by ever increasing needs for registered medical technologists and laboratory assistants, occupational categories in short supply throughout the country. Demand was strong, too, from most of the surveyed areas for qualified engineering and scientific technicians. (EM)

VT 006 194 MP 000 528  
Occupations in Numerically Controlled Metal-Cutting Machining. Technical Report.

Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L7.2:M56, \$.45).  
Pub Date - 68 99p.

\*NUMERICAL CONTROL; \*OCCUPATIONAL INFORMATION; \*METAL WORKING OCCUPATIONS; \*MACHINE TOOL OPERATORS;  
\*PROGRAMERS; TECHNOLOGICAL ADVANCEMENT; EMPLOYMENT QUALIFICATIONS; EMPLOYMENT SERVICES; VOCATIONAL COUNSELING

Occupational descriptions compiled from a number of different sources describe the individual occupations in a generalized composite form for the purpose of providing occupational information to employment services. The introduction discusses the importance of numerical control, its historical background, and resulting occupational changes and implications. Descriptions are given for 14 job titles, such as numerical control boring-mill operator, numerical control systems maintenance electronic technician, and numerical control part programmer. Occupational definition, education and experience requirements, worker traits, and working conditions are given for each. Also given are: (1) Definitions of Worker Traits, (2) a glossary of numerical control terminology, (3) a bibliography of 73 books, periodicals, and references, (4) a list of organizations and schools having additional information, and (5) a list of 11 related occupational information publications. (EM)

VT 006 211 MP 000 529  
Arizona Medical Manpower. Research and Information Series OCC-1-68.

Arizona State Employment Service, Phoenix. Manpower Research and Analysis Section  
EDRS PRICE MF-\$0.25 HC-\$1.50  
Pub Date - Jun68 28p.

\*OCCUPATIONAL SURVEYS; \*HEALTH OCCUPATIONS; MEDICAL SERVICES; \*MANPOWER NEEDS; HEALTH OCCUPATIONS EDUCATION;  
PROFESSIONAL EDUCATION; DEMOGRAPHY; FEDERAL LEGISLATION; HEALTH INSURANCE; RECRUITMENT  
ARIZONA

The goals of this study were to identify some of the factors contributing to the health manpower shortage, to determine the extent of needs to 1975, and to suggest ameliorative measures. A survey conducted in 1965 revealed that the estimated annual deficit in 21 medical health occupations for 1965-70 is in the range of 1,056 to 1,229, and for 1970 to 1975 is in the range of 1,003 to 1,142. Immigration has always been the major source of Arizona's health manpower and much of this input is expected to continue, but there may be a decline as shortages become more acute in other parts of the nation. Arizona must assume its share of responsibility in the training of health manpower. Whereas in 1965, 602 students were graduated and subsequently worked in the health occupations for which they were trained, the required annual number of graduates during the 1965-75 period will be 1,700 to 2,000. Efforts to minimize the health manpower deficit must focus upon increasing the capacity of training facilities, encouraging more persons to enter and remain in the health field, and increasing productivity through staffing patterns and the use of modern devices and methods. (JK)

VT 006 288 ED 029 083  
Stauber, Richard L.  
State and Local Governments as Employers of Youths Trained in Vocational-Technical Schools. Final Report.

Wisconsin Univ., Madison  
EDRS PRICE MF-\$0.75 HC-\$7.40

OEC-6-85-054  
BR-5-0174

08

Pub Date - Jun68 146p.

\*VOCATIONAL EDUCATION; \*GRADUATES; \*CITY GOVERNMENT; \*STATE GOVERNMENT; \*EMPLOYMENT OPPORTUNITIES; YOUTH  
EMPLOYMENT; GOVERNMENT EMPLOYEES; OCCUPATIONAL INFORMATION; EMPLOYMENT PRACTICES; INDIVIDUAL CHARACTERISTICS;  
EDUCATIONAL NEEDS; QUESTIONNAIRES  
WISCONSIN

This project was the research phase of a 3-part program designed to define the potential demand by state and local governments for youth trained by vocational-technical schools. Eleven county areas were selected in Wisconsin which contained a vocational school and a substantial number and variety of government personnel. Budgets, personnel rosters, job specifications, vocational school course offerings, and other documents were collected and reviewed, and interviews with government officials and school personnel were conducted. Over 6,500 employee questionnaires were completed and processed. Some conclusions were: (1) The size of the sub-professional labor force of government was substantial, (2) Many preconditions of employment had been established by government, (3) A high proportion of vacant positions were filled by persons already employed by government, (4) The number of menial jobs for which vocationally trained youth would be over-qualified, comprised a substantially large portion of the positions, (5) Government did not compete with private industry in recruiting practices or monetary rewards, and (6) Very little was known about government jobs, either by the schools, the students, or the government employers themselves. (DM)

VT 006 313 MP 000 530  
Blast Furnaces Steelworks Rolling Mills. Industry Manpower Surveys No. 113.

Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.15  
Pub Date - Sep67 21p.

\*OCCUPATIONAL SURVEYS; \*STEEL INDUSTRY; \*EMPLOYMENT STATISTICS; EMPLOYMENT TRENDS; \*NATIONAL SURVEYS

The major purpose of this survey was to provide the public employment service system with job market information from industries using blast furnaces, coke ovens, steelworks, and rolling mills which are designated under the Standard Industrial Classification Code 3312. It is based on 163 establishments which

employ a minimum of 250 employees and represent over 98 percent of this classification's employment. Such employment continued the 1966 decline into the first 5 months of 1967 when average monthly employment was 554,900. Twenty-one labor areas accounted for 83 percent of the surveyed employment. In the year ending February 1967, the largest gain in employment was recorded in the Birmingham, Alabama area--1,850 workers. The Detroit, Michigan area had the greatest loss, 1,240 workers. The industry's wage rate was well above the average for all manufacturing, about one-third of the establishments were operating on an overtime basis, and more than 90 percent were operating three shifts. Almost 40 percent of the establishments reported some labor shortages with "machinists" and "general laborers" most in demand. Other information on training programs, educational levels, domestic production, and capital outlay is given. (EM)

VT 006 385 MP 000 531

Jones, Ethel B.  
A Feasibility Study to Identify the Underemployed and to Examine the Labor Market Attachment of Labor Force Nonparticipants in a Low-Income Area.

Georgia Univ., Athens. Bureau of Business and Economic Research  
Office of Manpower Policy, Evaluation and Research, Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$4.80  
Pub Date - 24Jul67 94p.

91-11-66-46

\*MANPOWER UTILIZATION; \*SUBEMPLOYMENT; \*LABOR FORCE NONPARTICIPANTS; UNEMPLOYMENT; \*QUESTIONNAIRES; WAGES; WORK EXPERIENCE; LOW INCOME; CONCEPT FORMATION; LABOR FORCE; LABOR SUPPLY; SURVEYS; FEASIBILITY STUDIES; OCCUPATIONAL MOBILITY; OCCUPATIONAL SURVEYS; \*UNDEREMPLOYED

A household questionnaire was designed and tested to identify the underemployed and labor force nonparticipants, aspects of labor resource use not measured by the unemployment concept. "Underemployment" refers to work at low rates of pay, lost work time within the year due to labor market conditions, and work at an occupational level below one's demonstrated capabilities. The two aspects of labor force nonparticipation with which the questionnaire was concerned were seasonal work and discouraged work-seeking due to labor market conditions. The test of the questionnaire on a stratified random sample of 100 households in a low-income three-county area of northeast Georgia suggested that the instrument was feasible to administer. The findings illustrated that underemployment can be high when unemployment, as usually defined, is low. Among the sampled labor force of 140 persons, five were counted as unemployed while 40 were underemployed. The most frequent form of underemployment was attributable to low rates of pay. Because the sampled area experienced limited seasonal employment but rapid growth in overall employment it was not an adequate location for testing the "labor market attachment of nonparticipants" section of the questionnaire--only two nonparticipants were located in the 100 households. This part of the questionnaire requires testing in various labor areas. (ET)

VT 006 421

Dental Hygienists Licensed in Alabama, Arizona, Arkansas, Delaware, Florida, Idaho, Iowa, Kansas, Kentucky, Maine, Maryland, Michigan, Missouri, New Hampshire, New Jersey, New Mexico, Rhode Island, South Dakota, Vermont, Virginia, and Wisconsin. Handbook of Statistics, 1966.

American Association of Dental Examiners, Albany, N.Y.  
Public Health Service (DHEW), Washington, D.C. Resource Analysis Branch  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Feb69 853p.

\*DENTAL HYGIENISTS; \*EMPLOYMENT STATISTICS; LABOR FORCE NONPARTICIPANTS; INDIVIDUAL CHARACTERISTICS; TABLES (DATA); \*OCCUPATIONAL SURVEYS; EMPLOYMENT EXPERIENCE; EMPLOYMENT PATTERNS

In a national endeavor coordinated by the American Association of Dental Examiners, the various state boards of dental examiners, in 1966, conducted mail surveys of all dental hygienists licensed to practice in the respective states. Included are separate reports for Alabama, Arizona, Arkansas, Delaware, Florida, Idaho, Iowa, Kansas, Maine, Maryland, Michigan, Missouri, New Jersey, New Hampshire, New Mexico, Rhode Island, South Dakota, Vermont, Virginia and Wisconsin. The general topics of tables are as follows: (1) licensed hygienists--selected characteristics of in-state and out-of-state licenses, (2) inactive and active hygienists--current professional status, location and age, education, professional activity, family characteristics, and membership in the professional association, (3) in-state practicing hygienists--time worked, activities performed, employing dentists, and compensation, (4) in-state inactive hygienists--reasons for not practicing, future professional plans, professional activity in the last year, and (5) out-of-state hygienists--location and current status, school attended for hygiene training, past professional activity in the state and reasons inactive hygienists are not practicing. (JK)

VT 006 536 ED 028 247

Metzler, William H.  
The Farm Worker in a Changing Agriculture. Part I in a Series on Technological Change and Farm Labor Use, Kern County, California, 1961. Research Report No. 277.

California Agricultural Experiment Station, Berkeley. Giannini Foundation of Agricultural Economics.  
Economic Research Service (DOA), Washington, D.C. Farm Production Economics Div.  
EDRS PRICE MF-\$0.50 HC-\$5.45  
Pub Date - Sep64 107p.

\*AGRICULTURAL LABORERS; \*EMPLOYMENT PATTERNS; EMPLOYMENT TRENDS; \*TECHNOLOGICAL ADVANCEMENT; MANPOWER UTILIZATION; FARMERS; MIGRANT WORKERS; JOB SATISFACTION; FARM LABOR; FARM LABOR PROBLEMS; MIGRATION PATTERNS; EMPLOYMENT PROBLEMS; INCOME; \*AGRICULTURAL TRENDS; \*SEASONAL LABORERS  
KERN COUNTY; CALIFORNIA

To investigate the effect of technological change upon farm labor use, a stratified random sample of 696 farm workers from a population of 12,215 in Kern County, California, provided a basis for analysis. Some major findings were: (1) The high peak of seasonal labor use has been eliminated, (2) The need for migratory labor is decreasing, (3) Two-thirds of the workers in seasonal employment are women or children, (4) Spanish-American workers constitute the best basis for a stable local labor supply for any type of seasonal work, (5) Anglo workers are handicapped by feelings of status which have become attached to some types of farm work, (6) General farm workers are becoming specialized, (7) A local labor force is now the major element in the labor supply, (8) The general farm worker has a superior economic position to the seasonal workers, and (9) The greatest impediment to readjustment of the displaced farm workers within the agricultural economy are the status feelings and ethnic prejudices associated with some types of farm jobs. Constructive action by growers and crew leaders and by employment and counseling agencies was recommended to alleviate immediate problems. A related document in this series is available as VT 006 537, also in this issue. (DM)

VT 006 537 ED 029 085

Metzler, William H.  
Farm Mechanization and Labor Stabilization. Part II in a Series on Technological Change and Farm Labor Use, Kern County, California, 1961. Research Report No. 280.



California Agricultural Experiment Station, Berkeley. Giannini Foundation of Agricultural Economics  
Economic Research Service (DOA), Washington, D.C. Farm Production Economics Div.  
EDRS PRICE MF-\$0.50 HC-\$3.35  
Pub Date - Jan65 65p.

\*TECHNOLOGICAL ADVANCEMENT; \*MANPOWER UTILIZATION; \*AGRICULTURAL LABORERS; \*EMPLOYER EMPLOYEE RELATIONSHIP;  
\*EMPLOYMENT TRENDS; CREW LEADERS; LABOR SUPPLY; EMPLOYMENT OPPORTUNITIES; SEASONAL LABORERS; UNDEREMPLOYED;  
LABOR MARKET; FARM LABOR PROBLEMS; EMPLOYMENT PATTERNS; EMPLOYMENT PROBLEMS; INCOME; \*AGRICULTURAL TRENDS  
KERN COUNTY; CALIFORNIA

A stratified random sample of 696 workers in 36½ households in Kern County, California, was selected to investigate the changes in labor use resulting from farm mechanization, and to explore the trend towards a stable labor force. Some major findings were: (1) Mechanization of the cotton harvest has erased the high peak of seasonal farm labor, (2) Management of labor recruitment can lead to the development of a dependable local labor force, (3) Much of the problem is due to migrant crews moving over the state and taking jobs away from local workers, (4) The seasonal work force is greatly under-utilized, (5) Underemployment is largely due to prejudices of workers against certain kinds of farm work, (6) A work program, including learning marketable skills would assist in meeting farm labor family needs. Some recommended activities useful in stabilizing local labor supply were: (1) increased activity by grower groups in recruiting and handling labor, (2) experimentation with crews trained to do all types of farm jobs, (3) development of new crops and varieties to smooth out the work year, and (4) in-migration of new workers willing to do all farm jobs. A related document in this series is available as VT 006 536, also in this issue. (DM)

VT 006 622 ED 024 800

Meyers, Frederic  
Ownership of Jobs: A Comparative Study. Monograph Series II.

California Univ., Los Angeles. Inst. of Industrial Relations  
EDRS PRICE MF-\$0.50 HC-\$6.20  
Institute of Industrial Relations, University of California, Los Angeles, California 90024 (\$2.75).  
Pub Date - 66 122p.

\*COMPARATIVE ANALYSIS; \*EMPLOYER EMPLOYEE RELATIONSHIP; \*EMPLOYMENT PRACTICES; \*SOCIOECONOMIC INFLUENCES;  
FOREIGN COUNTRIES; CONTRACTS; LABOR UNIONS; JOB TENURE; PERSONNEL POLICY; EMPLOYER ATTITUDES; EMPLOYEE  
ATTITUDES; EMPLOYMENT; FEDERAL LAWS; JOBS; COLLECTIVE BARGAINING  
UNITED STATES; BRITAIN; FRANCE; MEXICO

The purpose of this monograph was to examine the nature of changes in the system of rights and obligations surrounding employment and the relationship of employer to employee in the United States, Britain, France, and Mexico, with particular emphasis on the property-like rights in employment. In the United States there have been three stages in the objectification of the concept of a job: (1) the period in which the employer-employee relationship was generally conceived as personal, independent of any other such relationship, and characterized by contractual concepts of mutuality and reciprocity, (2) a period in which access to jobs lay under sole control of the employer, and (3) the present period, in which the employer-employee relationship is not linear but complex, and in which both employer and employee have an independent relationship to the job and to families of jobs. "Conflict over the Right to Work in Britain," "France: the Primary Role of Law," and "Job Security in Mexico" compare similar developments in these respective countries. The evidence from these four countries tends to support the conclusion that the classic liberal contractual approach to the employment relation in a complex industrial society is not a viable one. (EM)

VT 006 623

Turner, Robert E.  
Manpower in Oklahoma, North-East Region.

Oklahoma State Employment Service, Oklahoma City. Research and Planning Div.  
Oklahoma State Dept. of Vocational-Technical Education, Oklahoma City  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Jun68 55p.

\*MANPOWER NEEDS; \*OCCUPATIONAL SURVEYS; \*EMPLOYMENT TRENDS; EMPLOYMENT PROJECTIONS; EMPLOYMENT STATISTICS;  
OCCUPATIONAL CLUSTERS; \*LABOR FORCE; ECONOMIC FACTORS  
OKLAHOMA

A state-wide study was undertaken to determine current and future manpower needs by industry division, major occupational group and selected occupations to provide information for use in curriculum development for new area vocational schools and for use in industry. Nonfarm wage and salary employment in the region is expected to reach 39,280 by 1972, a 13 percent advance for a 5-year period. Construction should have the greatest proportional gain (22.8 percent) and the largest growth for major occupational groups for the period is expected in clerical occupations. A significant amount of the new employment will be in white collar occupations, that is, professional-technical-managerial, clerical and sales. The figures presented are thought to be conservative as they fail to provide for new firms, but do reflect scheduled cutbacks in existing plants. (MM)

VT 006 631 ED 025 619

Torres, Juan de  
Economic Dimensions of Major Metropolitan Areas, Population, Housing, Employment and Income. Technical Paper Number 18.

National Industrial Conference Board, Inc., New York, N.Y.  
EDRS PRICE MF-\$0.50 HC-\$3.10  
1968 National Industrial Conference Board, Inc., 845 Third Ave., New York, N.Y. 10022.  
Pub Date - 68 60p.

\*ECONOMIC FACTORS; \*METROPOLITAN AREAS; COMPARATIVE STATISTICS; POPULATION DISTRIBUTION; POPULATION GROWTH;  
POPULATION TRENDS; RESIDENTIAL PATTERNS; SUBURBS; INNER CITY; \*HOUSING; \*EMPLOYMENT PATTERNS; EMPLOYMENT  
TRENDS; \*INCOME; WAGES; DEMOGRAPHY; STATISTICAL DATA; CENSUS FIGURES; ECONOMIC RESEARCH  
STANDARD METROPOLITAN STATISTICAL AREAS

The results of an effort to develop a body of internally consistent economic data which would facilitate comparison of the population, housing, employment, and income characteristics of 56 Standard Metropolitan Statistical Areas with a population of over 500,000 are reported in this publication. Part of a continuing research program on local government finances, the report was designed to fill some important gaps and provide the basis for future research efforts in this area. Development of a consistent data system required selection of a manageable number of the most relevant areas from among the current total of 231 Standard Metropolitan Statistical Areas, and adaptation of an extensive system of basic data for each of these by means of classification and coverage which permit internal comparison and, at the same time, provide historic

continuity. The data include information, sometimes as current as 1967, covering the general topics: (1) location and types of major metropolitan areas, (2) population, (3) land, (4) population densities and housing, (5) employment size, composition, and trends, and (6) income and wages. Detailed information by area is given in 13 statistical tables, permitting easy comparison of any factor between the various urbanized areas. (ET)

VT 006 636 ED 025 620

Young, Darius Robert  
The Development of a Construction Industry Interest Inventory.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.  
Pub Date - 68 237p.

DOCTORAL THESES; INTEREST SCALES; \*INTEREST TESTS; ITEM ANALYSIS; TEST VALIDITY; \*TEST CONSTRUCTION;  
\*CONSTRUCTION INDUSTRY; \*STUDENT INTERESTS; \*SECONDARY SCHOOL STUDENTS; TEST RELIABILITY  
\*CONSTRUCTION INTEREST INVENTORY; INDUSTRIAL ARTS CURRICULUM PROJECT

The purpose of this study was to develop an interest inventory covering construction industry practices. A taxonomy developed by the Industrial Arts Curriculum Project served as a basis for item selection, and covered industrial management, production, and personnel technology. A scale for each of these was included in an inventory containing 138 items which met criteria revealed by a literature review. The first draft was administered to 131 junior high school students and evaluated by the Project staff. These results were analyzed and a revision containing 150 items was administered to 102 junior high students. After statistical analysis of these results 19 items were deleted due to a low preference index and a low correlation between the items and their scale. Other low preference items were modified to increase their value. The final version which contained 131 items was administered to 892 students in three evaluation centers which were participating in Industrial Arts Curriculum Project materials field tests. Computerized analysis including a preference index and discrimination indices were utilized and the results are included for each item and each school. The appendixes include the taxonomy and the first draft of the Construction Interest Inventory. This Ph.D. thesis was submitted to The Ohio State University. (EM)

VT 006 678 ED 026 491

Leffard, Warren Lee  
Employment Opportunities and Training Needs for Technicians in the Metalworking Manufacturing Industries of the Central Ohio Valley with Projections Through 1975.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.  
Pub Date - 68 195p.

DOCTORAL THESES; \*OCCUPATIONAL SURVEYS; \*METAL WORKING OCCUPATIONS; TECHNICAL EDUCATION; \*TECHNICAL OCCUPATIONS; EMPLOYMENT PROJECTIONS; LABOR SUPPLY; EDUCATIONAL OPPORTUNITIES; EDUCATIONAL SUPPLY; STUDENT ENROLLMENT; \*EDUCATIONAL NEEDS; \*EMPLOYMENT OPPORTUNITIES; MANUFACTURING INDUSTRY; EDUCATIONAL PROGRAMS; EMPLOYMENT QUALIFICATIONS; QUESTIONNAIRES  
CENTRAL OHIO VALLEY; LOUISVILLE; KENTUCKY; CINCINNATI; OHIO

The purpose of this study was to ascertain the status of technical training and the demand for technicians in the Louisville, Kentucky and Cincinnati, Ohio metropolitan areas. Data from 99 randomly selected establishments indicated that 36 establishments employed, or intended to employ, technicians by 1975. Information was also collected from 109 educational institutions which offered less-than-baccalaureate degree programs for technicians. Some findings were: (1) The principal methods of training technicians were the upgrading of craftsmen, on-the-job training, and educational programs, (2) 1,743 technicians were employed under 36 job titles, (3) Immediate openings existed for 105 technicians in 22 job titles, (4) The expressed demand for 1975 was 1,671 technicians and the projected demand for the area was 3,820 technicians, (5) Programmers and designers were indicated as extremely difficult to employ, (6) 35 firms recruited from within a 100 mile radius "local area," (7) Employers perceived one school in each area capable of filling their needs, (8) By 1975, 42 educational programs will be offered under 15 program titles, and (9) Graduates from these programs should provide the necessary technicians. This Ed.D. theses was submitted to the University of Missouri. (EM)

VT 006 681 ED 026 492

Morgan, Daryle Whitney  
Status and Pre-Employment Training Requirements of Welding Tradesmen, Technicians, and Technologists.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.  
Pub Date - 68 137p.

\*TRADE AND INDUSTRIAL EDUCATION; \*WELDERS; \*EDUCATIONAL NEEDS; \*EMPLOYER ATTITUDES; WELDING; TECHNICAL OCCUPATIONS; CURRICULUM; DOCTORAL THESES; QUESTIONNAIRES; BIBLIOGRAPHIES; \*EMPLOYMENT QUALIFICATIONS; SKILLED OCCUPATIONS; COMPARATIVE ANALYSIS; EMPLOYMENT OPPORTUNITIES; INDUSTRY

To assess the status of welding in various manufacturing industries and to ascertain the occupational preparation needed for welding tradesmen, technicians, and technologists, completed questionnaires were obtained from 138 selected industrial specialists. The hypotheses were tested by Freidman's two-way nonparametric analysis of variance and by chi square. Some conclusions were: (1) A great need exists for welding technicians and technologists to receive training in related information areas, (2) 27 content items rated as unimportant could be removed from preemployment training programs for tradesmen, (3) Flux shielded metal electric arc welding, inert gas shielded metal arc welding, inert gas shielded tungsten arc welding, oxy-fuel gas cutting, oxyacetylene welding, and blue print reading should be included in all preparatory programs for welding tradesmen, (4) Inert gas shielded metal arc welding, inert gas shielded tungsten arc welding, flux shielded metal electrode arc welding, and blue print reading should be included in all preparatory programs for welding technicians, (5) Gas welding processes should be included in all programs designed to prepare welding technologists for employment. (DM)

VT 006 698 ED 024 803

Health Manpower: Action to Meet Community Needs. Report of the Task Force on Health Manpower.

National Commission on Community Health Services, Washington, D.C.

EDRS PRICE MF-\$0.75 HC-\$8.55

Pub Date - 67 169p.

\*HEALTH PERSONNEL; EMPLOYMENT STATISTICS; EMPLOYMENT PROJECTIONS; \*MANPOWER NEEDS; \*HEALTH OCCUPATIONS EDUCATION; PROFESSIONAL EDUCATION; \*MANPOWER UTILIZATION; \*RECRUITMENT; HEALTH SERVICES; EMPLOYMENT TRENDS



In 1963, the National Commission on Community Health Services appointed the Task Force on Health Manpower to assess community health needs to evaluate methods of recruiting, educating, developing, motivating and utilizing manpower and to recommend ways to assure availability and optimal utilization of manpower based upon community health needs. Twenty-three recommendations of the task force include: (1) governmental initiative in cooperative planning among governmental and voluntary agencies, (2) innovations to increase productivity of highly skilled personnel, (3) assumption of responsibility by the Public Health Service for collecting and reporting manpower data on a nationwide basis, (4) increasing the numbers of existing and new kinds of allied and auxiliary personnel and expanding and developing their roles, (5) establishing national minimum requirements for the licensure of health personnel, (6) recruiting from groups which have not been fully tapped such as minority groups and technologically displaced workers, (7) expanding health occupations programs in 2-year colleges, (8) emphasizing the preparation of personnel qualified in administration in schools of public health, and (9) augmenting federal support to stimulate funding from other sources, including the private sector. (JK)

VT 006 768 ED 024 804

Gutcher, G. Dale

Determination of Occupational Skill Level. Research Report.

Colorado Research Coordinating Unit, Fort Collins

EDRS PRICE MF-\$0.25 HC-\$1.80

Pub Date - Jul68 34p.

\*VOCATIONAL EDUCATION; \*JOB SKILLS; \*OCCUPATIONAL INFORMATION; CORRELATION; ACADEMIC ACHIEVEMENT; INCOME; \*MODELS; RESEARCH METHODOLOGY; MEASUREMENT TECHNIQUES; \*SKILL ANALYSIS; INFORMATION NEEDS

The purpose of this study was to develop a measurement technique for determining skill levels required for various occupations for use in training, counseling, job placement, and measuring labor force quality. Measures related to income and educational levels of workers were selected. It was assumed that higher earning reflected a higher skill requirement. Data were collected from census information and "The Dictionary of Occupational Titles". Only those mutually exclusive occupations were selected which contained 50,000 workers in a 1960 census and which were clearly defined in "The Dictionary of Occupational Titles." Some of the information collected included: general educational development, specific vocational preparation, aptitude, interest, temperament, physical demands, percent of workers with less than a high school education, percent of workers with 4 years or more of college, median school years by worker in each occupation, median income by worker in each occupation, and median wage and salary. Intercorrelations were obtained and a model for use of canonical correlations with multiple criteria and predictors was developed. Variables were assigned to groups arbitrarily in the model. A list of the references and occupations selected is included. (DM)

VT 006 772 ED 029 087

Health Manpower Source Book. Section 2: Nursing Personnel.

Public Health Service (DHEW), Washington, D.C. Div. of Nursing

EDRS PRICE MF-\$0.50 HC-\$6.10

The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$.70).

Pub Date - Jan66 120p.

\*NURSES; \*PRACTICAL NURSES; \*HEALTH OCCUPATIONS EDUCATION; \*PROFESSIONAL EDUCATION; INDIVIDUAL CHARACTERISTICS; HOSPITALS; NURSING; HEALTH SERVICES; NURSES AIDES; TEACHERS; EMPLOYMENT PROJECTIONS; LABOR SUPPLY; COMMUNITY HEALTH SERVICES; INDUSTRY; EDUCATIONAL SUPPLY; EMPLOYMENT TRENDS; \*NATIONAL SURVEYS; EMPLOYMENT STATISTICS; STATISTICAL DATA

Intended for use in planning health programs and as baseline data for research studies and other investigations, the data presented were gathered from studies, surveys, and publications of the Division of Nursing and state and national agencies, as well as from nursing, hospital, and medical organizations. Parts I, II, and III deal with professional nurses: general distribution, numbers registered, licenses issued, age, marital status, field of practice, type of position, full and part time employment, and highest academic credentials. Part IV deals with professional nurse education; initial programs, post registered nurse programs and instructors. Part V concerns practical nursing and practical nurse education; general distribution of practical nurses, licenses issued, and educational programs. Part VI concerns hospital personnel; professional nursing personnel, nonprofessional nursing personnel, nurse-patient ratios, and supervisory-staff ratios. Part VII concerns professional nurses in public health and occupational health; general distribution and educational preparation. The final section projects professional nurse supply and needs. (JK)

VT 006 776 MP 000 535

Manpower Planning Report for the Charlotte, North Carolina, Area; A Prototype Report for Program Planning in Model Neighborhood, CEP, and Camps Areas. Manpower Planning Report No. 1.

Bureau of Employment Security (DOL), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$3.15

Pub Date - Dec67 61p.

\*LABOR MARKET; LABOR FORCE; EMPLOYMENT STATISTICS; \*EMPLOYMENT PROBLEMS; UNEMPLOYMENT; CITY DEMOGRAPHY; COMMUNITY CHARACTERISTICS; COMMUNITY SURVEYS; MANPOWER NEEDS; \*PROGRAM PLANNING; INFORMATION NEEDS; \*SLUMS; URBAN AREAS; STATISTICAL ANALYSIS; METROPOLITAN AREAS; INDIVIDUAL CHARACTERISTICS; POPULATION TRENDS; NEIGHBORHOOD OPPORTUNITIES; STATISTICAL DATA; \*INFORMATION SOURCES; ECONOMIC CLIMATE; DATA COLLECTION; NEIGHBORHOOD; COMMUNITY PLANNING CHARLOTTE; NORTH CAROLINA; CEP; CONCENTRATED EMPLOYMENT PROGRAMS; CAMPS; COOPERATIVE AREA MANPOWER PLANNING SYSTEMS; MODEL CITY PROGRAMS

Available data was used to provide a comprehensive compilation and analysis of information pertinent to the manpower situation, outlook, and problems of a special target or slum neighborhood in relation to the Charlotte labor area as a whole. The report was intended to serve as a prototype manpower planning report for policymakers and administrators of Concentrated Employment Programs, Cooperative Area Manpower Planning Systems, and other programs or areas concerned with problems of concentrated unemployment or underemployment. Data for the Charlotte and target neighborhood area concerned (1) the economic background and outlook for the area, (2) demographic characteristics of the population, (3) population trends and migration patterns, (4) labor force, employment, and unemployment trends, (5) current and future manpower requirements, and (6) manpower problems of the target neighborhood. A 10-page appendix, "Guide for Preparation of Area Manpower Planning Report," discusses the various potential sources of relevant manpower information, methods of deriving needed estimates from available data, and a method for obtaining target neighborhood data from census tract data. Inventive data treatment suggestions are made in cases where desired data are not readily available. (ET)

VT 006 784 MP 000 543

Labor Laws Affecting Private Household Workers.

Women's Bureau (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.40  
Pub Date - nd 6p.

\*LABOR LAWS; LABOR CONDITIONS; \*WORKING WOMEN; EMPLOYMENT PROBLEMS; \*DOMESTIC WORKERS; SERVICE OCCUPATIONS;  
\*LABOR STANDARDS; UNEMPLOYMENT INSURANCE; WORKMANS COMPENSATION; WAGES; WORKING HOURS; INSURANCE PROGRAMS;  
STATE LAWS; FEDERAL LAWS

Surveys have shown that wages, fringe benefits, hours of work and other employment conditions in private household work are substandard. Most laws providing labor standards protection do not include this major field of employment, which has approximately 1.75 million primarily female household workers 16 years and older employed in June 1967. Some of the ways labor laws affect the occupation are: (1) Federal Fair Labor Standards Act provisions do not include the occupation, (2) State wage and hour laws in only two states cover these workers, (3) Under existing wage board programs seven states could issue minimum wage orders covering the occupation, however, only Wisconsin has done so, (4) Kansas, Montana, and Washington provide the only laws which either could or do provide protection from excessive hours of work, (5) Wage payment and collection laws specify the medium of payment in 35 states, frequency of payments in 25 states, and termination of payment period in 29 states, (6) Only Hawaii and New York have unemployment insurance laws with mandatory coverage of these workers, but voluntary coverage is permitted in most jurisdictions, (7) Workmen's compensation programs generally exclude the occupation, with limited exceptions in nine jurisdictions, and (8) The Federal Social Security Act provides compulsory coverage of these workers, yet some employers fail to comply. (ET)

VT 006 785 MP 000 544  
Part-Time Employment of Women.

Women's Bureau (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.35  
WB-68-151  
Pub Date - Apr68 5p.

\*WORKING WOMEN; \*PART TIME JOBS; EMPLOYMENT STATISTICS; OCCUPATIONS; \*EMPLOYMENT TRENDS; EMPLOYMENT OPPORTUNITIES

In 1967 more than 7 million women (about 25 percent of all women workers) worked part-time, 6 million preferring part-time work, and another 400,000 were looking for part-time jobs. In the past 16 years, the number of part-time workers has increased by more than 69 percent, faster than the 20 percent increase in the number of full-time workers, partly because of the entry or re-entry of middle-aged women into the work force. Many women worked not only part-time but also for only part of the year. Among the characteristics of part-time women workers and their jobs were: (1) 60 percent were married and living with their husbands, (2) About 370,000 were 70 years of age or over, (3) Over a fifth were private household workers, another fifth were clerical workers, and nearly a fifth were service workers outside the home, and (4) Almost half of the 2.3 million nonwhite women who worked part-time were private household workers. Despite the evidence that part-time women workers generally hold the less skilled and less rewarding jobs in our economy, the current opportunities for part-time employment are inadequate to meet the demand. This may be improved as part-time jobs are created to help meet manpower shortages, as legal and administrative barriers to part-time work are removed, and as part-time job placement services are improved and expanded. (ET)

VT 006 787 MP 000 546  
Immigrant Worker Certification Program, Fiscal Year 1967.

Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.65  
Pub Date - Mar68 31p.

\*CERTIFICATION; \*IMMIGRANTS; OCCUPATIONS; EMPLOYMENT STATISTICS; EMPLOYEES; \*FOREIGN WORKERS; \*EMPLOYMENT PATTERNS; FEDERAL PROGRAMS; EMPLOYMENT QUALIFICATIONS; \*MANPOWER UTILIZATION  
IMMIGRATION AND NATIONALITY ACT

This report offers data covering the first full fiscal year's certification experience of the Department of Labor in administering Section 212(a)(14) of the 1965 amended Immigration and Nationality Act. This section provides that no immigrant worker can receive a visa unless he has a certification from the Secretary of Labor stating insufficient workers are available for the particular employment and that there will be no adverse affects on the wages and working conditions of United States workers similarly employed. The certification procedure, initiated by either the alien or an employer, is outlined. In the fiscal year 1967, job requests reviewed for permanent employment amounted to 134,424, and of these 116,499, or 87 percent were approved. For these approved jobs, 93,324 immigrants were selected, 40 percent from Europe, 32 percent from North America, and 21 percent from Asia. The 10 countries which accounted for about 61 percent of all immigrant workers were, beginning with the largest contributor: Philippines, Jamaica, England, Canada, Italy, Trinidad and Tobago, Germany, Mexico, India, and China. More than 50 percent of the males and 26 percent of the females were employed in professional, technical, and managerial occupations. There were about the same proportion of male immigrant workers as females, and over half of all the immigrants intended to reside in New York, California, New Jersey, or Illinois. (ET)

VT 006 788 MP 000 547  
Phillips, Irving P.  
Farm Machinery Troubleshooter.

EDRS PRICE MF-\$0.25 HC-\$0.30  
Occupational Outlook Quarterly; v11 n3 p30-32 Sep 1967  
Pub Date - Sep67 4p.

\*OCCUPATIONAL INFORMATION; \*FARM MECHANICS (OCCUPATION); EMPLOYMENT OPPORTUNITIES

The development and use of more sophisticated farm machinery, with complicated mechanical, electrical, and hydraulic systems, has called for a new kind of skilled workman, the farm equipment mechanic. He is a man who possesses the multiple skills required to fix or maintain a tractor, combine, crop dryer, milking machine, conveyor, or whatever farm machinery is used in his part of the country. Most of the estimated 40,000 farm equipment mechanics employed in early 1967 worked in the service departments of new and used farm equipment dealers, primarily in midwestern states. The trade is generally learned while working with experienced men on the job. The 3 to 4 years of on-the-job training normally required are sometimes gained through formal apprenticeships. Sometimes training is provided under the auspices of farm equipment manufacturers and also through Manpower Development and Training Act programs which are of 29- to 56-week duration. Employers prefer to hire young men who have farm background, mechanical aptitude, a high school diploma, and experience or training in engine repair, hydraulics, and welding. Average wages were between \$2.10 and \$2.60 per hour in early 1967, and the workweek was usually 44 hours but varied with agricultural seasons. Through the 1970's there will be about 2,000 job openings each year. Addresses to write for further information are given. (ET)



VT 006 790 MP 000 549

Moss, Alan L.; Ausmus, Norma F.  
Manpower Developments and Outlook in the Computing and Accounting Machines Industry. Industry Manpower  
Surveys No. 114.

Manpower Administration (DOL), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$0.85

Pub Date - 68 15p. Reprint from Area Trends in Employment and Unemployment, April 1968.

\*OFFICE MACHINES; \*EMPLOYMENT TRENDS; \*MANPOWER NEEDS; \*INDUSTRY; ELECTRONIC DATA PROCESSING; \*DATA  
PROCESSING OCCUPATIONS; OCCUPATIONAL SURVEYS

Greater needs for gathering, storing, and retrieving data have resulted in rapid growth of employment and a shortage of qualified manpower in the industry. This analysis is based largely upon 102 individual establishment reports gathered in November 1967 from establishments representing over 90 percent of total employment in the industry. The industry's workforce in 1967 totaled 182,200, about double the 1957 figure. More than half the establishments surveyed reported difficulty in recruiting needed workers and 25 (one-quarter) indicated that manpower shortages were impeding production to some degree. Engineers, clerical workers, and electronics assemblers were most in demand. The greatest manpower needs were reported in the industry's employment centers of Minneapolis-St. Paul and Los Angeles-Long Beach. About half of all personnel in the industry were production workers and the proportion of professional and technical personnel was high. The majority of the firms were training production workers through on-the-job training and apprenticeship programs. The number of women employed has increased about 250 percent over the past decade, to 49,000 in 1967. Total industry employment was projected to increase about 4 percent between November 1967 and May 1968. (ET)

VT 006 791 MP 000 550

Fuller, Varden; Beale, Calvin L.  
Impact of Socioeconomic Factors on Farm Labor Supply.

EDRS PRICE MF-\$0.25 HC-\$0.45

Journal of Farm Economics; v49 n5 p1237-43 Dec 1967

Pub Date - Dec67 7p.; Reprint.

\*FARM LABOR SUPPLY; \*SOCIOECONOMIC INFLUENCES; TECHNOLOGICAL ADVANCEMENT; AGRICULTURAL LABORERS; AGRICULTURAL  
OCCUPATIONS; AGRICULTURAL PERSONNEL; \*LABOR PROBLEMS; \*MANPOWER UTILIZATION; \*EMPLOYMENT TRENDS; \*EMPLOYMENT  
PRACTICES; EMPLOYMENT LEVEL; LABOR STANDARDS

As a result of socioeconomic factors or technological advancements, American agriculture is now disengaging from farm work the descendants of the immigrants, refugees, adventurers, and slaves who were absorbed into farming by the millions in the 19th century. Specific developments concerning farm manpower include: (1) the decreasing number of farm owners, (2) the growth of agri-business and managed farms, (3) the temporary, seasonal, or casual employment of 3 million persons who do not claim farming as their major activity, and (4) the decreasing supplies of this labor which have depended on unemployment, illiteracy, discrimination, and other defects in society. Basic to any consideration of the future farm labor supply are several social facets of hired farm work including the low income and social status of the work, the intergenerational succession of workers, the reliance on ethnic and cultural minorities, the segmentalized nature of the farm work force stemming from seasonality of the work, and differential legislative treatment of the hired farm work force. The supply-price of labor to agriculture will surely rise as the required skill level rises, the supply of labor shrinks, and the rural to urban migration trend continues. The normalization of farmwork has hardly begun. (ET)

VT 006 815 MP 000 551

Peyton, William T.  
Looking for a Temporary Job?

EDRS PRICE MF-\$0.25 HC-\$0.35

Occupational Outlook Quarterly; v12 n1 p22-25 Feb 1968

Pub Date - Feb68 5p.

\*EMPLOYMENT SERVICES; EMPLOYMENT OPPORTUNITIES; \*PART TIME JOBS; \*SEASONAL EMPLOYMENT; JOB PLACEMENT; WAGES;  
FRINGE BENEFITS; \*PRIVATE AGENCIES

Since the early 1950's the temporary-help industry has mushroomed into a multimillion dollar business encompassing more than half a million workers and 600 local and national firms. Temporary-help workers are actually employed by the temporary-manpower employment agencies, who contract with employers to provide workers to meet their short-term needs, arising from vacationing, absenteeism, illness of regular employees, and other emergencies. Many firms also find it economically advantageous to use temporary employees for other reasons. Today, three of every four workers of a typical temporary-help firm are women waiting for assignments as stenographers, typists, office machine operators, and clerks. However, an increasing number of temporary-help firms are expanding into industrial, technical, sales and marketing, and other services. Wage rates for temporaries normally conform to the going rate for their skills in any given locale, and fringe benefits are generally limited to the legally required social security, unemployment insurance, and workmen's compensation benefits. Temporary work allows the worker complete freedom to turn down any assignment, but the more effective firms are able to occupy more than half of a worker's available hours. The demand for temporary workers is expected to increase rapidly. (ET)

VT 006 818 MP 000 554

Kittinger, George G., And Others  
Job Obsolescence in the Law Enforcement and Correction Field: an Exploratory Study of Inadequate Education and Outmoded Skills Among Personnel Working with the Offender in Representative Law Enforcement and Correctional Facilities.

Sam Houston State College, Huntsville, Texas  
Institute of Contemporary Corrections and The Behavioral Sciences  
Manpower Administration (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$9.40  
Pub Date - 1Mar68 186p.

91-46-66-72

JOB ANALYSIS; \*VOCATIONAL EDUCATION; \*POLICE; CORRECTIVE INSTITUTIONS; \*EDUCATIONAL PROGRAMS; \*JOB SKILLS;  
CURRICULUM DEVELOPMENT; \*CORRECTIONAL PERSONNEL; LAW ENFORCEMENT; INDIVIDUAL CHARACTERISTICS; EDUCATIONAL  
BACKGROUND; CURRICULUM; QUESTIONNAIRES; SURVEYS; PROGRAM DEVELOPMENT

The purpose of this study was to identify forces impinging upon correctional and law enforcement occupations and to translate them in terms of present and future manpower needs. The study used a three-pronged approach in the collection, analysis, and presentations of data, including (1) the baseline characteristics of persons currently employed in correctional and law enforcement occupations, (2) a suggested 10-year forecast related to the changing emphasis from custody to rehabilitation, and (3) use of these sources to develop model

programs of higher education with a problem-oriented approach. Education as a function in changing manpower needs is emphasized; therefore, educational programs are reviewed for content, organization, and objectives. From these data, profiles of the correctional worker and law enforcement officer of today are drawn, and projections are made concerning respective profiles for the 1970's. (CH)

VT 006 825 MP 000 560

Piker, Jeffry

Entry into the Labor Force: A Survey of Literature on the Experiences of Negro and White Youths.

Wayne State Univ., Detroit, Mich. Institute of Labor and Industrial Relations  
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.

EDRS PRICE MF-\$1.25 HC-\$14.95

Grant 19-24-67-24

Pub Date - Mar68 297p.

YOUTH; \*YOUTH EMPLOYMENT; \*LABOR FORCE; \*RACE INFLUENCES; WORK EXPERIENCE; \*ENTRY WORKERS; EMPLOYMENT PATTERNS; VOCATIONAL ADJUSTMENT; WORK ATTITUDES; OCCUPATIONAL MOBILITY; OCCUPATIONAL ASPIRATION; SOCIOECONOMIC STATUS; EMPLOYMENT SERVICES; COMPARATIVE ANALYSIS; \*LITERATURE REVIEWS; INDIVIDUAL CHARACTERISTICS; COMMUNITY CHARACTERISTICS; POVERTY PROGRAMS; EMPLOYERS; EDUCATIONAL BACKGROUND; APPRENTICESHIPS

A comparison of Negro and white labor force entry routes and entry job characteristics is a primary purpose of the report, which consists of summaries of literature, pertaining to the experiences of youth with no college experience. The phenomenon, "entry into the labor force," is conceived to refer both to a process of personal mobility, and to a period in one's life cycle. Two assumptions guided the report's preparation: first an individual's place of entry into the labor force has significant consequences for his subsequent achievements in it, and second, entry into the work force, rather than being a random, haphazard process, is organized in certain ways. Materials both national and local in scope and only those written within the past 15 years are used. The sections focus on: (1) characteristics of entry jobs (status, wages, and the like), (2) characteristics of entry job seekers (family background, education, orientation toward work, and more), and (3) characteristics of communities, regions, and the larger society (urbanization and mobility, regions, and the larger agencies, and others). A concluding section isolates crucial weaknesses in information and suggests areas for future investigation. (ET)

VT 006 826 MP 000 561

Puget Sound Metropolitan Occupational Manpower Projection 1966-1968-1971; King, Kitsap, Pierce, and Snohomish Counties.

Washington State Employment Security Dept., Olympia  
Bureau of Employment Security (DOL), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$5.30

Pub Date - Aug67 104p.

\*OCCUPATIONAL SURVEYS; \*MANPOWER NEEDS; OCCUPATIONAL CLUSTERS; EDUCATIONAL SUPPLY; \*EMPLOYMENT TRENDS; \*EMPLOYMENT PROJECTIONS; LABOR MARKET; LABOR SUPPLY; EMPLOYMENT PATTERNS; COMMUNITY CHARACTERISTICS; WASHINGTON

To provide needed planning information, a survey of current employment and future occupational requirements of industry was conducted in each of seven areas of Washington. The methodology and reporting format was the same for each area. For some of the findings of the other six surveys see VT 006 827-VT 006 832 in this issue. Estimates of 1966 manpower supply and future 1968 and 1971 manpower demands for replacement and expansion were obtained from a representative sample of area employers, using mailed questionnaires and personal interviews. Estimates of supply were based on information carefully collected from educators, apprenticeship committees, and in-plant training programs of employers, as well as data on job seekers available in Employment Security Department local office files. Unusual employment expansion or contraction due to unforeseen social and economic changes is not accounted for. Each report gives some socioeconomic, geographic, and demographic highlights of the area, a summary of major shortage and surplus occupations, a general discussion of supply and demand, and data including the net need for 1968 and 1971 on each of numerous but varying occupations which represent the major part of nonfarm wage and salary workers in the area. The data should be useful to employers, educators, industrial developers, job counselors, and guidance personnel. (ET)

VT 006 827 MP 000 562

Coastal Area Occupational Manpower Projection 1966-1968-1971: Clallam, Grays Harbor, Jefferson, and Pacific Counties.

Washington State Employment Security Dept., Olympia  
Bureau of Employment Security (DOL), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$3.55

Pub Date - Jun67 69p.

\*OCCUPATIONAL SURVEYS; \*MANPOWER NEEDS; OCCUPATIONAL CLUSTERS; EDUCATIONAL SUPPLY; \*EMPLOYMENT TRENDS; \*EMPLOYMENT PROJECTIONS; EMPLOYMENT STATISTICS; LABOR MARKET; LABOR SUPPLY; EMPLOYMENT PATTERNS; COMMUNITY CHARACTERISTICS  
WASHINGTON

This is one of seven occupational surveys conducted in the State in June of 1966; the other reports are VT 006 826-VT 006 832 in this issue. The methodology, purposes, and reporting format of the surveys, uniform for all, are described in the abstract of VT 006 826. In the Coastal Area more than 220 employing establishments and 22 high schools, colleges, and apprenticeship committees were among the data sources. Among the highlights of the survey results were: (1) Employment will increase by slightly more than 11 percent during the next 5 years, (2) All major occupational divisions will expand to some degree by 1971, (3) Extensive recruitment in other areas will be necessary for teachers, the occupation with greatest projected net need, since there is no reportable supply due to the lack of a 4-year college in the area, (4) Projected needs for auto mechanics (180 needed by 1971) indicate that more apprentice workers should be brought into the trade without delay, (5) There will be a surplus of stenographers, general office workers, and secretaries by 1971, (6) In the next 5 years, approximately 10,950 students will graduate from area high schools, of which 480 are trained in the clerical field, (7) About 4,800 of the graduates will go on to college, and (8) About 880 of the graduates may go into various distributive sales occupations. (ET)

VT 006 828 MP 000 563

Southwest Area Occupational Manpower Projection 1966-1968-1971: Cowlitz, Lewis, Mason, Skamania, Thurston, and Wahkiakum Counties.

Washington State Employment Security Dept., Olympia  
Bureau of Employment Security (DOL), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$3.95

Pub Date - Jun67 77p.



\*OCCUPATIONAL SURVEYS; \*MANPOWER NEEDS; OCCUPATIONAL CLUSTERS; \*EMPLOYMENT TRENDS; EMPLOYMENT PROJECTIONS; EDUCATIONAL SUPPLY; LABOR MARKET; LABOR SUPPLY; EMPLOYMENT PATTERNS; COMMUNITY CHARACTERISTICS; EMPLOYMENT STATISTICS  
WASHINGTON

This is one of seven occupational surveys conducted in the State in June 1966; other reports are VT 006 826-VT 006 832 in this issue. The methodology, purposes, and reporting format of the surveys, uniform for all, are described in the abstract of VT 006 826. In the Southwest Area more than 375 employing establishments and 40 high schools, colleges, business schools, and apprenticeship committees were among the data sources. Among the highlights of the survey results were: (1) Based on employers' expansion plans, employment will increase by 16 percent during the next 5 years, (2) Projected expansion will exceed 25 percent for the major occupational divisions of miscellaneous professional, sales, and personal service workers, (3) Extractive, manufacturing, processing, and material handling occupations will increase at a rate lower than the 16 percent average, (4) The projected needs for some of the shortage occupations were teachers (1,580), miscellaneous material handlers (1,240), cooks (1,200), wood processors (960), janitors (720), and waiters and waitresses (700), and (5) Major surplus occupations and the 5-year surpluses were stenographers (260), miscellaneous construction crafts, (160), clerk-typists (140), computer programmers (140), and general office clerks (90). (ET)

VT 006 829 MP 000 564  
Northeast Area Occupational Manpower Projection 1966-1968-1971: Chelan, Douglas, Ferry, Okanogan, Pend Oreille, and Stevens Counties.

Washington State Employment Security Dept., Olympia  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.20  
Pub Date - May67 62p.

\*OCCUPATIONAL SURVEYS; \*MANPOWER NEEDS; OCCUPATIONAL CLUSTERS; EDUCATIONAL SUPPLY; \*EMPLOYMENT TRENDS; LABOR MARKET; \*EMPLOYMENT PROJECTIONS; LABOR SUPPLY; EMPLOYMENT PATTERNS; COMMUNITY CHARACTERISTICS  
WASHINGTON

This is one of seven occupational surveys conducted in the State in June of 1966; other reports are VT 006 826-VT 006 832 in this issue. The methodology, purposes, and reporting format of the surveys, uniform for all, are described in the abstract of VT 006 826. In the Northeast Area more than 250 employing establishments and 20 high schools, colleges, and apprenticeship committees were among the data sources. Among the highlights of the survey results were: (1) Employers' expansion plans indicate an employment growth of 6 percent during the next 5 years, (2) An unusual reduction in construction employment due to a large cutback on hydroelectric projects currently underway has lowered the average increase appreciably, (3) The major shortage occupations and their 5-year need included: teachers (570), commodities salespersons (470), wood processors (290), waiters and waitresses (240), and forestry occupations (220), (4) The occupations which, by 1971, will have a surplus of 100 or more were carpenters, miscellaneous construction crafts, clerk-typists, stenographers, barbers-beauticians, and miscellaneous clerical workers, (5) In the next 5 years about 9,700 students will graduate from area high schools--of whom 680 will enter clerical fields and 1,050 may go into various distributive sales occupations. (ET)

VT 006 830 MP 000 565  
South Central Area Occupational Manpower Projection 1966-1968-1971: Kittitas, Klickitat, and Yakima Counties.

Washington State Employment Security Dept., Olympia  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.70  
Pub Date - Jul67 72p.

\*OCCUPATIONAL SURVEYS; \*MANPOWER NEEDS; \*OCCUPATIONAL CLUSTERS; EDUCATIONAL SUPPLY; \*EMPLOYMENT TRENDS; \*EMPLOYMENT PROJECTIONS; LABOR MARKET; LABOR SUPPLY; EMPLOYMENT PATTERNS; COMMUNITY CHARACTERISTICS  
WASHINGTON

This is one of seven occupational surveys conducted in the State in June of 1966; other reports are VT 006 826-VT 006 832 in this issue. The methodology, purposes, and reporting format of the surveys, uniform for all, are described in the abstract of VT 006 826. In the South Central Area more than 430 employing establishments and 31 high schools, colleges, business schools, and apprenticeship committees were among the data sources. Among the highlights of the survey results were: (1) Employment will increase by 18 percent during the next 5 years, according to employers' expansion plans, (2) Increases greater than 25 percent will be experienced in medicine and health occupations, (up 50 percent), sales occupations, and engineering and related occupations, (3) Lower than average increases will be experienced in manufacturing processing (4 percent), extractive occupations (8 percent), material handling (11 percent), and food service occupations (10 percent), (4) Among the shortage occupations and their 5-year needs were truck drivers (490), college administrators and faculty (430), waiters and waitresses (420), and miscellaneous administrators (410), (5) A 5-year surplus of 3,910 teachers was projected, and (6) About 14,700 students will graduate from area high schools, of which 830 will enter the clerical field. (ET)

VT 006 831 MP 000 566  
Southeast Area Occupational Manpower Projection 1966-1968-1971: Adams, Asotin, Benton, Columbia, Franklin, Garfield, Grant, Lincoln, Walla Walla, and Whitman Counties.

Washington State Employment Security Dept., Olympia  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.60  
Pub Date - Aug67 70p.

\*OCCUPATIONAL SURVEYS; \*MANPOWER NEEDS; \*OCCUPATIONAL CLUSTERS; EDUCATIONAL SUPPLY; \*EMPLOYMENT TRENDS; \*EMPLOYMENT PROJECTIONS; EMPLOYMENT STATISTICS; LABOR MARKET; LABOR SUPPLY; EMPLOYMENT PATTERNS; COMMUNITY CHARACTERISTICS  
WASHINGTON

This is one of seven occupational surveys conducted in the State in June of 1966; other reports are VT 006 826-VT 006 832 in this issue. The methodology, purposes, and reporting format of the surveys, uniform for all, are described in the abstract of VT 006 826. In the Southeast Area more than 225 employing establishments and 35 high schools, colleges, business schools, and apprenticeship committees were among the data sources. Among the highlights of the survey results were: (1) On the basis of employers' expansion plans, employment is projected to increase 13 percent by 1971, (2) Occupations which will expand at a greater than average rate are medicine and health, 34 percent; extracting, 28 percent; sales, 23 percent; education and library, 21 percent; engineering and related and transportation and utilities, 15 percent each; and food service, manufacturing processing, and miscellaneous professional, 14 percent each, (3) Occupations increasing slower than average are material handling, clerical, personal service, protective and building services, and

managerial, (4) Among the 5-year surplus occupations are agricultural and biological scientists, other physical scientists, carpenters, and primary and secondary teachers, and (5) By 1971 about 21,290 students will graduate from area high schools, and about 1,800 will enter clerical fields and another 1,400 various distributive sales occupations. (ET)

VT 006 832 MP 000 567

Northwest Area Occupational Manpower Projection 1966-1968-1971: Island, San Juan, Skagit, and Whatcom Counties.

Washington State Employment Security Department, Olympia  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.75  
Pub Date - Jul67 73p.

\*OCCUPATIONAL SURVEYS; \*MANPOWER NEEDS; \*OCCUPATIONAL CLUSTERS; EDUCATIONAL SUPPLY; \*EMPLOYMENT TRENDS; \*EMPLOYMENT PROJECTIONS; EMPLOYMENT STATISTICS; LABOR MARKET; LABOR SUPPLY; EMPLOYMENT PATTERNS; COMMUNITY CHARACTERISTICS  
WASHINGTON

This is one of seven occupational surveys conducted in Washington in June, 1966; other reports are VT 006 826-VT 006 831 in this issue. The methodology, purposes, and reporting format of the surveys, uniform for all, are described in the abstract of VT 006 826. In the Northwest Area more than 300 employing establishments and 29 high schools, colleges, business schools, and apprenticeship committees were among the data sources. Among the highlights of the survey results were: (1) Employer expansion needs indicate that employment will grow 13 percent by 1971, (2) The greatest growth will be in engineering occupations, up 23 percent; material handling occupations, up 23 percent; and sales occupations, up 20 percent, (3) Managerial, extractive, food service, and craft occupations will grow slower than the average rate, (4) 24 specific occupations are expected to have shortages exceeding 100 by 1971, (5) 25 of the occupations will have a surplus by 1971, including 15 occupations with a surplus greater than 100, (6) A 5,600 surplus is projected for teachers by 1971, (7) Other surplus occupations will be stenographers, licensed practical nurses, physical scientists, secretaries, and others, and (8) About 11,000 students will graduate from high schools in the area by 1971. (ET)

VT 006 834 MP 000 569

Mittler, Ann R.  
Current Occupation and Past Training of Adult Workers. Statistical Evaluation Report No. 7.

Bureau of the Budget, Washington, D.C. Office of Statistical Standards  
EDRS PRICE MF-\$0.50 HC-\$5.45  
Pub Date - Mar68 107p.

\*OCCUPATIONAL SURVEYS; \*EDUCATIONAL BACKGROUND; AGE; \*LABOR FORCE; \*OCCUPATIONAL CLUSTERS; EMPLOYMENT PATTERNS; \*EDUCATIONAL STATUS COMPARISON; COMPARATIVE STATISTICS; NATIONAL SURVEYS; SEX (CHARACTERISTICS); OCCUPATIONS

This exploratory study, using data collected in a special supplement to the Current Population Survey of April 1963, provides information regarding the relationship between occupation and formal educational background of this country's labor force. Cross tabulations were made between occupation and level of training, field of training, diversity of training, amount of training, and other variables. Both specific occupation and specific training data were collected for 31 occupations. The second major part of the study reverses the approach by looking at the educational and training backgrounds of members of the labor force by occupational distribution, which should be of greater interest to academic and vocational education planners. Among the findings of the survey were: (1) Over half the labor force aged 22 to 64 had completed 3 or more years of college or had some formal occupational training, (2) Except for three occupations where licensing requirements are rigid, none of the 31 specific occupations had as much as three-fifths of their workers with training directly in the occupation pursued, and most had considerably less than half, and (3) Training for one specific occupation is sometimes used in another. Numerous tables are presented throughout the document and in the appendix. (ET)

VT 006 837 MP 000 572

Andrews, Wade H.; Bauder, Ward W.  
The Effects of Industrialization on a Rural County: Comparison of Social Change in Monroe and Noble Counties of Ohio.

Ohio Agricultural Research and Development Center, Wooster  
EDRS PRICE MF-\$0.75 HC-\$6.80  
AE-407  
Pub Date - May68 134p.

\*INDUSTRIALIZATION; \*SOCIAL CHANGE; \*RURAL AREAS; RURAL DEVELOPMENT; RURAL ECONOMICS; POPULATION TRENDS; SOCIAL INFLUENCES; SOCIAL CHARACTERISTICS; SOCIAL STRUCTURE; SOCIAL RELATIONS; \*LABOR FORCE; EMPLOYMENT TRENDS; \*LOW INCOME COUNTIES; ORGANIZATIONAL CHANGE; INCOME; LONGITUDINAL STUDIES; LIVING STANDARDS; LEISURE TIME; MIGRATION; CHANGING ATTITUDES; SURVEYS  
MONROE COUNTY; NOBLE COUNTY; OHIO

This monograph reports the results of a longitudinal study of social change in two low-income counties in eastern Ohio. In 1959, in the experimental county (Monroe), a \$290 million aluminum reduction plant employing about 2,500 workers was completed. The control county (Noble) was matched with Monroe county and is adjacent to it. Measures of social change were achieved through longitudinal analysis of data from two sample surveys, 5 years apart (1957 and 1962), in both counties and from other data. In the first survey 939 households were interviewed while the later survey involved 850 households. Among the findings were: (1) There was an increase in the number of working age people in Monroe County and a decrease in the control county, (2) An unexpected result was that the proportion of 16 to 25 year olds expecting to stay in the area decreased from three-fourths to one-half in the experimental county and remained at about one-half in the control county, (3) The expected increase in nonmanual workers relative to manual workers in the experimental county did not occur, and (4) The total amount of wages paid by employers increased nearly 20-fold in Monroe County and only 20 percent in Noble County; however, only a fraction of this increase went to Monroe County residents. Some of the other factors analyzed were the formal and informal social organization, leadership, leisure activities, attitudes, level of living, and welfare. (ET)

VT 006 840 MP 000 574

Haren, Claude C.; Peak, Robert C.  
Differential Growth Rates of Metropolitan Areas in the 1960's.



Economic Research Service (DOA), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.00

Pub Date - Dec67 18p. Paper presented at Annual Meeting of American Statistical Assoc. and Allied Societies (127th, Washington, D.C., December 27-30, 1967).

\*EMPLOYMENT LEVEL; \*EMPLOYMENT TRENDS; EMPLOYMENT STATISTICS; \*METROPOLITAN AREAS; ECONOMIC DEVELOPMENT; RURAL URBAN DIFFERENCES; \*POPULATION TRENDS; INDUSTRY; DECENTRALIZATION; SPEECHES  
\*AMERICAN STATISTICAL ASSOCIATION AND ALLIED SOCIETIES

The rate of employment growth in the metropolitan areas of the United States has varied widely in recent years. The annual growth rate in the seven major metropolitan complexes has trailed that in the other metropolitan areas and in the nonmetropolitan areas as a whole. Even though employment has remained heavily concentrated in metropolitan areas, higher rates of gain in the nonmetropolitan areas contributed to a small but significant expansion in their share of the total. Processes of suburbanization and industrial decentralization are contributing to the changing growth rates. Annual rates of employment gain, between 1962 and 1967, in nonfarm industries of 190 large labor market areas ranged from less than 2 percent to more than 6 percent, with the national average being 3.8 percent. Increasing shifts of industry to rural and other nonmetropolitan locations are likely. A 68-item bibliography including only 1965 to 1967 publications is included. (ET)

VT 006 841 MP 000 575

Jordan, Max F.

People in Changing Rural America--What Is Ahead?

Economic Research Service (DOA), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$0.80

Pub Date - Nov67 14p.; Talk given at Annual Agricultural Outlook Conference (45th, Washington, D.C., November 14, 1967).

RURAL AREAS; RURAL POPULATION; \*RURAL DEVELOPMENT; \*ECONOMIC DEVELOPMENT; \*LABOR FORCE; MIGRATION; EMPLOYMENT PROBLEMS; \*EMPLOYMENT OPPORTUNITIES

Scarce resources of rural areas are under pressure from various forces. Among the human indicators of pressure on rural resources are: (1) the high ratio of young men reaching working age to older men in the rural group expected to die or reach retirement age--the "replacement ratio," (2) the higher incidence of underemployment in rural areas, (3) information on the extent of migration between rural and urban areas that has occurred in recent years, and (4) estimates of the extent to which certain rural people are "boxed-in" in their present circumstances. The pressures on rural resources are likely to foster continued high outmigration unless economic development of unusual dimensions reverses the relationship between labor supply and demand. Even if outmigration was not stopped (and it should be reduced), the expected drop in farm jobs must be offset by an annual growth of around 300,000 rural non-farm jobs or jobs accessible to rural residents by commuting. Areas of job creation for the rural labor force should include, in addition to manufacturing industries, recreation, retirement, natural resource conservation and development, and public education and health services. To provide a broader base for development of rural economies, changes in community and local government structure could be instrumental. (ET)

VT 006 842 MP 000 576

Skill Survey: Pine Bluff, Arkansas Metropolitan Area.

Arkansas Dept. of Labor, Little Rock, Reports and Analysis Section

EDRS PRICE MF-\$0.50 HC-\$4.25

Pub Date - Nov67 83p.

\*OCCUPATIONAL SURVEYS; \*LABOR FORCE; \*EMPLOYMENT PROJECTIONS; LABOR SUPPLY; MANPOWER NEEDS; METROPOLITAN AREAS; OCCUPATIONAL CLUSTERS; EMPLOYMENT TRENDS; INDUSTRY; EMPLOYMENT STATISTICS  
PINE BLUFF; JEFFERSON COUNTY; ARKANSAS

Following the survey methods set out in the U.S. Bureau of Employment Security's "Handbook on Employment Security Job Market Research Methods--Area Skill Survey," this study was undertaken to provide a profile by occupation and industry of the current nonagricultural work force and to project future labor demand and supply figures. The Pine Bluff Metropolitan Area is coterminous with Jefferson County in South Central Arkansas. Among the survey results were: (1) The economic growth of the area is expected to continue during the next five years, but at a slightly slower rate than set during the 1958-1966 period of rapid industrial expansion, (2) Population in the area should reach 100,000 by 1972, growing at a rate of two percent per year, (3) The labor force will grow slightly faster than two percent per year, (4) Females will enter the labor force at a faster rate than males, (5) Three of every 10 new jobs will develop in manufacturing and one in five will be clerical or sales jobs, (6) The supply of workers will grow to meet the demand, but qualitatively the supply will not adequately match the job openings, and (7) Less than three of every 10 entrants will have had job training of any type. Institutional-type training is most needed for clerical workers, mechanics, repairmen, teachers, sales personnel, and heavy equipment operators, according to employers. (ET)

VT 006 846 MP 000 580

Verification of Occupational Coding, 1967 Milwaukee Job Vacancy Survey; Report on a Special Study.

Wisconsin State Employment Service, Madison, Occupational Analysis Field Center

Bureau of Employment Security (DOL), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.30

Pub Date - Mar68 24p.

\*OCCUPATIONS; \*CLASSIFICATION; EMPLOYERS; COMPARATIVE ANALYSIS; JOB ANALYSIS; EMPLOYMENT SERVICES  
\*DICTIONARY OF OCCUPATIONAL TITLES; DOT; WISCONSIN

The purpose of this study was to assess the degree to which the Wisconsin Employment Service could assign the proper "Dictionary of Occupational Titles" (DOT) code to job titles submitted by Wisconsin employers. Teams of analysts representing the Wisconsin Occupational Analysis Field Center visited 110 employers and interviewed appropriate company personnel in order to obtain sufficient information for comparison of DOT classifications. In some cases the analysts found it necessary to observe a particular job in order to gain needed information. Based on the DOT 6-digit classification system, the analysis teams determined that 85 percent of 602 separate job titles had been correctly classified at the 1-digit level. Specific findings are also given concerning the accuracy of classification at the 3- and 6-digit levels. Recommendations for improvement in the reliability of job classification include: (1) All coding should be done by professional employment service staff who understand the use of the DOT and who are familiar with local job markets, and (2) Re-contacts with employers may be necessary in order to obtain additional information on reported occupations. (CH)

VT 006 847 MP 000 581

Manpower Planning Report for the Philadelphia, Pennsylvania Area: A Prototype Report for Program Planning in Model Neighborhood, CEP, and CAMPS Areas. Manpower Planning Report No. 2.

Pennsylvania State Dept. of Labor and Industry, Harrisburg. Job Market Research Center  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$4.30  
Pub Date - Jun68 84p.

\*ECONOMIC CLIMATE; URBAN AREAS; \*SLUMS; LABOR MARKET; \*EMPLOYMENT PROBLEMS; ECONOMICALLY DISADVANTAGED;  
MANPOWER NEEDS; LABOR FORCE; UNEMPLOYED; COMMUNITY CHARACTERISTICS; \*COMMUNITY SURVEYS; CITY DEMOGRAPHY;  
COMMUNITY PLANNING; PLANNING MODELS  
PHILADELPHIA; PENNSYLVANIA

This report is designed to provide a comprehensive compilation and analysis of available information which has a significant bearing on the manpower situation, outlook, and problems of a special target or slum neighborhood in relation to the labor market area as a whole. Although prepared for Philadelphia, the report should serve as a prototype of a manpower planning report for any other area in which a Concentrated Employment Program (CEP), Cooperative Area Manpower Planning System (CAMPS), or Model City program has been or will be initiated, or for an area which is experiencing problems of concentrated unemployment and underemployment. Some of the highlights of this report were: (1) The Concentrated Employment Program Area had a 1960 population of 142,000 of which 80 percent were nonwhite, while 90 percent of the 1967 CEP Area population of 102,000 were nonwhite, (2) The nonwhite population of the City of Philadelphia in 1967 was 635,000 or 31.7 percent of the city total, (3) The 1967 annual average rate of unemployment for the Poverty Area was 9 percent, (4) 22 percent of all families in the City with incomes of less than \$3,000 dollars resided in the Poverty Area, and (5) Almost half of all Poverty Area residents were working or last worked in the laborer or service occupations. A similar report for the Charlotte, North Carolina area is VT 006 776 in this issue. (ET)

VT 006 849 MP 000 583

Honolulu's Manpower Outlook, 1965-1970: A Survey of Demand and Supply for 78 Occupations.

Hawaii State Dept. of Labor and Industrial Relations, Honolulu. Research and Statistics Office  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$4.40  
Pub Date - Jul67 86p.

\*OCCUPATIONAL SURVEYS; \*LABOR FORCE; \*MANPOWER NEEDS; \*EMPLOYMENT PROJECTIONS; LABOR SUPPLY; ECONOMIC CLIMATE;  
OCCUPATIONS; QUESTIONNAIRES  
HONOLULU; HAWAII

Part of a statewide survey conducted at the end of 1965 and encompassing all industries, including government, this report presents data covering 78 shortages, surplus, and significant occupations in the Honolulu area. Data pertaining to population and labor force characteristics and the economic background of the area are also included. Occupational supply and demand was projected to 1967 and 1970. Among the survey highlights were: (1) The combined employment level of the survey's occupations will increase by 30 percent from the 1965 estimates with the bulk of the advance by service occupations which anticipate a 37 percent employment growth through 1970, (2) The largest occupational demands expected will be for accountants, registered nurses, teachers, accounting clerks, general office clerks, retail cashiers, clerk typists, and others, (3) The most critical areas for training due to lead-time requirements and intensity of demand seem to be focused on occupations in the medical, educational, hotel and restaurant fields, and certain skilled trades, (4) In general, the school output appears inadequate to meet projected needs, and (5) The existence of only 29 employer training programs among the 78 survey occupations emphasizes the as yet undeveloped roles of employers in establishing training programs other than informal on-the-job types. (ET)

VT 006 850 MP 000 584

Occupational Outlook: Eastern Shore Counties of Caroline, Kent, Queen Anne's and Talbot.

Maryland Dept. of Employment Security, Baltimore. Div. of Research and Analysis  
EDRS PRICE MF-\$0.25 HC-\$1.90  
Pub Date - Mar68 36p.

\*OCCUPATIONAL SURVEYS; OCCUPATIONAL INFORMATION; \*LABOR FORCE; EMPLOYMENT; \*EMPLOYMENT PROJECTIONS; ECONOMIC CLIMATE; UNEMPLOYMENT  
MARYLAND

The survey sought to discover the types of available job opportunities, particularly for junior college graduates, but some other job classifications were included as well. All employers covered by the State's Unemployment Insurance Law and some noncovered employers were given questionnaires, to which around 60 percent responded. Some survey results were: (1) In September 1966, when the survey was conducted, one-fifth of the workers employed in the 60 survey occupations in the four counties were in professional or semi-professional jobs, (2) In September 1966, about 22 percent of the workers employed in the survey occupations were in clerical and sales jobs, (3) Within the above two groups, based on employers' responses, there is an estimated 5-year need for 1,500 workers, as the result of expected expansion of present businesses in the four counties, (4) Total expansion needs number 2,351 for 1968 and 3,851 for 1971, neither figure includes replacement needs that may occur because of death, retirement or other causes, and (5) In general, the employment prospects for the junior college graduates who stay in the area are good. Detailed statistical tables are included. (ET)

VT 006 852 MP 000 586

Chernick, Jack, And Others  
Newark-New Jersey: Population and Labor Force, Spring 1967.

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations  
Economic Development Administration (DOL), Washington, D.C.  
New Jersey State Dept. of Labor and Industry, Trenton. Div. of Employment Security  
EDRS PRICE MF-\$0.25 HC-\$2.75  
Pub Date - Dec67 53p.

\*LABOR FORCE; \*UNEMPLOYMENT; \*FAMILY INCOME; \*EMPLOYMENT PATTERNS; \*POPULATION TRENDS; URBAN AREAS; MIGRATION;  
INDUSTRY; PART TIME JOBS; MANPOWER UTILIZATION; COMMUNITY SURVEYS; EDUCATIONAL BACKGROUND; CITY DEMOGRAPHY;  
RESIDENTIAL PATTERNS; LABOR FORCE NONPARTICIPANTS; FAMILY CHARACTERISTICS; OCCUPATIONS; URBAN POPULATION  
NEWARK; NEW JERSEY

Seventy-three percent of a large randomly selected sample of households in Newark's core area (consisting of 25 census tracts) and the city as a whole (the remaining 75 census tracts) completed questionnaires which provided data describing the population, labor force, unemployment, family income, and housing vacancies



existing in Newark in the spring of 1967. Among survey findings were: (1) The household population of Newark increased from 397,000 in 1960 to 402,000 in 1967, (2) Negroes now comprise 52 percent of the population of Newark compared with 34 percent in 1960, (3) About 10 percent of the city's population is of Spanish-speaking origin, (4) 84 percent of the core population and 41 percent of the surrounding city population are Negro, (5) Unemployment in the core area of the city is 12.4 percent, compared with 8.4 percent in the surrounding city, (6) The unemployment rate is 11.5 percent among Negroes, 6 percent among whites, and about 13 percent among "others"--mostly those of Spanish-speaking ancestry, (7) Labor force participation rates are higher for the Negro population as a whole than for the white population, but are slightly lower for males in the age brackets 25-54 and 55-64 years, and (8) 43 percent of the employed white men work in white-collar occupations and 46 percent are in blue-collar jobs. Among employed Negro men, less than 20 percent are in white-collar jobs, while 70 percent are in blue-collar occupations. (ET)

VT 006 853 MP 000 587  
1967 Occupational Needs Survey, Racine County, Wisconsin. Summary.

Racine Vocational, Technical and Adult School, Wis.  
Wisconsin State Employment Service, Madison  
EDRS PRICE MF-\$0.50 HC-\$3.55  
Pub Date - Sep67 69p.

\*MANPOWER NEEDS; EMPLOYMENT PATTERNS; OCCUPATIONS; EMPLOYMENT PROJECTIONS; \*EMPLOYMENT QUALIFICATIONS;  
\*EMPLOYMENT STATISTICS; LABOR FORCE; \*OCCUPATIONAL SURVEYS; \*EMPLOYMENT OPPORTUNITIES  
RACINE COUNTY; WISCONSIN

The participating organizations conducted the survey to help identify those occupations with current and future needs for workers, and to help them in their goal of filling these needs through effective apprenticeship, on-the-job training, and vocational school programs. Questionnaires regarding current and anticipated future openings were completed in mid-February of 1967 by 918 employers who had a total of 32,392 employees, or 60.2 percent of the total non-agricultural wage and salary employment in the area. For each employment opening, information was solicited concerning the educational training, and experience requirements and the promotional possibilities to higher level jobs. The data concerning full-time openings, part-time openings, and seasonal openings are discussed separately. For some occupations, projections to 1969 and 1972 were made. Detailed data tables constitute over half of this summary and the occupational data is generally presented by three-digit occupational groupings according to the Dictionary of Occupational Titles codes. (ET)

VT 006 856 MP 000 590  
Ainsworth, Robert G.  
Causes and Effects of Declining Cotton Employment.

EDRS PRICE MF-\$0.25 HC-\$0.90  
Pub Date - 67 16p.

\*COTTON (FIELD CROP); \*EMPLOYMENT TRENDS; EMPLOYMENT STATISTICS; \*AGRICULTURAL PRODUCTION; \*AGRICULTURAL TRENDS; \*AGRICULTURAL LABORERS; SEASONAL LABORERS

Current characteristics of the cotton industry, employment and productivity trends, and the effects of industry changes on cotton workers are examined. Generally, because of the importance of cotton in U.S. agriculture, changes in cotton technology and employment have had a tremendous impact on the unemployment and underemployment of farmworkers, on the status of farm operators and their families, and on migration from rural to urban areas. In spite of declining employment, cotton activities today use more seasonal hired farmworkers, mainly local workers, than any other single crop. Almost all of the 9,575,000 bales of cotton produced in the United States in 1966 were produced in 14 states, and the proportion of the total crop harvested by machine reached 89 percent, as compared with 2 percent in 1947. Since 1959, the number of man-hours in cotton work has been falling every year whether production increased or decreased. While the trend in yield per acre is predominantly upward, harvested acreage has tended to decline since 1951, partly in response to government acreage control programs; the number of commercial cotton farms dropped from 609,000 in 1950 to 242,000 in 1959 and to 164,000 in 1964. Four tables and three charts are included. (ET)

VT 007 083 MP 000 680  
Kellogg, Frazier  
Computer-Based Job Matching Systems: An Exploration of the State of the Art and the Proposed Nationwide Matching System.

Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C. Grant 91-23-67-11  
EDRS PRICE MF-\$0.75 HC-\$8.35  
Clearinghouse for Federal Scientific and Technical Education, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151 (PB 177 563, \$.65 microfiche, \$3.00 paper copy).  
Pub Date - 67 165p.

DATA PROCESSING; \*COMPUTERS; \*PERSONNEL SELECTION; GOVERNMENT (ADMINISTRATIVE BODY); INDUSTRY; \*JOB APPLICANTS; JOB APPLICATION; WORKSHOPS; CONFERENCE REPORTS; JOB PLACEMENT; EMPLOYMENT PROGRAMS; \*EMPLOYMENT SERVICES; EMPLOYMENT OPPORTUNITIES; JOB MARKET; SYSTEMS APPROACH; \*COMPUTER ORIENTED PROGRAMS; PROGRAM DESCRIPTIONS; NATIONAL PROGRAMS

In its report to the President and the Congress, the National Commission on Technology, Automation, and Economic Progress recommended "...that a computerized nationwide service for matching men to jobs be established." Such a service was expected to improve and extend labor market information, and thereby help to reduce unemployment and underemployment. But even as the Commission advanced the proposal, companies, professional associations, and public organizations had started to design and operate a variety of computer-based "matching systems." In short, many systems, local and national in scope, were operating or in advanced stages of design. In the spring of 1966, the United States Employment Service awarded a contract to a consulting firm for help in designing a national system and in developing several operational pilot projects. Against this background a 2-day workshop was planned. It was intended to accomplish several purposes. First it would bring together people involved in the operation and design of a variety of different kinds of matching systems to describe what they were doing. Second, the workshop was planned to bring the "doers" in matching systems operation and design together with people from the academic community with backgrounds in manpower research--especially the operation and structure of both internal and external labor markets. This report is the product of the workshop. (ET)

VT 007 096 MP 000 693  
Services to Rural Manpower Report 1967. Research and Information Series No. OPR-2-68.

Arizona State Employment Service, Phoenix  
EDRS PRICE MF-\$0.25 HC-\$1.45  
Pub Date - 68 27p.

\*AGRICULTURAL LABORERS; \*SEASONAL LABORERS; RURAL POPULATION; \*RECRUITMENT; \*JOB PLACEMENT; \*ADULT VOCATIONAL EDUCATION; MIGRANT WORKERS; OCCUPATIONAL INFORMATION; OUT OF SCHOOL YOUTH; FEDERAL PROGRAMS; AGRICULTURAL TRENDS; RURAL AREAS; EMPLOYMENT; EMPLOYMENT SERVICES; ANNUAL REPORTS; YOUTH EMPLOYMENT MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; ARIZONA

The 1967 reorganization of public services by the U.S. Department of Labor resulted in a broadening of the areas of responsibility and a name change for the Arizona State Employment Service, Farm Placement Section which became the Rural Manpower Section. Topics covered in the report include (1) Rural Manpower in Arizona, (2) Non-Agricultural Employment in Rural Areas, (3) Agricultural Trends, (4) Agricultural Employment Information, (5) Recruitment and Placement of Farm Labor, and (6) Agricultural Research Projects. Achieving peak employment of seasonal workers during 1967 could be traced to efforts such as: (1) Visits by farm placement representatives to farm employers were increased 22 percent in 1967 over 1966, (2) Farm equipment operators received training during 1967 under the Manpower Development and Training Act, and (3) Over 5,750 workers were provided transportation on a peak day through operated and established day haul facilities; about 2,500 were transported on an average day. The two-fold challenge for rural manpower in Arizona is identified as: (1) to encourage the development of adequate training programs in the area of residence for Arizona's rural manpower and (2) to encourage the development of industry in the non-metropolitan areas of the state. (CH)

VT 007 418 ED 028 254  
Industry Profiles 1958-1966.

Business and Defense Services Administration (DOC), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (C41.2:IN2/25/958/66, \$1.00)  
Pub Date - 68 188p.

\*MANUFACTURING INDUSTRY; CLASSIFICATION; \*TABLES (DATA); \*COMPARATIVE STATISTICS; \*NATIONAL SURVEYS; \*GROWTH PATTERNS; PRODUCTIVITY; EMPLOYMENT LEVEL; ECONOMIC PROGRESS

A statistical picture is provided of economic developments in each of 417 manufacturing industries during the years 1958-66. The document consists of: (1) an introduction which describes the source and organization of the data and explains the terminology used, (2) industry descriptions which define each of the industries included, (3) industry profiles and supplementary data for 1963 (Tables 1 and 2), and (4) standard industrial classification rankings of four-digit industries by size and growth (Tables 3-6). This compilation is designed to provide users of industrial data with a convenient single source of comparable basic industry statistics. All data shown are based on published Bureau of the Census materials. (CH)

VT 007 631 ED 027 396  
Jakubauskas, Edward B.; Palomba, Neil A.  
Job Vacancies in Iowa Manufacturing Establishments as Reported for the Period March through August 1968.  
Volume III, No. 1.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center  
EDRS PRICE MF-\$0.50 HC-\$3.25  
Pub Date - Aug68 63p.

\*OCCUPATIONAL SURVEYS; EMPLOYMENT OPPORTUNITIES; \*MANUFACTURING INDUSTRY; \*EDUCATIONAL NEEDS; \*POST SECONDARY EDUCATION; OCCUPATIONS; WAGES; AREA VOCATIONAL SCHOOLS; CURRICULUM DEVELOPMENT; COOPERATIVE PLANNING; SCHOOL INDUSTRY RELATIONSHIP  
IOWA

Job vacancies were reported to aid Iowa area vocational schools in developing curriculums and training program by determining: (1) occupations to be considered for training purposes in area vocational schools, (2) demand for workers in occupations under consideration by area schools, (3) oversupply in certain skills, and (4) an on-going procedure for immediate feedback of industry's most critical manpower shortages to educators. Response of 980 of 3,000 firms provided data which was analyzed by occupational group, industry classification, and county and multi-county areas. A total of 11,388 full-time vacancies were uncovered. Largest vacancies were in the benchwork occupations, processing occupations, and machine trades occupations. Results, using an inflation procedure, are presented in the appendixes under headings of: (1) number of job vacancies, by major and detailed occupations groups, Iowa and multi-county subareas, (2) number of job vacancies, by industry and major occupational group, Iowa, (3) number of job vacancies and average hourly wage rates offered, by detailed occupational group, 99 counties, and (4) inflated job vacancies by major and detailed occupational groups and by industry group. Similar listings for earlier time periods are available as VT 005 639-40 in this issue. (DM)

VT 007 784 ED 027 409  
A Guide to Child-Labor Provisions of the Fair Labor Standards Act as Amended in 1966. Child Labor Bulletin No. 101.

Department of Labor, Washington, D.C. Wage and Hour and Public Contracts Div.  
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.  
WHPC Pub-1177.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L22.14:101/13, \$0.20).  
Pub Date - Jan67 30p.

\*CHILD LABOR LAWS; \*VOCATIONAL EDUCATION; APPRENTICESHIPS; WORK EXPERIENCE PROGRAMS; COOPERATIVE EDUCATION; \*FEDERAL LEGISLATION; FEDERAL LAWS; \*YOUTH EMPLOYMENT; \*EMPLOYMENT PRACTICES  
\*FAIR LABOR STANDARDS ACT

This amended guide to the Child-Labor Provisions of the Fair Labor Standards Act contains general information useful to employers and coordinators of cooperative and work experience programs involving employment of youth under 18 years of age. Included in the document are provisions relating to: (1) age standards, (2) coverage of the Act, (3) exemptions from the Act, (4) hazardous occupations, (5) employment during school hours, (6) age certification, (7) violation penalties, and (8) other applicable laws. Exemptions to some of the non-agricultural hazardous occupations orders are provided for apprentices and student learners under specified conditions. The student learners must be enrolled in a cooperative vocational training program under a recognized state or local education authority or in a substantially similar program conducted by a private school; the student learner must be employed under a written agreement for which specifications are provided. Offices where additional information may be obtained are included as a supplementary listing. (DM)

VT 007 996  
Potential Supply and Replacement of Rural Males of Labor Force Age, 1960-70.

Economic Research Service (DOA), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Oct66 153p.



\*RURAL POPULATION; \*MIGRATION PATTERNS; LABOR FORCE; AGE GROUPS; EMPLOYMENT TRENDS; POPULATION TRENDS; INCOME; CHARTS; LABOR ECONOMICS; LABOR SUPPLY; \*LABOR TURNOVER; \*ECONOMIC RESEARCH; EMPLOYMENT STATISTICS; ETHNIC DISTRIBUTION; DEMOGRAPHY; TABLES (DATA); \*NATIONAL SURVEYS; MANPOWER NEEDS; MALES

This study of potential replacement of the male population of working age extends analysis to the entire rural population, allowing for comparison between the potential labor supply and replacement of two rather different populations--males living on farms and males living in rural-nonfarm areas. Measures are provided which indicate: (1) the relationships between the numbers entering and leaving the working ages, and (2) the change in the working age population implied by the number of entrants and departures from these age groups. Findings of the study include: (1) The number of men aged 20-64 in the rural population in 1960 was about 13.5 million, (2) Replacement ratios and rates are considerably higher among nonwhites than among white males, and (3) Of the four major regions of the United States, the South consistently had the highest replacement ratios and rates. (CH)

VT 008 162

Nurses in Public Health. PHS Publication 785.

Public Health Service (DHEW), Arlington, Va. Div. of Nursing  
MF AVAILABLE IN VT-ERIC SET.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (FS2.81:966, \$.40).  
Pub Date - Jan66 60p.

\*PUBLIC HEALTH; \*NURSES; \*PRACTICAL NURSES; EDUCATIONAL BACKGROUND; EMPLOYMENT STATISTICS; \*OCCUPATIONAL SURVEYS; COMMUNITY SERVICES; INDIVIDUAL CHARACTERISTICS; CERTIFICATION; QUESTIONNAIRES; EMPLOYMENT PATTERNS; NATIONAL SURVEYS

The report is based upon data from state and local employers and from the National League for Nursing. On January 1, 1966, more than 8,800 national, state, and local agencies and universities employed over 42,000 professional nurses for public health work, three-fourths of whom were reported by 5,209 local boards of education and 2,210 local health departments. The period 1946 to 1966 showed an 83 percent overall increase in the number of nurses working in public health. Increases in part-time work by professional nurses was evident in all types of agencies. The 870 licensed practical nurses employed full-time were more than two and one-half times the number reported in 1960. In addition to summary data in Section I on numbers and types of agencies, numbers of professional and licensed practical nurses, and the academic and public health nursing preparation of nurses in national agencies and universities, the report, in succeeding sections, presents: state distributions of the various agencies and the nurses employed in them, the marital status and age group of the nurses, and the size of local agencies; details of the educational preparation of nurses in administrative and staff positions in state and local agencies; and detailed information on practical nurses. (JK)

EVALUATION  
AND MEASUREMENTS  
SECTION



VT 000 365

Shields, Mary R.  
The Use of Tests in Schools of Nursing: The Construction and Use of Teacher-Made Tests. Second Edition.  
Pamphlet No. 5.

National League for Nursing, New York, N.Y. Test Construction Unit  
MF AVAILABLE IN VT-ERIC SET.  
National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$2.50).  
Pub Date - 65 124p.

TEST CONSTRUCTION; TEST INTERPRETATION; ITEM ANALYSIS; \*NURSING; \*HEALTH OCCUPATIONS EDUCATION; \*PROFESSIONAL EDUCATION; SCORING; \*TESTING

Designed to assist instructors and prospective instructors to build and use tests that will measure student attainment of nursing abilities, the booklet is organized into five major sections. The introduction discusses some uses of evaluation tools, facets of evaluation of student achievement, standardized versus teacher-made tests, and the choice of methods for evaluation of student achievement. "Constructing Test Items" considers essay and objective tests which are discussed in terms of general guides; completion, true-false, multiple choice, combination-response, analogy, and matching items; special options; and nonverbal material. "Constructing Teacher-Made Tests" discusses developing a blueprint, constructing items based on the blueprint, validity and reliability, assembling the test, scheduling and administering the test, and scoring objective tests. "Analyzing and Interpreting Test Data" covers item analysis and analysis and interpretation of test scores. "Using Teacher-Made Tests" discusses integrated tests, pretests and diagnostic tests, test difficulty levels, grading, and purposes other than measurement in the use of tests. (JK)

VT 001 555

The Delaware Multi-Occupational Project. Final Report.

Performance Research, Inc., Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 21Sep64 118p.

\*LITERACY EDUCATION; ILLITERATE ADULTS; \*REMEDIATION PROGRAMS; \*STUDENT CHARACTERISTICS; UNEMPLOYED; \*ADULT BASIC EDUCATION; DISADVANTAGED YOUTH; \*PROGRAM EVALUATION; STUDENT IMPROVEMENT; ACHIEVEMENT GAINS; PROGRAM DESCRIPTIONS  
MDTA; PROJECT DELAWARE MULTI-OCCUPATIONAL

Approximately 150 unemployed adults and disadvantaged youth were provided with basic instruction in reading, writing, arithmetic, and spelling to increase the literacy level to the minimum required for further training in selected occupations. A special 1-week course was given for the teaching staff before the arrival of the first students. Each student was interviewed on arrival and given literacy aptitude tests shortly thereafter. Because of limited facilities, the teaching staff was often called upon to improvise methods and means of instruction. Surprisingly, classroom discipline was seldom a problem. There were 83 students the first week and by the seventh week 183 had enrolled; of these, a total of 28 had dropped out. Intercorrelations of 34 tests and performance measures for the first 83 students are given. The student I.Q. range was 40 to 119. Item analysis for five achievement tests in arithmetic, spelling, writing, and reading are given with the sample tests. General observations, summary of instructor's comments, and recommendations for future programs are included. (EM)

VT 002 010

Haines, Peter G.  
How High School Cooperative Trainees Fare in the Labor Market - Phase B, A Follow-Up Study of 1963 Graduates Ten Months After Graduation, and a Limited Sample of 1962 Graduates Two Years After Graduation.

Michigan State Univ., East Lansing, Coll. of Education  
Michigan State Board for Vocational Education, Lansing  
MF AVAILABLE IN VT-ERIC SET.  
ER-23  
Pub Date - May65 72p.

\*VOCATIONAL FOLLOWUP; \*COOPERATIVE PROGRAMS; LONGITUDINAL STUDIES; \*GRADUATE SURVEYS; \*PROGRAM EVALUATION; EMPLOYMENT PATTERNS; WAGES; OCCUPATIONAL MOBILITY; COOPERATIVE EDUCATION; \*VOCATIONAL EDUCATION MICHIGAN

The major areas of interest were (1) employment status of trainees, (2) degree to which trainees remained in fields of training, (3) degree to which trainees remained in same locality, (4) type of industry in which trainees were employed, (5) average income of trainees, (6) academic quality of trainees. Of the 4,036 June 1963 graduates, 1,472 or 36 percent returned usable questionnaires, and 1,855 of the June 1962 graduates who responded in 1963 returned 516 or 28 percent return. Conclusions were: (1) Vocational education through the cooperative plan results in trainees locating and retaining employment after graduation, (2) Cooperative firms have profited because numbers of trainees have remained with them as regular employees, (3) Cooperative education programs do not curtail further education in post-high school educational institutions. (MM)

VT 002 541

The Use of Tests in Schools of Nursing: The NLN Pre-Nursing and Guidance Examination. Fourth Edition,  
Pamphlet No. 1.

National League for Nursing, New York, N.Y.  
MF AVAILABLE IN VT-ERIC SET.  
National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$1.25).  
Pub Date - 65 43p.

\*PROGNOSTIC TESTS; \*HEALTH OCCUPATIONS EDUCATION; \*NURSING; NURSES; PROFESSIONAL EDUCATION; PREDICTIVE ABILITY (TESTING); \*TESTING PROGRAMS; \*ADMISSION CRITERIA; TESTING; GUIDANCE SERVICES; TEST INTERPRETATION; TEST CONSTRUCTION; ADMISSION (SCHOOL)  
\*NATIONAL LEAGUE FOR NURSING PRE-NURSING AND GUIDANCE EXAMINATION

The Pre-Nursing and Guidance Examination Service was established to assist basic professional schools of nursing in the selection and counseling of applicants to their programs and this pamphlet was prepared in keeping with that broad function. In addition to information concerning the examination that is offered through the service, the text includes a discussion of the principles that apply to the use of selection tests in general with emphasis upon their potential values, their limitations, and the interpretation of their results. The section on the National League for Nursing services describes procedures for administering the test, reporting results, and providing transcripts. It interprets information included in the test report. The section on evaluation of the tests treats standardization, reliability, validity, evaluation by school faculty of the usefulness of the tests, and limitations of tests. The section on using the tests discusses

establishing standards for admission, evaluating applicants, retesting applicants, and using test results for pre- and postadmission guidance purposes. Two final sections discuss the potential of the selection process for an inter-institutional preadmission guidance program. (JK)

VT 002 706

Fisher, Robert F.; Twining, Charles L.  
The Denver Public Schools Look at 1965 High School Graduates in Buissness and Industry. Highlights from the 1967 Evaluation Study.

Denver Public Schools, Colo. Dept. of General Curriculum Services  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 67 33p.

\*GRADUATE SURVEYS; \*HIGH SCHOOL GRADUATES; INDUSTRY; BUSINESS; \*PROGRAM EVALUATION; EMPLOYMENT OPPORTUNITIES; EMPLOYER ATTITUDES; STUDENT ATTITUDES; QUESTIONNAIRES; \*VOCATIONAL FOLLOWUP; EMPLOYMENT EXPERIENCE; JOB SATISFACTION; OCCUPATIONS; \*PARTICIPANT SATISFACTION; VOCATIONAL ADJUSTMENT; OCCUPATIONAL CHOICE  
DENVER

The purposes of the follow-up study included securing both quantitative and qualitative information about graduates and the educational program they completed. Specific purposes included: the obtaining of information on the number of 1965 graduates from Denver public high schools who had entered local business and industry; opinions from these graduates about the extent and quality of their preparation; and an employers' analysis of the total educational preparation of the graduates. Data were collected by means of a questionnaire sent to 2,965 graduates of Denver public high schools in 1965 requesting information concerning job status, educational preparation, method of securing employment, extent of satisfaction, and plans for future education or training. The findings of this study indicate that more than half of the graduates in this study were working at clerical jobs and 81 percent of the employers indicated that they had entry level jobs available in the clerical field for high school graduates. Of the courses listed by graduates as having the greatest value, 20 percent fall within the category of business education. Nearly one-fourth of the graduates in this survey felt that the schools should offer more training for the type of work they were doing and nearly half of these indicated preparation in commercial and business areas. (CH)

VT 003 524

Reports on Apprenticeship by the Advisory Committees to the United States Commission on Civil Rights in California, Connecticut, District of Columbia, Florida, Maryland, New Jersey, New York, Tennessee, and Wisconsin.

Commission on Civil Rights, Washington, D.C. State Advisory Committee Div.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Jan64 166p.

\*APPRENTICESHIPS; \*EQUAL OPPORTUNITIES (JOB); LABOR UNIONS; VOCATIONAL EDUCATION; ADVISORY COMMITTEES; FEDERAL PROGRAMS; PROGRAM DESCRIPTIONS; STATE PROGRAMS; NEGRO EMPLOYMENT; \*RACIAL DISCRIMINATION; SURVEYS CALIFORNIA; CONNECTICUT; DISTRICT OF COLUMBIA; FLORIDA; MARYLAND; NEW JERSEY; NEW YORK; TENNESSEE; WISCONSIN

The Commission on Civil Rights established 51 advisory committees to provide information and advice from all the states on civil rights issues; this document includes reports on apprenticeship training from eight states and the District of Columbia. Some of the areas dealt with in the reports were: (1) discrimination in vocational education and apprenticeship training, (2) Negro student unrest, (3) established employment and practices, (4) development of equal opportunities, (5) major obstacles to Negroes in apprenticeship, and (6) school, federal and state government, management and labor, and community action efforts to overcome problems. All of the reports also include conclusions, recommendations, and summaries. (MM)

VT 004 414

Follow-Up Study Class of 1965 Oakland Unified School District. Report No. 1.

Oakland Unified School District, Calif. Dept. of Counseling and Occupational Information  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Dec67 36p.

\*FOLLOWUP STUDIES; \*HIGH SCHOOL GRADUATES; \*ADJUSTMENT (TO ENVIRONMENT); GRADUATE SURVEY; \*LONGITUDINAL STUDIES  
OAKLAND; CALIFORNIA

This document is the first report of a continuing follow-up study of 3,207 students who graduated May 1965, from the seven high schools included in the school district. Response to the first questionnaire was 97.1 percent. Questionnaires were administered in October 1965, May 1966, October 1966, and May 1967. Some of the areas of information contained in the 18 tables of this document include: (1) plans of the students during their senior year, (2) data regarding the employment and occupations represented, (3) break-down of vocational education graduates, and (4) college enrollments, major fields, and withdrawals. Some of the results were: (1) 21.3 percent had planned to go to work, actually 28.3 percent were in this category in October 1965, (2) 50.9 percent planned to go to junior college, 36.5 percent actually enrolled in October 1965, (3) 24.2 percent planned to go to a 4-year college, 19.6 percent actually enrolled in October 1965, (4) analysis indicates many who actually enrolled had not planned to do so, and (5) employment in business occupations includes 65 percent of the graduates working as of May, 1966. Subsequent analysis of the data will be directed to specific identification of predictive criteria of post high school by which success can be ascertained. A collection of the forms and questionnaires used is included in VT 004 740 in this issue. (MM)

VT 004 546 ED 020 338

Linson, Marvin G.  
A Guide for Self-Evaluation of State Supervisory Programs in Vocational Education in Agriculture.

DOCUMENT NOT AVAILABLE FROM EDRS.  
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-5659, \$2.75 microfilm, \$9.70 xeroxed).  
Pub Date - 64 203p.

\*VOCATIONAL AGRICULTURE; \*STATE SUPERVISORS; \*PROGRAM EVALUATION; \*SELF EVALUATION; SUPERVISORY ACTIVITIES; CHANGE AGENTS; EDUCATIONAL PRINCIPLES; GUIDELINES

The purpose of the study was to develop a guide for the self-evaluation of state supervisory programs of vocational education in agriculture and to design an instrument to assist in this evaluation. Two national juries of experts in educational supervision assisted in refining a set of statements, developed to serve as indicators of successful implementation of guiding principles of state supervision and evaluated their importance to implementation of the guiding principles. Procedures were developed and state supervisory staff



In five states evaluated their state supervisory programs. It was concluded that: (1) the instrument and procedures would be appropriate for use in other states, (2) the use of the instrument and procedures for self-evaluation was an effective means of achieving change, and (3) the 121 indicators listed in the instrument identified the major activities of an effective state supervisory program of vocational education in agriculture. This Ph.D. thesis was submitted to The Ohio State University. (JM)

VT 004 618 ED 020 353

Tom, Frederick K.T.  
College Success of Former Students of Vocational Agriculture.

EDRS PRICE MF-\$0.25 HC-\$0.35  
Agricultural Education Magazine; Feb 1960.  
Pub Date - Feb60 5p.

\*VOCATIONAL AGRICULTURE; \*AGRICULTURAL COLLEGES; \*COLLEGE STUDENTS; \*EDUCATIONAL BACKGROUND; STUDENT EVALUATION; NATIONAL SURVEYS; \*ACADEMIC ACHIEVEMENT; ACADEMIC PERFORMANCE

In the 32 investigations of the college success of former vocational agriculture students reported in "Summaries of Studies in Agricultural Education" since 1929, the most common criteria for measuring achievement of vocational agriculture graduates were grades in all college work after 4 years, grades in all college work after specified periods, grades in various groups of courses, and grades in specially selected individual courses. The 32 studies reported analyses of the records of more than 17,800 students in 20 states. Although the criteria for college success varied among the studies, 53.8 percent of the total number of findings showed that the vocational agriculture group did better than the nonvocational group, 36.6 percent showed that they did as well, and only 9.6 percent showed that they did poorer than the nonvocational group. As a group, vocational students appeared to do either as well as or better than did nonvocational students in agricultural colleges. Vocational agriculture appeared to be equal to other high school programs as preparation for college with little basis for discrimination against vocational agriculture. It was concluded that unless special circumstances exist, a student who wants to enroll in an agricultural college can be confidently advised to take vocational agriculture while in high school. The reviewed studies and their sources are listed. (WB)

VT 004 643

Evaluation--The Whys and the Ways; Report of the 1964 Regional Workshops of the Council of Member Agencies of the Department of Diploma and Associate Degree Programs.

National League for Nursing, New York, N.Y. Dept. of Diploma and Associate Degree Programs  
MF AVAILABLE IN VT-ERIC SET.  
National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$1.50).  
Pub Date - 65 64p.

\*PROGRAM EVALUATION; \*HEALTH OCCUPATIONS EDUCATION; \*NURSING; TEACHER WORKSHOPS; STAFF ROLE; CONCEPTUAL SCHEMES; EVALUATION METHODS; EVALUATION CRITERIA; \*EVALUATION TECHNIQUES; \*EVALUATION NEEDS  
\*NATIONAL LEAGUE FOR NURSING REGIONAL WORKSHOPS OF THE COUNCIL OF MEMBER AGENCIES OF THE DEPARTMENT OF DIPLOMA AND ASSOCIATE DEGREE PROGRAMS, NOVEMBER, 1964

A total of 1,131 representatives of 628 member agencies and 21 guests attended the November workshops held in New York, Baltimore, Indianapolis, Kansas City, Memphis, and Denver in order to: (1) identify the essential elements of a systematic evaluation of a school, its educational program, and its services to students, (2) permit agency member representatives to participate in the development of an evaluation plan, and (3) stimulate representatives to initiate a systematic evaluation or to review their current evaluation methods. One of four papers by general educators was presented at each of the six workshops. These papers included in the report are, "Philosophic and Pragmatic Considerations for Evaluation in Nursing Education" by Benjamin Rosner and three different papers entitled, "Evaluation: A Faculty Commitment" by Trafford P. Maher, Keith Case, and Donald C. Manlove respectively. Also included in the other presentations in the report are "An Approach to Systematic Evaluation" by Eunice M. King, and "Evaluation of the Total School Program" by Emma D. Robinson. Materials used by small groups in the development of evaluation plans are appended. (JK)

VT 004 675

Johnston, Philip M.  
An Analysis of Enrollments and a Follow-Up Study of Selected Students Who Have Attended the Austin Area Vocational School.

MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 64 305p.

STUDENT ENROLLMENT; GRADUATE SURVEYS; \*VOCATIONAL FOLLOWUP; \*AREA VOCATIONAL SCHOOLS; QUESTIONNAIRES; VOCATIONAL EDUCATION; WAGES; INDIVIDUAL CHARACTERISTICS; \*LONGITUDINAL STUDIES; EDUCATIONAL PLANNING; EMPLOYMENT EXPERIENCE; PROGRAM DESCRIPTIONS; SUCCESS FACTORS; \*PROGRAM EVALUATION; PARTICIPANT SATISFACTION; MASTERS THESES  
AUSTIN AREA VOCATIONAL SCHOOL; MINNESOTA

To provide evaluative and student follow-up information for local program planning purposes, a population of 1,887 persons enrolled in 12 day-trade programs conducted during the 8 school years from 1953-1960 was stratified into eight groups according to the number of hours of attendance. A 25 percent random sample was selected for questionnaire contact. After nine follow-up efforts, 387 responses, an 82.2 percent return, were received. A study of the school's permanent records was also conducted. Findings included: (1) two-thirds of the students were enrolled for less than 1,100 hours, (2) 162 out of 303 students (53.1 percent) had completed the cosmetology course, (3) 101 out of 120 students (84.2 percent) had completed the practical nurse course, (4) completion rates in other courses ranged from 0.0 percent in appliance repair and printing to 20.4 percent in electronics, (5) the modal hourly pay rate for respondents working in the trade for which they were trained was \$1.76 to \$2.00, (6) the modal hourly pay rate for respondents employed in occupations unrelated to their training was \$2.76 to \$3.00, and (7) 48.7 percent worked at the trade for which they were trained for more than 30 days. (EM)

VT 004 679

Berndt, Fred  
A Follow-Up Study of Graduates and Selected Early-Leavers from St. Paul Technical Vocational School.

MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 64 148p.

\*VOCATIONAL FOLLOWUP; GRADUATE SURVEYS; MASTERS THESES; \*AREA VOCATIONAL SCHOOLS; GRADUATES; DROPOUTS; \*EMPLOYMENT EXPERIENCE; COMPARATIVE ANALYSIS; QUESTIONNAIRES; PARTICIPANT SATISFACTION; JOB SATISFACTION; \*VOCATIONAL ADJUSTMENT  
ST. PAUL AREA TECHNICAL VOCATIONAL SCHOOL

The purposes of this followup study were to determine: (1) the number of graduates or early leavers who obtained training related jobs, (2) the number of workers who had progressed in the same field of work, (3) any marked differences between graduates and early leavers relative to employment or advancement, and (4) a punched card system for future followup studies. The samples consisted of 368 graduates who entered the St. Paul Technical Vocational School between September 1955 and June 1959, and 105 early leavers who entered between September 1957 and June 1959 and completed at least 1 year of training. Findings included: (1) 25 percent did not have full time employment while in school, (2) 59 percent had been aided by the school placement office, (3) 92 percent of the graduates and 41 percent of the early leavers entered a training-related job or military classification, (4) 2 percent of the graduates and 29 percent of the early leavers were in the military service, (5) 69 percent of the graduates and 35 percent of the early leavers were still with their original employer as of June 1962, and (6) 78 percent reported satisfaction with their occupation. The questionnaire and response frequencies for each item are included. This masters thesis was submitted to the University of Minnesota. (EM)

VT 004 714 ED 022 012

Weisbrod, Burton A.  
Conceptual Issues in Evaluating Training Programs. Reprint No. 2507.

Wisconsin Univ., Madison, Center for Studies in Vocational and Technical Education  
EDRS PRICE MF-\$0.25 HC-\$0.50  
Monthly Labor Review; v89 n10 October 1966.  
Pub Date - Oct66 8p.

\*GUIDELINES; \*EDUCATIONAL OBJECTIVES; \*PROGRAM EVALUATION; COST EFFECTIVENESS; MANPOWER DEVELOPMENT; INCOME; EMPLOYMENT LEVEL; EMPLOYMENT EXPERIENCE; EVALUATION TECHNIQUES; \*VOCATIONAL EDUCATION; EDUCATIONAL PROGRAMS  
MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

The specification of a framework for evaluation of training programs should include a statement of program objectives allowing considerations relative to the total context within which the program operates and providing a sound basis for evaluating program outputs. Principal objectives of manpower training programs include increased rate of pay, decreased average unemployment, and greater lifetime employment stability. These objectives imply assumptions relative to the "no training program condition" and may not include a consideration of any other parties and factors involved. If the program affects only the trainee, or if other effects are disregarded, a comparison of individuals' income and employment experience with and without training would suffice. Evaluation relative to employment level must consider aggregate unemployment and how the effects here enter into the evaluation process. Other considerations which must be made are the effects on third parties such as nontrainees, the distribution of individual effects by groups and regions, and the time dimension of benefits and costs using proper discount rates for various circumstances. (EM)

VT 004 740

The Graduate Survey.

Oakland Public Schools, Calif.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 65 85p.

\*FOLLOWUP STUDIES; \*QUESTIONNAIRES; \*EDUCATIONAL RESEARCH; \*RESEARCH TOOLS; RECORDS (FORMS); GRADUATE SURVEYS;  
HIGH SCHOOL GRADUATES; SCHOOL SURVEYS

This document is a collection of the forms and questionnaires used in the continuing follow-up of all high school graduates of the Oakland Public Schools. "Follow-up Study Class of 1965 Oakland Unified School District" (VT 004 414 in this issue) is the first report of the findings. (MM)

VT 005 457

Byram, Harold M.; McKinney, Floyd  
Evaluation of Local Vocational Education Programs, A Manual for Administrators, Teachers, and Citizens.  
Curriculum and Instructional Materials No. 3.

Michigan State Univ., East Lansing, Dept. of Secondary Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Mar68 85p.

\*PROGRAM EVALUATION; \*GUIDELINES; \*PROGRAM GUIDES; \*VOCATIONAL EDUCATION; EDUCATIONAL NEEDS; LEADERSHIP RESPONSIBILITY; JOB PLACEMENT; EDUCATIONAL OBJECTIVES; VOCATIONAL FOLLOWUP; CITIZEN PARTICIPATION; PROGRAM PLANNING

Information on preparing and organizing educational staffs and citizen groups for the systematic study and analysis of occupational education for evaluation purposes is presented. It is based on the viewpoint that local evaluation is a team effort of educators assisted by citizens and is focused on the human results of the program in terms of meeting the needs of people and of the business community for trained workers. Major chapters are: (1) Preparation for Evaluation of Local Programs of Vocational Education, (2) The Role of the Chairman or Leader of the Local Program Evaluation, (3) Development of Philosophy and Objectives of Occupational Education, (4) Approaches to the Assessment of Outcomes of the Programs, (5) The Organization and Use of a School Placement in Service Evaluation, (6) Conducting Follow-Up Studies, (7) Processes of Citizen Involvement in Program Evaluation, (8) Studying Needs for Vocational Education with Reference to Existing Programs, and (9) Reporting and Implementing. The appendix includes (1) forms for student application, placement office employer record, placement office referral, and individual placement record, (2) an interview evaluation checklist, and (3) a citizen's committee evaluation checklist. This is a revised edition of ED 010 791 or VT 000 026 (ARM Fall 1967). (EM)

VT 005 560

The Use of Tests in Schools of Nursing: The NLN Achievement Tests. Third Edition. Pamphlet No. 2

National League for Nursing, New York, N.Y.  
MF AVAILABLE IN VT-ERIC SET.  
National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$1.25).  
Pub Date - 64 46p.

\*ACHIEVEMENT TESTS; \*STANDARDIZED TESTS; \*NURSING; PRACTICAL NURSING; \*HEALTH OCCUPATIONS EDUCATION; \*PROFESSIONAL EDUCATION; TEST CONSTRUCTION; TEST RELIABILITY; TEST VALIDITY; ITEM ANALYSIS; TEST INTERPRETATION; CURRICULUM DEVELOPMENT

Achievement tests for schools of professional and practical nursing help schools determine how their students compare with those in similar programs in terms of commonly accepted objectives. National League of Nursing achievement tests are described in the introductory section of this



booklet. The section on test development discusses the test plan, writing of test questions, content validation, experimental administration and item analysis, standardization, percentiles, "passing" or "failing," estimated reliability, and validity. The section on test services covers ordering, administration, return of test materials, retesting, and scoring and reporting. The section on the utilization of test reports discusses estimation of test results by individual schools, identification through test results of deviations in curriculum objectives, and the relationship of these findings to curriculum development. The section on test limitations is followed by the final section which emphasizes the importance of the role of test users in improving the achievement tests. (JK)

VT 005 565

Vambery, Eva

Evaluation of the Municipal Cooperative Education Program--A Report of the 1962-1963 Trainees.

Center for Urban Education, New York, N.Y.  
New York City Board of Education, N.Y.  
Ford Foundation, New York, N.Y.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 30Oct67 158p.

\*GRADUATE SURVEYS; \*PROGRAM EVALUATION; \*WORK EXPERIENCE PROGRAMS; WORK ENVIRONMENT; \*STUDENT ATTITUDES; PROGRAM DESCRIPTIONS; EMPLOYMENT PROGRAMS; PARTICIPANT SATISFACTION; FOLLOWUP STUDIES; CONTROL GROUPS; EXPERIMENTAL GROUPS; QUESTIONNAIRES; INTERVIEWS  
\*MUNICIPAL COOPERATIVE EDUCATION PROGRAM; NEW YORK CITY

The Municipal Cooperative Education Program (MCEP) was a work-study program for volunteer students who were selected on the basis of inadequate level of academic achievement and financial need. Entry jobs were provided in the City departments in clerical, park or hospital areas. Students who participated worked every other week full time and took special double classes in the general education curriculum for the week they didn't work. A sample of MCEP students (30) and a control group (10) of students who did not participate were interviewed in 1966. Some of the findings were: (1) MCEP made a positive contribution to the curriculum of the general diploma candidate as an opportunity for steady remunerative work experience and association with adults, (2) In the absence of formal vocational training a majority of the cooperative students held unskilled jobs which offered no training opportunity, (3) Immediate benefits from work experience tended to be negated by a lack of basic education, leading students to different avenues of occupations or learning after high school, and (4) Both trainees and control students seemed in great need of counseling while in high school because they did not understand the ramifications of their own actions. One of the recommendations was that the character of the trainee job should be reviewed, since jobs which the student finds degrading, unproductive, and which he cannot easily leave may be damaging. (MM)

VT 005 623

Holtrop, Elton J., And Others

Follow-Up Study of Students Completing Automotive Mechanics Courses in Michigan.

Wayne State Univ., Detroit, Mich. Dept. of Industrial Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Oct67 57p.

\*GRADUATE SURVEYS; \*HIGH SCHOOL GRADUATES; \*AUTO MECHANICS; \*PROGRAM EVALUATION; SUCCESS FACTORS; JOB PLACEMENT; EMPLOYMENT EXPERIENCE; COOPERATIVE EDUCATION; POST SECONDARY EDUCATION; OCCUPATIONAL GUIDANCE; \*VOCATIONAL FOLLOWUP; EDUCATIONAL QUALITY; QUESTIONNAIRES; PROGRAM EFFECTIVENESS  
MICHIGAN

The Automobile Manufacturers Association in conjunction with the Wayne State University Industrial Teacher Education Department promulgated this study to learn more about the inter-relationships of high school automotive courses and future student employment. Questionnaires were sent to approximately 3,000 graduates of two and three period automotive mechanic courses from 38 high schools. A 9 percent return yielded 269 usable responses. Responses indicated: (1) 90 percent were employed, (2) 52 percent were employed in automotive related occupations, (3) 41 percent were employed in auto related occupations where their training was useful, (4) 62 percent credited high school automotive training as helpful preparation for entry into the world of work, (5) 42 percent thought the high school program lacked adequate practical and related experience, (6) 60 percent obtained their first job through non-school related avenues, (7) 44 percent thought enough time was not devoted to preparing youth for their first job, and (8) 89 percent continued their training beyond high school, but not beyond the 2-year community college level. There appeared to be no occupational guidance in many high schools and school agencies do not accept responsibility for helping employment-bound students find initial employment. (HC)

VT 005 855

Farm Business Management Report and Individual Farm Business Analysis Guide, 1967.

Saint Cloud Area Vocational-Technical School, Minn. Dept. of Agriculture  
Minnesota Univ., Minneapolis. Ins. of Agriculture  
Minnesota Dept. of Education, Minneapolis. Vocational Div.  
Department of Agriculture, Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 68 30p.

\*FARM MANAGEMENT; \*FARM ACCOUNTS; FARMERS; \*ADULT FARMER EDUCATION; \*VOCATIONAL AGRICULTURE; DATA ANALYSIS; STATISTICAL DATA; AGRICULTURAL PRODUCTION; INCOME; OPERATING EXPENSES  
MINNESOTA

Financial data representing 282 farms analyzed by 19 instructors in 17 school districts are included in this report. The primary purpose of the program is to assist farm families in their management decisions. Descriptive or tabular treatment of statistical data for Minnesota farms is given for the following: (1) program growth and present status, (2) range of operator-labor earnings, (3) cash statement of expenses, returns, increases, and earnings, (4) dairy herd analysis, (5) feed costs and returns on dairy cattle, beef breeding herds, feeder cattle, sheep, feeder pigs, and market hogs, (6) distribution of work output and livestock production, (7) comparison of crops grown, acre yields, and land uses, (8) 5-year average yields, (9) operation costs for farm power, buildings, and equipment use, (10) measures of farm organization and management efficiency, (11) a 4-year comparison of farm management factors, (12) a thermometer chart of management measures, and (13) a comparison of selected factors of farm management results in the high earnings group and the low earnings group. (DM)

VT 006 620

ED 028 248

An Exploratory Cost-Benefit Analysis of Vocational Rehabilitation.

Vocational Rehabilitation Administration (DHEW), Washington, D.C. Div. of Statistics and Studies  
EDRS PRICE MF-\$0.50 HC-\$4.05  
Pub Date - 67 79p.

\*COST EFFECTIVENESS; \*PROGRAM COSTS; \*COMMUNITY BENEFITS; \*VOCATIONAL REHABILITATION; WORK LIFE EXPECTANCY; PRODUCTIVITY; WAGES; FEDERAL PROGRAMS; STATE PROGRAMS; STATE FEDERAL SUPPORT; MENTALLY HANDICAPPED; SUCCESS FACTORS; PHYSICALLY HANDICAPPED; ECONOMIC FACTORS

The results of this exploratory study on cost-benefit analysis of vocational rehabilitation found that, because of vocational rehabilitation services, clients whose cases were closed during fiscal year 1966 will experience an increase of \$35 in their earnings and value of work activity over their working lives for every dollar expended on them in rehabilitation services. The full group of clients for whom estimates were derived are shown as follows: (1) rehabilitated wage earners, 127,824, (2) rehabilitated homemakers and unpaid family workers, 24,127, (3) rehabilitated self-employed farmers, 2,328, and (4) closed cases not rehabilitated, 48,969. The main factors considered in deriving an estimate of the increase in lifetime earnings of rehabilitated clients attributable to vocational rehabilitation services were (1) the rates of deaths and new or recurrent disability among clients causing termination of employment through the years, (2) the number of years of work life for remaining clients until retirement, (3) the earnings associated with clients remaining in employment through the years, (4) the present value of future earnings, and (5) the change in amount of productivity of workers of the future. (CH)

VT 006 851 MP 000 585

Cogan, Eugene A.  
The Evaluation of Systems Analytic Training Programs. Professional Paper 29-67.

George Washington Univ., Alexandria, Va. Human Resources Research Office  
Department of the Army, Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.90 DA-44-188-ARO-2  
Pub Date - Jun67 16p.; Presentation at U.S. Army Human Factors Research and Development Annual Conference (9th, Washington, D.C., October 1963).

\*EXPERIMENTAL PROGRAMS; \*MILITARY TRAINING; \*PROGRAM EVALUATION; PROGRAM COSTS; PROGRAM DEVELOPMENT; PROGRAM EFFECTIVENESS; \*SYSTEMS ANALYSIS; CONCEPTUAL SCHEMES; SYSTEMS APPROACH

Methods of evaluating, or validating, an experimental training program are discussed, and needs for improvement in methodology are noted. An adaptation of the Human Resources Research Office's seven-step paradigm of the development of the training program is used as a frame of reference. The paper includes description of various aspects of evaluating a program, including assessing proficiency, assessing costs and feasibility, and developing and evaluating the system job model. (Author)

VT 007 040 MP 000 639

Connelly, Marilee N.  
A Personnel Cost Data Bank for Use in Studies of Cost and Effectiveness.

Naval Personnel Research Activity, San Diego, Calif.  
EDRS PRICE MF-\$0.25 HC-\$2.95  
RM-SRM-68-3  
Pub Date - Aug67 57p.

\*COST EFFECTIVENESS; \*MAN MACHINE SYSTEMS; \*INFORMATION STORAGE; JOB TRAINING; \*PERSONNEL; \*COSTS; SYSTEMS APPROACH; MODELS; MILITARY PERSONNEL  
U.S. NAVY

The purpose of this study is to develop the structure of a data bank system which will facilitate the acquisition and computation of personnel costs needed for cost/effectiveness predictions. The Navy's need for adequate personnel cost information, especially during the development of new systems, was investigated. Data bank systems and cost models were examined. None, however, could provide predictive system oriented personnel costs upon which to base function allocation decisions. The concept of using a computerized system for cost acquisition and computation was evaluated and found feasible. Consequently, the structure, contents, and formulas to be used in such a data bank system were derived and are formally proposed within this report. The tasks required to develop the system are delineated. On the basis of this research, it was recommended that the proposed personnel cost data bank system be fully developed as soon as possible. Solutions to the problems of establishing, maintaining, and using the system for system development cycle support should be sought during the time the cost data system is being developed. (AUTHOR)

VT 007 042 MP 000 641

Willis, Joe E.  
Feasibility of the Development and Utilization of Personnel Performance Effectiveness Measures for Man/Machine Functions Allocation Decisions.

Naval Personnel Research Activity, San Diego, Calif.  
EDRS PRICE MF-\$0.25 HC-\$1.55  
RM-SRM-68-7  
Pub Date - Oct67 29p.

\*COST EFFECTIVENESS; \*FEASIBILITY STUDIES; \*PERSONNEL EVALUATION; \*MAN MACHINE SYSTEMS; METHODOLOGY; MODELS; PREDICTION  
\*PERSONNEL PERFORMANCE EFFECTIVENESS; PPE

This report summarizes research undertaken to examine the feasibility of developing methodology for providing quantitative indexes of personnel performance effectiveness for use in man/machine function allocation decisions. Summaries cover "Data Store," "Technique for Human Error Rate Prediction," "Technique for Establishing Personnel Performance Standards," and computer simulation. It was recommended that a Navy development program be implemented and that a "bootstrap" operation to develop a data bank on personnel performance be started. A bibliography of 33 items dates from 1960-1967. (EM)

VT 007 053 MP 000 652

Evaluation Manual and Guide. Final Report.

Auerbach Corp., Philadelphia, Pa.  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$6.75 L-67-64  
1483-TR-1  
Pub Date - 8Mar68 133p.



EVALUATION TECHNIQUES; \*HUMAN RESOURCES; \*PROGRAM EVALUATION; \*MANUALS; PILOT PROJECTS; QUESTIONNAIRES; \*MEASUREMENT INSTRUMENTS; MANPOWER DEVELOPMENT; PROGRAM EFFECTIVENESS; CONCEPTUAL SCHEMES; \*SYSTEMS APPROACH; STATISTICAL ANALYSIS; EMPLOYABILITY  
HUMAN RESOURCES DEVELOPMENT PROGRAM; HRD PROGRAM

This report describes the development of an instrument for evaluation of the Human Resources Development Program of the Bureau of Employment Security. The principal materials which were developed are included in the appendixes. Section I, an introduction, briefly describes the background of the study. Section II explains the development of the methodology and discusses in depth how the study team arrived at the techniques leading to the evaluation instrument. Section III explains the uses of the instrument for evaluation, including the interpretation of results. Section IV discusses the extension of the evaluation instrument for the purposes of program improvement and prediction. Section V discusses the use of the instrument in a computerized employment service operation, including its application for a planning, programming, budgeting system. Appendix A presents the tables used for confidence interval estimation. Appendix B which is bound separately and available as VT 007 054 in this issue is the evaluation guide, and Appendix C presents a sample evaluation. (CH)

VT 007 054 MP 000 653  
Evaluation Guide. Final Report. Appendix B.

Auerbach Corp., Philadelphia, Pa.  
Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.20  
1483-TR-1  
Pub Date - 8Mar68 42p.

\*MEASUREMENT INSTRUMENTS; \*HUMAN RESOURCES; \*PROGRAM EVALUATION; QUESTIONNAIRES; EMPLOYABILITY; INDIVIDUAL CHARACTERISTICS; MANPOWER DEVELOPMENT; PROGRAM EFFECTIVENESS; CONCEPTUAL SCHEMES; \*SYSTEMS APPROACH; STATISTICAL ANALYSIS  
HUMAN RESOURCES DEVELOPMENT PROGRAM; HRD PROGRAM

This guide develops both the philosophy and materials needed for the key element of the evaluation procedure--the determination of change in employability of applicants. The guide is self explanatory, and to insure that it can stand alone, a general review of the purpose and philosophy of Human Resources Development evaluation is included. The evaluation manual (VT 007 053 in this issue) contains additional information about how the material developed can be interpreted and examined in connection with regular Human Resources Development reportable statistics. (CH)

VT 007 099 MP 000 696  
Altman, William B., Ed.  
Symposium on Reliability of Human Performance in Work. Conducted as Part of the Annual Convention of the American Psychological Association (New York, Sept. 5, 1966).

Aerospace Medical Research Labs., Wright-Patterson AFB, Ohio  
EDRS PRICE MF-\$0.25 HC-\$2.65  
AMRL-TR-67-88  
Clearinghouse for Federal Scientific and Technical Education, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151.  
Pub Date - May67 51p. Conducted as part of the Annual Convention of the American Psychological Association (New York, Sept. 5, 1966).

EMPLOYEES; \*CLASSIFICATION; BEHAVIOR; SYSTEMS CONCEPTS; \*MAN MACHINE SYSTEMS; SYSTEMS ANALYSIS; \*TASK PERFORMANCE; RELIABILITY; \*PERFORMANCE FACTORS; \*FAILURE FACTORS; \*MATHEMATICAL MODELS; SPEECHES; MOTIVATION

This report is a compilation of papers presented during the 1966 Annual Convention of the American Psychological Association. "Classification of Human Error" by James W. Altman concerns the classification and combination of human error data in psychologically meaningful ways and examines alternative classifications which facilitate integration of error data for reliability estimates. "Some Limitations in Using the Simple Multiplicative Model in Behavioral Quantification" by Alan D. Swain discusses some practical limitations of such a model with a molecular definition of behavioral elements to estimate task reliability in man-machine systems and describes advantages of estimating conditional probabilities of molar units of behavior when employing the probability tree technique in reliability analysis. "Applications of Human Reliability to the Production Process" by David Meister addresses the importance of production worker error to system reliability, together with characteristics which differentiate error from operating error, and analyzes factors that predispose to worker error in the context of the production process as a man-machine system. (EM)

VT 007 101 MP 000 698  
Elliott, Thomas K.  
The Effect of Electronic Aptitude on Performance of Proceduralized Troubleshooting Tasks.

Aerospace Medical Research Labs., Wright-Patterson AFB, Ohio  
Applied Science Associates, Inc., Valencia, Pa.  
EDRS PRICE MF-\$0.25 HC-\$2.80 AF33(615)-3966  
AMRL-TR-67-154  
Clearinghouse for Federal Scientific and Technical Education, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151.  
Pub Date - Nov67 54p.

GRADE 11; ELECTRONICS; \*VOCATIONAL APTITUDE; SIMULATORS; \*EXPERIMENTAL GROUPS; HIGH SCHOOL STUDENTS; \*EQUIPMENT MAINTENANCE; \*ELECTRONIC EQUIPMENT; COMPARATIVE ANALYSIS; TASK PERFORMANCE

Twenty high school junior boys were used in a study of the effect of aptitude on performance of procedural problems on troubleshooting and repair tasks using a real piece of electronic equipment. On the basis of scores on the Airmen Qualifying Examination the subjects were divided into medium and high aptitude groups. After 12 hours of instruction the subjects solved a series of 20 complete system troubleshooting and repair problems involving from one to 12 checks. Major findings were that aptitude had no effect on the time required for between or within-stage isolation or on errors made in the repair of defective modules, but there was a statistically significant difference attributable to aptitude in the correct isolation of defective modules within the system and defective components within the modules. (EM)

VT 007 106 MP 000 703  
Wiley, Llewellyn N.  
Describing Airman Performance in the Administrative Career Ladder by Identifying Patterns of Trait Ratings.

Personnel Research Lab., Aerospace Medical Div., AFSC, Lackland AFB, Tex.  
EDRS PRICE MF-\$0.25 HC-\$2.90  
PRL-TR-66-13  
Pub Date - Nov66 56p.

PERFORMANCE CRITERIA; \*PERFORMANCE; \*ENLISTED MEN; \*PERSONNEL EVALUATION; \*INDIVIDUAL CHARACTERISTICS;  
\*PREDICTIVE MEASUREMENT  
U.S. AIR FORCE

Trait ratings of 1,083 airmen, who had been rated by two supervisors, were used to account for the variance in airman performance reports and in overall experimental performance rating. Duty-task inventories were administered, and the latest airman performance report was obtained in addition to the confidential ratings of two supervisors. These data were analyzed with a multiple linear regression statistic in three modes. Sixty-five traits were involved in the ratings and the analysis. An experimental rating of overall job performance was predictable from trait ratings which were made immediately and the joint prediction by traits accounted for about 70 percent of the performance rating variance. Data broken down by skill level revealed more specific patterns which were different for the four skill levels and which were consistent with information available regarding the probable demands of the jobs in those skill levels. Prediction of airman performance reports was highly related to grade but was far above chance for all levels when grade was removed. The appendix gives the rating forms, successive regression problems, and six references. (EM)

VT 007 110 MP 000 707

Fortuna, Angelo L.  
Personnel Research and Systems Advancement; Proceedings of the Anniversary Symposium (25th, San Antonio, Texas, November 1-3, 1966).

Personnel Research Lab., Aerospace Medical Div., AFSC, Lackland AFB, Tex.  
EDRS PRICE MF-\$0.75 HC-\$9.15  
PRL-TR-67-13  
Clearinghouse for Federal Scientific and Technical Education, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151.  
Pub Date - Dec67 181p.

MANAGEMENT; INDUSTRIAL PERSONNEL; MILITARY PERSONNEL; \*PERSONNEL; RESEARCH METHODOLOGY; \*RESEARCH; PERSONNEL DATA; RESEARCH UTILIZATION; PERSONNEL EVALUATION; LITERATURE REVIEWS; RESEARCH PROBLEMS; CONFERENCE REPORTS; \*MANPOWER UTILIZATION; \*MANPOWER DEVELOPMENT; JOB TRAINING; VOCATIONAL EDUCATION; \*SYSTEMS APPROACH; INFORMATION SYSTEMS

Recent developments in the field of personnel research are presented in 20 papers by persons who have been connected with the Personnel Research Laboratory. Some of the papers are: (1) "Recent Personnel Research in the Academic World" by John T. Cowles, (2) "Recent Advances in Personnel Psychology in Industry" by Harold A. Edgerton, (3) "Recent Personnel Research in the Bureau of Naval Personnel: A Review" by Victor Fields, (4) "United States Army Personnel Research in Job Systems Settings" by J.E. Uhlner and A.J. Drucker, (5) "Recent Personnel Research in the United States Air Force; A Review" by James H. Ritter, (6) "Computer Time-Sharing" by Bert F. Green, Jr. and L. Rowell Huesmann, (7) "Problems in Personnel Research" by Lloyd G. Humphreys, (8) "Personnel Research for the Great Society" by John T. Dailey, (9) "The Selection of Peace Corps Volunteers" by Abraham Carp, (10) "The Role of Information in Personnel Management" by Carl F. Kossack, (11) "The Evolution of Method in Personnel Research" by John C. Flanagan, (12) "Military Personnel Research: An Historical Perspective" by Leland D. Brokaw, (13) "Opportunities for Research in the Military Services" by Ernest J. McCormick, (14) "Research into Action" by Robert E. Murphy, (15) "The Concept of a Personnel System" by Lauror F. Carter, (16) "Improving Efficiency in the Use of Manpower Resources" by Jack W. Carlson. (EM)

VT 007 458 ED 025 642

A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth. Appendix to Second Interim Report.

Center for Vocational Arts, Norwalk, Conn.  
New York Univ., N.Y. Office of Field Research and School Services  
Office of Education (DHEW), Washington, D.C.  
Connecticut State Dept. of Education, Hartford. Div. of Vocational Education  
EDRS PRICE MF-\$0.50 HC-\$3.85  
OEC-5-85-055  
BR-5-0005

08

Pub Date - 1Sep68 75p.

DISADVANTAGED YOUTH; DROPOUTS; POTENTIAL DROPOUTS; \*VOCATIONAL EDUCATION; PROGRAM DESCRIPTIONS; HIGH SCHOOLS; WORK EXPERIENCE; STUDENT CHARACTERISTICS; COUNSELING; \*PROGRAM EVALUATION; TESTING PROGRAMS; CASE STUDIES (EDUCATION); PILOT PROJECTS; \*STUDENT ALIENATION; \*CHANGING ATTITUDES; PERCEPTION; STATISTICAL DATA; STUDENT ATTITUDES; \*WORK STUDY PROGRAMS; OCCUPATIONAL CLUSTERS; EDUCATIONAL PROGRAMS  
\*CENTER FOR VOCATIONAL ARTS; CONNECTICUT; NORWALK

This document is an appendix to the second interim report, "A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth," VT 007 457 in this issue. Included are the complete reports of the 1967-68 evaluation done by the Office of Field Research and School Services, New York University: (1) A Comparative Study of the Perception of the School by the Students, (2) How Students at the Center for Vocational Arts See Themselves and (3) People Do Change: Case Study Reports on the Students. The reports indicate that the Center for Vocational Arts is rebuilding academically and personally defeated students who were simply not making it in the traditional school. The case studies show the students to be upward bound due to being understood, with a curriculum they can master, with a work-oriented training program leading toward a salable skill, and with counselors, instructors, administrators, and a community working with and for them. (MM)

VT 007 590

Holmes, Carl M.  
An Evaluation of the Aircraft Training Programs Conducted Between September 1966 and June 1967 in the State of Utah.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 68 34p.

\*AEROSPACE INDUSTRY; AVIATION MECHANICS; \*TRADE AND INDUSTRIAL EDUCATION; INSTRUMENTATION TECHNICIANS; \*ADULT VOCATIONAL EDUCATION; SHEET METAL WORKERS; \*GRADUATE SURVEYS; VOCATIONAL FOLLOWUP; \*PROGRAM EVALUATION; STUDENT ATTITUDES; EMPLOYER ATTITUDES; QUESTIONNAIRES  
UTAH



The purpose of this study is to ascertain the effectiveness of W-7 training programs which were designed to prepare aviation sheetmetal repairmen, mechanics, and instrument repairmen for employment at Hill Air Force Base. Data were collected from 354 graduates of three programs and 95 supervisors. Findings included: (1) Additional training had been undertaken by one-third of the respondents, (2) A majority indicated plans for further training, (3) 86 percent indicated that W-7 training was sufficient for civil service advancement, (4) 70 percent considered the training "good" or "excellent," (5) Program changes were considered necessary, and (6) Supervisors considered W-7 graduates more competent in technical areas than employees without it and about equal to employees without it on work attitudes. Some recommendations were: (1) Tasks analysis should precede future training programs, (2) Utilization of skilled workers and supervisors from industry would improve some informational topics, (3) Changes should be made in supervised study, and (4) Improved coordination of classroom and on-the-job training is needed. (EM)

VT 007 658 ED 029 097

Mangum, Garth L.

Reorienting Vocational Education. Policy Papers in Human Resources and Industrial Relations No. 7.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations

National Manpower Policy Task Force, Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$3.25

Publications Office, Institute of Labor and Industrial Relations, Museums Annex, Ann Arbor, Michigan 48104 (\$1.25).

Pub Date - May68 63p.

\*VOCATIONAL EDUCATION; EDUCATIONAL INNOVATION; EDUCATIONAL PHILOSOPHY; \*EDUCATIONAL CHANGE; EDUCATIONAL STATUS COMPARISON; \*PROGRAM EVALUATION; FEDERAL LAWS; EDUCATIONAL TRENDS; \*PROGRAM EFFECTIVENESS; EDUCATIONAL BENEFITS; EDUCATIONAL SUPPLY  
VOCATIONAL EDUCATION ACT OF 1963

The Vocational Education Act of 1963 represented the first reconsideration of vocational education since 1917, and was the immediate product of a panel of consultants who found that vocational education was insensitive to changes in the labor market and to the needs of the various segments of the population. This report, an evaluation of that act, is part of a larger project to evaluate federal manpower policies and programs, and much of the data and evaluation is similar to that found in the congressional report (VT 007 877 in this issue). The report covers: (1) Origin and Achievements of the 1963 Act, (2) The Status of Vocational Education, (3) Innovations in Vocational Education, and (4) Reorienting Vocational Education. This last section includes the five operational principles drawn up by the Advisory Council on Vocational Education, and their recommendations for a system of employment based on these principles. (FP)

VT 007 836 ED 026 539

Finch, Curtis R.

The Development of an Instrument to Measure Student Attitude Toward Individualized Shop and Laboratory Instruction. Vocational-Industrial Education Research Report. Research Series No. 2.

Pennsylvania State Univ., University Park. Dept. of Vocational Education

Pennsylvania State Dept. of Public Instruction, Harrisburg

EDRS PRICE MF-\$0.25 HC-\$1.15

Pub Date - Jan69 21p.

\*ATTITUDE TESTS; \*INDUSTRIAL EDUCATION; \*TEACHING METHODS; SCHOOL SHOPS; \*STUDENT ATTITUDES; TEST VALIDITY; TEST RELIABILITY; INDIVIDUALIZED CURRICULUM; SECONDARY SCHOOL STUDENTS  
\*SHOP AND LABORATORY ATTITUDE INVENTORY

The primary objective of this study was to develop an instrument to measure student attitudes toward individualized and laboratory instruction during a specific period of instruction such as an hour, day, week, or month. Positive and negative statements relating to these attitudes were developed and screened by five professors. The resulting 50 statements were randomly ordered and Likert scale was used to collect student responses. Pilot test results involving 60 students were item analyzed and three items were deleted. A reliability coefficient of .918 and a mean intra-item correlation of .18 were obtained. Other statistical tests were conducted using other students. The "Shop and Laboratory Attitude Inventory" is included. (EM)

VT 007 855

Nichols, David Carter

A Comparative Study of the Performance of Foothill College School of Nursing Graduates Versus Diploma and Baccalaureate Graduates Working at El Camino Hospital.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106.

Pub Date - 66 53p.

\*HEALTH OCCUPATIONS EDUCATION; PROFESSIONAL EDUCATION; \*NURSING; \*COMMUNITY COLLEGES; HOSPITAL PERSONNEL; EDUCATIONAL RESEARCH; \*PERFORMANCE; INDIVIDUAL CHARACTERISTICS; COMPARATIVE ANALYSIS; \*GRADUATE SURVEYS

The performance of 23 graduates of the 2-year nursing program of Foothill College (study group) was compared with that of 22 nurses from 3-, 4-, and 5-year programs (control group). Nurses in both groups had been initially employed by El Camino Hospital between September 1, 1963 and February 2, 1966 and an effort was exerted to equate previous experience as a registered nurse in the selection of control group members. All members of the study group were from the county in which the hospital was located; one-fourth of the control group was from out of state. The study group was older and more members were married. Factors utilized as indicators of performance were employment placement within the hospital organization by the nursing service administration, retention rates, turnover rates, employee accident rates, absentee rates, sickness absenteeism rates, medication errors, employee evaluation, and advancement. Significant differences were evidenced in retention and advancement rates, both of which were higher for the control group. There were no other significant differences. (JK)

VT 007 901

Graduate Follow-Up, 1967.

Connecticut Vocational Education Research Coordinating Unit, Hartford

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 68 55p.

\*GRADUATE SURVEYS; \*VOCATIONAL EDUCATION; HIGH SCHOOL GRADUATES; COLLEGE GRADUATES; STATE SURVEYS; \*FOLLOWUP STUDIES; \*TECHNICAL EDUCATION  
CONNECTICUT, 1967

Data were collected from 118 schools and colleges concerning 8,512 students who had been graduated from full-time preparatory courses in one of the seven vocational education program fields. Of these, 7,349 were high school graduates and 1,163 were post-secondary school graduates. Major findings included: (1) 25.9 percent continued full-time education, (2) 6.1 percent entered military service, (3) 83.1 percent were employed in the occupation for which they were trained or one which was related, (4) 2.0 percent were unemployed, (5) 4.0 percent were unaccounted for, and (6) the mean hourly wage was \$1.89. Frequency data are reported in nine tables by sex, program field, school, and subject area. (EM)

VT 007 911

Agricultural Education Survey of Korea. Follow-Up Study of Vocational Agriculture High School and College Graduates of an Examination of Schools to Determine the Extent of Their Long-Term Contribution to Agricultural Production.

Central Education Research Inst., Seoul (Korea)

DOCUMENT NOT AVAILABLE FROM EDRS.

Central Education Research Institute, 8 Eichang-Dong, Seoul, Korea (\$7.50).

Pub Date - 64 189p.

\*AGRICULTURAL EDUCATION; \*VOCATIONAL HIGH SCHOOLS; \*AGRICULTURAL COLLEGES; NATIONAL SURVEYS; \*PROGRAM EVALUATION; PROGRAM PLANNING; \*GRADUATE SURVEYS; JOB SATISFACTION; JOB SKILLS; PROGRAM DESCRIPTIONS; TEACHER ATTITUDES; COMMUNITY ATTITUDES; ADMINISTRATOR ATTITUDES; MANPOWER NEEDS; MANPOWER UTILIZATION; OCCUPATIONAL INFORMATION; VOCATIONAL FOLLOWUP; STATISTICAL DATA; RELEVANCE (EDUCATION); FOREIGN COUNTRIES  
KOREA

In a follow-up study designed to develop recommendations for the improvement of agricultural education and agricultural policies in Korea, responses were obtained from 408 of 1,002 community organizations, 195 of 592 teachers and professors, and 3,260 of 13,700 graduates of 13 agricultural colleges and 113 agricultural high schools. Some major recommendations were: (1) that the objectives of agricultural education be reaffirmed, (2) that more agricultural high school graduates engage in the technical agricultural occupations, (3) that assistance be provided to help agricultural college graduates find employment, (4) that funds generated from the sale of farm produce in agricultural high schools be used to cover working scholarships and the cost of practical farm training, (5) that demonstration farmers be appointed from among agricultural education graduates, (6) that vocational guidance be included in the educational program, (7) that the most capable agricultural school graduates be utilized in teaching and as resource personnel, (8) that administrators of agricultural high schools be appointed from among agricultural teachers, and (9) that educational administrative authorities set up standards for school facilities and equipment. (DM)

VT 007 916 ED 029 109

Garner, Kate B.; Sperry, Irwin V.

Information and Services Obtained and Desired by Parents of Elementary School Children. Technical Bulletin No. 183.

North Carolina Agricultural Experiment Station, Raleigh  
North Carolina Univ., Greensboro. School of Home Economics

EDRS PRICE MF-\$0.50 HC-\$4.35

Pub Date - Jan68 85p.

\*CHILD CARE; \*PARENT EDUCATION; \*ELEMENTARY SCHOOL STUDENTS; PARENT REACTION; RURAL FAMILY; PARENT ATTITUDE; INFORMATION SOURCES; INFORMATION UTILIZATION; \*COMMUNITY RESOURCES; FAMILY CHARACTERISTICS; \*COMMUNITY SERVICES; PARENT SCHOOL RELATIONSHIP

The total variety of ways in which parents learn to care for their children during different stages of their development is impossible to ascertain. Numerous programs are available to aid parents in understanding children, and evaluation of these programs is difficult. To determine the reception and effectiveness of such resources, 496 mothers of randomly selected rural elementary school pupils were asked to recall from memory the services of information which they had utilized and the sources from which they were obtained. Findings are presented as Descriptive Results and Inferential Results, subdivided by: (1) Sources of Information, (2) Types of Information and Services Received, (3) Desired Services and Information, (4) Related Subjects. The appendix contains titles of selected publications and the number of mothers familiar with them, or similar publications and the relationships between variables and items which were statistically significant. (FP)

VT 007 950 ED 027 427

Malone, Mary F.

Educational Horizons for Nursing in Massachusetts. A Report on Nursing Education in the Commonwealth of Massachusetts With Recommendations for the Future. Vol. 3.

Massachusetts Higher Education Facilities Commission, Boston  
Massachusetts State Board of Higher Education, Boston  
Office of Education (DHEW), Washington, D.C. Div. of Coll. Facilities

EDRS PRICE MF-\$0.50 HC-\$5.85

Pub Date - 68 115p.

QUESTIONNAIRES; \*NURSING; HEALTH PERSONNEL; \*HEALTH OCCUPATIONS EDUCATION; \*PRACTICAL NURSING; \*STATE SURVEYS; TEACHER NURSES; COMMUNITY COLLEGES; STATE COLLEGES; \*PROGRAM EVALUATION; POST SECONDARY EDUCATION; STUDENT ENROLLMENT  
MASSACHUSETTS

Recognizing the shortage of prepared nursing personnel in both service and educational institutions, the Advisory Committee on Nursing Education made a questionnaire survey of all state approved schools of nursing in Massachusetts to aid in planning for nursing education within the state's public educational institutions. Returns from all six baccalaureate programs, from seven of the eight degree programs, from 37 of the 43 diploma programs, and from 28 of the 38 practical nursing programs are analyzed and the following recommendations are made to: (1) develop a system of nursing education, (2) expand the graduate preparation in nursing, (3) add more baccalaureate programs, (4) assist "R.N. Students" in baccalaureate programs, (5) increase nursing faculties, (6) delay new programs at less than baccalaureate level, (7) improve recruitment, applications, and admission procedures, (8) use a community plan for nursing education, and (9) develop new policies and procedures between the community and state colleges. Questionnaires used and the number and locations of approved schools of nursing in the state are included. (MM)

VT 008 148 ED 028 293

Hawthorne, Phyllis; Lins, L.J.

College Transfer, Associate Degree, Vocational Diploma and Apprenticeship Enrollments Wisconsin Vocational, Technical, and Adult Education Schools, Fall 1967.



Wisconsin Coordinating Council for Higher Education, Madison  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$5.15  
CCHE-9  
Pub Date - Jan69 101p.

\*POST SECONDARY EDUCATION; \*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; PROGRAM DESCRIPTIONS; \*SCHOOL SURVEYS;  
ADULT EDUCATION; APPRENTICESHIPS; STATISTICAL DATA; AREA VOCATIONAL SCHOOLS; TECHNICAL INSTITUTES; STUDENT  
CHARACTERISTICS; \*STUDENT ENROLLMENT; TRANSFER PROGRAMS; ASSOCIATE DEGREES; STATE SURVEYS  
WISCONSIN

A comprehensive survey of the 63 schools in Wisconsin offering vocational, technical, and adult education courses in the 1967-68 school year was conducted to obtain a description of current programs. A total of 186,665 students were enrolled. Complete data were obtained on 34 schools. Some study highlights were: (1) New resident students constituted 51.5 percent of the total group, (2) 32.8 percent of the total state resident enrollment were in the 13 technical institutes, (3) Approximately three fourths of the total resident enrollment at vocational-technical schools were new resident students, (4) More than one half of the total number of students were 20 years of age or older, (5) The majority of the students at the technical institutes came from the younger age groups, (6) A greater percentage of the students were enrolled full time in an associate degree and vocational diploma program than in college transfer programs, (7) Many students at the vocational, technical, and adult education schools traveled beyond a reasonable commuting distance to attend, and (8) Out-of-school enrollments were small in number. Included in the document are both narrative descriptions and tables classifying data by institutions and type of program. (DM)

VT 008 471

Graf, Roland W.

A Study of the Functions and Job Entry Skills of the 1968 Dental Assistant Graduates at Kenosha Technical Institute.

Kenosha Technical Inst., Wis.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 8Aug68 13p.

\*HEALTH OCCUPATIONS EDUCATION; \*DENTAL ASSISTANTS; \*VOCATIONAL FOLLOWUP; DENTAL TECHNICIANS; CURRICULUM DEVELOPMENT; INSTRUCTIONAL IMPROVEMENT; \*VOCATIONAL ADJUSTMENT; \*EMPLOYER ATTITUDES; EMPLOYMENT EXPERIENCE; GRADUATE SURVEYS; QUESTIONNAIRES; ENTRY WORKERS  
\*KENOSHA TECHNICAL INSTITUTE

The 1-year dental assistant program is intended to prepare graduates to function as a dental assistant, laboratory technician, or secretary. Questionnaires were sent to each of 11 graduates of the first program after an employment period of approximately 6 months to determine: (1) in what capacities graduates were employed, (2) how employers rated the performance of the graduates, (3) where employers felt more or less emphasis should be placed in the curriculum, and (4) what skills and knowledge the employers thought should be added. One graduate had chosen not to work. Two others chose to work in other areas where they were able to obtain higher salaries--one in a newspaper office and one as a nurse aide in a state institution. Employers of seven of the eight other graduates returned the questionnaire. Two were employed as dental assistants, one in a combined capacity as a dental assistant and secretary, and four in combined capacities as dental assistants, secretaries, and laboratory technicians. A majority of the ratings indicated a high degree of satisfaction with the overall performance of the graduates. Replies relating to the preparation of individual trays and casting of inlay patterns suggested re-evaluation of the teaching of these techniques. The most frequent area suggested for increased curriculum emphasis was that of mixing rubber base and porcelain materials. (JK)

VT 008 586 ED 029 983

Kaufman, Jacob J.

Cost-Effectiveness Analysis as a Method for the Evaluation of Vocational and Technical Education.

Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.00  
Pub Date - 10Dec68 18p.; Paper presented at the annual meetings of the American Vocational Association (Dallas, Texas, Dec. 10, 1968).

\*COST EFFECTIVENESS; \*PROGRAM EVALUATION; \*VOCATIONAL EDUCATION; \*EDUCATIONAL RESEARCH; \*EVALUATION METHODS; TECHNICAL EDUCATION; OBJECTIVES; RESEARCH PROJECTS; RESOURCE ALLOCATIONS; PROGRAM BUDGETING; EVALUATION NEEDS; EVALUATION CRITERIA  
\*AMERICAN VOCATIONAL ASSOCIATION CONVENTION, DALLAS, TEXAS, DECEMBER 9-13, 1968

It is the purpose of this paper to discuss cost-benefit analysis in terms of: (1) its logic and meaning, (2) some of the misconceptions which prevail concerning this method of evaluation, (3) some of the problems and limitations of this method, and (4) the conclusions of a study which attempted to determine whether or not there is pay-off from an investment in vocational and technical education. Cost-effectiveness analysis is an attempt to establish the equivalent of a system of market principles for various types of government activities. One should not talk about education in terms of cost or needs alone. No cost can be justified without a reference to pay-off, and the satisfaction of any need cannot be justified without reference to cost. Cost-benefit analysis forces administrators to think through their objectives, concentrate on cost, and think in terms of alternatives. Some misconceptions are: (1) It seeks to conduct education on a least-cost basis, (2) Benefits are measured only in dollar terms, (3) Some things are not quantifiable, (4) The technique has not been fully developed, and (5) It tends to ignore political considerations. A Pennsylvania study was reported which revealed certain values of vocational-technical programs over other high school curriculums. (DM)

FACILITIES  
AND EQUIPMENT  
SECTION



VT 002 359

Chase, William W., And Others  
Basic Planning Guide for Vocational and Technical Education Facilities. Special Publication No. 11.

Office of Education (DHEW), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.

OE-80040  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS 5.280:80040, \$.20).  
Pub Date - 65 39p.

\*AREA VOCATIONAL SCHOOLS; \*GUIDELINES; \*SCHOOL PLANNING; \*EDUCATIONAL FACILITIES; \*EDUCATIONAL SPECIFICATIONS;  
VOCATIONAL EDUCATION; CONSULTANTS

This booklet provides information about: (1) surveys of area needs, (2) the steps in planning area or regional facilities, (3) consultant services, (4) basic planning considerations for vocational education facilities, (5) educational specifications, (6) general planning suggestions, (7) school construction costs and capital outlay, (8) ways of economizing, and (9) facility planning terminology. (EM)

VT 004 187

Vocational, Technical and Adult Education Facilities. Wisconsin Development Series.

Wisconsin State Dept. of Resource Development, Madison  
Wisconsin State Board of Vocational, Technical and Adult Education, Madison  
MF AVAILABLE IN VT-ERIC SET.

Pub Date - 67 110p.

\*EDUCATIONAL FACILITIES; \*VOCATIONAL EDUCATION; ENROLLMENT TRENDS; SPACE UTILIZATION; FINANCIAL NEEDS;  
\*FACILITY UTILIZATION RESEARCH; ADULT VOCATIONAL EDUCATION; TECHNICAL EDUCATION; FACILITY REQUIREMENTS;  
PROGRAM COSTS; FACILITY EXPANSION  
WISCONSIN

Many forces are creating challenging new demands on vocational, technical, and adult education facilities. Despite the mounting demands for new programs, few schools have plans for expanding their facilities. Planning for facilities at both the state and local level must be substantially expanded if the schools are to accommodate projected enrollment potentials. The major construction needs in the foreseeable future are for the expansion of existing facilities, the building of new facilities to meet anticipated enrollment increases, the renovation and remodeling of some facilities that may be functionally obsolete, and the replacement of certain facilities that are located on sites unsuitable for expansion. A 5-year program to correct current space deficiencies and provide space for enrollment potentials could cost as much as \$43,200,000-\$59,800,000, or \$8,600,000-\$11,900,000 per year, compared to expenditures of less than \$2 million annually in past years. Wisconsin now needs intensified efforts to establish area schools with full and part-time courses of statewide and regionwide interest, improved communications and coordination between schools to avoid costly duplication, and additional research to improve the basic data and techniques of determining long-range enrollment potentials and the extent of needed physical improvement. (HC)

VT 006 858 ED 023 878

Kleine, Louis W.  
Development and Testing of an Experimental Mobile Instructional Facility for Applied Courses in Engineering Technology.

New Mexico State Univ., Las Cruces  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.95

OEG-4-6-062238-1521

08

BR-6-2238

Pub Date - May68 37p.

\*EXPERIMENTAL PROGRAMS; \*MOBILE LABORATORIES; \*ELECTRICITY; \*ENGINEERING EDUCATION; PILOT PROJECTS;  
COMPARATIVE ANALYSIS; LABORATORY EQUIPMENT; MOBILE EDUCATIONAL SERVICES; PRETESTING; POST TESTING; PROGRAM COSTS; COURSE CONTENT; CONTROL GROUPS; EXPERIMENTAL GROUPS

This experimental pilot project was conducted to determine whether students who take the laboratory phase of an engineering technology applied electricity course in a mobile laboratory at branch schools demonstrate proficiency comparable to students who take the applied electricity course in permanent facilities at the parent institution. The project design used the type of laboratory as the independent variable and an achievement test as the dependent variable. Analysis of co-variance was used with the pre-test scores held constant. The mobile laboratory was used 1 day each week at two branch schools and provided space for 16 students with equipment similar to the laboratory equipment at the parent institution. During the first operational period no significant differences were found between the final achievement test scores of students using the permanent laboratory and those using the mobile laboratory. However, during the second operational period final achievement scores of the students using the permanent laboratory were significantly higher, and it is inferred that the permanent laboratory facility makes for better proficiency in applied electricity than does the mobile laboratory facility. The appendixes present pictures of the mobile facility, a course outline for the applied electricity course, and a sample pre-test, post test. (HC)

VT 007 985

Warren, William H.  
A Study of Computer Use in Medium-Sized Manufacturing Firms. Manpower Report 68-3.

Purdue Univ., Lafayette. Office of Manpower Studies  
MF AVAILABLE IN VT-ERIC SET.  
Office of Manpower Studies, Purdue University, Lafayette, Indiana 47907 (\$1.50).  
Pub Date - 1Aug68 54p.; Based on research project by William H. Warren.

\*COMPUTERS; \*MANUFACTURING INDUSTRY; ELECTRONIC DATA PROCESSING; \*SUCCESS FACTORS; \*COST EFFECTIVENESS; WAGES;  
\*PROBLEMS; QUESTIONNAIRES; TECHNOLOGICAL ADVANCEMENT; EQUIPMENT UTILIZATION

The purpose of this report is to help medium-sized manufacturing firms, which use job shop production methods in processing lightweight materials, to establish guidelines for computer use. Data were collected by mailed questionnaire from 91 firms in a national sample and 31 firms in a midwest sample. From another 28 in the midwest sample data were collected by phone in addition to the questionnaire. Of this total, 83 used computers. Findings included: (1) There was no correlation between company size and computer use, (2) 70 percent of the companies reporting over \$7 million in sales had electronic data processing while only 40 percent under \$7 million had data processing, (3) Two companies had discontinued computer use after initial installation, (4) Few companies used computers for production scheduling, engineering, and market studies, and (5) Practically all firms planned computer use within 5 years. Other findings are reported under estimated benefits, problem areas, personnel matters, and costs and benefits. The questionnaire and extensive data are included. (EM)

VT 008 077 ED 029 117  
 MacConnell, James D., And Others  
 A Guide for Planning Facilities for Occupational Preparation Programs for Medical Assistants. Research Series No. 32.

Ohio State Univ., Columbus. Center for Vocational and Technical Education  
 Office of Education (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$3.45

OEG-3-7-000158-2037

08

BR-7-0158

The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00).  
 Pub Date - Apr69 67p.

\*MEDICAL ASSISTANTS; \*HEALTH OCCUPATIONS EDUCATION; \*FACILITY GUIDELINES; \*EDUCATIONAL FACILITIES; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL PLANNING; SPACE UTILIZATION; FACILITY REQUIREMENTS; \*EDUCATIONAL SPECIFICATIONS; RECORDS (FORMS); RATING SCALES; INSTRUCTIONAL PROGRAMS

In addition to the major purpose of developing the necessary information for writing educational specification for housing medical assistant programs, the guide is designed to: (1) assist planners in the formation of creative housing solutions for desired programs, (2) prevent important considerations from being overlooked in the planning process, and (3) encourage logical and systematic planning. The guide includes four sections. Part I is a discussion of the major purpose, underlying assumptions, recent instructional trends, and guiding principles. Part II gives important information on medical assistant objectives and the kinds of programs which will be organized to implement them. Part III describes in detail the actual spaces desired to house the program. Part IV is an annotated bibliography of reference sources which offer a more detailed treatment of the various phases of facility planning. "A Guide to Systematic Planning for Vocational and Technical Schools" (VT 007 825 in ARM Fall 1969) is a related document. (JK)

VT 008 126 ED 029 120  
 MacConnell, James D., And Others  
 A Guide for Planning Facilities for Occupational Preparation Programs for Medical Secretaries. Research Series No. 33.

Ohio State Univ., Columbus. Center for Vocational and Technical Education  
 Office of Education (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$3.05

OEG-3-7-000158-2037

08

BR-7-0158

The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00).  
 Pub Date - Apr69 59p.

\*EDUCATIONAL FACILITIES; FACILITY REQUIREMENTS; SPACE UTILIZATION; OFFICE OCCUPATIONS EDUCATION; \*HEALTH OCCUPATIONS EDUCATION; \*SECRETARIES; \*FACILITY GUIDELINES; INSTRUCTIONAL PROGRAMS; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL PLANNING; RECORDS (FORMS); RATING SCALES; \*EDUCATIONAL SPECIFICATIONS

The major purpose of this facility planning guide is to develop the necessary information for the writing of educational specifications to house medical secretary programs by (1) assisting planners in the formation of creative housing solutions for desired programs, (2) preventing important considerations from being overlooked in the planning process, and (3) encouraging logical and systematic planning. The guide includes four sections. Part I (Introduction) is a discussion of the major purpose, the underlying assumptions, recent instructional trends, and the guiding principles. Part II (The Instructional Program) gives the important information on medical secretary training objectives and the kinds of programs which will be organized to implement them. Part III (Distinctive Types of Instructional Areas to be Provided) describes in detail the actual spaces desired to house the program. Part IV is an annotated bibliography of reference sources which offer a more detailed treatment of the various phases of facility planning. "A Guide to Systematic Planning for Vocational and Technical Schools" (VT 007 825 in ARM Fall 1969) is a related document. (CH)

VT 008 201 ED 029 127  
 MacConnell, James D., And Others  
 A Guide for Planning Facilities for Occupational Preparation Programs for Dental Laboratory Technicians. Research Series No. 34.

Ohio State Univ., Columbus. Center for Vocational and Technical Education  
 Office of Education (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.25 HC-\$2.75

OEG-3-7-000158-2037

08

BR-7-0158

The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00).  
 Pub Date - May69 53p.

\*DENTAL TECHNICIANS; \*HEALTH OCCUPATIONS EDUCATION; \*FACILITY GUIDELINES; PROGRAM PLANNING; PROGRAM CONTENT; ANNOTATED BIBLIOGRAPHIES; \*EDUCATIONAL SPECIFICATIONS; RECORDS (FORMS); FACILITY REQUIREMENTS; RATING SCALES; \*EDUCATIONAL FACILITIES; SPACE CLASSIFICATION

The twelfth in a series also including guides for facilities for medical X-ray technologist, medical assistant, and medical secretary programs, the document is intended for use in the preparation of educational specifications for facilities for dental laboratory technician programs. Designed for use by those responsible for planning facilities, the guide can also be used for instructional purposes in universities, colleges, seminars, and institutes. Pivotal questions about the educational program to be offered are posed, and the answers to these bear directly on the numbers and kinds of instructional areas needed to meet the program requirements. Much of the material is presented in a checklist format which allows for consideration of alternatives in planning. Part I discusses underlying assumptions, and recent instructional trends. Part II gives information on training objectives and the kinds of programs which will be organized to implement them. Part III describes in detail the actual spaces desired to house the program. Part IV is an annotated bibliography of detailed reference sources for facility planning. "A Guide to Systematic Planning for Vocational and Technical Schools" (VT 007 825 in ARM Fall 1969) is a related document. (JK)

VT 008 363 ED 029 965  
 MacConnell, James D., And Others  
 A Guide for Planning Facilities for Occupational Preparation Programs for Dental Assistants. Research Series No. 35.

Ohio State Univ., Columbus. Center for Vocational and Technical Education  
 Office of Education (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$3.45

OEG-3-7-000158-2037

08

BR-7-0158



The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00).  
Pub Date - May69 67p.

\*DENTAL ASSISTANTS; \*HEALTH OCCUPATIONS EDUCATION; \*FACILITY GUIDELINES; \*EDUCATIONAL FACILITIES; FACILITY REQUIREMENTS; RECORDS (FORMS); RATING SCALES; SPACE CLASSIFICATION; \*PROGRAM PLANNING; PROGRAM CONTENT; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL SPECIFICATIONS

This 13th in a series of guides for planning facilities for educational programs is intended for use in the preparation of educational specifications for facilities for dental assistant programs. Designed for use by those responsible for planning facilities, the guide can also be used for instructional purposes in universities, colleges, seminars, and institutes. Pivotal questions about the educational program to be offered are posed, and the answers to these bear directly on the numbers and kinds of instructional areas needed to meet the program requirements. Much of the material is presented in checklist form which allows for consideration of alternatives in facility planning. Part I is a discussion of major purpose, underlying assumptions, and guiding principles. Part II gives information on dental hygiene training objectives and the kinds of programs which will be organized to implement them. Part III describes the actual spaces desired to house the program. Part IV is an annotated bibliography of reference sources which offer a more detailed treatment of the various phases of facility planning. "A Guide to Systematic Planning for Vocational and Technical Schools" (VT 007 825 in ARM Fall 1969) is a related document. (JK)

VT 008 364 ED 029 966

MacConnell, James D., And Others

A Guide for Planning Facilities for Occupational Preparation Programs for Dental Hygienists.

Ohio State Univ., Columbus. Center for Vocational and Technical Education  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.45

OEG-3-7-000158-2037

08

BR-7-0158

The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.00).  
Pub Date - May69 67p.

\*DENTAL HYGIENISTS; \*HEALTH OCCUPATIONS EDUCATION; \*FACILITY GUIDELINES; \*EDUCATIONAL FACILITIES; FACILITY REQUIREMENTS; RECORDS (FORMS); RATING SCALES; SPACE CLASSIFICATION; \*PROGRAM PLANNING; PROGRAM CONTENT; ANNOTATED BIBLIOGRAPHIES; EDUCATIONAL SPECIFICATIONS

This 14th in a series of guides for planning facilities for educational programs is intended for use in the preparation of educational specifications for facilities for dental hygienist programs. Designed for use by those responsible for planning facilities, the guide can also be used for instructional purposes in universities, colleges, seminars, and institutes. Pivotal questions about the educational program to be offered are posed, and the answers to these bear directly on the numbers and kinds of instructional areas needed to meet the program requirements. Much of the material is presented in checklist format which allows for consideration of alternatives in facility planning. Part I is a discussion of the major purpose, underlying assumptions, recent instructional trends, and guiding principles. Part II gives information on dental hygiene training objectives and the kinds of programs which will be organized to implement them. Part III describes the actual spaces desired to house the program. Part IV is an annotated bibliography of reference sources which offer a more detailed treatment of the various phases of facility planning. "A Guide to Systematic Planning for Vocational and Technical Schools" (VT 007 825 in ARM Fall 1969) is a related document. (JK)

VT 008 470

Graf, Roland W.

Student Utilization of Facilities Kenosha Technical Institute, First Semester, 1968-69.

Kenosha Technical Inst., Wis.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 8Jan69 10p.

\*SPACE UTILIZATION; \*TECHNICAL INSTITUTES; \*EDUCATIONAL FACILITIES; \*FACILITY UTILIZATION RESEARCH; FACILITY CASE STUDIES  
\*KENOSHA TECHNICAL INSTITUTE

The purpose of this study was to determine the student utilization of the total school facility, utilization by laboratories or classrooms, and utilization by building for Kenosha Technical Institute. Based on a 40-hour week, 48 percent of the periods and 34 percent of the student stations were utilized. These figures were up 6 and 7 percent respectively from the previous year. (EM)

VT 008 668

Facilities and Equipment for Trade and Industrial Education Programs.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service

MF AVAILABLE IN VT-ERIC SET.

Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (\$2.65).

Pub Date - 66 140p.

\*TRADE AND INDUSTRIAL EDUCATION; \*EDUCATIONAL FACILITIES; \*SCHOOL SHOPS; \*SCHOOL PLANNING  
OHIO

Those responsible for initial planning of trade and industrial education facilities will find in this bulletin authoritative information to help them comply with Ohio standards. Major sections are (1) Board Policy Decisions, (2) Clarification of Planning Personnel Functions, (3) The Quest for Quality, (4) Critical Problems in Shop Planning, (5) Guiding Principles for Specific Shops, (6) The Quest for Reason, (7) Essential Communication with the Architect, (8) Recommendations for Policy and Planning Committees, and (9) Equipment Lists. For architectural specifications this bulletin should be supplemented with The American Vocational Association publication "Developing Educational Specifications for Vocational and Practical Arts Facilities." (EM)

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INDIVIDUALS  
WITH SPECIAL NEEDS  
SECTION

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VT 001 289

Schmidt, Paul, And Others  
Pre-Vocational Training Program for Hard-Core Handicapped. Research and Demonstration Project. Final Progress Report.

Indianapolis Goodwill Industries, Inc., Ind.  
Indianapolis Foundation, Ind.  
Lilly Endowment, Inc.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Aug67 48p.

\*PREVOCATIONAL EDUCATION; \*MENTALLY HANDICAPPED; \*PHYSICALLY HANDICAPPED; \*DEMONSTRATION PROGRAMS; VOCATIONAL REHABILITATION; COMMUNITY PROGRAMS; PROGRAM EVALUATION; PROGRAM COSTS; \*REHABILITATION PROGRAMS

The purposes of this 3-year project were: (1) to explore the probability of a hard-core, multiply disabled population making the transition from dependency to a significant level of employability by developing, through pre-vocational services, good work habits, desire to work, appropriate social and work skills, and a positive self-image, (2) to study the cost of such services, and (3) to identify the need for an intermediate workshop, defined as one which employs handicapped clients who cannot sustain traditional standard performance requirements of Indianapolis Goodwill Industries, although they exceed the performance of "work activities centers" clients as defined by Federal regulations. Of the 83 who entered the project, 23 were considered candidates for the intermediate workshop because of emotional problems which were resistant to any kind of lasting control, coordination problems so severe they could not do anything quickly, or seizure problems which prevented some from consistent performance. Recommendations resulting from this project include: (1) the use of extended evaluation in training, and (2) the implementation of an intermediate workshop having the availability of medical, nursing and psycho-social services. (CH)

VT 002 063 ED 028 236

Van Tassel, Carol, Ed.  
Guidelines for Professionals Working with Persons with Special Needs Development from the Seminar for Supervisors and Teacher Educators of Teachers of Persons with Special Needs (University of Kentucky, June 12-23, 1967).

Kentucky Research Coordinating Unit, Lexington  
EDRS PRICE MF-\$0.25 HC-\$0.65  
Pub Date - Jun67 11p.

\*VOCATIONAL EDUCATION; \*GUIDELINES; \*DISADVANTAGED GROUPS; TEACHER QUALIFICATIONS; \*PROGRAM DEVELOPMENT; INDIVIDUAL CHARACTERISTICS; TEACHER EDUCATION; \*EDUCATIONAL NEEDS; INTERDISCIPLINARY APPROACH

This summary of consultative discussions is not intended to represent a definitive study of the topic, but rather a beginning. Four general guidelines of themes emerged from the seminar regarding vocational education for persons with special needs: (1) Professional vocational education personnel must become more concerned with people and less concerned with program, (2) Vocational education has far more to offer persons with special needs than any other area, particularly a traditional liberal arts course of study, (3) Teachers of persons with special needs should be individuals who receive intrinsic satisfaction from working with the disadvantaged and are not bound by tradition, and (4) Persons with special needs generally migrate less than individuals who have achieved higher levels of education. Guidelines are provided in the areas of: (1) characteristics of persons with special needs, (2) characteristics of the Negro sub-culture and the additional problems of this group, (3) guidelines for teacher education programs, and (4) guidelines for programs for persons with special needs. These are general or working guidelines and will be revised, reworked and rewritten as vocational educators increase their knowledge and understandings of persons with special needs. (MM)

VT 002 529

Jones, J.B.  
Texas Southern University Summer Workshop, Houston, Texas, July 20-August 9, 1966.

Humble Oil and Refining Co., Houston, Tex.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 66 110p.

\*MINORITY GROUPS; SECONDARY SCHOOL COUNSELORS; COUNSELOR TRAINING; \*BUSINESS RESPONSIBILITY; VOCATIONAL EDUCATION; \*SUMMER WORKSHOPS; OCCUPATIONAL INFORMATION; PROGRAM DESCRIPTIONS; SCHOOL INDUSTRY RELATIONSHIP; \*EMPLOYMENT OPPORTUNITIES; YOUTH EMPLOYMENT; RECORDS (FORMS); \*SCHOOL RESPONSIBILITY  
\*TEXAS SOUTHERN UNIVERSITY SUMMER WORKSHOP ON JOB OPPORTUNITIES FOR MINORITY GROUPS, HOUSTON, TEXAS, JULY 20-AUGUST 9, 1966

Participants of the workshop included representatives of 35 businesses and industries of Harris County, Texas and 50 senior high school administrators and counselors involved in the employment of minority youth. The objective was to bring high school educators and industrial representatives together in order to obtain a more complete recognition of what each must do to provide better education and better jobs for minority youth. Activities included: (1) lectures, (2) panel discussions, (3) films, (4) visitations, (5) group meetings, discussions, and reports, (6) mock interviews, (7) parent-psychologist verbal intercourse, and (8) student-psychologist verbal intercourse. The workshop was rated above average or excellent by 98 percent of the participants. The strong aspects of the workshop, weak aspects, and suggestions for future summer workshops as reported by the participants are listed. The appendix includes proposed high school programs for minority groups and non-college bound students and job descriptions of positions in several businesses in the Houston area. (PS)

VT 003 873 MP 000 282

Private Pension Plan Coverage of Older Workers.

DOCUMENT NOT AVAILABLE FROM EDRS.  
Monthly Labor Review; v90 n8 August 1967.  
Pub Date - Aug67 8p.

\*PENSION PLANS; \*EMPLOYEES; \*OLDER ADULTS; INDIVIDUAL CHARACTERISTICS; LABOR FORCE; SEX (CHARACTERISTICS)

The private pension plan status of private nonfarm wage and salary workers between 50 and 64 years of age is discussed. The data were collected through a January 1966 survey of half the households in the Current Population Survey. About half of the men and a fourth of the women were covered by a pension plan. Most of these 4.5 million employees will be eligible for a pension at age 65 or earlier, provided they continue in employment or retain vested rights to accrued pensions in the event of job loss. Most of the workers not covered by a plan in January 1966 are not likely to attain coverage and to be eligible for a pension by the time they reach age 65. In every occupation group, a larger proportion of men than of women belonged to pension plans. The longer a worker had been employed, the more likely he was to have pension plan coverage. About

three of eight men and three of ten women covered by plans had vested rights to the benefits they had earned. Vesting was more prevalent among workers of the 60 to 64 age group than among the 50 to 54 age group. Around 600,000 (5 percent) had vested rights to benefits in a pension plan through a previous job. (ET)

VT 004 372 ED 020 325

McKee, John M.  
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Second Dissemination Report.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Foundation  
EDRS PRICE MF-\$0.25 HC-\$1.85  
Pub Date - Jul67 35p.

\*CORRECTIONAL EDUCATION; VOCATIONAL EDUCATION; INFORMATION DISSEMINATION; \*PROGRAM DESCRIPTIONS; PUBLIC RELATIONS; \*EXPERIMENTAL PROGRAMS; \*DEMONSTRATION PROJECTS; PROGRAM COORDINATION; EDUCATIONAL INNOVATION \*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS

The dissemination-public relations portion of the project had two objectives: (1) to create a climate favorable to efforts directed toward placing graduates in jobs, and (2) to solicit community volunteers whose area of expertise would enable the project to implement health, safety, and enrichment programs for the students. The activities of the staff during July in meeting these objectives included: (1) conducting a workshop "New Approaches to Training," (2) participating in the Correctional Manpower Training Conference in Houston, Texas, (3) distributing 1,500 publications at the Conference and 589 publications to persons in nine states, (4) completing 120 new slides, (5) presenting visitor interviews on television, and (6) entertaining 13 visitors. A summary of dissemination activities since the project began in 1964, news releases, the Houston conference program, and detailed information about visitors are given. The appendix includes two speeches presented at the Houston conference: (1) "Administrative Coordination of an E and D Program Under the Manpower Development and Training Act," by Dorna M. Seay, and (2) "Innovations in Correctional Programs-- Draper's Approach to Correctional Manpower Training" by John M. McKee. Other dissemination reports are available as VT 005 714-VT 005 716 (ARM Winter 1968). (EM)

VT 004 823

Martin, John M.  
Lower-Class Delinquency and Work Programs. Training Series.

New York Univ., N.Y. Center for the Study of Unemployed Youth  
Office of Juvenile Delinquency and Youth Development (DHEW), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853 Broadway, New York, New York 10003 (\$0.45).  
Pub Date - Feb66 27p.

\*REHABILITATION PROGRAMS; \*DELINQUENT REHABILITATION; \*LOWER CLASS; \*JOB TRAINING; \*CULTURAL FACTORS; DELINQUENCY CAUSES; DELINQUENCY PREVENTION; WORK EXPERIENCE PROGRAMS; VOCATIONAL EDUCATION; DELINQUENCY; SOCIOCULTURAL PATTERNS

In considering the complex relationships between delinquency and work programs, this presentation is based on the premise that in the community sense, power reinforces ideological commitments in deciding which explanations people will endorse or condemn with respect to the causation of crime and delinquency, and which efforts to prevent and control such behavior they will support. In appraising current efforts dealing with delinquency among lower class adolescence and youth, it is a fundamental fact that they are not innovative or human oriented. Although work programs and vocational training are considered to be mechanisms for social reform, basic changes and the life situation of the lower class are largely ignored by programs targeted on delinquency and related welfare problems. Basic economic and political issues which bear directly on the general welfare of the populations out of which most official offenders are drawn continue to remain essentially outside the concern of correctional, educational, and vocational programs designed to meet the delinquency problem. (CH)

VT 004 968 ED 020 396

Preparing Disadvantaged Youth for Work.

Bureau of Employment Security (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.80  
Employment Service Review; November, December 1965, January, March, April 1966.  
Pub Date - 66 18p.; Reprint.

\*DISADVANTAGED YOUTH; \*URBAN DROPOUTS; JOB APPLICATION; BEHAVIOR PATTERNS; JOB APPLICANTS; VOCATIONAL COUNSELING; WORK ATTITUDES; \*VOCATIONAL ADJUSTMENT; CHANGING ATTITUDES; \*EMPLOYMENT PROGRAM; EMPLOYMENT SERVICES; \*VOCATIONAL EDUCATION; JOB PLACEMENT; INDIVIDUAL CHARACTERISTICS  
PHILADELPHIA; PENNSYLVANIA; JEWISH EMPLOYMENT AND VOCATIONAL SERVICE

Five articles describe the findings of a project designed to evaluate and prepare school dropouts for training or jobs. The Pennsylvania State Employment Service provided an initial intake interview to evaluate each of the 450 selected youths, all living in North Philadelphia. In spite of this, half of the youth rejected the offer to enter adjustment and training programs. The 165 who completed the programs provided by the Jewish Employment and Vocational Service were all placed in competitive employment. "Jobseeking Patterns of Disadvantaged Youth" describes the findings of the initial intake interviews. "Counseling and Work Adjustment" describes the supportive and reinforcing function of counseling in helping the enrollee to develop a worker self-concept reflecting personal status and vocational goals and ways to achieve them. "Work Adjustment Training" describes the work system of increasing the complexity of tasks distributed into broad occupational categories. "The Employment Service Cooperates" discusses the 252 placements by the Pennsylvania State Employment Services for 165 youths who completed the training. "The Failure Cases in a Vocational Program" discusses characteristics of male and female dropouts and terminated males and females. (EM)

VT 005 185 ED 020 409

Michie, Jack  
Dominant Factors Influencing the Employment Success of a Selected Group of Disadvantaged Youth.

California State Dept. of Education, Sacramento. Div. of Vocational Education  
Emery Unified School District, Calif.  
EDRS PRICE MF-\$0.50 HC-\$6.25  
Pub Date - Dec67 123p.



\*DISADVANTAGED YOUTH; \*HIGH SCHOOL GRADUATES; RACE INFLUENCES; VOCATIONAL EDUCATION; SOCIAL CLASS; \*EMPLOYMENT; PREDICTIVE ABILITY (TESTING); TEACHER INFLUENCE; INTERVIEWS  
OAKLAND; CALIFORNIA

The objectives of the study were to determine the effect of vocational training, race, and social class upon the employment success of disadvantaged youth, and to identify both test data with predictive value and educators contributing to success. Each of 60 members of a stratified random sample of 1965 Oakland Public Schools graduates was interviewed in depth. Employment success was measured by a rating scale completed by employers for each employee. Data from standardized tests administered during the senior year were analyzed for each study member. The principal influences upon employment success were high school work and educators. Vocational graduates and nonvocational graduates who had taken job-related courses were more successful. Socioeconomic class did not affect success level. Negro females were less successful than other females but there was no significant difference in success level among Spanish, Negro, and Caucasian males. The Farquhar Situational Choice Inventory, Minnesota Vocational Interest Inventory-Health Services Scale, and the California Psychological Inventory-Achievement via Independence Scale predicted employment success. The influence of educators was more likely to result from personal interest shown in the student than from subject matter or teaching techniques. The interview schedule, the rating scale, and two tape recorded interviews with teachers are included. (JM)

VT 005 475 ED 022 035

Ferman, Louis A.; Aiken, Michael

Mobility and Situational Factors in the Adjustment of Older Workers to Job Displacement. Reprint Series 46.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations

American Philosophical Society, Philadelphia, Pa.

National Inst. of Mental Health (DHEW), Bethesda, Md.

EDRS PRICE MF-\$0.25 HC-\$0.55

Publications Office, Institute of Labor and Industrial Relations, Museums Annex, Ann Arbor, Michigan 48104 (single copies)

Human Organizations; v26 n4 p235-41 Winter 1967.

Pub Date - 67 9p.; Reprint.

\*OCCUPATIONAL MOBILITY; \*ECONOMIC STATUS; \*JOB LAYOFF; UNEMPLOYED; \*VOCATIONAL ADJUSTMENT; \*ADULTS; SOCIOECONOMIC INFLUENCES; PERSONAL ADJUSTMENT; SOCIAL ADJUSTMENT

The research was primarily concerned with determining mobility and situational factors linked to the behavior and attitudes of job-displaced workers, and examining the unique influence of each variable in explaining the social consequences of unemployment. Data were derived from interviews with 260 white, blue-collar respondents from a larger random sample of former employees of an automobile manufacturing plant which closed its operations in 1956. The interviews were conducted in 1958, about 27 months after the plant shutdown. The major components of adjustment to job displacement selected as dependent variables were: (1) personal alienation as measured by a seven-item version of the Srole Anomia Scale, (2) satisfaction with life as measured by a four-item scale, and (3) social participation as measured by contact with relatives and friends. Independent variables were age, education, skill level, unemployment status, number of months of unemployment, degree of economic deprivation, and the amount of variance explained by each combination of five at a time. Data indicated that the situational factor (the degree of economic deprivation) was more important than the mobility factor (post-displacement job pattern) in shaping the attitudes and behavior of displaced workers. Economic deprivation was more productive of alienatory attitudes and behavior (anomia, dissatisfaction with life, and withdrawal from contact with kin and friends) than job mobility. (ET)

VT 005 821

Brown, Eleanor B.

The Slow Learner in Business Education; A Selected Bibliography. Bibliography Series Number 1.

Kent State Univ., Ohio. Coll. of Business Administration

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun64 24p.

\*BUSINESS EDUCATION; \*BIBLIOGRAPHIES; \*SLOW LEARNERS; \*RESOURCE MATERIALS; MENTALLY HANDICAPPED; EDUCATIONALLY DISADVANTAGED; LOW ABILITY STUDENTS; ATTITUDES; TEACHING PROCEDURES; TEACHING METHODS; STUDENT NEEDS

This selected bibliography includes reference listings of journal articles, books, theses, dissertations and government printing office bulletins relating to the teaching of the slow learner in business education. (MM)

VT 006 619 MP 000 533

The Education and Training of Racial Minorities, Proceedings of a Conference (May 11-12, 1967).

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education

EDRS PRICE MF-\$1.00 HC NOT AVAILABLE FROM EDRS.

Pub Date - 68 213p.

ETHNIC GROUPS; \*MINORITY GROUPS; APPRENTICESHIPS; \*MANPOWER DEVELOPMENT; SELF ACTUALIZATION; \*SELF HELP PROGRAMS; OCCUPATIONAL MOBILITY; OCCUPATIONS; NEGROES; MANPOWER UTILIZATION; MEXICAN AMERICANS; SOUTHERN STATES; EDUCATIONAL PROBLEMS; EDUCATIONAL STATUS COMPARISON; \*EDUCATIONAL STRATEGIES; EMPLOYMENT STATISTICS; \*VOCATIONAL EDUCATION; UNEMPLOYMENT; SUBEMPLOYMENT; EQUAL OPPORTUNITIES (JOBS); EQUAL EDUCATION; CONFERENCE REPORTS; EDUCATIONAL RESPONSIBILITY  
OIC; OPPORTUNITIES INDUSTRIALIZATION CENTER

The Conference had three complementary objectives: (1) to bring together academicians, government officials, and educators, from vocational schools and other institutions, to discuss a subject of crucial current importance, (2) to encourage and serve as a forum for research on this topic, and (3) to make available lasting and worthwhile contributions to the literature on the subject through publication of these proceedings. The emphasis throughout was placed on research findings which would provide information and insights of value to educators. Each of the 22 participants either presented a paper, critiqued a paper, or chaired a part of the Conference. Papers presented were: (1) "Equal Apprenticeship Opportunities in New York City," by Vernon Briggs, Jr. and Ray Marshall, (2) "Public Education's Role for Manpower Development," by Marvin Feldman, (3) "Strategies for Self-Development," by Eli Ginzberg, (4) "The Opportunities Industrialization Center: A Successful Demonstration of Minority Self-Help, Training, and Education," by Herbert Striner, (5) "Providing Mobility for America's Immobile Population," by James Farmer, (6) "Education and Training of Mexican-Americans," by Lamar B. Jones, (7) "The Effects of Low Educational Attainment and Discrimination on the Occupational Status of Racial Minorities," by Walter A. Fogel, (8) "The South's Unused Manpower Training Potential," by Vivian Henderson, and (9) "The Determinants of the Occupational Distribution of Negroes," by Lester Thurow. The papers and critiques are included in this report. (ET)

VT 006 624 ED 023 866

The City and the World of Work: A Critical Examination of Life in Los Angeles and Urban America in the Mid-Sixties. Proceedings of the Annual Research Conference (9th, Los Angeles, March 14-15, 1966).

California Univ., Los Angeles. Inst. of Industrial Relations

EDRS PRICE MF-\$0.50 HC-\$3.10

Institute of Industrial Relations, University of California, Los Angeles, California 90024 (\$1.00).

Pub Date - 67 60p.

\*URBAN AREAS; \*URBAN ENVIRONMENT; PERCEPTION; VISUAL ENVIRONMENT; \*EMPLOYMENT; \*CITY PROBLEMS; \*SOCIOALLY DISADVANTAGED; SOCIAL VALUES; JOB APPLICANTS; CONFERENCE REPORTS  
LOS ANGELES; CALIFORNIA; \*ANNUAL RESEARCH CONFERENCE

Conference papers examining recent trends affecting the development of urban life in America are presented. "How People Look at Cities Where They Live and Work," by Anselm L. Strauss, presents sample work and life styles and their effects on perceptions of cities. "Los Angeles as a Changing Community," by Fred E. Chase, discusses problems and characteristics of Los Angeles. "Los Angeles: the Enigma, the Paradox, the Challenge," by Peter A. Orleans, compares the social, spatial, and time orientations of Los Angeles, and the characteristics of their city to other city dwellers and other cities. "Los Angeles and Watts: A Conflict in Work Values," by Stanley C. Plog, presents two illustrative case studies of socially deprived job applicants and six tips to employers of such persons. "The Use of Visual Cues in Understanding Communities and Formal Organizations," by William B. Wolf, presents a framework for use in utilizing visual cues such as pictures, signs, and objects in obtaining a better understanding of the impact of cities on individuals. (EM)

VT 006 691 ED 029 086

Guidelines for Organization and Operation of Vocational Evaluation Units; A Training Guide. The Study Committee on Evaluation of Vocational Potential Report No. 2. Rehabilitation Service Series Number 67-50.

Rehabilitation Services Administration (DHEW), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$2.60

Pub Date - May 66 50p.; Materials developed at Fourth Institute on Rehabilitation Services (Chicago, May 23-26, 1966).

\*PROGRAM GUIDES; VOCATIONAL REHABILITATION; MEDICAL EVALUATION; PSYCHOLOGICAL EVALUATION; HANDICAPPED; \*PROGRAM ADMINISTRATION; \*REHABILITATION CENTERS; \*STAFF ORIENTATION; \*ADMINISTRATIVE ORGANIZATION; PROFESSIONAL PERSONNEL; GUIDELINES; STANDARDS  
\*VOCATIONAL EVALUATION

As the rehabilitation movement has progressed to the point of greater service to severely disabled clients, the need for extensive vocational evaluation studies conducted through specialized evaluation facilities has steadily increased. This guide recognizes that there are several approaches to the determination of a client's potential for vocational rehabilitation and presents a framework against which any vocational unit can reflect its goals, techniques, and effectiveness. Standards are organized under the following principles: (1) Goals have been established to guide the direction and scope of the program of services, (2) The organizational structure contributes effectively to the implementation of the established goals, (3) The program of services is adequate to accomplish the established goals and the services are of such quality and so applied that they constitute an effective program, (4) The staff is competent, professionally ethical, and qualified in the skills necessary to achieve the stated goals, and written personnel policies are in active operation, (5) Accurate and complete records are maintained and necessary reports are distributed, and (6) Fiscal affairs are managed in a sound and legally proper manner. (JK)

VT 006 777 MP 000 536

Keyserling, Mary Dublin  
Poverty in a Land of Affluence, What Can Be Done.

EDRS PRICE MF-\$0.25 HC-\$0.65

Pub Date - 68 11p. Remarks at National YWCA Seminar on Public Affairs (Washington, D.C., May 13, 1968).

\*ECONOMIC DISADVANTAGEMENT; \*POVERTY PROGRAMS; \*PUBLIC POLICY; PUBLIC SUPPORT; SPEECHES; SOCIAL PROBLEMS

This Nation's commitment to wage war against the poverty which still afflicts about 30 million Americans is, in essence, a pledge to fulfill the promise of the articles which comprise the Economic Bill of Rights of the United Nations Human Rights Declaration as well as our religious precepts. Poverty is a relative concept to be defined in context, but, above all, it should be measured in relation to the capacity of a society to meet the needs of its citizens. It would take 10 billion dollars this year, only a little more than 1 percent of the gross national product, to lift everyone above the poverty line. As a beginning, between 1959 and 1966, the proportion of families in poverty was reduced by one-third, to 12.5 percent of all families. Still, this 12.5 percent represents 25 million people and includes 35 percent of all nonwhite families, 25 percent of the Nation's children, and 25 percent of all aged couples. Among the actions needed are: increased minimum wage level and coverage, job creation through economic expansion, strengthened work training programs, removal of discrimination, and income maintenance for the unemployable. People to people volunteer efforts can significantly help the war against poverty. (ET)

VT 006 780 MP 000 539

Carpenter, Leslie F.  
Adapting the Randolph-Sheppard Vending Stand Program to the Advances of Automation. Operations Manual.

District of Columbia Dept. of Vocational Rehabilitation, Washington, D.C.

Vocational Rehabilitation Administration (DHEW), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$2.40

RD-1626-S

Pub Date - 67 46p.

\*VENDING MACHINES; \*BLIND; \*TRAINING TECHNIQUES; \*VOCATIONAL REHABILITATION; CERTIFICATION; ON THE JOB TRAINING; EDUCATIONAL PROGRAMS; VOCATIONAL TRAINING CENTERS; \*PROGRAM DESCRIPTIONS; DEMONSTRATION PROGRAMS  
RANDOLPH-SHEPPARD VENDING STAND PROGRAM

This manual culminates two and half years of research, experimentation and training designed to determine whether blind persons could be trained to replace sighted attendants of automated snack bars. The research and training project attempted to discover the aids and training techniques needed to translate various cues and manipulations used in sighted operation of automated snack bars to other sensory modes available to the blind. A secondary goal was to develop contractual relationships between the operator licensing agency and vending machine companies which could serve as prototypes for other agencies. The operational procedures and techniques developed while training about 20 blind persons over the two and half year period are fully described. The first major section, "The Automated Vending Stand in Operation," discusses management responsibilities and the machine servicing, sanitizing, supervision, and inspection functions. A section, "Training the Operator," describes the training center, trainees, apparatus and aids, and the content of the training. Another section describes the training, program development, and supervision responsibilities of



the licensing agency. Materials in the appendix are: training center layout, photographs, coffee machine instructions, sample accounting procedures, sample cleaning instructions, contractual documents, and an outline of operating procedures. (ET)

VT 006 781 MP 000 540  
Dincin, Jerry; Swift, Joan W.  
The Post-Hospital Schizophrenic Patient. Final Report.

The Thresholds, Chicago, Ill.  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.30 RD-1058-P  
Pub Date - nd 64p.

\*VOCATIONAL REHABILITATION; REHABILITATION; \*SCHIZOPHRENIA; INDIVIDUAL CHARACTERISTICS; GROUP ACTIVITIES; INDIVIDUAL COUNSELING; \*VOCATIONAL ADJUSTMENT; PROGRAM DEVELOPMENT; PROGRAM DESCRIPTIONS; \*DEMONSTRATION PROJECTS; VOCATIONAL EDUCATION; \*SOCIAL ADJUSTMENT; JOB PLACEMENT; WORK EXPERIENCE; EXPERIMENTAL GROUPS; CONTROL GROUPS; PARTICIPANT CHARACTERISTICS; VOCATIONAL FOLLOWUP  
THRESHOLDS; PROGRAM

Designed to investigate the effectiveness of a specialized rehabilitation program adapted to the needs of the post-hospital schizophrenic patient, this project focused upon the former patient whose difficulty in obtaining employment was related to social and emotional factors rather than lack of specific technical occupational ability. The vocational services which were added to the already existing program of social and recreational activities and individual counseling services included prevocational experiences within the agency, transitional job placement in the community, and permanent placement. The design involved an experimental group of 60 members who received full services, Control Group I composed of 38 members who received all services except vocational, Control Group II composed of 38 members who received no services, and comparison groups totaling 103 patients who did not meet the research criteria including those with good work histories or current employment. Results of the research indicate that vocational services are especially important to the post-hospital schizophrenic patients with histories of poor social and vocational accomplishment as well as extensive hospitalization, and that patients with good work histories are frequently able to maintain themselves vocationally without outside assistance. (JK)

VT 006 782 MP 000 541  
Hanger, Keith R.  
A Project to Demonstrate the Role of a State Vocational Rehabilitation Agency in Serving the Disabled Aged. Final Report.

West Virginia State Board of Vocational Education, Charleston, Division of Vocational Rehabilitation  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$4.60 RD-1559-G-65-C2  
Pub Date - Oct67 90p.

VOCATIONAL REHABILITATION; \*OLDER ADULTS; \*PHYSICALLY HANDICAPPED; VOCATIONAL EDUCATION; MEDICAL EVALUATION; INDIVIDUAL CHARACTERISTICS; JOB PLACEMENT; VOCATIONAL COUNSELING; PROGRAM COSTS; EVALUATION NEEDS; \*REHABILITATION PROGRAMS; PROGRAM DESCRIPTIONS; \*DEMONSTRATION PROJECTS; AGENCY ROLE; STATE AGENCIES; VOCATIONAL TRAINING CENTERS; COUNSELOR ROLE  
WEST VIRGINIA

To discover answers about the older disabled person and his proper relationship to a state rehabilitation agency, a pilot program of services was offered and the results evaluated. A random sampling of the agency's master list of referrals and active cases aged 55 and older was largely ineffective in recruiting client projects so that field counselors were asked to make referrals on the basis of need and interest in service. Project services included vocational training, "activities of daily living" services to assist more seriously disabled clients in self-care abilities, and counseling and placement services. Of the group of 14 clients recruited through the random sampling approach, seven were reported vocationally rehabilitated. Of the 134 clients who were accepted from those referred by the field counselors, 32 percent were prepared for work, 19 percent for independent living, and 13 percent for semi-independent living, 27 percent had no success and the results for 9 percent were undetermined. The importance of thorough screening including adequate medical evaluations is stressed. Counselors are urged to be aware of the limiting influences of organic brain damage associated with the aging process as well as the high costs of services to the group. (JK)

VT 006 783 MP 000 542  
Vanover, James G.  
Vocational Rehabilitation of Selective Service Rejectees. Final Report.

West Virginia State Board of Vocational Education, Charleston, Div. of Vocational Rehabilitation  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$4.00 RD-1645-G  
Pub Date - Oct67 78p.

\*ARMED FORCES; \*DISQUALIFICATION; \*VOCATIONAL REHABILITATION; PHYSICAL HANDICAPS; MENTAL ILLNESS; MENTAL RETARDATION; MEDICAL EVALUATION; VOCATIONAL COUNSELING; \*DEMONSTRATION PROJECTS; PROGRAM DESCRIPTIONS; OCCUPATIONAL GUIDANCE; REFERRAL; JOB PLACEMENT; MEDICAL TREATMENT; VOCATIONAL EDUCATION; INDIVIDUAL CHARACTERISTICS  
WEST VIRGINIA

Designed to demonstrate the effectiveness of providing vocational rehabilitation services to young men disqualified for military service, the project received referrals of all Armed Forces Recruiting and Selective Service rejectees over a specified period from a 15 county area of West Virginia. Complete diagnostic workups were done to establish the true nature of the disabling condition and the eligibility and feasibility for services which included extensive counseling and guidance, physical restoration, training, placement assistance, and follow-up. Of the 993 referrals received, 22.05 percent were accepted, of which 32.42 percent were rehabilitated during a 3-year period. It was concluded that increased numbers of rejectees could be rehabilitated through this intensified approach. Essential to such a program would be extensive counseling and guidance to raise motivation and interest, early referral to stabilize or correct disabilities and services to reveal hidden disabilities. (JK)

VT 006 816 MP 000 552  
Chandler, Charles S.; Sandick, Bernard A.  
Rehabilitating Public Offenders; Summary.

South Carolina Vocational Rehabilitation Dept., Columbia  
Vocational Rehabilitation Administration, (DHEW) Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.35 RD-1709-65-3  
Pub Date - nd 5p.

\*VOCATIONAL REHABILITATION; \*CRIMINALS; \*DELINQUENTS; STATE AGENCIES; \*COUNSELING SERVICES; DEMONSTRATION PROJECTS; RESEARCH PROJECTS; INDIVIDUAL CHARACTERISTICS; PROGRAM DEVELOPMENT; GUIDELINES; COUNSELORS SOUTH CAROLINA

A 3-year demonstration and research project was initiated in South Carolina in 1964 to delineate feasible dimensions of a sound vocational rehabilitation program for public offenders--the kinds of client characteristics, policies, personnel, and facilities. Data regarding 625 offenders referred to the project staff were analyzed, although almost double this number were referred during the 3-year period. Clinical observations and statistical analysis led to 20 findings, including: (1) A significant number of offenders can be rehabilitated, but more staff time is required than with physically disabled clients, (2) A team of rehabilitation personnel is apt to be more effective than an individual counselor, (3) The typical offender tends to behave in a generally inadequate manner, (4) The counselor must provide a protective setting in which the client can have the time and opportunity to function without disastrous punitive effects, (5) The counselor should verbalize and demonstrate that he has no punitive or police powers, (6) The offender tends to perform better in concrete, non-judgmental jobs than in employment where abstract conceptualizing is required, and (7) Jobs which produce immediate satisfaction seem to be best suited to the offender. (ET)

VT 006 817 MP 000 553

Employment of the Mentally Retarded in a Competitive Industrial Setting, March 1, 1962-February 28, 1967.

Human Resources Center, Albertson, New York  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$1.00 HC-\$11.75 Grant RD-1036  
Pub Date - 67 233p.

\*VOCATIONAL EDUCATION; \*VOCATIONAL REHABILITATION; \*JOB PLACEMENT; \*WORK EXPERIENCE PROGRAMS; \*EDUCABLE MENTALLY HANDICAPPED; PERSONNEL SELECTION; AUDIOVISUAL INSTRUCTION; TASK ANALYSIS; VOCATIONAL TRAINING CENTERS; DEMONSTRATION PROGRAMS; YOUNG ADULTS; PROGRAM DESCRIPTIONS; EVALUATION TECHNIQUES; INSTRUCTIONAL MATERIALS; EMPLOYMENT PRACTICES; VOCATIONAL FOLLOWUP; INFORMATION DISSEMINATION; TRAINING TECHNIQUES

The key issue of the project was to determine whether mentally retarded adolescents and young adults could benefit from skill oriented vocational training which would lead to employment opportunities previously considered unrealistic. Two hundred and forty-four educable retardates were exposed to phases of the evaluation-training programs which emphasized audio-visual approaches, training techniques based upon task analysis, and on-the-floor production assignments. Quantitative analyses involved 103 clients. Although retardates scored below physically disabled workers on a seven-test aptitude battery, there were no significant differences in performance. Of 92 of these clients on whom follow-up data were available, half completed the program and only half of these with a positive prognosis, but approximately 75 percent of those who finished found competitive employment. It was concluded that a selected minority of mildly retarded individuals can profit from higher skill training and there was greater success in industrial than clerical training and placement. The project also included a study of industrial selection methods, a program of employment of mentally retarded in banking operations, and informative dissemination seminars and conferences. (JK)

VT 006 819 MP 000 555

Wachtel, Dawn Day  
The Working Poor.

Wayne State Univ., Detroit, Mich. Inst. of Labor and Industrial Relations  
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$6.30 Grant 91-24-67-05  
Pub Date - Feb 67 124p.

EMPLOYMENT; LOW INCOME; \*LOW INCOME GROUPS; WAGES; MINIMUM WAGE; \*ECONOMIC FACTORS; \*SOCIOECONOMIC INFLUENCES; POLITICAL INFLUENCES; \*EMPLOYMENT STATISTICS; OCCUPATIONS; INDUSTRY; LABOR UNIONS; NEED GRATIFICATION; COLLECTIVE BARGAINING; OCCUPATIONAL MOBILITY; PUBLIC POLICY; GUARANTEED INCOME; MOTIVATION; CULTURAL FACTORS; ECONOMIC DISADVANTAGEMENT; SOCIAL CLASS; LABOR STANDARDS; EMPLOYMENT PROBLEMS

The literature is surveyed to develop answers to the questions: (1) Who are the working poor, (2) What are the low-paid jobs they hold, (3) Why do these low-paid jobs exist, and (4) Why do people become and remain marginal workers. The working poor include all those persons who work full time all year round and yet earn less than enough to free themselves from poverty. They represent a third of all families living in poverty and are the parents of two-fifths of all children living in poverty. The reasons for the existence of low income jobs were not clear, even after examining the variables, nor was a definitive answer reached regarding the reasons people become marginal workers. Examined and discussed were policies to: (1) create more job opportunities, (2) increase worker mobility and skill, (3) increase wages, (4) increase buying power, and (5) increase income through income payments such as the negative income tax and demogrant proposals. It was concluded that existing income supplement programs almost completely ignore the working poor, as do education and training programs which are restricted to the unemployed. Approximately 175 sources, listed in the bibliography, were used and cited in the survey. (ET)

VT 006 822 MP 000 558

Project Hire: Hire the Older Worker. Final Report.

Georgia State Employment Service, Atlanta  
Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.30  
Pub Date - 67 64p.

ADULT PROGRAMS; \*OLDER ADULTS; ADULT COUNSELING; \*EMPLOYMENT PROGRAMS; \*JOB PLACEMENT; JOB DEVELOPMENT; RECRUITMENT; TESTING; SOCIAL SERVICES; REFERRAL; JOB TRAINING; UNEMPLOYMENT; \*UNDEREMPLOYED; GROUP COUNSELING; VOCATIONAL FOLLOWUP; EXPERIMENTAL PROGRAMS; DEMONSTRATION PROGRAMS; INDIVIDUAL CHARACTERISTICS \*PROJECT HIRE; ATLANTA; GEORGIA

The experimental and demonstration programs demonstrated that the process of matching unemployed and underemployed men and women over 50 years of age to jobs available in an area of low unemployment (Atlanta) could be shortened by: (1) the use of diagnostic tests, thorough intake interviews, and complete work histories in the evaluation of job applicants, (2) early identification of client needs and potential and lowering of job-seeking anxieties through the use of group work techniques, and (3) referral to further training, if indicated. During the period August 1, 1966, to April 30, 1967, the eight member professional staff made available recruitment, counseling, testing, training and social service referrals, job development and placement, and followup services to 1,028 persons. About 300 of the clients were non-white, 455 were male, 472 were married, and 354 had less than an eighth grade education. About 1,770 job openings were developed and 416 of these were filled as a direct result of Project Hire procedures. Another 304 indirect placements were



made after interviews and counseling sessions only. At the end of the project period 147 clients were actively seeking work. Individual staff members' evaluations of the program, 10 case histories, and 10 statistical tables are in the appendix. (ER)

VT 006 824 MP 000 559

Lachman, Sheldon J.; Singer, Benjamin D.  
The Detroit Riot of July 1967; a Psychological, Social, and Economic Profile of 500 Arrestees.

Behavior Research Institute, Detroit, Mich.  
Manpower Administration (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$4.05  
Pub Date - 68 79p.

81-24-68-03

\*PRISONERS; DEMONSTRATIONS (CIVIL); VIOLENCE; \*INDIVIDUAL CHARACTERISTICS; \*NEGROES; NEGRO LEADERSHIP; MALES;  
PSYCHOLOGICAL CHARACTERISTICS; SOCIOECONOMIC BACKGROUND; CIVIL RIGHTS; RACE RELATIONS; \*NEGRO ATTITUDES;  
DEMOGRAPHY; MASS MEDIA  
DETROIT; MICHIGAN

Within 2 weeks after the riot's outbreak, and with the aid of a questionnaire containing structured and open-ended questions, 500 male Negroes charged with participation in the riot were interviewed at places of detention. The representativeness of the sample of the detained population is not assured. The study's objectives were to ascertain basic demographic characteristics, attitudes toward Negro leadership and civil rights, information about preferred communications media and use of such media with special reference to the riot, ideas concerning causation, prevention, and means of breaking up civil disturbances, and information about the economic welfare of the respondents. Results of the 73-item questionnaire are presented primarily in tabular form with narrative citation of major points. Additionally, the data were related to 35 commonly asserted hypotheses concerning riots. Among the hypotheses supported by the data were: (1) A relatively large number of respondents were born in the South, (2) Most indicated that they knew the opinions of Negro leaders concerning riots, and (3) Police brutality was reported most often as the cause of the Detroit disturbance. Among the hypotheses not supported were: (1) Most respondents were under 25 years of age, (2) They had little or no formal education, (3) The majority were unemployed, and (4) A large proportion were receiving financial aid from programs such as welfare and unemployment compensation. (ET)

VT 006 833 MP 000 568

Wilson, John C.  
Northern Kentucky Goodwill Industries Occupational Training Center for the Mentally Retarded. Final Summary Report.

Northern Kentucky Goodwill Industries Rehabilitation Center, Covington  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$0.25  
Pub Date - Mar68 3p.

RD-1695-SD

\*VOCATIONAL REHABILITATION; \*MENTALLY HANDICAPPED; EVALUATION; \*JOB PLACEMENT; \*SHELTERED WORKSHOPS;  
\*VOCATIONAL TRAINING CENTERS  
KENTUCKY

The purpose of the project was to provide work evaluation, personal and work adjustment training, on-the-job training, counseling, guidance, and selective job placement in workshops and competitive jobs for the mentally retarded of northern Kentucky through an occupational training center. Of the 176 applicants, 100 received services including work evaluation and 76 did not receive evaluation services. Of the 100 who received such services, 43 were employed in the open labor market, 12 were employed in sheltered workshops, and 24 continued vocational preparatory training with favorable prognosis. Of the 76 clients who did not receive evaluation services only 16 were employed in competitive industry and one in a workshop, even though the typical unevaluated client had a significantly higher I.Q. and more education than the typical evaluated client. As a result of the program, expansion was recommended to include all types of handicaps and to provide testing and work sampling in clerical, commercial, industrial, mechanical, and graphic arts activities, as well as job tryouts in kitchen-cafeteria, domestic service, and other industrial areas. (JK)

VT 006 835 MP 000 570

Ayers, George E.  
A Demonstration of Special Techniques of Job Placement of Workshop Clients in a Rural Area, June 1, 1964-June 30, 1967. Final Report.

Austin Achievement Corp., Minnesota  
Rehabilitation Services Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.45  
Pub Date - Dec67 67p.

RD-1558-G

\*SHELTERED WORKSHOPS; \*WORK EXPERIENCE PROGRAMS; \*MENTALLY HANDICAPPED; \*JOB PLACEMENT; EMPLOYMENT OPPORTUNITIES; RURAL AREAS; OCCUPATIONAL SURVEYS; PROGRAM EVALUATION; INDIVIDUAL CHARACTERISTICS; VOCATIONAL REHABILITATION; VOCATIONAL ADJUSTMENT; PUBLIC RELATIONS; COMMUNITY COOPERATION; SOCIAL WORK; COMMUNITY ORGANIZATIONS; EMPLOYER ATTITUDES; DEMONSTRATION PROJECTS; \*PHYSICALLY HANDICAPPED

One hundred and twenty-one mentally and physically handicapped individuals in a rural area participated in a project intended to demonstrate the effectiveness of workshop evaluation and training, community organization, and supportive social work in job placement outside the workshop. A survey conducted to determine feasible jobs in the community for workshop clients also served the purpose of gaining understanding of the project and encouraging the use of the workshop's products and services. In addition, a large number of community organizations were addressed by the project staff. Following training and evaluation in the workshop, clients had the experience of work trials in the community on a contract labor basis as employees of the workshop. Supportive casework services were provided by the county welfare board. At the conclusion of the project, 25.6 percent had been placed in competitive jobs in the community, 19 percent were employed in the workshop, and 13.2 percent were still actively involved in job preparation. The job tryout and community education approaches were concluded to be especially beneficial. (JK)

VT 006 836 MP 000 571

Soloff, Asher  
A Work Therapy Research Center. Final Report.

Jewish Vocational Service, Chicago, Ill.  
Vocational Rehabilitation Administration (DHEW) Washington, D.C.  
Illinois Dept. of Mental Health, Chicago  
EDRS PRICE MF-\$0.50 HC-\$5.60  
Pub Date - 67 110p.

RD-641

\*VOCATIONAL REHABILITATION; REHABILITATION; JOB PLACEMENT; SHELTERED WORKSHOPS; CONTROL GROUPS; PATIENTS (PERSONS); \*MENTAL ILLNESS; VOCATIONAL ADJUSTMENT; PSYCHIATRIC HOSPITALS; EXPERIMENTAL GROUPS; SOCIAL ADJUSTMENT; WORK EXPERIENCE PROGRAMS; \*MEDICAL SERVICES; \*OCCUPATIONAL THERAPY; PLAY THERAPY; \*MENTAL HEALTH CLINICS; COMPARATIVE ANALYSIS; SUCCESS FACTORS; PERSONNEL EVALUATION; PROGRAM EVALUATION

Seventy-four hospitalized mental patients who received the services of a work therapy center over a period of 4 years were compared with a group who received only the regular hospital services and with another group who received the regular hospital services in addition to recreational and occupational therapy at a mental health center. The major hypothesis was that the work therapy program would be more effective than either of the other approaches in moving chronically ill, hospitalized mental patients into the community and into employment. Criteria of success were hospital discharge, adjustment in the community, employment, and employment success. On the basis of the first 3 years of the program, the work therapy center approach was rated 56.5 percent successful, the mental health center approach 43.2 percent successful, and the regular hospital services approach 29.8 percent successful. Although the major hypothesis was supported, the degree of success was a matter of concern. Recommendations include attention to "reaching out" aftercare service, further study of the relationship of psychomotor role repertory construct testing, and concentration upon the study of specific processes in rehabilitation programs in preference to comparisons of total programs. (JK)

VT 006 838 MP 000 573

Horton, James A.; Borchert, Charles R.  
The Feasibility of Using a Well Organized Trade School as a Regional Facility for Training Blind Students. Final Report.

North Dakota State School of Science, Wahpeton  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.40  
Pub Date - Jan68 46p.

RD-1336-5-67-C3

\*TECHNICAL INSTITUTES; \*REGIONAL SCHOOLS; \*BLIND; \*VOCATIONAL REHABILITATION; FEASIBILITY STUDIES; \*TRADE AND INDUSTRIAL EDUCATION; PROGRAM EVALUATION; PROGRAM DESCRIPTIONS; CURRICULUM  
NORTH DAKOTA STATE SCHOOL OF SCIENCE

The purpose of this demonstration project was to determine the effectiveness of a regional vocational training facility for the rehabilitation of blind students. Special requirements for such a school are (1) dormitory and food service facilities within the school, (2) adapted physical facilities, (3) specially prepared faculty, (4) a central location within an established region of the vocational rehabilitation administration, and (5) a school administration which is receptive to such a project. Training for blind students was offered in two areas, machine shop and small engine mechanics, and 16 out of 23 students (70 percent) were placed in industry. Special teaching devices included braille textbooks, brailled micrometers, and taped recordings of manuals and class lectures which were available in the school library. Specific evaluations of the project were: (1) Availability and frequency of applicants were never in significant numbers to allow the screening committee a great deal of selectivity, (2) Adaptation and orientation of blind students to a college campus setting was accomplished with minor problems, (3) Guide dogs presented some problems in the confined regions of the dormitory as well as in the shops, laboratories, and classrooms, (4) Students in the machine shop curriculum had the best placement records, and (5) It was a problem to find qualified instructors for such a specialized program. (CH)

VT 006 845 MP 000 579

Report of a Consultation on Working Women and Day Care Needs. (Washington, D.C., June 1, 1967).

Women's Bureau (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$4.55  
Pub Date - 68 89p.

\*DAY CARE SERVICES; \*WORKING WOMEN; \*CHILD CARE; \*NEEDS; LEGISLATION; COMMUNITY ACTION; INNOVATION; MOTHERS; \*PROGRAM DEVELOPMENT

Representatives from more than 60 national organizations and governmental agencies were brought together for a 1-day consultation to stimulate greater awareness of the needs of working mothers and their children for expanded and improved day care services. The consensus was that the shortage of day care services and facilities can be met only if government at all levels, labor, management, child welfare and day care organizations, schools and other educational groups, women's and civic organizations, proprietary groups, and others embark on large scale programs to provide group facilities, whether in day care centers or family homes, for all children who need them. Specific recommendations include the establishment of a permanent committee to provide continuing attention to this national problem, provision of large scale funding to meet the needs of these children, evaluation of the staffing patterns in existing group day care programs, and the establishment of a coordinating body to develop a program of education for all pre-school children. (CH)

VT 006 848 MP 000 582

Patterns for Effective Rehabilitation of Deaf Adults; An Introductory Guide. Special Progress Report and Synthesis of VRA RD-1576, VRA RD-1804, VRA RD-1932, for Creative Adaptation and Utilization.

Jewish Employment and Vocational Service, St. Louis, Mo.  
Vocational Rehabilitation Administration (DHEW), Washington D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.35  
Pub Date - Ju167 65p.

VOCATIONAL EDUCATION; \*VOCATIONAL REHABILITATION; \*DEAF; SOCIAL AGENCIES; \*GUIDELINES; ADMINISTRATIVE ORGANIZATION; \*VOCATIONAL TRAINING CENTERS; ADULT PROGRAMS; PROGRAM DESCRIPTIONS; MEDICAL SERVICES; PROGRAM PLANNING; SOCIOPSYCHOLOGICAL SERVICES; BIBLIOGRAPHIES

This progress report on projects to extend services to the deaf by Morgan Memorial, Incorporated, Boston, Jewish Employment and Vocational Service, St. Louis, and Hot Springs Rehabilitation Center, Hot Springs, Arkansas consists of four major sections and a summary. Section I discusses approaches to extending effective services to the deaf and refers to the experiences of the three Vocational Rehabilitation Administration supported research-demonstration projects as giving promise to the approach of extending services within the framework of an existing facility. Section II distills the experiences of the three projects into guidelines for organizing and operating an effective program. Section III details the three different project models as bases for replication or adaptation. Section IV outlines the general areas in which more research should be undertaken as, understanding the need of deaf clients, processing clients, organizing services, and improving staff and staffing patterns. (JK)

VT 006 855 MP 000 589

A Cooperative Residential Training Project for Mothers Receiving Public Assistance Grants for Aid to Dependent Children. Final Report.



District of Columbia Dept. of Vocational Rehabilitation, Washington, D.C.  
 Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.25 HC-\$1.95  
 Pub Date - 68 37p.

Grant RD-789

\*VOCATIONAL REHABILITATION; \*VOCATIONAL TRAINING CENTERS; \*MOTHERS; \*WELFARE RECIPIENTS; WELFARE SERVICES;  
 COMMUNITY INVOLVEMENT; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT; PROGRAM DESCRIPTIONS; \*HANDICAPPED; PROGRAM  
 COSTS; INTERAGENCY COOPERATION; DISADVANTAGED GROUPS; COMMUNITY AGENCIES (PUBLIC); ADMISSION CRITERIA; AGENCY  
 ROLE  
 DISTRICT OF COLUMBIA

The establishment of the Residential Training Center for Mothers Receiving Aid for Dependent Children Subsistence was influenced by the following: (1) In July 1960, a total of 4,650 families were receiving Aid for Dependent Children grants from public welfare, (2) The total cost of the program for the month of July 1960, was \$702,092, and (3) The smallest family (mother with one child), if supported on Aid for Dependent Children through the school age of 16 years, would cost approximately \$25,000. The philosophy of vocational rehabilitation upon which the center was founded included two major purposes: (1) to provide all necessary vocational rehabilitation to disabled mothers that will enable them to become self-supporting through remunerative employment, and (2) to test methods of rendering vocational rehabilitation services coordinated with other community agencies. Other topics covered by the report include criteria established for admission to the center's program, descriptive data on the participants in the program, job placement and community volunteer participation. (CH)

VT 006 914 ED 022 063

Law, Gordon F.  
 Research Visibility. Vocational Education for Girls and Women.

OEG-2-7-070633

08

EDRS PRICE MF-\$0.25 HC-\$0.90

BR-7-0633

American Vocational Journal; v43 n10 p33-48 October 1968.  
 Pub Date - Oct68 16p.

\*BIBLIOGRAPHIES; \*VOCATIONAL EDUCATION; RESEARCH REVIEWS (PUBLICATIONS); \*FEMALES; BUSINESS EDUCATION;  
 OCCUPATIONAL HOME ECONOMICS; SUBPROFESSIONALS; TEACHER EDUCATION; HEALTH OCCUPATIONS EDUCATION; \*EDUCATIONAL  
 RESEARCH

Reviews of 17 studies relating to female vocational education are organized by topics: (1) "New Directions in Business Education" reports a program for scientific secretaries, the effects of interval pacing on typing skills, a task analysis of an office occupations cluster, and a 4-week preservice institute for office education teachers, (2) "Home Economics: In School and Community" describes an evaluation study of 12 pilot wage earning home economics classes, a film on homemaker service, and a 6-week child development summer institute for selected home economics teachers, (3) "Food Service Occupations" treats a national survey of nonbaccalaureate commercial food programs and an instructional materials development project for food service occupations, (4) "Career Opportunities in Health Services" reports a survey of practical nurses in Illinois, a study of programs for biomedical equipment technology, a workshop for practical nursing teachers, guidelines for program planning in health technology, and curriculums for medical record technicians and teachers of medical lab assistant programs, (5) "Career Patterns for Women" reviews a project and a bibliography on this topic. "Plain Talk," a continuing column, provides evaluative comments on the items reviewed. The bibliography lists 12 related studies which are in progress. (EM)

VT 006 941 MP 000 599

Gibby, Mabel K.  
 A Centralized Job Placement System for Disabled Clients.

Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$4.30  
 Pub Date - 67 84p.

Grant RD-1772-6-66

\*JOB PLACEMENT; \*HANDICAPPED; \*DEMONSTRATION PROJECTS; \*PROGRAM DESCRIPTIONS; INFORMATION PROCESSING;  
 INDIVIDUAL CHARACTERISTICS; INTERAGENCY COORDINATION; \*INTERAGENCY PLANNING; EMPLOYMENT PROGRAMS; VOCATIONAL  
 REHABILITATION; EMPLOYMENT SERVICES; COMMUNITY AGENCIES (PUBLIC)  
 DADE COUNTY; FLORIDA

The PLACE Project was a combination demonstration, research, and action planning project to bring about effective liaison among community agencies having responsibilities for placement services to handicapped individuals and to develop means of improving placement procedures. Over 900 names of handicapped individuals were obtained from 23 agencies in Dade County; one-third of these were registered with only one agency and the other two-thirds were registered with from two to five agencies. Between September 1965 and May 1966 job placement was made for 269 persons. Findings included: (1) Interagency cooperation in the placement can be accomplished but it is difficult, (2) Variations in data and definitions between agencies compound the communication problem, (3) Local placement efforts and publicity may be inflated due to multiple registrations, (4) Data processing techniques were not efficient on small case loads, (5) A tremendous time lag exists between registration, placement, and case closure, (6) Secondary job codes should be used to increase placement possibilities, (7) Primary interagency staff cooperation overshadowed data processing techniques, (8) registrants who floated from one agency to another demanded a disproportionate amount of counselor time, and (9) Newspaper advertising yielded few registrants. (EM)

VT 006 942 MP 000 600

Hewitt, Doris W.  
 Work, Inc.: A Demonstration of Personal Adjustment Training and Intensive Placement Techniques with Difficult to Place Disabled People in an Area of High Unemployment Incidence. Final Project Report.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Rehabilitation  
 Rehabilitation Services Administration (DHEW), Washington, D.C.  
 Florida State Employment Service of the Industrial Commission, Tallahassee  
 EDRS PRICE MF-\$0.50 HC-\$3.30  
 Pub Date - 67 64p.

Grant RD-1215

VOCATIONAL REHABILITATION; \*JOB PLACEMENT; \*PHYSICALLY HANDICAPPED; \*GROUP COUNSELING; \*EMPLOYMENT SERVICES;  
 UNEMPLOYED; REHABILITATION COUNSELING; INTERAGENCY COORDINATION; PROGRAM DESCRIPTIONS; PERSONAL ADJUSTMENT;  
 DEMONSTRATION PROJECTS; \*VOCATIONAL ADJUSTMENT; EXPERIMENTAL GROUPS; CONTROL GROUPS  
 MIAMI; FLORIDA; WORK, INCORPORATED

This is the final report of a 3-year project begun in July 1963 to examine the value of group counseling in personal adjustment to an occupation as a means of helping the disabled find and maintain satisfactory employment, and to investigate methods of placing disabled persons in suitable jobs, focusing on effective

means of contacting potential employers. Referrals of over 1,500 difficult-to-place clients to the Project came primarily from the Employment Service office in Miami. At the Project, vocational rehabilitation counselors assigned 591 clients to an experimental group, 361 clients to a control group, and 371 clients to a neutral group (because of their inability to participate in the group counseling sessions which the experimental group engaged in). All groups received job placement services. The typical client was white, about 50 years old, and had an eighth grade education. Approximately 39 percent of the experimental group, 33 percent of the control group, and 23 percent of the neutral group were rehabilitated. Among the conclusions were: (1) The cooperation between the State Employment Service and the Division of Vocational Rehabilitation was beneficial to both agencies, (2) Job placement is most effective when several techniques are used simultaneously, and (3) The most effective single placement method was a descriptive list of unemployed disabled persons sent to employers monthly. (ET)

VT 006 943 MP 000 601

Pilot Demonstration and Research Project, Taxpayer Assistor Demonstration Training. Interim Report, March 1 to November 30, 1967.

Arkansas Enterprises for the Blind, Inc., Little Rock  
Arkansas Rehabilitation Services for the Blind, Little Rock  
Internal Revenue Service, Little Rock, Ark.  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.45  
Pub Date - 30Nov67 67p.

RD-2489-S

\*BLIND; \*TAXPAYER ASSISTORS; \*DEMONSTRATION PROJECTS; TRAINEES; \*PROGRAM DESCRIPTIONS; \*VOCATIONAL REHABILITATION; FEASIBILITY STUDIES

The purpose of this project was to demonstrate the feasibility of training blind persons to work as "taxpayer assistors," persons who fill out income tax forms for taxpayers. Such positions are generally full time for about 3 months but may be year-long. This report reviews (1) job requirements, (2) other similar efforts, (3) the project setting, (4) selection process and criteria, (5) evaluation data on the four trainees, and (6) curriculum and materials developments. (EM)

VT 006 948 MP 000 606

Hanrick, William J.  
Demonstration Project Concerning Training and Vocational Placement for Educable Mentally Retarded Pupils.  
Three Year Summary Report.

Vigo County School Corp., Terre Haute, Ind.  
Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$4.25  
Pub Date - Sep67 83p.

1509D-67-C2

DEMONSTRATION PROJECTS; \*EDUCABLE MENTALLY HANDICAPPED; \*VOCATIONAL EDUCATION; \*JOB PLACEMENT; WORK EXPERIENCE PROGRAMS; COUNSELING SERVICES; VOCATIONAL ADJUSTMENT; WORK ATTITUDES; EMPLOYMENT OPPORTUNITIES; PROGRAM GUIDES; EMPLOYER ATTITUDES; STUDENT EVALUATION

A project supervisor certified in the areas of special education, guidance, and counseling worked with special education personnel, school administrators, the state employment agency, employers, various community groups, parents, and pupils to promote and implement a program of pre-vocational and work-study experiences in which 63 mentally handicapped pupils received training during a 3-year period. Some findings were: (1) Many employers are willing to assist in training the mentally handicapped, (2) Employment opportunities are available in the service and maintenance areas, (3) The development of attitudes and values requires major emphasis, (4) The retarded worker needs a counseling continuum because supportive aid must be available during crisis situations, (5) Encouragement toward improving performance and initiating the next activity are important to the retardate, and (6) Improvement of grooming and development of social skills require emphasis. Information on visitations by the supervisor, participating firms, and the present status of trainees is presented in a series of tables. Also included is the report of a selected research study involving 10 employers and 12 students. The appendix is a brochure for employers with various sample forms. (JK)

VT 006 950 MP 000 608

Goodman, Samuel M., And Others  
The Work-Oriented Curriculum Project, 1962-1967; Demonstration Program for Employment Training in Work Situations for Handicapped High School Students. Final Report.

Montgomery County Public Schools, Rockville, Md.  
Vocational Rehabilitation Administration, (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$8.85  
Pub Date - Aug67 175p.

Grant 1055-P

\*WORK EXPERIENCE PROGRAMS; \*VOCATIONAL EDUCATION; PHYSICALLY HANDICAPPED; MENTALLY HANDICAPPED; AURALLY HANDICAPPED; SPEECH HANDICAPPED; SLOW LEARNERS; DEMONSTRATION PROGRAMS; \*HIGH SCHOOL STUDENTS; EXPERIMENTAL GROUPS; \*HANDICAPPED STUDENTS; \*PROGRAM DESCRIPTIONS; FOLLOWUP STUDIES; CURRICULUM; CONTROL GROUPS; HEALTH SERVICES; INDIVIDUAL CHARACTERISTICS; INSERVICE TEACHER EDUCATION; PSYCHOLOGICAL SERVICES; COUNSELING SERVICES; INTERVIEWS  
WORK ORIENTED CURRICULUM PROJECT; WOC PROJECT

To effectively prepare for adult life and the world of work, 154 adolescents who were physically, mentally, or emotionally handicapped, had speech and hearing difficulties, or were slow learners participated in the work-oriented-curriculum offered in the 9th through the 12 grade. The program involved subject matter organized around work-oriented motifs and actual experience in the employment situation. Extensive counseling and medical services were provided, class size was limited to 15, and teachers worked with students at least three consecutive hours daily in self-contained classrooms. A follow-up study which compared the group with a control group without disabling handicaps but matched on the basis of I.Q., sex, and age included (1) interviews with former work-oriented-curriculum students and controls which focused upon general living situation, current involvement in educational programs and attitude toward education, social adjustment, and vocational adjustment and (2) interviews with employers which focused upon work attitudes, knowledge and skills, and social characteristics. For the most part, graduates were indistinguishable from their control counterparts. Some recommendations for these programs were special selection and training of teachers, specialist personnel assistance to teachers, and establishment of a pre-program to develop social competencies. (JK)

VT 006 951 MP 000 609

Lang, J.E., And Others  
New Work Opportunities for the Mentally Retarded. Final Report.



National Association of Sheltered Workshops and Homebound Programs, Inc., Washington, D.C.  
 Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$4.75 RD-2031  
 Pub Date - 30Nov67 93p.

\*MENTALLY HANDICAPPED; \*SHELTERED WORKSHOPS; \*VOCATIONAL REHABILITATION; \*VOCATIONAL EDUCATION; SOCIAL ADJUSTMENT; MARKETING; MANUFACTURING; INTELLIGENCE QUOTIENT; SALARIES; PROGRAM DESCRIPTIONS; JOB PLACEMENT

More than 700 mentally retarded clients of 12 workshops participated in a candle manufacturing project coordinated by the National Association of Sheltered Workshops and Homebound Programs, Incorporated. Through the use of a major company as a business factor, workshops manufactured candles and paid their trainees until such time as the candles were sold through the normal seasonal market. The project established an organized systematic pattern of selling workshop products through 1,600 retail outlets. It was found that the mentally retarded, including those of levels not previously considered for such activities, are capable of producing quality merchandise. Most of the workshops showed a profit in the candle project while an excellent evaluation and training program was provided for clients. Over 200 workshops are now interested in participating in a broader marketing workshop venture. The apparent change in the social pattern of the severely mentally retarded when placed in production is suggested for future study. (JK)

VT 006 957 MP 000 615

Yoder, Norman M.

A Research Project Related to the Placement of the Blind in Professional, Clerical, Industrial and Service Occupations.

Pennsylvania Dept. of Public Welfare, Harrisburg. Office for the Blind  
 Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.25 HC-\$0.70 RD-19015  
 Pub Date - 31Oct67 12p.

\*VOCATIONAL REHABILITATION; \*JOB PLACEMENT; \*BLIND; \*VISUALLY HANDICAPPED; VOCATIONAL COUNSELING; INTERVIEWS; CONFERENCES; REHABILITATION COUNSELING; SURVEYS; PROFESSIONAL PERSONNEL; COUNSELORS

Designed to develop a body of teachable knowledge for rehabilitation personnel in the techniques of placing visually handicapped persons in employment, the project produced two national research studies, a short-term training course for rehabilitation workers which served as a basis for additional programs, and a national research conference. Nearly 700 blind and visually handicapped persons practicing successfully in the professional fields were interviewed regarding their employment experiences and their recommendations for other visually handicapped persons. When a 2-week course for counselors was held, the interview data were utilized and counselors were brought into face-to-face contact with the interviewees. The culmination of the interviews and the course was the publication of "Placing the Blind and Visually Handicapped in Professional Occupations," and "The Characteristics of the Blind in Professional, Sales, and Managerial Work." A second study utilized interviews with blind persons in clerical, industrial, and service fields as well as interviews with employers and resulted in the publication, "Placing the Blind in Clerical, Industrial, and Service Fields." A research consultation in which major research papers and reactions were presented and discussed is reported in "The Research Consultation on Problems Related to Blindness, April, 1967." (JK)

VT 007 048 MP 000 647

Women and Their Families in Our Rapidly Changing Society; Report of the Task Force on Health and Welfare.

Citizens' Advisory Council on the Status of Women, Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$3.50  
 Pub Date - Apr68 68p.

\*FEMALES; ROLE; \*HEALTH SERVICES; \*COMMUNITY SERVICES; FAMILY ROLE; \*WELFARE SERVICES; STATUS; FAMILY INCOME; WORKING WOMEN; \*FAMILY LIFE; COMMUNITY RESPONSIBILITY; GUARANTEED INCOME

This report updates the July 1963 "Report on Home and Community to the President's Commission on the Status of Women." In view of intervening social and economic change, it focuses on the central role of women in the family as a whole rather than on women only. A guiding principle in its preparation was how can women be aided better to meet their responsibilities with consideration for both their individual human dignity and the welfare of the family and society. Areas of study were (1) Women Themselves, (2) Family-Centered Services, (3) Health Services, (4) Income Maintenance, and (5) Broadening Opportunities for Community Participation. Recommendations were for increased attention to educational and counseling services for girls and young women, a broadening of employment opportunities for women, development of family-centered health care services, and the providing of basic income maintenance for those unable to support themselves. Related reports are VT 007 081 and VT 007 049 in this issue. (CH)

VT 007 049 MP 000 648

Report of the Task Force on Labor Standards.

Citizens' Advisory Council on the Status of Women, Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$3.40  
 Pub Date - Apr68 66p.

FEMALES; LABOR FORCE; \*WORKING FORCE; \*WORKING WOMEN; WORKING HOURS; \*WAGES; \*LABOR LAWS; STATE LAWS; HEALTH; FEDERAL LAWS; SAFETY; EMPLOYMENT STATISTICS; \*EQUAL OPPORTUNITIES (JOBS); EMPLOYMENT PROBLEMS  
 \*CIVIL RIGHTS ACT OF 1964

The purpose of this study was to consider (1) the relationship of protective labor legislation to Title VII of the Civil Rights Act of 1964 which prohibits discrimination because of race, color, religion, sex, or national origin in hiring, up-grading, pay, and all other conditions of employment, and (2) to review the effectiveness and role of protective legislation in today's economy. Specific recommendations conclude chapters on the following areas: (1) women in the labor force, (2) hours of work and earnings, (3) minimum wage and premium pay, (4) equal pay, (5) state labor legislation, (6) occupational safety and health, and (7) fair employment practices laws. Special emphasis was recommended for (1) employment and other problems of young girls, (2) basic standards for domestic workers, (3) standards for voluntary part-time work by women, (4) social and employment problems of Negro women, and (5) standards and improved practices in the area of employee-management relations in public and private institutions. Other related reports are VT 007 048 and VT 007 081 in this issue. (CH)

VT 007 055 MP 000 654

Rusalem, Herbert, And Others

Rehabilitating the Older Disabled Worker; A Research and Demonstration Project Sponsored by Federation Employment and Guidance Service, New York City, Volume I, Final Report.

Federation Employment and Guidance Service, New York, N.Y.  
 Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$5.20  
 Pub Date - 67 102p.

RD-903-P

\*VOCATIONAL REHABILITATION; \*OLDER ADULTS; \*PHYSICALLY HANDICAPPED; \*DEMONSTRATION PROJECTS; VOCATIONAL COUNSELING; JOB PLACEMENT; ADULT VOCATIONAL EDUCATION; SHELTERED WORKSHOPS; NEIGHBORHOOD CENTERS; PROGRAM ADMINISTRATION; COMMUNITY SERVICES; PRIVATE AGENCIES; HISTORICAL REVIEWS; INDIVIDUAL CHARACTERISTICS; PROGRAM DESCRIPTIONS; RESEARCH PROJECTS; HOMEBOUND

Over the period January 1, 1962 to December 31, 1966, 1,854 clients were admitted to the program which consisted of six phases: (1) central office counseling and placement for the relatively small number who were ready for immediate re-entry into the labor market, (2) central office workshop evaluation and training for those who were capable of using public transportation to attend a central facility, but lacked immediate readiness for employment, (3) central office long-term workshop for those who completed central facility training but required long-term work experience under sheltered conditions, (4) neighborhood workshop evaluation, training, and long-term workshop employment for those with limited mobility, (5) neighborhood homebound service for those who were unable to leave their homes on a regular basis, and (6) neighborhood institutional services for those living in institutions. More than 62 percent of the clients served during the first 4 years of the project were considered vocationally rehabilitated at the time their cases were closed, and followup studies suggested that gains made during rehabilitation persisted in the long-run. The establishment of programs of this type in urban communities throughout the United States was recommended. A review of related literature is presented in "The Vocational Adjustment of the Older Disabled Worker" (VT 007 056 in this issue). (JK)

VT 007 056 MP 000 655

Rusale, Herbert

The Vocational Adjustment of the Older Disabled Worker: A Selective Review of the Recent Literature.  
 Volume II. Final Report.

Federation Employment and Guidance Service, New York, N.Y.  
 Vocational Rehabilitation Administration (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$3.05  
 Pub Date - 67 59p.

RD-903-P

\*VOCATIONAL REHABILITATION; \*OLDER ADULTS; \*PHYSICALLY HANDICAPPED; \*LITERATURE REVIEWS; VOCATIONAL COUNSELING; UNEMPLOYMENT; RETIREMENT; RESEARCH; LEGISLATION; JOB PLACEMENT; VOLUNTEERS; SHELTERED WORKSHOPS; \*VOCATIONAL ADJUSTMENT; INSURANCE PROGRAMS; JOB SKILLS; EMPLOYMENT OPPORTUNITIES; BIBLIOGRAPHIES; COMMUNITY PROGRAMS

The review is the result of efforts in connection with the Federation Employment and Guidance Service program to provide vocational rehabilitation service to older disabled individuals described in VT 007 055 in this issue. The topics covered are the nature of the problem; displacement, unemployment, and retirement; pension problems; legislation; capacities of the older disabled worker; expanding vocational opportunities for the older disabled person; vocational counseling; education and training; sheltered workshops; placement; volunteer services and crafts; and community programs. Recommendations include (1) developing one or more comprehensive demonstration programs which would span the total problem spectrum of vocationally-motivated older disabled persons and offer the best possible range of services, (2) establishing one or more clearinghouses to encourage communication of the experiences of practitioners, administrators, and clients, (3) establishing research and development centers to combat the shortages of trained personnel and meaningful research, and (4) undertaking a massive social action project involving psychologists, educators, sociologists, anthropologists, and other specialists to determine the most effective means of counteracting society's indifference to the vocational problems of older people. (JK)

VT 007 057 MP 000 656

Stocum, Walter L.

Aspirations and Expectations of the Rural Poor; A Guide to Research. Agricultural Economic Report No. 122.

EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.  
 Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (A93.28--122, \$.25).  
 Pub Date - Oct67 39p.

\*ASPIRATION; ACADEMIC ASPIRATION; OCCUPATIONAL ASPIRATION; SELF CONCEPT; \*RURAL POPULATION; RURAL YOUTH; ECONOMICALLY DISADVANTAGED; SOCIAL SYSTEMS; MODELS; VALUES; GROUP NORMS; SOCIAL INFLUENCES; \*RESEARCH REVIEWS (PUBLICATIONS); \*RESEARCH METHODOLOGY; CONCEPTUAL SCHEMES; BIBLIOGRAPHIES; RESEARCH TOOLS; OCCUPATIONAL CHOICE; WORK ATTITUDES; EDUCATIONAL ATTITUDES; ATTITUDE TESTS

This is one of several studies initiated by the Economic Research Service to provide research approaches in different problem areas of rural poverty and economic development. The question to which this paper is addressed is, How can we achieve sufficient understanding of the circumstances, the factors, and the processes involved in raising low aspirations and low expectations so that action programs can be devised which will stimulate the poor to aspire to rise from poverty. The social systems model, which assumes that each individual is identified with and affected by the distinctive sub-cultures of the social systems which are most meaningful to him, is employed in this paper. The two major sections treat the educational and occupational aspirations and expectations of youth, and the aspirations and expectations of adults for economic progress. In each section issues are identified, the relevant social science literature is critically reviewed, hypotheses are formulated, future research directions are suggested, and relevant research methodologies are critiqued. A 68 item bibliography of works cited is included and the appendix contains brief descriptions of eight scales which are suggested as being useful in studies of adolescents or adults. (ET)

VT 007 080 MP 000 677

Rusch, Lawrence J.

Employment Service Activities for Welfare Clients; New York State, 1965-1967. Research Bulletin 1968-4.

New York State Dept. of Labor, Albany. Research and Statistics Office  
 EDRS PRICE MF-\$0.25 HC-\$0.70  
 Pub Date - Mar68 12p.

\*EMPLOYMENT SERVICES; JOB APPLICANTS; \*JOB PLACEMENT; \*WELFARE RECIPIENTS; EMPLOYMENT PROGRAMS; STATE AGENCIES; WELFARE AGENCIES; \*INTERAGENCY COORDINATION; UNEMPLOYED; EMPLOYMENT; \*PROGRAM DESCRIPTIONS

Employment services rendered by the State Employment Service to welfare recipients and applicants during the years 1965-67 are summarized. As a result of United States Public Law 87-31 (concerning the Aid to Dependent Children Program) and the New York State Social Welfare Law, both enacted in 1961, the State Employment Service cooperates with the Department of Social Welfare to provide systematic employment counseling, testing, training, referral, and placement services for current and prospective welfare recipients. The objective of



the arrangement is to insure that all employable persons become employed and removed from public dependency. The "avoidance of abuse" clause of the Social Welfare Law requires that new residents of the state who are employable be denied public support. The data are presented according to the employment service transactions covered under each of the two laws and other transactions regarding welfare clients. The data indicate that job placements were less often achieved for clients who were "newcomers" to the State, even though "newcomers" were usually earnest in their job search. The majority of welfare recipients were unskilled or semi-skilled and the most placements were made in semi-skilled and service occupations. The number of job placement transactions (which may include some individuals more than once) amounted to over half of new employment service applicants during each year reported. (ET)

VT 007 081 MP 000 678  
Report of the Task Force on Social Insurance and Taxes.

Citizens' Advisory Council on the Status of Women (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$7.50  
Pub Date - Apr68 148p.

\*WORKING WOMEN; \*INSURANCE PROGRAMS; UNEMPLOYMENT; \*TAXES; FEMALES; FEDERAL PROGRAMS; \*UNEMPLOYMENT INSURANCE; STATE PROGRAMS; \*EMPLOYMENT PROBLEMS; WORKMANS COMPENSATION; HEALTH INSURANCE

Part I, Social Insurance Against Short Term Wage Loss Risks, discusses the extent of unemployment of women due to lack of work and temporary disability. In 1967, the unemployment rate for women was 5.2 percent and statistics for 1966 revealed that women experienced an average of 5.9 sickness work loss days per person. Part II discusses the social insurance protection relative to long term wage loss risks and the social security program. Current estimates place life expectancy of women beyond age 65 at 16.2 years and predict that by 1980, women over age 65 will number 14,000,000. The social security program provides income protection for old age, total disability, and death. Part III, Working Women and the Federal Income Tax, includes material on (1) deductions for child care and disabled dependents, and (2) special tax allowance for working wives. Recommendations for changes and improvements include: (1) No distinction in qualifications for unemployment compensation should be made between men and women, (2) Benefits for disabled widows of all ages should be provided, and (3) An earned income tax allowance should be adopted for all employed persons. Related reports are VT 007 048 and VT 007 049 in this issue. (CH)

VT 007 373 ED 023 929

Arnold, Daniel S.  
Seminar Supervisors and Teacher Educators of Teachers of Persons with Special Needs. Final Report (Phase One).

Kentucky Univ., Lexington  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.75

OEG-1-7-070527-3543

08

BR-7-0527

Pub Date - Feb68 53p.

\*DISADVANTAGED YOUTH; TEACHER EDUCATION; \*SEMINARS; \*INDIVIDUAL CHARACTERISTICS; PROGRAM ADMINISTRATION; PROGRAM PLANNING; \*VOCATIONAL EDUCATION; SUPERVISORS; TEACHER EDUCATORS; PROGRAM DESCRIPTIONS; ACADEMICALLY HANDICAPPED; SOCIALLY DISADVANTAGED; \*LEADERSHIP TRAINING; ECONOMICALLY DISADVANTAGED  
\*SEMINAR SUPERVISORS AND TEACHER EDUCATORS OF TEACHERS OF PERSONS WITH SPECIAL NEEDS

Forty supervisors and teacher educators participated in a 2-week seminar which was conducted to develop knowledges about, understandings of, and empathy for persons with special needs. Through lectures, discussions, and other experiences, vocational education leaders were acquainted with the implications which persons with special needs present for program planning and implementation in vocational education. The report outlines the basic content and major activities of the seminar. Certain pertinent topics include: the identification of persons with special needs, psychological and sociological characteristics, special characteristics of those from urban and rural areas, the roles of guidance, teacher qualifications, teacher training, vocational education programs for those with special needs, administrative and community roles, employment opportunities, and federal acts and programs affecting those with special needs. Guidelines on characteristics of persons with special needs, teacher education programs, and programs for persons with special needs were developed during the seminar. Appendixes contain evaluation and application forms, copies of a pretest and post test, the guidelines, biographical sketches of the consultants, and a list of participants. (FP)

VT 007 407

Thompson, Reginald B., Comp.  
Vocational Opportunity for Educationally Disadvantaged Students.

MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 68 65p.

\*SUMMER PROGRAMS; \*TRADE AND INDUSTRIAL EDUCATION; \*EDUCATIONAL PROGRAMS; \*GUIDANCE PROGRAMS; \*URBAN EDUCATION; URBAN YOUTH; INDUSTRY; SCHOOL INDUSTRY RELATIONSHIP; STATE FEDERAL SUPPORT MASSACHUSETTS

The Vocational Opportunity for Educationally Disadvantaged Students (VOFEDS) program was established to acquaint students who had no previous vocational training with the working knowledge of those experiences, and to give them insights into the role of the individual in all phases of industry in our technologically oriented society. The project, conducted for 6 weeks and consisting of 126 class hours, was conducted in the vocational shop by exposure to tools of the trade and by instruction in the proper use of these tools in projects selected by the instructors in ascending order of difficulty. Related subjects of school mathematics, types and sources of materials, and modern advances in technology of industrial production were discussed. Through a series of field trips, students had an opportunity to see for themselves the working conditions, the equipment and materials, the job operations, and some of the problems of plant management in a variety of industries. (CH)

VT 007 818 ED 029 105

An Identification and Analysis of Effective Secondary Level Vocational Programs for the Disadvantaged. Final Report.

Social, Educational Research and Development, Inc., Silver Spring, Md.  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$1.25 HC-\$15.80

OEC-0-8-089015-3344(010)  
BR-8-9015

24

Pub Date - Dec68 314p.

\*VOCATIONAL EDUCATION; \*DISADVANTAGED YOUTH; PROGRAM EFFECTIVENESS; \*SECONDARY SCHOOLS; NATIONAL SURVEYS; \*PROGRAM EVALUATION; CASE STUDIES (EDUCATION); JOB PLACEMENT; BEHAVIOR CHANGE; QUESTIONNAIRES; MODELS;

\*PROGRAM DESCRIPTIONS; STUDENT CHARACTERISTICS; STUDENT EVALUATION; COST EFFECTIVENESS; SUCCESS FACTORS; PROGRAM ADMINISTRATION; EDUCATIONAL QUALITY; CURRICULUM; INDUSTRIAL STAFF

The primary focus was on the impact of vocational programs on educational achievement, job training, and job placement of disadvantaged youth. Procedures were developed to insure coverage of all major categories of the disadvantaged, all major areas of vocational education, pre-vocational programs, comprehensive regional coverage, and private as well as public schools. No exemplary programs were found, but 30 secondary level programs were eventually selected as case studies. Site visits were made for program staff interviews and observations of students, facilities, equipment and "climate." The evidence suggests that vocational education for the disadvantaged is limited and highly variable in effectiveness in that the most seriously disadvantaged received the poorest education. It was concluded that truly exemplary programs could be built upon the exemplary features identified and presented in this study. (CH)

VT 008 090

Family Planning; Nationwide Opportunities for Action.

Department of Health, Education and Welfare, Washington, D.C.

MF AVAILABLE IN VT-ERIC SET.

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS1.2:F21/2/968, \$.45).

Pub Date - nd 8p.

\*HOME ECONOMICS EDUCATION; \*FEDERAL PROGRAMS; \*FAMILY PLANNING; FAMILY LIFE EDUCATION; SEX EDUCATION; FEDERAL LEGISLATION; FAMILY PROBLEMS; \*COMMUNITY SERVICES; HEALTH NEEDS; \*HEALTH SERVICES; FEDERAL AID

The United States ranks fifteenth among nations in infant mortality rate, with prematurity, mental retardation, organic handicaps, and birth rates highest among the poor. The average low income family has over twice as many children as families with adequate income, but children from large families are least likely to gain the education that will help them escape poverty. Federal legislation has given impetus to nationwide family planning effort, and made it possible to draw upon public resources for the provision of services, for training personnel, and for expanding research. The booklet describes (1) health, referral and guidance services, (2) information and technical assistance, (3) the responsibility of public education to provide sex education for youth and adults, (4) training of professional and nonprofessional personnel, (5) grants and financial assistance for various types of family planning programs, and (6) research. The appendix contains policy statements, family planning objectives, and financial obligations. (FP)

VT 008 098 ED 029 119

Weber, Robert E.

The Problem of Youth Training.

Welfare Administration (DHEW), Washington, D.C. Office of Juvenile Delinquency and Youth Development

EDRS PRICE MF-\$0.25 HC-\$1.05

Pub Date - 65 19p.

\*YOUTH EMPLOYMENT; \*EMPLOYMENT PROGRAMS; DELINQUENCY REHABILITATION; \*VOCATIONAL EDUCATION; DELINQUENCY PREVENTION; COST EFFECTIVENESS; \*REHABILITATION PROGRAMS; JOB TRAINING; YOUTH AGENCIES; DISADVANTAGED YOUTH; \*EMPLOYMENT PROBLEMS

Delinquents involved in youth employment programs may be characterized as dropouts, unemployed high school graduates, underemployed youth ready for skill training, resistant and hard-to-reach, having cultural and communication inadequacies, and having physical and emotional disability. Once trained, these youth sometimes refused to accept employment, were poorly prepared for earning money, got into trouble, sometimes quit the low-entry jobs, were sometimes fired after placement, and had to be brought back into the program for further training and remediation. Other factors included discrimination, a shortage of the requisite kinds and numbers of jobs, the obsolescence and inadequacy of existing vocational schools, the refusal of labor unions to support apprenticeship programs, and the lack of program coordination between those who train and those who hire. The school dropout is for the most part trainable and employable, but only with a considerable investment in time and dollars. The strategy of the economics of intervention and return on investment indicate that prevention is cheaper than therapy. Some alternatives to existing youth employment training programs are the armed forces model, the school model, the redefinition model and the industrial model. (DM)

VT 008 221 ED 029 129

Special Extension Education for Secretarial and Agricultural Workers. Final Report.

Loyola Univ., New Orleans, La. Inst. of Human Relations

Office of Manpower, Policy, Evaluation, and Research (DOL), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$4.65

82-20-66-11

Pub Date - Apr67 91p.

\*DISADVANTAGED GROUPS; \*ADULT VOCATIONAL EDUCATION; \*PROGRAM DESCRIPTIONS; RACIAL INTEGRATION; BUSINESS EDUCATION; AGRICULTURAL EDUCATION; JOB PLACEMENT; VOCATIONAL COUNSELING; \*MANPOWER DEVELOPMENT; DEMONSTRATION PROGRAMS; INTEGRATION EFFECTS; \*FEDERAL PROGRAMS; PROGRAM CONTENT; BASIC SKILLS; JOB DEVELOPMENT \*PROJECT SEESAW; MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS; LOUISIANA

To provide occupational training to disadvantaged groups, a 6-month experimental program was conducted for 150 men and women to: (1) stabilize the rural community, (2) turn technological advancement into opportunity for area residents, (3) obtain information about racially related training and employment problems, and (4) stimulate other groups to solve human resource development problems. Some findings and conclusions as a result of conducting programs in two clerical centers and one equipment maintenance and operation center were: (1) A racially integrated program can be effective in communities with strong traditions of white supremacy, (2) Underprivileged rural dwellers can be trained to become productive members of society, (3) Community business leaders should be involved early in the training, and community advisory boards should be created to assist in job development and job placement, (4) 68 of 86 clerical and 26 of 48 agriculture equipment maintenance and operation students were placed, (5) The training period should allow enough time to realistically achieve job oriented goals, (6) The curriculum and methodology should be designed to provide an early sense of achievement, and (7) After the training period communication with students should be continued. (DM)

VT 008 277 ED 023 303

Boykin, William C., Sr.

Educational and Occupational Orientations of Negro Male Youth in the Mississippi Delta. Final Report.

Alcorn A. and M. Coll., Lorman, Miss.

Office of Education (DHEW), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$3.45

Pub Date - Feb69 67p.

OEG-4-8-070065-0004-057

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BR-7-D-065



\*RURAL URBAN DIFFERENCES; \*NEGRO STUDENTS; \*EDUCATIONAL ASPIRATION; \*OCCUPATIONAL ASPIRATION; \*ACADEMIC APTITUDE; STUDENT INTERESTS; GRADE 12; OCCUPATIONAL INFORMATION; VOCATIONAL EDUCATION; OCCUPATIONAL GUIDANCE; DISADVANTAGED YOUTH; MOTIVATION; INDIVIDUAL CHARACTERISTICS; QUESTIONNAIRES  
MISSISSIPPI

To provide a description of male Negro youth in the Mississippi Delta, a study was conducted to assess their educational and occupational aspirations, preferences, and aptitudes, and to recommend relevant educational programs. The sample consisted of 197 rural and 380 urban 12th grade students from 12 high schools in 11 counties having a majority of Negro youth. Some findings were: (1) 70 percent of the students were from families with incomes of less than \$3,000, (2) Aspirations of urban youth were higher, (3) A youth's mother was most influential in guiding his educational aspiration, (4) 29 percent aspired to a 4-year college degree but two-thirds lacked the necessary finances, (5) Aspiration for a 2-year terminal degree was low, (6) There was a critical lack of realistic occupational information available to students, (7) Generally, urban youth scored higher in aptitude, (8) The sample scored relatively higher on manual dexterity than on intelligence tests, and (9) 63-74 percent expressed preference for personal service or manual labor occupations. Some recommendations were that additional well-trained counseling and guidance personnel be utilized, and that junior high school level occupational information programs be implemented. (DM)

VT 008 278 ED 028 304

Johnson, G. Orville

Interdisciplinary Workshop for Special Education and Vocational Education Teachers. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education

Office of Education (DHEW), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.15

OEG-0-80845-5664(085/032)

08

BR-8-0845

Pub Date - Feb69 21p.

\*VOCATIONAL EDUCATION; \*SPECIAL EDUCATION; \*EDUCABLE MENTALLY HANDICAPPED; \*TEACHER WORKSHOPS; PROGRAM DEVELOPMENT; \*INTERDISCIPLINARY APPROACH; SKILL DEVELOPMENT; EMPLOYMENT QUALIFICATIONS; STUDENT ENROLLMENT

The purposes of the workshop were (1) to provide a means by which professionally trained educators in special education and vocational education could work as a team in designing local school programs for educable mentally retarded students, (2) to create favorable attitudes in special education and vocational education teachers toward combined educational services for educable mentally retarded students, and (3) to develop guidelines and materials that could be used in organizing and implementing combined programs. The general content of the sections conducted by the specialists in mental retardation included general home and environmental background, learning characteristics, adjustment and behavior, physical and motor abilities, general education achievement, and vocational and community adjustment. The vocational education specialists discussed such topics as the objectives of vocational education, distributive education, content areas, selection of students, skills taught and knowledges required, and expected outcomes. (CH)

VT 008 395 ED 029 146

The Effectiveness of Early Application of Vocational Rehabilitation Services in Meeting the Needs of Handicapped Students in a Large Urban School System. Final Report of a 5-Year Collaborative Study.

New York State Education Dept., Albany. Div. of Vocational Rehabilitation

Rehabilitation Services Administration (DHEW), Washington, D.C.

EDRS PRICE MF-\$1.00 HC-\$10.00

RD 829

Pub Date - Jun68 198p.

\*VOCATIONAL REHABILITATION; \*URBAN YOUTH; \*PHYSICALLY HANDICAPPED; \*EDUCABLE MENTALLY HANDICAPPED; VOCATIONAL DEVELOPMENT; \*EMOTIONALLY DISTURBED CHILDREN; PREVOCATIONAL EDUCATION; SOCIOECONOMIC STATUS; LONGITUDINAL STUDIES; VOCATIONAL DEVELOPMENT; INDIVIDUAL CHARACTERISTICS; QUESTIONNAIRES

This study was designed to test the belief that severely handicapped children are comparatively unready to utilize vocational services at the time they leave school, because, in comparison with normal children, they have not been exposed to a variety of prevocational work experience in their formative years. The study sample comprised approximately 280 handicapped children ranging in age from 14 to 17. The children were subdivided into three disability groupings: the physically disabled, the educable mentally retarded, and the emotionally disturbed. It was found that the physically disabled children evidenced more benefit from the services than did the other two groupings. The mentally retarded showed gains in socialization but not in employability, and the emotionally disturbed children did not show any significant benefits. It is believed that prevocational services will be more effective if they are provided within the school system itself. A related document is ED 015 314 (VT 004 092 in ARM Fall 1968). (CH)

VT 008 436

Glenn, John

Projections for Correctional Programs in Education for Arizona Department of Corrections.

Arizona State Dept. of Vocational Education, Phoenix

Arizona Div. of Vocational Rehabilitation, Phoenix

MF AVAILABLE IN VT-ERIC SET.

Arizona Research Coordinating Unit, 1333 West Camelback, Phoenix, Arizona 85013.

Pub Date - 11Apr69 65p.

\*VOCATIONAL REHABILITATION; \*CORRECTIVE INSTITUTIONS; \*VOCATIONAL EDUCATION; \*GENERAL EDUCATION; \*PROGRAM IMPROVEMENT; PROGRAM EVALUATION; PRISONERS; EDUCATIONAL ATTITUDES; EDUCATIONAL FACILITIES; INDIVIDUAL CHARACTERISTICS; SOCIAL CHARACTERISTICS; ACADEMIC ASPIRATION  
ARIZONA

The primary purpose of this study was to describe the status of the current vocational education and general education programs in the correctional institutions of Arizona and to evaluate the potential of each institution and its inmates for improved educational programs. This study was concerned only with educational programs offered in the Arizona state prison at Florence and the Arizona state industrial school at Fort Grant. Data were collected by interview, personal records, and personal observation. Data presented in this study indicate: (1) that current educational programs are serving only about 20 percent of the inmates who have a need for educational upgrading, (2) that there is both a need and a desire on the part of the inmates for additional vocational offerings at both institutions, and (3) that the present administrative arrangements for the vocational programs between a junior college and a correctional system provide a viable mechanism for operating educational programs in correctional institutions. (CH)

VT 008 522

Margolin, Reuben J., Ed.  
Curriculum Materials Developed from a Conference on the Juvenile Court and Vocational Rehabilitation.

Northeastern Univ., Boston, Mass. Dept. of Rehabilitation and Special Education  
Rehabilitation Services Administration (DHEW), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
New England Rehabilitation Research Institute, Northeastern University, Boston, Massachusetts 02115 (Single copies without charge).  
Pub Date - Apr67 101p.

\*DELINQUENT REHABILITATION; \*VOCATIONAL REHABILITATION; \*ADOLESCENTS; \*WORKSHOPS; DELINQUENCY CAUSES; SOCIAL INFLUENCES; PSYCHOLOGICAL PATTERNS; LEGAL PROBLEMS; EDUCATIONAL BACKGROUND; \*REHABILITATION PROGRAMS; PROGRAM DEVELOPMENT

This workshop was to help vocational rehabilitation personnel, juvenile court judges, and probation officers become more knowledgeable of the characteristics, the rehabilitation needs, and current program development for those youthful offenders handicapped by physical or mental disability. Position papers, which are included in this report, were presented by legal, educational, sociological, and psychological authorities in the field of delinquency to facilitate an understanding of the implications which these disciplines have for vocational rehabilitation. A related document is VT 008 532 in this issue. (CH)

VT 008 532

Margolin, Reuben J., Ed., And Others  
Curriculum Materials Developed from a Conference on Effective Approaches to the Rehabilitation of the Disabled Public Offender.

Northeastern Univ., Boston, Mass.  
Rehabilitation Services Administration (DHEW), Washington, D.C.  
MF AVAILABLE IN VT-ERIC SET.  
New England Rehabilitation Research Institute, Northeastern University, Boston, Massachusetts 02115 (Single copies without charge).  
Pub Date - May66 75p.

\*VOCATIONAL REHABILITATION; CORRECTIVE INSTITUTIONS; \*PRISONERS; VOCATIONAL EDUCATION; ACADEMICALLY HANDICAPPED; EMOTIONALLY DISTURBED; SPEECHES; \*CONFERENCE REPORTS; \*CORRECTIONAL EDUCATION; REHABILITATION PROGRAMS; \*PHYSICALLY HANDICAPPED  
\*CONFERENCE ON EFFECTIVE APPROACHES TO THE REHABILITATION OF THE DISABLED PUBLIC OFFENDER, BOSTON, MAY 10-12, 1966

Counseling methods, rehabilitation planning, and placement techniques applicable for maximum rehabilitation of public offenders were the focus of this workshop. The specific purposes include: (1) to explore methods for attaining a cooperative relationship between state vocational rehabilitation agencies and correctional institutions, (2) to examine principles and counseling methods that might make for the most effective rehabilitation of the public offender, and (3) to indicate some of the practical needs of the correctional institution for rehabilitating public offenders. Participants represented the various fields of rehabilitation, corrections, probation, parole, and law enforcement. Thirteen presentations survey treatment of the offender and methods of rehabilitation. A related document is VT 008 522 in this issue. (CH)

VT 008 597 ED 029 987

Mason, William R.  
Report of a National Seminar on the Scope of the Responsibilities of Vocational Education in Large Cities.  
Final Report.

Cleveland Public Schools, Ohio  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$5.00

OEG-0-8-080354-360\*(085)

08

BR-8-0354

Pub Date - Feb69 98p.

\*VOCATIONAL EDUCATION; \*DISADVANTAGED GROUPS; \*URBAN EDUCATION; SEMINARS; WORKSHOPS; VOCATIONAL DIRECTORS; SCHOOL ADMINISTRATORS; \*EDUCATIONAL RESPONSIBILITY; \*CONFERENCE REPORTS; SPEECHES; EDUCATIONAL PROBLEMS; EDUCATIONAL QUALITY; VOCATIONAL DEVELOPMENT; JOB PLACEMENT; VOCATIONAL FOLLOWUP; EDUCATIONAL FINANCE; PROGRAM DEVELOPMENT; STATE SCHOOL DISTRICT RELATIONSHIP; PROGRAM DESCRIPTIONS  
\*NATIONAL SEMINAR ON THE SCOPE OF THE RESPONSIBILITIES OF VOCATIONAL EDUCATION IN LARGE CITIES, CLEVELAND, OHIO, JULY 15-17, 1968

Major speeches and reports of workshop sessions at a seminar attended by 90 state and city vocational education directors, U.S. Office of Education personnel, and city school superintendents are presented. The major purposes of the seminar were: (1) to identify and analyze problems confronting vocational education related to effectiveness of inner-city youth for job completion, (2) to exchange ideas and examine trends that make vocational education the vehicle by which training can be translated into getting jobs, and (3) to develop strategies of action leading to improvement of quality vocational-technical education. Workshop report topics include: (1) Development, Placement and Follow Up of Youth on Jobs, (2) Financing Expanded Programs of Vocational Education for Disadvantaged Youth and Adults, (3) Program Development for In-School Youth and Dropouts, (4) Program for Hardcore Unemployed Adults, (5) Residential Vocational Education Programs for Inner-City Youth of Major Cities, and (6) State and Local Relationships and Guidance for Inner-School Youth. The reactions of Office of Education personnel to these reports are also presented. (FP)

VT 009 441

Training Foreign Nationals for Employment with U.S. Companies in Developing Countries. Implications for Domestic Programs. Manpower Research Bull-7.

Manpower Administration, (DOL), Washington, D.C. Office of Manpower, Automation and Training  
MF AVAILABLE IN VT-ERIC SET.  
Manpower Administration, Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, 14th Street and Constitution Ave., N.W., Washington, D.C. 20210.  
Pub Date - Feb65 18p.

\*ADULT VOCATIONAL EDUCATION; \*VOCATIONAL RETRAINING; \*CULTURALLY DISADVANTAGED; \*EDUCATIONAL STRATEGIES  
\*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; MDTA PROGRAMS



The problems of adaptation faced by overseas companies in training foreign nationals with little industrial experience are not unlike those confronting persons responsible for conducting programs for training and retraining poorly educated individuals from culturally different environments, such as city slums or the hills and valleys of Appalachia. American migrants from these areas who move to urban locations face cultural and communication difficulties. Cut off from kinship relationships, they are as insecure as are the illiterate peoples in the less-developed parts of the world when they move into an industrial environment. Poor communication, lack of experience in industrial work environments, little motivation for work derived from years of frustration because of few training opportunities, illiteracy, little or no training are some of the problems with which American companies had to deal in training nationals in less-developed areas of the world. Many of these same problems will have to be met by American trainers in working with the persons to be trained in recently sponsored Federal training programs. The experience of United States companies abroad indicates that most of these problems can be overcome if an honest effort is made to understand differences in cultural patterns and the reasons for the handicaps of culturally deprived groups. (AUTHOR)

INSTRUCTIONAL MATERIALS  
AND DEVICES  
SECTION



VT 001 409 ED 022 841

McHate, Thomas J.; Witzke, Paul T.

A Practical Demonstration Project in Teaching Technical Mathematics. Final Progress Report.

Milwaukee Inst. of Technology, Wis.

Carnegie Corp. of New York, N.Y.

EDRS PRICE MF-\$0.25 HC-\$2.55

Pub Date - Sep67 49p.

\*PRACTICAL MATHEMATICS; \*TECHNICAL EDUCATION; PROGRAMED MATERIALS; \*TEACHER DEVELOPED MATERIALS; \*DEMONSTRATION PROJECTS; CONTROL GROUPS; EXPERIMENTAL GROUPS; \*PROGRAMED INSTRUCTION; COMPARATIVE ANALYSIS; MATERIAL DEVELOPMENT; TEST RESULTS; ACHIEVEMENT TESTS; COURSE CONTENT; PROGRAM DESCRIPTIONS  
MILWAUKEE INSTITUTE OF TECHNOLOGY

The primary purposes of this developmental and demonstration project were to reduce the number of dropouts and failures and to increase the amount of learning in the technical mathematics core courses. In June 1965 a decision was made to pilot test locally developed programed units in technical mathematics. After the identification of the desired units, 700 pages of programed material and daily tests were written. Seventy-three students in the electrical, mechanical, and civil technologies were selected to participate in a pilot test of the material. Post-test means increased over the pre-test means for all 11 units given the pilot group. A test was administered to all students covering the units studied by all students. The pilot groups had a mean of 75 percent and a median of 80 percent while the conventional group of 295 students had a mean of 57 percent and a median of 61 percent. The material was later used with a large group of 395 students for 1 semester. For this group the final grade mean was 82 percent and the median was 85 percent. Eight hundred forty-three pages of second semester materials were tried with 303 students. The final exam mean for this group was 77 percent and the median was 78 percent. Information about the students' reactions and the unit contents are included. (EM)

VT 001 643

Field Test Report. Programed Lessons.

Rehabilitation Research Foundation, Elmore, Alabama

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 15Apr66 12p.

\*PROGRAMED UNITS; \*PROGRAM EVALUATION; DEVELOPMENT PROGRAMS; \*PROGRAMED MATERIALS; \*INDIVIDUALIZED PROGRAMS; \*TRADE AND INDUSTRIAL EDUCATION; STUDENT OPINION

Programed lessons were prepared for 11 topics such as Soldering Leads, Mixing Mortar, and Good Job Habits. The lessons were field tested with vocational students. Average correct scores on the pretest ranged from 12 percent to 64 percent correct on 11 lessons. For the post-test the range was 80 percent to 98 percent. The range for net gain was 32 percent to 78 percent. A score of 90 percent was attained by 85 percent of the students on the post-test and 100 percent was attained by 43 percent. Student comments were for the most part favorable. (EM)

VT 004 562 ED 022 871

Hull, William Lee

A Procedure for Sequencing Self-Instructional Materials for Concept Attainment of Human Relations Abilities in Agricultural Business Occupations.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-4816, microfilm \$3.00, xeroxed \$4.80).

Pub Date - 65 87p.

\*OFF FARM AGRICULTURAL OCCUPATIONS; BUSINESS; \*HUMAN RELATIONS; CONCEPT TEACHING; \*CONCEPT DEVELOPMENT; SEQUENTIAL LEARNING; HIGH SCHOOL STUDENTS; \*VOCATIONAL AGRICULTURE; \*SEQUENTIAL APPROACH; ACHIEVEMENT; COMPARATIVE ANALYSIS; GRADE 12; GRADE 11; FACTOR ANALYSIS; AUTOINSTRUCTIONAL AIDS  
PENNSYLVANIA

The purpose of this study was to develop and test a factor analysis procedure for sequencing self-instructional materials associated with concept attainment. The effects of a computer-generated psychological sequence compared with a random sequence of concepts on sequential decision-making by three achievement levels of students were determined. The first phase of the experiment included 126 students in seven randomly selected Pennsylvania high schools. In each school three randomly sequenced self-instruction booklets were given to equal numbers of junior and senior vocational agriculture students. Student responses to 30 questions on 10 human relations cases and 30 questions on generalized concepts of an agricultural business situation were analyzed to generate the psychological sequence of concepts which was tested against a random sequence with 294 junior and senior students in 15 schools in the second phase. Reading comprehension test scores and human relations aptitude test scores were used as controls in an analysis of covariance design. When compared with the random sequence, the psychological sequence did not result in significantly higher scores at the .05 level of significance when all data were considered. The effect of sequence in instructional materials was specific to the achievement level of the students and the difficulty level of the materials. This Ph.D. thesis was submitted to The Pennsylvania State University. (WB)

VT 004 576 ED 022 876

Ehresman, Norman Donald

An Experimental Study to Evaluate the Effectiveness of Certain Structured Teaching Materials.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-12,316, microfilm \$3.00, xeroxed \$4.60).

Pub Date - 66 80p.

\*VOCATIONAL AGRICULTURE; VOCATIONAL AGRICULTURE TEACHERS; TEACHER ATTITUDES; \*INSTRUCTIONAL MATERIALS; \*ACADEMIC ACHIEVEMENT; HIGH SCHOOLS; CONTROL GROUPS; EXPERIMENTAL GROUPS; COMPARATIVE ANALYSIS; COOPERATIVES; UNITS OF STUDY (SUBJECT FIELDS)  
ILLINOIS

A random sample of 20 Illinois schools offering vocational agriculture participated in a study to ascertain the relative effectiveness of structured and unstructured printed instructional materials. Half were randomly designated as experimental and the others were control groups. A unit on agricultural cooperatives was taught, and pre and post tests were administered. The experimental variable was a structured source unit. The difference in mean post-test scores did not differ at the .05 level when tested with the "t" test. The reaction of teachers using the structured source unit was favorable. It was believed that the structured source unit would be beneficial in saving teacher time and encouraging adoption of new units if adequate assistance in utilizing the material was provided. This Ed.D. thesis was submitted to the University of Illinois. (JM)

VT 005 998 ED 028 246

Craytor, Josephine K.  
The Development of Programmed Units in Nursing. Final Report.Rochester Univ., New York. Dept. of Nursing  
Public Health Service (DHEW), Washington, D.C. Div. of Nursing  
EDRS PRICE MF-\$0.50 HC-\$4.20  
Pub Date - Jun67 82p.

NU-00120

\*HEALTH OCCUPATIONS EDUCATION; \*NURSING; \*PROFESSIONAL EDUCATION; \*PROGRAMED UNITS; EXPERIMENTAL GROUPS;  
CONTROL GROUPS; ACHIEVEMENT GAINS; PRETESTING; \*RADIATION; POST TESTING; CLINICAL EXPERIENCE; EDUCATIONAL  
RESEARCH

The four goals of this project are outlined in some detail. First, a unit programed for self-instruction in nursing, entitled "An Introduction to Radiation Therapy" was revised and rewritten on the basis of knowledge gained from controlled use. The revised unit took less time, showed a decreased error rate and indicated greater learning. A second goal was to use the unit in two alternate ways within the basic nursing curriculum. It was tested successfully with one group as a preparation for a brief clinical experience in the radiation therapy department and with another group as an out-of-class assignment during formal classes in the nursing care of the individual with cancer. A third goal was to validate the material in other nursing programs, and the two trials are described. The processing details are also given for the development and testing of a second unit "An Introduction to Cancer Nursing," which was the fourth project goal. (JK)

VT 006 917 ED 022 957

Sergeant, Harold A.  
Development and Testing of an Experimental Polysensory Instructional System for Teaching Electric Arc  
Welding Processes. Report No. 24. Final Report.Washington State Univ., Pullman. Dept. of Education  
Washington State Coordinating Council for Occupational Education, Olympia  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.75

OEG-4-7-070031-1626

08

BR-7-0031

Pub Date - Aug68 73p.

\*PERCEPTUAL MOTOR LEARNING; \*MULTIMEDIA INSTRUCTION; \*WELDING; \*AUTOINSTRUCTIONAL METHODS; INSTRUCTIONAL MEDIA;  
SINGLE CONCEPT FILMS; PROGRAMED INSTRUCTION; METHODS RESEARCH; TRADE AND INDUSTRIAL EDUCATION; \*SYSTEMS  
APPROACH; EXPERIMENTAL GROUPS; PRETESTING; CONCEPT TEACHING; HIGH SCHOOL STUDENTS; COLLEGE STUDENTS; ADULT  
STUDENTS; POST TESTING; COMPARATIVE ANALYSIS; EDUCATIONAL EXPERIMENTS

The population of the study consisted of 15 high school industrial arts students, 10 freshman and sophomore college students, and 10 adults. A polysensory, self-pacing instructional system was developed which included (1) pretests and post tests, (2) a general instruction book, (3) equipment to practice arc welding, (4) programed instruction books, (5) loop films for demonstrating arc welding procedure, and (6) self-evaluation devices. Subjects were administered pretests to determine facts and skills possessed before using the system. General directions were given about the use of the system and the subjects proceeded at their own pace and repeated phases of work as often as necessary to produce a weld of quality predetermined as satisfactory by a jury of experts. Analysis of variance was used to test the significance of the differences between the performance of the groups. All subjects acquired levels of knowledge and performance which were predetermined as satisfactory. The average time required to reach this level was 5 hours and 10 minutes, with the high school students using more time than the other groups. Results indicate the practicability of utilizing polysensory instructional systems for learning high level perceptual-motor skills and knowledge. The system should be tested with controlled groups to ascertain the strength of this approach of instruction. (HC)

VT 006 971 MP 000 629

Seidel, Robert J.; Hunter, Harold G.  
Application of Theoretical Factors in Teaching Problem Solving by Programed Instruction.George Washington Univ., Alexandria, Va. Human Resources Research Office  
Department of the Army, Washington, D.C. Research and Development  
EDRS PRICE MF-\$0.50 HC-\$3.90 DA-44-188-ARO-2  
TR-68-4  
Pub Date - Apr68 76p.\*PROGRAMED INSTRUCTION; \*FUNDAMENTAL CONCEPTS; \*PROBLEM SOLVING; \*ELECTRONIC DATA PROCESSING; \*COMPUTER  
SCIENCE EDUCATION; PROGRAMERS; EDUCATIONAL EXPERIMENTS; COMPARATIVE ANALYSIS; EXPERIMENTAL GROUPS

This report describes research aimed at establishing guidelines for applying programed instruction to training courses in which rules and principles must be learned. The research is part of a continuing effort to expand the technology of training. The research vehicle was a portion of the automatic data processing specialist course developed in programed form to explore several different factors in using automated instruction to teach computer programming. The effects of various factors on helping the students remember and apply the instruction were tested. Subject's performance in writing computer programs was measured by criterion and retention tests. The programed course was administered to more than 900 subjects. Experience gained during this project was applied in developing a final version of the programed course. This report should be of interest to those engaged in developing training that involves the learning of principles and rules or in developing programed instruction in general. It will be of particular interest to personnel engaged in the teaching of computer programming. (CH)

VT 007 014 ED 023 889

Ertel, Kenneth A.  
Development of a Retailing Instructional System for Distributive Education. Final Report, No. 26.Idaho Univ., Pocatello. Dept. of Education  
Washington State Univ., Pullman. Dept. of Education  
Idaho State Board for Vocational Education, Boise  
Washington State Coordinating Council for Occupational Education, Olympia  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.55

OEG-4-7-070031-1626

08

BR-7-0031

Pub Date - Aug68 49p.

\*DISTRIBUTIVE EDUCATION; \*PROGRAMED MATERIALS; MATERIAL DEVELOPMENT; \*RETAILING; \*JOB SKILLS; \*MERCHANDISING;  
SYSTEMS APPROACH; CURRICULUM DEVELOPMENT; INSTRUCTIONAL MATERIALS



The purpose of the project was to develop a polysensory multi-media programed instruction presentation which could teach non-college-bound youth competencies necessary for entry level employment in the general merchandise retail field. Instructional systems concepts were used in preparing for field testing nine sub-systems of instruction in retailing. Sub-systems were: (1) Salesperson's Job, (2) Qualities of a Salesperson, (3) Customers' Buying Motives, (4) Selling Process, (5) Merchandise Information, (6) Cash Register Operation, (7) Stockkeeping Task, (8) Retail Recordkeeping, and (9) Working with People. Prototype components which include 23 booklets of programed instruction and eight audiscan sound slide films have been developed for the instructional sub-systems of Cash Register Operation, Stockkeeping Task, Retail Record Keeping, and Working with People. These materials were ready for field testing by the Northwest Regional Education Laboratories in the fall semester of 1968 (VT 007 014-VT 007 030 in AIM Spring). (MM)

VT 007 032 MP 000 631

Johnson, Kirk A.

The Effect of Topic Distribution Within Programed Instructional Booklets. Technical Bulletin STB-68-6.

Navy Training Research Lab., San Diego, Calif.

Naval Personnel Research Activity, San Diego, Calif.

EDRS PRICE MF-\$0.25 HC-\$1.35

Pub Date - Nov67 25p.

PROGRAMED INSTRUCTION; ENLISTED MEN; \*PROGRAMED UNITS; ELECTRICITY; \*PROGRAM EFFECTIVENESS; \*PROGRAMING PROBLEMS; PROGRAMING; \*PROGRAM DESIGN; CLASSROOM RESEARCH; EDUCATIONAL EXPERIMENTS; COMPARATIVE ANALYSIS U.S. NAVY

Three experiments were done in which comparisons were made between programed instructional booklets in which all the material on a given topic was concentrated at a single point within the program and alternative versions in which the material on a given topic was dispersed in varying degrees throughout the program. All comparisons were made between programs that had been constructed from the same set of frames. In all except one of the nine relevant comparisons, the more dispersed arrangements of topics were found to be superior to the arrangements in which all material on a topic was presented at a single location within the program, though not all of these differences reached the usual levels of statistical reliability. The advantage of the more dispersed programs was greater after a delay of one week than it was on immediate tests. The more dispersed programs tended to require longer reading times. (AUTHOR/EM)

VT 007 118 ED 025 630

Henry, Sarah T.

Questions and Answers on Programed Instruction.

Kentucky Univ., Lexington. Instructional Materials Lab.

EDRS PRICE MF-\$0.25 HC-\$1.30

Pub Date - 68 24p.

\*HOME ECONOMICS EDUCATION; \*PROGRAMED INSTRUCTION; \*ANNOTATED BIBLIOGRAPHIES; \*PROGRAMED MATERIALS; RESOURCE MATERIALS; HIGH SCHOOLS; AUTOINSTRUCTIONAL METHODS; \*GUIDELINES; TEACHER EDUCATION

Materials for inservice and preservice teacher education were developed by home economics specialists for use by teachers and college students. The paper attempts to clarify some typical questions confronting teachers of all subject matter areas as they consider incorporating programed instruction in their classes. Using a question-answer format the paper conveys basic information such as: (1) Behavioral goals are expressed as desired outcomes, (2) Learning is continuously reinforced and is organized in a logical sequence, (3) Cognitive and psychomotor concepts are most applicable to programed instruction, (4) There are two basic types of program--constructed response and multiple choice, (5) Teaching machines, programed books, and computer assisted instruction are some of the forms of program instruction, (6) Subject matter specialists, trained in programing techniques, are considered to be most qualified to prepare program materials, (7) Programs have structured built-in evaluating devices, and (8) Research indicates there are no significant differences in retention by students of programed learning and those who learned by conventional methods. Suggested criteria for program material selection consider content, style, challenge, length, and cost. A chart of annotated home economics program instruction materials lists title, author-publisher, date, price, and other miscellaneous information. (FP)

PHILOSOPHY  
AND OBJECTIVES  
SECTION



VT 002 021

Rackley, J.R.  
Goals and Policies to Improve and Expand Vocational and Technical Education.

Pennsylvania State Dept. of Public Instruction, Harrisburg  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 29Apr66 14p.

\*PROGRAM PLANNING; \*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; \*EDUCATIONAL OBJECTIVES; \*EDUCATIONAL POLICY;  
\*FINANCIAL POLICY  
PENNSYLVANIA

As part of the planning for the development of vocational-technical education in the Commonwealth, and to provide appropriate educational opportunities and services to all Pennsylvanians, the State Board for Vocational Education adopted 13 goals. For each goal, programs of implementation are proposed with fiscal policies for funding. (PS)

VT 002 022

Zimmerman, Earl E.  
Industrial Arts Teacher Education Conference.

Pennsylvania State Dept. of Public Instruction, Harrisburg  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 65 20p.

\*INDUSTRIAL ARTS; \*TEACHER EDUCATION; \*CONFERENCE REPORTS; \*TEACHING METHODS

Teacher educators from Cheyney, California, and Millersville State Colleges and Pennsylvania State University met to discuss mutual problems and to seek agreement on solutions. The papers presented were: (1) "History of Technology," by Henry J. Kauffman, (2) "Programmed Instruction: Implications for Industrial Arts," by Jay D. Helse, (3) "The Place of Industrial Arts in the Elementary School," by Arthur M. Bagley and Robert Hostetter, (4) "Directions for Senior High School Industrial Arts," a panel summation by Nevin E. Andre, and (5) "Unit Studies--Research and Experimentation," by Urban L. Monical. A slide and tape presentation of the American Industrial Arts Association approach to the problem solving method of teaching was made by Norman C. Pendered. (EM)

VT 004 277

Waterford Township Schools Employment-Bound Youth Committee. Final Report.

Waterford Township Board of Education, Pontiac, Mich.  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Jun65 22p.

\*VOCATIONAL EDUCATION; \*PROGRAM PLANNING; PROGRAM IMPROVEMENT; STUDENT CHARACTERISTICS; \*NONCOLLEGE PREPARATORY STUDENTS; SECONDARY SCHOOL STUDENTS; COOPERATIVE PROGRAMS; \*ADVISORY COMMITTEES; COMMUNITY ACTION; PROGRAM DESCRIPTIONS

A citizen's advisory committee was appointed to assist the professional staff in studying the school program offered to students who work following high school. The committee reviewed the characteristics of youth in the township, the development of local cooperative education programs, the development of other vocational programs, facilities for vocational education, and school-community relations. As a result of this study five occupations committees and a personal development committee were organized. Eighteen recommendations ranged from very specific, such as "Establish a placement service for vocational graduates and others beginning with the 1965-66 school year," to general recommendations, such as "All high school youth need to be provided with an opportunity to pursue an occupational interest through an educational program which is suited to their interests and aptitudes." (Not available in hard copy due to marginal legibility of original document). (EM)

VT 004 611

Report of the Annual Conference on Industrial Education (26th, Anaheim, California, March 4-6, 1964).

California State Dept. of Education, Sacramento  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 64 129p.

\*CONFERENCE REPORTS; INDUSTRIAL ARTS; TRADE AND INDUSTRIAL EDUCATION; \*TECHNICAL EDUCATION; \*INDUSTRIAL EDUCATION; \*EDUCATIONAL CHANGE; EDUCATIONAL PROGRAMS; SPEECHES; \*EDUCATIONAL PLANNING  
\*ANNUAL CONFERENCE ON INDUSTRIAL EDUCATION, ANAHEIM, CALIFORNIA, MARCH 4-6, 1964

The conference was attended by 224 industrial education leaders from the public schools and colleges of California. The proceedings included nine speeches, including "Industrial Arts and Technology in the Future" by Walter C. Brown, "A Design for Educational Leadership in the Vocational Training of California's Work Force" by Richard S. Nelson, "Apprenticeship in our Schools" by Norman R. Stanger, and "Occupational Orientation" by Cortland C. Doan. Presentations of one session provided brief statements on (1) industrial arts at the elementary, secondary, and college level, (2) vocational industrial education at the secondary and college level, and (3) teacher education for both these programs. Small group sessions, panel discussions, and a conference summary presentation are included in detail. (EM)

VT 005 604

Cmd. 1892--The Next Step. Report of the BACIE Conference (London, 15 January, 1963).

British Association for Commercial and Industrial Education, London (England)  
MF AVAILABLE IN VT-ERIC SET.  
British Association for Commercial and Industrial Education, 26a Buckingham Palace Road, London, S.W.1, England (\$1.50).  
Pub Date - 63 80p.

\*CONFERENCE REPORTS; \*VOCATIONAL EDUCATION; \*EDUCATIONAL ECONOMICS; PROGRAM DEVELOPMENT; \*FEDERAL PROGRAMS; FOREIGN COUNTRIES  
BACIE CONFERENCE, LONDON, ENGLAND, JANUARY 15, 1963; \*BRITISH COMMERCIAL AND INDUSTRIAL EDUCATION ASSOCIATION

This report of the British Association for Commercial and Industrial Education Conference contains the major speeches and discussion included in the program. Government proposals for industrial training were reacted to in major speeches by John Hare, Lady Williams, Frank Cousins, D.E. Woodbine Parish, and C. Lloyd. Appendixes contain government proposals for industrial training and a paper on the economics of industrial training by Lady Williams. Discussion of participants is included. (DM)

VT 007 067 ED 027 385

Griffitts, Horace Franklin  
A Study Defining Eight Objectives of Business Programs in Public Community Colleges and Determining the Importance of These Objectives.

DOCUMENT NOT AVAILABLE FROM EDRS,  
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (68-4143, microfilm \$3.00,  
xeroxed \$8.80).  
Pub Date - 67 189p.

\*COMMUNITY COLLEGES; \*BUSINESS EDUCATION; \*CURRICULUM DEVELOPMENT; \*EDUCATIONAL OBJECTIVES; \*ADMINISTRATOR  
ATTITUDES; CURRICULUM EVALUATION; ADULT VOCATIONAL EDUCATION PROGRAMS; TRANSFER PROGRAMS; TERMINAL  
EDUCATION; DOCTORAL THESIS; QUESTIONNAIRES; TECHNICAL EDUCATION; EDUCATIONAL PHILOSOPHY

Eight curriculum objectives of public community college business programs were defined by the researcher and validated by a jury of 30 educators. The presidents and business department heads of 376 public community colleges were asked by questionnaire to rank the eight objectives. Presidents and business department heads of 17 Texas public junior colleges were interviewed to determine the problems in implementing courses designed to accomplish the objectives defined in the study. The curriculum objectives are transfer, technical, semi-professional, supplemental, re-training, developmental, opportunity, and vocational. Some conclusions were: (1) Technical and semi-professional objectives will become as important as the transfer objective in public community college business programs, (2) Programs to provide appropriate occupational training for adults will increase, (3) Adequate occupational training programs for low ability adults or courses for adult vocational use will not likely be provided, (4) Business department heads are unable to effect appropriate programs when the pervading institutional philosophy is traditional and conservative, and (5) A real problem is the inability of colleges to use advisory boards affectively and/or to employ consultants in curriculum development. This Ph.D. thesis was submitted to Michigan State University. (MM)

VT 007 992 ED 028 279

Metze, Marshall, And Others  
Vocational Education and Technical Training. Condensed Task Report. Part I.

Battelle Memorial Inst., Columbus, Ohio  
Ohio State Dept. of Education, Columbus  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.20  
Ohio Department of Education, Division of Research, Planning and Development, 71 East State Street, Columbus,  
Ohio 43215.  
Pub Date - Nov68 42p.

\*VOCATIONAL EDUCATION; \*MODELS; TECHNICAL EDUCATION; \*EDUCATIONAL PLANNING; \*PROGRAM DEVELOPMENT; PROGRAM  
EVALUATION; ADMINISTRATIVE ORGANIZATION; EDUCATIONAL PROGRAMS; EDUCATIONAL STRATEGIES; \*EDUCATIONAL  
OBJECTIVES; PROGRAM IMPROVEMENT; RESEARCH NEEDS

This document describes the first part of a more comprehensive study which will be continuing throughout the 1968-1969 academic year. The general purpose of this study is to develop a preliminary model for the management of a work-oriented vocational system. This model outlines the components of a system which, if established, would provide a structure for decision-making in the management of work-oriented education. This report discusses the following topics: (1) the existing system of vocational education and technical education, (2) a description of a model work-oriented educational system including specification of objectives and discussion of factors related to the objectives, (3) an objective analysis of alternative administrative units for a work-oriented education, (4) recommendations for the implementation of objectives, and (5) recommendations for further research. Components of the model system of the work-oriented education include students, instructional staff, management-administration, curriculum, supportive services, facilities, and equipment. These components were studied and this report presents a description of the elements of each component. (CH)

VT 008 007

Laymen's Glossary of Vocational Education Terms.

Welfare Federation of Cleveland, Ohio. Manpower Planning and Development Commission  
MF AVAILABLE IN VT-ERIC SET.  
Manpower Planning and Development Commission, Welfare Federation of Cleveland, 1001 Huron Road, Cleveland,  
Ohio 44115 (\$ .50).  
Pub Date - 69 22p.

\*VOCATIONAL EDUCATION; \*GLOSSARIES; \*PROGRAM DESCRIPTIONS; \*EDUCATIONAL PROGRAMS; STATE FEDERAL SUPPORT;  
PRACTICAL ARTS; EDUCATIONAL FACILITIES; EDUCATIONAL LEGISLATION

This glossary of terms related to vocational education provides a basis for common understanding of terms and thus facilitates communication among professional educators and lay citizens concerned about the development of meaningful vocational programs in their communities. The glossary is organized around the following topics: Vocational Education--General Terms, Types of Programs, Reimbursable Programs, Practical Arts, Types of Facilities, and Vocational Education Legislation. (CH)

VT 008 452

MITTER, Aaron J.  
Vocational Education in a New Society.

MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Apr69 16p.; Presented at the "Current Crisis in Education" Conference (Cleveland, April 19, 1969).

\*EDUCATIONAL OBJECTIVES; MERIT RATING PROGRAMS; \*PROGRAM EVALUATION; \*EDUCATIONAL INNOVATION; \*SPEECHES;  
\*VOCATIONAL EDUCATION; GENERAL EDUCATION; PROGRAM IMPROVEMENT; ECONOMIC FACTORS; JOB PLACEMENT; CURRICULUM;  
URBAN AREAS; ADMINISTRATOR EVALUATION; COUNSELOR EVALUATION; TEACHER EVALUATION; SOCIAL CHANGE  
\*CURRENT CRISIS IN EDUCATION CONFERENCE, CLEVELAND, OHIO, APRIL 19, 1969

There are several crucial areas of educational concern where change must be effected soon. For example, the relevancy of education: the overwhelming majority of the instruction offered in our elementary and secondary schools today is directed toward the student who will go to college. However, 60 percent of the youngsters in our school system never go to college. There is a need for realistic evaluation; in the area of evaluation, our educational system falls woefully short. Sensitivity to change must be accomplished by some sort of a realistic and continuous evaluation. To improve inner city educational difficulties, we must accept the extra cost of providing vocational or technical education, and recognize the wisdom of investing tax dollars in meaningful educational programming today rather than unemployment benefits later. Job placement for college entrance must be the responsibility of the school, and must be done well. Perhaps we need some new approach like professional reimbursement based on the degree to which a student's objectives are met, giving



school staff a very personal stake in the individual success of each student. The American system of education is the best in the world, but must be made even better. (CH)

VT 008 459 ED 029 150  
 Bush, Donald O., And Others  
 Occupational Education. A Position Statement.

Rocky Mountain Educational Lab. Corp., Denver  
 Office of Education (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.25 HC-\$1.55

OEC-4-7-062828-30-63  
 BR-6-2828

08

Pub Date - Jun68 29p.

\*VOCATIONAL EDUCATION; \*CAREER OPPORTUNITIES; \*EDUCATIONAL OBJECTIVES; \*EDUCATIONAL NEEDS; EMPLOYMENT PATTERNS; PROGRAM PLANNING; CAREER PLANNING; JOB SATISFACTION; CURRICULUM DEVELOPMENT; PREVOCATIONAL EDUCATION; EMPLOYMENT; \*EDUCATIONAL PHILOSOPHY; WORK ATTITUDES; JOB SKILLS  
 \*ROCKY MOUNTAIN EDUCATIONAL LABORATORY

An overview of occupational education was developed to secure answers to the following questions: (1) What is the nature of employment or employability, (2) What is involved in the world of work, (3) What is the nature of a career, and (4) What is formal education's contribution to these? In an attempt to classify and project the needs and demands of different types of employment, graphs were used to illustrate: (1) employment in major occupational groups, (2) employment in major industry groups, (3) employment by occupational families, (4) occupational opportunity trends, and (5) differential unemployment rates. The primary outcome of work is some specified product, but learning is also a concomitant of every job. A goal of occupational education is the gaining of specific skills or knowledge contributing to the efficient performance of some job which results in a product and learning. Each job requires specific combinations of skill, knowledge and experience for the sake of efficiency, but even more basic to employability are certain attitudes. A taxonomy of work was forwarded to illustrate the three basic problems to be confronted in occupational education: unemployment, underemployment, and overemployment. Objectives of the Rocky Mountain Educational Laboratory were specified. (EM)

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RESEARCH DESIGN,  
DEVELOPMENT AND UTILIZATION  
SECTION

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VT 003 779

Stevens, Glenn Z., Ed.

Abstracts of Research in Agricultural Education, 1967. Teacher Education Research series-8-No-5.

Pennsylvania Agricultural Experiment Station, University Park

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 67 26p.

ABSTRACTS; \*EDUCATIONAL RESEARCH; \*RESEARCH PROJECTS; \*AGRICULTURAL EDUCATION; \*ANNOTATED BIBLIOGRAPHIES;  
DOCTORAL THESES; MASTERS THESES  
\*PENNSYLVANIA STATE UNIVERSITY

The abstracts of 22 research projects completed by graduate students and staff in agricultural education at the Pennsylvania State University in 1967 are reported. Also listed are 11 current research projects as of December, 1967. (DM)

VT 004 627

Research Training Workshop for Teachers, Coordinators, Directors, Administrators, Directors of Research and Development, and Others, Proceedings. (Kellogg Center for Continuing Education, Michigan State Univ., East Lansing, Oct. 25-27, 1966).

Michigan Vocational Education Research Coordinating Unit, Lansing

Michigan State Univ., East Lansing

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Oct66 53p.

\*CONFERENCE REPORTS; RESEARCH SKILLS; DIFFUSION; \*VOCATIONAL EDUCATION; \*RESEARCH TOOLS; \*RESEARCH NEEDS;  
\*RESEARCH PLANNING; EDUCATIONAL CHANGE; RESEARCH COORDINATING UNITS; EDUCATIONAL RESEARCH; RESEARCH DESIGN;  
EDUCATIONAL RESEARCHERS  
\*RESEARCH TRAINING WORKSHOP, EAST LANSING, MICHIGAN, OCTOBER 25-27, 1966

Summaries of presentations at the workshop included (1) "A Blueprint for Educational Change" by Everett M. Rogers, (2) "Research Coordinating Unit Activities and Rationale for Workshop" by Charles L. Langdon, (3) "Why Michigan Established a Research Coordinating Unit" by Robert M. Winger, (4) "Importance of Research in Local Schools" by Nicholas P. Georgiady, (5) "What Type of Research Can Be Accomplished by Local Schools" by E. J. McClendon, (6) "Program Evaluation and Review Technique (PERT) and Vocational Education" by Desmond L. Cook, (7) "Federal Proposals--A Rationale" by Terry Hughes, (8) "Research Design" by Larry L. Thomas, and (9) "The Michigan State University Research and Development Program" by O. Donald Meaders. (EM)

VT 006 775 MP 000 534

Doeksen, Gerald A.; Little, Charles H.

An Input-Output Analysis Model for Regional Economic Development Research. Processed Series No. P-577.

Oklahoma Agricultural Experiment Station, Stillwater

EDRS PRICE MF-\$0.25 HC-\$0.65

Pub Date - Nov67 11p.

\*INPUT OUTPUT ANALYSIS; ECONOMIC RESEARCH; RESEARCH METHODOLOGY; \*MATHEMATICS MODELS; \*ECONOMIC DEVELOPMENT;  
MATHEMATICAL APPLICATIONS; \*BUSINESS CYCLES

The general objective of this paper was to explain the basic input-output model--a model of mathematically representing the interrelationships among all sectors of an economy. The model consists of three main parts: the flow table, the direct coefficients table, and the direct and indirect coefficients table. The flow table is the foundation of the model and the other tables are computed directly from it. The direct coefficients reveal the direct dependence of each sector on the other sectors. The direct and indirect coefficients measure the total effect from a change in final demand for a sector. These coefficients can be used to derive multipliers and to forecast future output requirements which, in turn, can be used by agricultural, business, and governmental leaders to analyze induced changes in the economy, such as the effects due to the location of a plant in a region. The multipliers and forecasts provide measures of the changes in production, income, and employment for each sector of the economy. These measures can be used to evaluate the economic impact of development programs and projects. The formal equations and computation procedures for use of the input-output model, and the assumptions of the basic model, are presented in the appendix. (ET)

VT 006 779 MP 000 538

Little, Charles H.; Doeksen, Gerald A.

An Input-Output Analysis of Oklahoma's Economy. Technical Bulletin T-124.

Oklahoma Agricultural Experiment Station, Stillwater

EDRS PRICE MF-\$0.25 HC-\$1.60

Pub Date - Feb68 30p.

\*ECONOMIC RESEARCH; RESEARCH METHODOLOGY; \*MODELS; \*INPUT OUTPUT ANALYSIS; \*PREDICTIVE MEASUREMENT; ECONOMICS;  
INCOME; EMPLOYMENT; ECONOMIC CLIMATE; ECONOMIC FACTORS  
OKLAHOMA

The general objective of the study was to examine the interdependence of the sectors of the economy of Oklahoma, using an input-output model. Secondary data, for the year 1959, were used to formulate the model, and the empirical results were intended to illustrate to leaders in agriculture, business, and government the utility of the model for evaluating various proposed economic development programs. Through input-output analysis, the economic effect of a change in one sector of the economy (a sector consists of a group of similar-type industries) on other economic sectors can be measured. Various predictive indicators can be computed, such as the output, income, and employment multipliers. This study attempts to ascertain the values of these indicators, and thus, to evaluate the interrelationships among the various sectors of the economy of Oklahoma. Predictions for future output requirements and the number of man years employment to produce the estimated output were made for 1964 and 1975. Using actual 1964 data, the model was checked for accuracy and found to have predicted within 3 percent of actual total output. It was predicted that the wholesale and retail sector and the service sector would hire the largest number of employees in 1964 and 1975. An appendix discusses the computation procedure of the income and employment multipliers. (ET)

VT 006 820 MP 000 556

Norton, John Herbert

Accuracy Analysis for Projections of Manpower in Metropolitan Areas.

George Washington Univ., Washington, D.C.

Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$4.30  
 Pub Date - 67 84p.

Grant-91-09-66-23

\*EMPLOYMENT PROJECTIONS; MANPOWER NEEDS; \*METHODS RESEARCH; MEASUREMENT TECHNIQUES; \*EVALUATION CRITERIA; METROPOLITAN AREAS; PREDICTION; MODELS; STATISTICAL ANALYSIS

The study involved the exploration of techniques suitable for assessment of the accuracy of manpower forecasts particularly at the metropolitan area labor market level. Evidence has not been available regarding the margins of error or degrees of confidence associated with the various forecasting models. Utilizing three simple extrapolation models, difficulties in the assessment of projection techniques are discussed. Allocative and more complex projection models are also considered. The implications of the accuracy analyses described and discussed indicated the need for more and better data from more frequent population censuses and from regular area sample surveys. It was suggested that, "If the various problems of inference and of optimization of choice and construction of models are to be solved, it appears that the present inadequate and pedestrian methods must serve until more efficient ones are developed." (ET)

VT 006 821 MP 000 557

Pilot University Research Consultation Conference, A Report on a Workshop on Manpower Research (Champaign, Illinois, May 24-25, 1967).

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources  
 Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$4.75  
 Pub Date - 67 93p.

81-40-67-21

CONFERENCE REPORTS; \*MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; HUMAN RESOURCES; VOCATIONAL EDUCATION; VOCATIONAL REHABILITATION; LABOR MARKET; LABOR FORCE; LOW INCOME GROUPS; VOCATIONAL ADJUSTMENT; AGRICULTURAL OCCUPATIONS; HEALTH PERSONNEL; MANPOWER NEEDS; \*RESEARCH NEEDS; \*RESEARCH UTILIZATION  
 \*PILOT UNIVERSITY RESEARCH CONSULTATION CONFERENCE

Twenty-five research professors interested in the areas of manpower and human resources were invited to this conference which attempted first, to apprise university faculty members actively engaged in the field of recent manpower developments and emerging problems requiring research, and second, to provide an opportunity for government officials to learn about the activities in universities and how institutions of higher learning might contribute more effectively to advancing manpower goals and plans. Specific objectives relate to advancing the manpower profession. A formal presentation, "New Directions in Manpower Research," by Curtis Aller of the Office of Manpower Evaluation and Research was followed by four discussion workshops covering the topics: (1) "Employability and Labor Market Participation of the Poverty Sector," (2) "Training and New Approaches to Occupational Rehabilitation," (3) "Manpower Implications of the Agricultural Labor Market," and (4) "Meeting Manpower Requirements for Health Services Activities." The participants evaluated the conference and made 16 suggestions for improvement. The authors arrived at nine recommendations regarding future research consultation conferences. The conference agenda and a list of participants are in the appendix. (ET)

VT 006 965 MP 000 523

Report of Conference of New Manpower Researchers (September 27-28, 1967).

National Manpower Policy Task Force, Washington, D.C.

Manpower Administration (DOL), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.80

Pub Date - Nov67 34p.

OEC-83-09-68-02

BEHAVIORAL SCIENCE RESEARCH; \*HUMAN CAPITAL; \*STUDENT RESEARCH; MANPOWER RESEARCH; RESEARCH UTILIZATION; LABOR ECONOMICS; MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; ECONOMIC RESEARCH; \*GRADUATE STUDENTS; RESEARCH OPPORTUNITIES; CONFERENCE REPORTS; PARTICIPANT INVOLVEMENT; RESEARCH PROJECTS; RESEARCH NEEDS  
 CONFERENCE OF NEW MANPOWER RESEARCHERS

Co-sponsored by the Department of Labor and the National Manpower Policy Task Force, the Conference was held for the purpose of fostering contacts and information exchanges between professional manpower personnel and manpower researchers who were currently working on or had recently completed doctoral dissertations. Of the 57 doctoral candidates who received government financial support during fiscal 1966 and 1967 and were invited to the Conference, 49 actually participated. Other manpower personnel from governmental agencies and universities constituted the remainder of the approximately 70 persons in attendance. Seventeen of the new researchers made presentations and discussed their research with other participants. Each of the 17 presentations, briefly summarized in these proceedings, concerned one of the six general topics: labor force analysis, motivation and job satisfaction, cost-benefit evaluation of manpower programs, minority employment and poverty, dynamics of the labor market, and development of professional and non-professional manpower. The Task Force felt that the Conference served a very useful purpose and recommended that serious considerations be given to making it an annual affair. (ET)

VT 007 453 ED 029 093

Kaufman, Jacob J.

A Cost-Effectiveness Study of Vocational Education. Final Report.

Pennsylvania State Univ., University Park. Inst. for Research on Human Resources

Office of Education (DHEW), Washington, D.C.

EDRS PRICE MF-\$1.25 HC-\$15.95

Pub Date - Oct68 317p.

OEG-1-6-000512-0817

08

BR-5-1190

\*COST EFFECTIVENESS; \*VOCATIONAL EDUCATION; ACADEMIC EDUCATION; SECONDARY EDUCATION; ECONOMIC FACTORS; SOCIAL FACTORS; MATHEMATICAL MODELS; \*GRADUATE SURVEYS; PROGRAM EFFECTIVENESS; WAGES; EMPLOYMENT PATTERNS; \*STATISTICAL ANALYSIS; COMPARATIVE STATISTICS; EDUCATIONAL STATUS COMPARISON; ECONOMICS RESEARCH; EDUCATIONAL BENEFITS; METHODOLOGY; PROGRAM EVALUATION; EDUCATIONAL ECONOMICS; QUESTIONNAIRES; PROGRAM COSTS; \*METHODS RESEARCH

This study was concerned with the optimum allocation of public resources in education, and involved a comparison between vocational-technical education and an alternative curriculum for non-college attending students. Major steps in the study were: (1) identification of costs and benefits, (2) collection of representative data, (3) determination of appropriate criteria for investment decisions, (4) statistical analysis, (5) calculation of the return to the investment, and (6) consideration of limitations and related issues. Data were collected in three cities. The dependent variables were the average monthly earnings before and after taxes 1 and 6-years after graduation, and the percent of time employed 1 and 6-years after graduation. The independent variables were (1) city of graduation, (2) type of curriculum, (3) sex, (4) IQ, (5) race, (6) marital status, and (7) father's education. Other non-monetary and non-economic benefits and performance characteristics such as voting behavior and economic aspirations were also examined. A detailed



discussion of conceptual, statistical, and methodological considerations is included, in addition to an extensive discussion of specific findings. (EM)

VT 007 970 ED 027 431

Black, Fred P., Jr.  
Attitude Changes of Vocational Educators After Attending a Three-Week Workshop in Vocational-Technical Education Research.

Wyoming State Dept. of Education, Cheyenne  
Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.55  
Pub Date - Jan69 29p.

\*EDUCATIONAL RESEARCH; \*CHANGING ATTITUDES; \*ADMINISTRATIVE PERSONNEL; TEACHER ATTITUDES; \*VOCATIONAL EDUCATION TEACHERS; \*TEACHER WORKSHOPS; PRETESTING; POST TESTING; RESEARCH NEEDS; VOCATIONAL EDUCATION; OPINIONS  
WYOMING

To evaluate changes of attitude by vocational educators during a summer workshop in educational research, statistical data was obtained from a sample of four school administrators and 12 vocational education teachers who attended the workshop. Chi-square analysis and a Z test were utilized in evaluating attitude changes based on a pre- and a post-test. Some findings were: (1) A chi-square analysis revealed little significant differences between the pre-test mean score and the post-test mean score, and (2) vocational educators had a favorable outlook on the role of research in their field following the workshop. (DM)

VT 008 083 ED 028 289

Liston, Margaret I., And Others  
Family Economics--Home Management. Home Economics Research Abstracts--1966.

American Home Economics Association, Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.30  
American Home Economics Association, 1600 Twentieth Street, N.W., Washington, D.C. 20009 (\$1.00).  
Pub Date - 67 44p.

\*HOME ECONOMICS EDUCATION; \*MASTERS THESES; \*DOCTORAL THESES; \*ANNOTATED BIBLIOGRAPHIES; ABSTRACTS; FAMILY MANAGEMENT; EDUCATIONAL RESEARCH; \*CONSUMER EDUCATION; HOME MANAGEMENT; INDEXES (LOCATERS)

Forty-seven abstracts of unpublished research in family economics and home management completed in 1966 are included in this volume. Major code categories are: (1) Home Management, (2) Teaching Home Management, (3) Use of Space, Work Areas, Housing Equipment, (4) Time and Energy, (5) Consumer, (6) Family Economics, (7) Teaching Family Economics, (8) Levels, Standards of Living, (9) Income, Expenditures, Savings, (10) Financial, Economic Arrangements, and (11) Age of Family. This publication is one of a new series which compiles abstracts of masters' theses and doctoral dissertations completed in graduate schools of home economics. The seven areas of home economics represented in the compilation are: art, family economics--home management, family relations and child development, home economics education, institution administration, textiles and clothing, and housing, furnishings, and equipment. (FP)

VT 008 190 ED 028 300

Proceedings: National Conference on Research, 1968 Vocational Education Amendments.

Oklahoma Vocational Research Coordinating Unit, Stillwater  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.75 HC-\$7.70  
Pub Date - Apr69 152p.

\*VOCATIONAL EDUCATION; \*EDUCATIONAL RESEARCH; \*CONFERENCE REPORTS; \*EDUCATIONAL LEGISLATION; \*TECHNICAL EDUCATION; PROGRAM DEVELOPMENT; RESEARCH NEEDS; EDUCATIONAL PLANNING; PROGRAM ADMINISTRATION; SPEECHES  
\*NATIONAL CONFERENCE ON RESEARCH, 1968 VOCATIONAL EDUCATION AMENDMENTS, STILLWATER, OKLAHOMA, APRIL 1969

The National Conference on Research was one of nine held to discuss implementation of the Vocational Education Amendments of 1968. The purpose of this conference was to determine the increasing role and priorities of research in program development and to gather information for a research handbook. Major presentations were: (1) "Past, Present, and Future Priorities for Vocational Education Research," by D. Bushnell, (2) "Manpower Needs, National Goals, and Research Priorities in Vocational-Technical Education," by L. Lecht, (3) "Strategies and Responsibilities to Meet the Requirements of the Vocational Education Amendments of 1968 for Short-Term and Long-Range Needs," by G. Brandon, (4) "Information Services for Improvement of Vocational Education," by T. Clemens, (5) "Strategies for Correlated Interface Relationships Between the Total State Programs and Local Programs of Research," by G. Swanson, (6) "Strategies for Translation of Research Results into Change Factors in Regular Vocational Education Programs," by L. Walsh, (7) "Strategies for Developing Model Annual and Long-Range Program Plans for Research at State and Local Levels," by J. Moss, Jr. and J. Malinski, and (8) "Strategies for Emphasizing the Utilization of Local Environment in Community Action Research," by C. Shack. A summary of subsequent small group discussions is included. (DM)

VT 008 394 ED 029 145

Law, Gordon F.  
Research and Implementation in Vocational Education.

American Vocational Association, Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$1.30  
Pub Date - Mar69 24p.

\*VOCATIONAL EDUCATION; \*EDUCATIONAL RESEARCH; \*RESEARCH NEEDS; \*RESEARCH UTILIZATION; FEDERAL LAWS; RESEARCH OPPORTUNITIES; RESEARCH PROBLEMS

Educational research occupies a pivotal position as educators move to meet growing social challenges. Educational change must be a logical outcome of systematic, controlled, empirical, and critical investigation. Improvement of research is dependent upon increased interaction of research specialists and vocational educators. Some major recommendations concerned project review, the need for greater dissemination of research data, and the guarantee of full amounts of research funds offered by public laws. The vocational education amendments of 1968 designated use of research funds for: (1) research in vocational education, (2) training programs for research dissemination, (3) experimental, developmental, and pilot programs and projects, (4) demonstration and dissemination projects, (5) development of new vocational education

curriculums, and (6) development of programs for new careers and occupations. Areas of proposed research were: (1) philosophical foundations of vocational education, (2) the process of vocational education, (3) preparation of professional personnel, (4) reorganization of the high school curriculum, (5) post-secondary development, (6) vocational guidance and curriculum development, (7) evaluation of vocational education, and (8) vocational education needs for girls and women. (DM)

VT 008 413

Guidelines for Submitting Occupational Research and Development Proposals.

New York State Education Dept., Albany. Bureau of Occupational Education Research  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 68 15p.

\*GUIDELINES; \*EDUCATIONAL RESEARCH; \*VOCATIONAL EDUCATION; \*RESEARCH PROPOSALS; RESEARCH NEEDS; RESEARCH OPPORTUNITIES; STATE DEPARTMENTS OF EDUCATION; RESEARCH COORDINATING UNITS; \*PROJECT APPLICATIONS; METHODOLOGY  
NEW YORK

To promote, manage, evaluate, and disseminate occupational research under the vocational education acts, project priorities were assigned with primary emphasis on programs concerning inner-city youth and curriculum development in new and unique occupational areas. Other areas considered for funding are: (1) disadvantaged youth, (2) computer instruction and development, (3) increased utilization of equipment, (4) high school curriculums and teacher education, (5) joint ventures between education and Department of Defense to improve vocational education, (6) ways of projecting occupational manpower needs, (7) teacher accreditation for newer occupations, (8) desegregation plans in occupational fields, (9) spin-off benefits of vocational education courses, (10) visual aids, (11) bibliographies, (12) career choices, (13) cost analysis studies in vocational education, (14) summer institutes for teachers, (15) evaluation and/or demonstration projects, and (16) adult education research. Specific guidelines for the development of a proposal document are included, as well as the research purposes and objectives of the vocational acts and the research coordinating unit. (DM)

VT 008 515 ED 029 155

Brandon, George L., Ed.  
Research Visibility: Evaluation and Accreditation.

EDRS PRICE MF-\$0.25 HC-\$0.90

BR-7-0633

OEG-2-7-070633

08

American Vocational Journal; v44 n5 p33 May 1969  
Pub Date - May69 16p.

\*BIBLIOGRAPHIES; \*VOCATIONAL EDUCATION; \*EDUCATIONAL RESEARCH; \*RESEARCH REVIEWS (PUBLICATIONS); \*PPOGRAM EVALUATION; COST EFFECTIVENESS; FOLLOW-UP STUDIES; TRADE AND INDUSTRIAL EDUCATION; AUTOINSTRUCTIONAL METHODS; TEACHER EDUCATION; OCCUPATIONAL GUIDANCE; PROGRAM EFFECTIVENESS

Eleven reviews in this issue pertain to evaluation and accreditation. They are organized under these topics: (1) "Cost Analysis" presents review and synthesis information on the economics of vocational education and a research attempt to cost analyze 32 schools, (2) "Follow-Up Studies" summarizes half of a national survey in secondary trade and industrial education which sought comparative data for vocational and academic graduates, (3) "Behavioral Analysis" reports a development and evaluation project for self instructional methods in trade and industrial education, and (4) "Other Studies" includes two papers and a book chapter on program evaluation, an MDTA program evaluation report, a guidance program evaluation report, a teacher education program evaluation report, and standards and evaluative criteria for post secondary schools. "Plain Talk," a continuing column by the author, discusses "economic evaluation," "accreditation evaluation," and "self-evaluation" as well as priorities and directions which have recently come out of the U.S. Office of Education. The bibliography lists 39 additional items on the above topics. (EM)

VT 008 802 ED 030 002

Hull, William L., And Others  
Research Handbook for Vocational-Technical Education.

Oklahoma Vocational Research Coordinating Unit, Stillwater  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.35  
Pub Date - Jul69 45p.

\*EDUCATIONAL RESEARCH; \*VOCATIONAL EDUCATION; \*ADMINISTRATOR GUIDES; FEDERAL LEGISLATION; \*COORDINATION; INFORMATION DISSEMINATION; \*MONEY MANAGEMENT; RESEARCH PROPOSALS; STATE PROGRAMS; PROGRAM BUDGETING

This handbook is written for use by individuals at the local and state levels, with the ultimate goal of influencing the nature and direction of research in vocational-technical education. The substantive base for the handbook is derived from presentations published in total in "Proceedings: National Conference on Research, 1968 Vocational Education Amendments" which is available as ED 028 300 (VT 008 190 in this issue). The handbook is organized around substantive concepts and levels of research. Chapter I examines legislation authorizing research monies. Chapter II and III suggest ways and means to implement research policies on the state and local levels. Chapter IV deals with national problems and issues in research. A checklist for state plan research provisions, suggested procedures for submitting and funding research proposals, examples of research coordinating activities, and an example of a Research Coordinating Unit Budget are appended. (CH)

VT 008 835

Wall, James E.  
Relating Some Sociological Concepts to Vocational Education.

Illinois Research and Development Coordinating Unit, Springfield  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Sep68 17p.; Paper presented at a conference on "Making Vocational Education Research Relevant," Springfield, Illinois, September 23-24, 1968.

\*VOCATIONAL EDUCATION; \*EDUCATIONAL RESEARCH; SOCIOLOGY; \*EDUCATIONAL CHANGE; \*SCHOOL COMMUNITY RELATIONSHIP; INTERAGENCY COOPERATION; CITIZEN PARTICIPATION; LEADERSHIP; OCCUPATIONAL MOBILITY; SPEECHES; \*RESEARPH NEEDS; RELEVANCE (EDUCATION)  
ILLINOIS RESEARCH COORDINATING UNIT

Changes in vocational education would be furthered by attention to other disciplines, as well as to the broad field of education. Particularly important is the discipline of sociology and, within sociology, the "interaction conception of community" or the view of community as a configuration of activities and groups, with elements of place, population, and institutions providing the necessary background. Change



can be brought about by an ever greater quality of interaction. Effective cooperation needs to be established among the various levels and agencies of government and education and lay citizen groups. Some general notions which should be considered in future research and development programs are: (1) Because of the complexity of vocational education problems and the degree of social concern for them, carefully designed research should have high priority, (2) Research interpretation is critically important because it entails both translation of action concerns into research problems and translation of research findings into action strategies. Several research assumptions seem appropriate: (1) Vocational education involves multi-factor problems which require multi-factor solutions, (2) Priority should be given to in-depth and longitudinally designed studies, and (3) Both empirical generalizations and articulation of applicable theory are relevant. (JK)

STUDENTS, OCCUPATIONAL GUIDANCE AND  
OTHER STUDENT PERSONNEL SERVICES  
SECTION



VT 001 524

Guide to Vocational Training Opportunities Beyond the High School, Supplement.

Colorado State Dept. of Education, Denver. Div. of Guidance Services

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 10Oct65 11p.

\*TECHNICAL EDUCATION; \*POST HIGH SCHOOL GUIDANCE; \*COLLEGE PROGRAMS; \*EDUCATIONAL OPPORTUNITIES  
COLORADO

Vocational terminal programs of study offered by colleges and universities in Colorado are presented in tabular form. Information was collected in September 1965 and includes those programs being considered (or planned) for the school year 1966-1967. Programs are included for business, agriculture, trade and industrial education, health occupations, engineering technology, and homemaking. Tables give length of programs, number of graduates from programs in 1965, optimum number of students in the programs, necessity of high school graduation, special tuition or fees, availability of picture slides or films depicting the program, and special features: credit on apprenticeship, paid cooperative work experience, etc. (PS)

VT 001 955

Counselor's Guide to Vocational Education Programs.

Texas Education Agency, Austin

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Mar67 29p.

\*VOCATIONAL EDUCATION; \*PROGRAM GUIDES; \*PROGRAM CONTENT; \*EDUCATIONAL OPPORTUNITIES; RESOURCE MATERIALS;  
OCCUPATIONAL GUIDANCE  
TEXAS

Since industrial development in Texas has produced a need for skilled workers and the predicted continuation of industrial growth, guidance counselors and vocational education teachers must work together as a cooperating team to best serve Texas youth. This manual describes the vocational education programs which are available. The specific kinds of training are designed to meet the needs of the local community. Intended for use by counselors for vocationally oriented students, the contents include a discussion of nine vocational areas: vocational agricultural education, home making education, distributive education, vocational industrial education, health occupations, vocational office education, occupational training, area vocational schools, and vocational rehabilitation. Each section presents certain aspects of the program or school such as the objective, student eligibility, occupations available, class schedule, and student organizations. (SL)

VT 002 539 ED 020 312

Keenan, Dorothy Maie

Home Economics and the Superior Student.

EDRS PRICE MF-\$0.25 HC-\$2.00

Illinois Teacher of Home Economics, v7 n2 pp44-86 1963.

Pub Date - Oct63 48p.

\*SUPERIOR STUDENTS; \*HOME ECONOMICS EDUCATION; \*TEACHER METHODS; INDIVIDUAL STUDY; HIGH SCHOOLS; JUNIOR HIGH SCHOOLS; PROGRAM ADMINISTRATION; \*ACCELERATED COURSES; \*ENRICHMENT PROGRAMS; STUDENT CHARACTERISTICS; PROGRAM PLANNING

Characteristics of the superior student and recommended practices for working with her are discussed. Because difference in intellectual ability is more than just an increased learning rate, working with a superior student implies a great deal more than simply giving her more to do. Many superior students are advanced in several ways, able to communicate easily, responsive to the environment, able to carry out advanced mental processes, critical of self, resourceful and imaginative, emotionally stable, and socially eager. Administratively, the superior student may be placed in accelerated ability or enrichment class groups. Enrichment programs add depth and breadth, often by adapting materials or encouraging individual study. Guidelines for adapting material for superior student use are presented. Suggestions for guiding and evaluating individual study include criteria for selecting and outlining problems, student self-evaluation forms, project examples, thought-stimulating problems and topics for individual study and creative projects or subject matter for accelerated classes organized into broad home economics subject and academic subject areas. (MS)

VT 004 019 ED 021 980

Educational Opportunities for the Secondary Occupational Program Graduate, A Study of Unit Admission Requirements to Two-Year Degree and Diploma Programs in New York State Colleges.

New York State Education Dept., Albany. Bureau of Occupational Education Research

EDRS PRICE MF-\$0.50 HC-\$3.25

Pub Date - Feb66 63p.

COLLEGE ADMISSION; EDUCATIONAL OPPORTUNITIES; HIGH SCHOOL GRADUATES; STUDENT MOBILITY; STATE SURVEYS; POST SECONDARY EDUCATION; COLLEGE CURRICULUM; EDUCATIONAL GUIDANCE; \*DIRECTORIES; \*ADMISSION CRITERIA; \*ASSOCIATE DEGREES; \*VOCATIONAL EDUCATION; \*COLLEGE PROGRAMS; CURRICULUM  
NEW YORK

The purpose of the study was to increase the educational mobility of the secondary occupational program graduate by disseminating current statewide information on the high school academic course units required for admissions consideration to associate degree college programs preparing for occupational entry. To obtain data on specific admissions requirements, personal interviews were held with the admissions officers of 65 institutions within New York which had full-time, associate-degree programs. These collected data are arranged in tabular form to indicate the curriculums and the prerequisites for each of the 62 private and public institutions offering post-secondary occupational programs during the 1965-66 school year. A list of 2-year colleges with occupational programs, a list of 4-year colleges offering associate degree curriculums for occupational entry, a curriculum directory of full-time day programs, and a discussion of untabulated information are included. (WB)

VT 004 978 ED 020 398

Hopfengardner, Jerrold D., Ed.

Sources of Occupational Information.

Ohio State Dept. of Education, Columbus. Div. of Guidance and Testing

EDRS PRICE MF-\$0.50 HC-\$3.00

Pub Date - Jan66 58p.

\*OCCUPATIONAL INFORMATION; \*INFORMATION SOURCES; \*ANNOTATED BIBLIOGRAPHIES; OCCUPATIONAL GUIDANCE

The 150 annotated references in this bibliography meet one or more of the objectives: (1) present sources of available occupational information, (2) identify materials presenting occupational information for students, counselors, and others involved in educational services, and (3) describe techniques for gathering, organizing, and using occupational information. All references have been recently published and are grouped according to the sources: (1) U.S. Government Publications, (2) State Publications, (3) Armed Forces Publications, (4) Commercial Publications, and (5) Professional Publications and Periodicals. A list of popular periodicals which frequently contain articles about occupations or vocational choice, a list of organizations representing the occupations most frequently inquired about, and a list of local sources of occupational information are included. A subject and a title index are provided. (PS)

VT 005 438

Prater, Robert L.; Webster, Lester S.  
A Study of the Status of Students Enrolled in the School of Industries, 1966-1967.

Texas Southern Univ., Houston. School of Industries  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 68 72p.

\*SCHOOL SURVEYS; \*COLLEGE STUDENTS; \*TRADE AND INDUSTRIAL EDUCATION; \*STUDENT CHARACTERISTICS; EMPLOYMENT STATUS; STUDENT ATTITUDES; FAMILY CHARACTERISTICS; ACADEMIC ACHIEVEMENT; EDUCATIONAL BACKGROUND; FINANCIAL PROBLEMS; NEGRO STUDENTS; NEGRO COLLEGES; OCCUPATIONAL ASPIRATION; STUDENT COLLEGE RELATIONSHIP; \*STUDENT ROLE; QUESTIONNAIRES  
SCHOOL OF INDUSTRIES; \*TEXAS SOUTHERN UNIVERSITY

The purpose of this study was to gain insight into the background and status of students enrolled in the School of Industries during the second semester of the 1966-67 school year. The data were collected by questionnaire from 335 students and put into tabular form for analysis. Findings relative to the level of parents' education and their job status reveal that the school is primarily attracting students from the upper social strata among the Negro population. A large number of students were employed full time which indicated an atypical student population in which obtaining an education is a secondary matter to be accomplished only if it can be done within their existing employment pattern. There appears to be a definite need to consider offering evening courses to fit the employment patterns of students. The respondents' plans for doing further study appear to be extremely unrealistic in view of the amount of such study done by graduates in the past. Students' comments reveal that many are concerned about the quality of education they are receiving; however, faculty was aware of many of the inadequacies expressed. Some of the recommendations were that a similar study be made of the entire student body and that the faculty put forth more effort in improving various aspects of the instructional program and physical facilities. (HC)

VT 005 452

Counselor's Guide. Technical Institutes, Community Colleges, Technical Institute Units.

North Carolina State Board of Education, Raleigh. Dept. of Community Colleges  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Jan68 101p.

\*PROGRAM DESCRIPTIONS; \*CURRICULUM; \*COMMUNITY COLLEGES; \*TECHNICAL INSTITUTES; TRANSFER PROGRAMS; TECHNICAL EDUCATION; DIRECTORIES  
NORTH CAROLINA

The 13 community colleges, 18 technical institutes, and 19 technical institute units in North Carolina offer educational opportunity beyond the high school to any high school graduate or to any person who is 18 years old or older who is not a high school graduate. These institutions are nonresident, multipurpose, community centered, and differ only in the breadth of curriculum offerings. The technical institutes and technical institute units offer vocational programs designed to train workers in a particular trade, and courses in general adult education and community services for self-improvement. Technical education programs which offer an associate in applied science degree are also available in the institutions. The community colleges offer the same types of programs provided by the technical institutes plus a 2-year academic program with the associate of arts degree. The four sections of this guide are divided to provide information on: (1) admission policies, guidance and counseling services, tuition and fees, financial aid, student activities, and job placement, (2) educational programs available with course and curriculum listings, (3) curriculum offerings in each institution, and (4) the nature of the various curriculums offered. (HC)

VT 005 641

The Registered Dental Hygienist, Facts for Counselors. Publication No. 1508.

Public Health Service (DHEW), Washington, D.C. Education and Facilities Branch  
MF AVAILABLE IN VT-ERIC SET.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FS2.2:D43/32, \$.15).  
Pub Date - 66 11p.

\*HEALTH OCCUPATIONS EDUCATION; \*DENTAL HYGIENISTS; \*OCCUPATIONAL INFORMATION; SALARIES; EMPLOYMENT OPPORTUNITIES; CERTIFICATION; \*OCCUPATIONAL GUIDANCE; RESOURCE MATERIALS; STAFF ROLE

The booklet is intended as a source of information for counselors and the students they advise. Prefaced by basic descriptions of the roles of the three major groups of dental auxiliaries, hygienists, assistants, and laboratory technicians, it provides detailed information about (1) the history of the occupation, (2) employment including types of opportunities, salaries, and conditions of work, (3) education including types of programs, entrance requirements, and program of study, (4) licensing requirements, and (5) the professional organization. Supplementary information includes a listing of publications available from the American Dental Hygienists' Association, information about a career film, and statistics regarding dental hygienists and dental hygienist schools. (JK)

VT 005 351

ED 021 133

Home Economics in Colleges and Universities.

National Education Association, Washington, D.C. Dept. of Home Economics  
EDRS PRICE MF-\$0.25 HC NOT AVAILABLE FROM EDRS.  
Department of Home Economics, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.50).  
Pub Date - 68 53p.

\*HOME ECONOMICS; \*OCCUPATIONAL GUIDANCE; \*EDUCATIONAL GUIDANCE; GUIDANCE COUNSELING; \*COLLEGES; OCCUPATIONAL INFORMATION; PROFESSIONAL EDUCATION; \*DIRECTORIES



A guidance tool for counseling students about the opportunities for college preparation and the career possibilities in home economics presents information about the major subject matter areas which qualify individuals to hold professional positions in areas of home economics: child development and family life, clothing and textiles, education, foods and nutrition, general home economics, housing and equipment, institution administration, and journalism. For each subject matter area, descriptions by a home economist presently employed in that field, an overview of job possibilities, and guidelines for selecting a college are given. Most positions in home economics are classified under one or another of these areas. Approximately 400 colleges which offer degrees in home economics are listed with the majors they offer indicated. The colleges are listed by state, and the town in which each is located is given. (FP)

VT 005 953

Warner, Dorothy M.

A Guide to Licensed and Approved Private Business, Correspondence, and Trade Schools in Pennsylvania, 1967-68.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Guidance Services

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 68 42p.

\*DIRECTORIES; \*PRIVATE SCHOOLS; \*CORRESPONDENCE SCHOOLS; BUSINESS EDUCATION; \*TECHNICAL INSTITUTES; TRADE AND INDUSTRIAL EDUCATION; PROPRIETARY SCHOOLS; SPECIAL PROGRAMS  
PENNSYLVANIA

The information in this directory provides facts concerning educational opportunities in Pennsylvania's private schools. It is not to be considered as an endorsement or recommendation of any particular school. Part I includes such general information as the advantages, needs for evaluation, and conditions appropriate to the training opportunities presented. Part II is a directory and reference index which lists the schools by number which offer specific courses in various fields of training. (MM)

VT 006 854 MP 000 588

"S.O.S." in St. Johnsbury, Vermont; Youth Serving Youth; Summer-1967.

Vermont Univ. and State Agricultural Coll., Burlington. Extension Service

Vermont State Employment Service, Montpelier. Dept. of Employment Security

Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$4.65

Pub Date - 67 91p.

\*EMPLOYMENT PROGRAMS; \*JOB PLACEMENT; \*VOCATIONAL GUIDANCE; SERVICE OCCUPATIONS; CLERICAL OCCUPATIONS; BUILDING TRADES; INSTRUCTIONAL MATERIALS; PUBLICIZE; DEMONSTRATION PROGRAMS; \*YOUTH PROGRAMS; COMMUNITY PROGRAMS; YOUTH LEADERS; COMMUNITY AGENCIES (PUBLIC)  
VERMONT; ST. JOHNSBURY SUMMER OPPORTUNITIES FOR STUDENTS; S.O.S.

The objective of the St. Johnsbury Summer Opportunities for Students (S.O.S.) project was to demonstrate the feasibility of a summer placement program for students which was staffed and operated by students. A corps of 18 volunteer students, who served as program officers and who represented six predominantly rural area schools and innumerable towns, interviewed and registered all students seeking summer employment. Project officers were responsible for getting completed applications to the central project headquarters located in the Vermont State Employment Service and for canvassing prospective employers in the rural areas. From a financial perspective, while the total budget for the S.O.S. project was \$1,200, employment was found to pay \$7,268 in federal taxes as well as \$1,187 in state taxes. One interpretation of this data is that taxes realized from this project would have supported 7 similar programs. Topics covered by the report are (1) introduction and evaluation, (2) training materials, (3) program leaders' anecdotal records, and (4) promotion and publicity. (CH)

VT 006 966 MP 000 624

Labor Department Releases 1968-69 Occupational Outlook Handbook.

Department of Labor, Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$0.70

USDL-8698

Pub Date - May68 12p.

\*OCCUPATIONAL INFORMATION; \*EMPLOYMENT PROJECTIONS; EMPLOYMENT; EMPLOYMENT OPPORTUNITIES; \*MANPOWER NEEDS; \*OCCUPATIONAL CLUSTERS; \*GOVERNMENT PUBLICATIONS  
OCCUPATIONAL OUTLOOK HANDBOOK

This news release is to publicize the 1968-69 Occupational Outlook Handbook which includes the job needs and prospects through the 1970's for more than 700 occupations and 30 major industries. This latest edition reflects the most recent impact of automation and technology, changes in entrance requirements and employment opportunities, and increasing educational opportunities under the new manpower training programs. Secretary of Labor Willard Wirtz said the handbook is an essential tool for counselors in their efforts to improve the match between young people's education and training and their career choices, parents in helping their children find a meaningful link between school subjects and the real world, educators and trainers in planning training programs tuned to tomorrow's manpower needs, and community workers in helping the disadvantaged develop awareness of the wide variety of job opportunities. (CH)

VT 006 968 MP 000 626

Gross, Edward

Report on Problems of Counseling Special Populations Pursuant to Government Manpower Programs.

Office of Manpower Policy, Evaluation and Research (DOL), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.35

91-25-67-12

Pub Date - Jul67 25p.

COUNSELING PROGRAMS; FEDERAL PROGRAMS; \*DISADVANTAGED YOUTH; EMPLOYMENT PROGRAMS; INDIGENOUS PERSONNEL; \*MINORITY GROUPS; \*COUNSELING; UNDEREMPLOYED; \*YOUTH EMPLOYMENT; \*COUNSELING EFFECTIVENESS; NATIONAL SURVEYS; EMPLOYMENT SERVICES; ETHNIC GROUPS; UNEMPLOYED  
\*YOUTH OPPORTUNITY CENTERS; YOC

The purpose of this study was to determine whether the domination of the case loads of government agencies by minority groups might create new problems for counselors. No attempt was made to do a statistical study. Instead, interviews were conducted with Youth Opportunity Center personnel in 12 cities representing Puerto Rico and a nationwide geographic sample of the United States. The findings include the interpretation of these interviews which is then compared with the principal investigator's understanding of the basic assumptions underlying the counseling process. Recommendations were to (1) make use of minority groups as

sources of information, (2) employ counselors representing the local minority groups, (3) relate to local ethnic agencies and organizations, (4) support indigenous service agencies within particular ethnic groups, and (5) clarify the role and limitations of the counselor in a Youth Opportunity Center or similar agency. (CH)

VT 007 059 MP 000 658  
Continuing Education Programs and Services for Women. Pamphlet 10.

Women's Bureau (DOL), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.  
Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L13.19:10, \$.40).  
Pub Date - Jan68 107p.

\*FEMALES; \*ADULT STUDENTS; \*DIRECTORIES; \*SPECIAL DEGREE PROGRAMS; FEDERAL LAWS; \*ADULT EDUCATION PROGRAMS;  
COLLEGES; UNIVERSITIES; FEDERAL AID; BIBLIOGRAPHIES  
HIGHER EDUCATION ACT OF 1965

The purpose of this report is to provide information which will acquaint women with the types of continuing education programs which are now being offered, and stimulate additional colleges and universities to respond to the special educational needs of women. Reasons for the increase in adult women returning to college have been related to various demographic factors such as early age of marriage (median of 20.5 years in 1966) and lengthened life span (an increase of 25 years between 1900 and 1966). According to the U.S. Office of Education, women first-time college enrollees in degree credit programs numbered 430,293 in the fall of 1961; however, only 213,207 women earned a bachelor's degree during the school year of 1964-65; thus it is evident that many of the women who did not graduate are potential "returnees" during their adult years. Special degree programs designed for adults often include some of the following features: short-term residence requirements, independent study, credit for life experience, seminars, correspondence study, and programed learning. The appendixes to this report provide information on schools with special programs or services for adult women listed by state, related services or programs for adult women by state, and Federal funds for continuing education programs. (CH)

VT 007 551 ED 029 095  
Impeittteri, Joseph T.  
The Development and Evaluation of a Pilot Computer-Assisted Occupational Guidance Program (Project No. 16033, 17033, 18033) Final Report. Appendix B: Printouts and Interviews. Vocational-Industrial Education Research Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education  
Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical and Continuing Educ.  
EDRS PRICE MF-\$2.25 HC-\$27.85  
Vocational Education Department, Pennsylvania State University, University Park, Pennsylvania.  
Pub Date - 31Jul68 555p.

\*OCCUPATIONAL GUIDANCE; \*COMPUTER ASSISTED INSTRUCTION; \*VOCATIONAL EDUCATION; FIELD INTERVIEWS; \*OCCUPATIONAL INFORMATION; \*INPUT OUTPUT; EMPLOYEES; GUIDANCE PROGRAMS; PILOT PROJECTS; OCCUPATIONS; PROGRAMED INSTRUCTION; INDIVIDUALIZED INSTRUCTION  
\*COMPUTER ASSISTED OCCUPATIONAL GUIDANCE PROGRAM; COG PROGRAM

The purpose of this system is three-fold: (1) to provide an easily updated individualized occupational information retrieval system, (2) to develop a process whereby youth can develop an individualized framework of the occupational structures, and (3) to provide an experience for youth to acquire operational opportunities by simulated practice. When a student working at a computer terminal requests information on a specific occupation, four operations are activated in the following order: (1) Discrepancies which may exist between the student's ability-preference profile and the requirements for the particular occupation are typed out, (2) A 2-minute taped interview with a worker in the occupation is played, (3) An image is projected on the slide projector screen depicting the worker undertaking four typical tasks in the occupation, and (4) A 150- to 200-word description of the occupation is typed out for the student to read and to keep for later use. Appendixes include computer printouts of Job descriptions for 80 occupations, types of student preference items, and taped interviews with workers. Also included are a bibliography of sources of occupational information, selected dissemination papers, and instruments developed during the course of the project. (CH)

VT 007 772 ED 029 101  
Krumboltz, John D., And Others  
Vocational Problem-Solving Experiences for Stimulating Career Exploration and Interest: Phase II. Final Report.

Stanford Univ., Calif. School of Education  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$2.00 HC-\$24.10

OEG-4-7-070111-2890

08

BR-7-0111

Pub Date - Aug68 480p.

\*CAREER PLANNING; \*MOTIVATION TECHNIQUES; VOCATIONAL INTEREST; SIMULATION; \*PROBLEM SOLVING; STIMULUS DEVICES; COMPLEXITY LEVEL; PROBLFM SETS; LITERATURE REVIEWS; WORK EXPERIENCE; REACTIVE BEHAVIOR; QUESTIONNAIRES; \*OCCUPATIONAL GUIDANCE; \*INFORMATION SEEKING; PROGRAM DESCRIPTIONS; EXPERIMENTAL PROGRAMS; MATERIAL DEVELOPMENT; EXPERIMENTAL GROUPS; CONTROL GROUPS; OCCUPATIONAL INFORMATION; METHODS RESEARCH; ACHIEVEMENT TESTS

This project was composed of two major research experiments and four subsidiary experiments, designed to test alternative ways of constructing and applying occupational problem-solving materials. In Part I, Difficulty Level of Simulated Vocational Problems in Encouraging Career Exploration, it was found that the difficulty level did significantly interact with initial occupational interest when knowledge of the occupations studied was used as a measure. Part II includes four subsidiary studies: (1) Simulated Work Experience: An Attempt To Encourage Career Exploration, (2) An Optimal Grade Level for Career Exploration?, (3) Vocational Information-Seeking Behavior as Affected by a Problem-Solving Work Kit and Set Establishment, and (4) Simulated Work Experience: How Realistic Should It Be? Results from Part III, Orienting Stimuli in Vocational Problem-Solving as Factors in Promoting Career Information Seeking, indicate that subjects who received their first choices of vocational stimulation kits reported varied information-seeking activities more than did subjects who were denied their first choices. Also, subjects who received specific questions comparing occupations achieved higher scores on occupational information tests than did subjects who received general questions. (CH)

VT 007 778  
Otten, C.; Donohue, G.A.  
Occupational and Educational Attainment of Women as Related to High School Occupational Expectations and Background Factors.



MF AVAILABLE IN VT-ERIC SET.  
 Pub Date - nd 15p.

EDUCATIONAL SOCIOLOGY; STUDENT CHARACTERISTICS; \*LONGITUDINAL STUDIES; \*WOMENS EDUCATION; EDUCATIONAL RESEARCH; EDUCATIONAL INTEREST; ACADEMIC ACHIEVEMENT; OCCUPATIONAL ASPIRATION; \*OCCUPATIONS; \*FEMALES; RURAL URBAN DIFFERENCES; \*SOCIOECONOMIC BACKGROUND; EDUCATIONAL MOBILITY; OCCUPATIONAL MOBILITY

The effects of sociocultural stimuli on the occupational and educational expectations and attainments of women were studied. Data from a 1956 study of 1,780 graduating seniors from 20 Minnesota high schools were collated with data from a 1963 followup of 87 percent of the original sample to allow for longitudinal analysis. The data indicated that: (1) occupational expectations were significantly related to occupational attainment, (2) occupational expectations do not differ significantly by residence, (farm, open country, town), but occupational attainment does, (3) daughters of white-collar workers realize higher levels of occupational attainment than daughters of blue-collar workers, (4) the relationship of educational attainment to educational expectations was high, (5) educational attainment by residence differs significantly, with the lowest percentage of college attendance among farm girls, and (6) the educational attainment of girls is significantly related to the education of both parents. It was concluded that the factors which contribute to differential levels of occupational and educational attainment of males are basically the same for females. Statistical tables are included in the document. (FP)

VT 008 272 ED 029 132

Becker, William J.; Bender, Ralph E.  
 Technical Agriculture Programs in Ohio with Emphasis Upon Student and Program Characteristics. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education  
 Ohio Agricultural Research and Development Center, Wooster  
 North Central Agricultural Experiment Station Committee  
 EDRS PRICE MF-\$0.50 HC-\$3.50  
 Pub Date - Sep68 68p.; Research report of a Ph.D. dissertation.

DROPOUT ATTITUDES; DROPOUT CHARACTERISTICS; STUDENT ATTITUDES; EMPLOYER ATTITUDES; GRADUATE SURVEYS; TEACHER ATTITUDES; ENVIRONMENTAL INFLUENCES; SCHOOL SURVEYS; PROGRAM EVALUATION; \*AGRICULTURAL TECHNICIANS; \*TECHNICAL EDUCATION; \*AGRICULTURAL EDUCATION; \*STUDENT CHARACTERISTICS; \*SUCCESS FACTORS; VOCATIONAL FOLLOWUP; DOCTORAL THESES  
 OHIO

To identify the characteristics of students in the four technical agriculture programs in Ohio and to determine the association between selected student characteristics, success in the program, and later success in the world of work, data were collected from the cumulative records of 246 students, a student survey of current enrollment, 70 graduates of agricultural technology programs, 70 employers of agricultural technology graduates, and 33 dropouts of agricultural technology programs. Some major conclusions were: (1) Characteristics of students varied among the technical agriculture programs, (2) Parents, technical school representatives, and vocational agriculture teachers influenced students to enroll, (3) The dropout rate was associated with background, experience and academic ability, (4) Most graduates entered positions for which they were prepared, (5) Employers rated graduates as satisfactory employees and favored those with a farm background and agricultural experience, and (6) Students and graduates expressed the opinion that supervised occupational experience and a student leadership organization would be worthwhile additions to technical agriculture programs. This Ph.D. thesis was submitted to Ohio State University. (DM)

VT 008 442

The Organization of Education and Vocational Guidance. Research in Comparative Education.

International Bureau of Education, Geneva (Switzerland)  
 United Nations Educational, Scientific and Cultural Organisation, Paris (France)  
 DOCUMENT NOT AVAILABLE FROM EDRS.  
 Pub-254  
 Unipub, Inc., P.O. Box 433, New York, New York 10016 (\$3.00).  
 Pub Date - 63 244p.; International Conference on Public Education (26th, Geneva, 1963).

\*GUIDANCE PROGRAMS; \*OCCUPATIONAL GUIDANCE; \*EDUCATIONAL GUIDANCE; \*COMPARATIVE EDUCATION; \*FOREIGN COUNTRIES; GUIDANCE OBJECTIVES; GUIDANCE FUNCTIONS; GUIDANCE PERSONNEL; GUIDANCE SERVICES; QUESTIONNAIRES; OCCUPATIONAL INFORMATION; VOCATIONAL FOLLOWUP; ADMINISTRATIVE ORGANIZATION

The purpose of this study was to provide comprehensive descriptive information for use by administrators and workers in comparative education. It is neither a treatise on the theory and methods of guidance nor a discussion of the role belonging to the educational advisor and guidance counselor and is therefore not intended for specialists. Data were collected by a questionnaire submitted to 73 countries representative of all continents, all systems of education, and all stages of economic and social developments. Sections of the questionnaire concerned: (1) nature, structure, and regulations, (2) methods and techniques, (3) staff, (4) international action, (5) plans for the future, and (6) miscellaneous. Findings of the study include: (1) A general system of vocational guidance has been established for a long time in 55 percent of the countries which sent replies for the inquiry, (2) The current concept of guidance requires close collaboration between those responsible for education and those responsible for labor and employment, and (3) Information on the vocations is playing an increasingly important role both within and outside the school. (CH)

TEACHERS AND  
TEACHER EDUCATION  
SECTION



VT 001 443

Manual for Student Teachers in Vocational Agriculture.

Michigan State Univ., East Lansing. Dept. of Teacher Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 64 53p.

\*STUDENT TEACHERS; \*STUDENT TEACHING; \*MANUALS; \*VOCATIONAL AGRICULTURE; \*TEACHER EDUCATION; COOPERATING TEACHERS; PRESERVICE EDUCATION; VOCATIONAL AGRICULTURE TEACHERS; RECORDS (FORMS); EVALUATION TECHNIQUES

This guide for student teaching contains: (1) Orientation to Student Teaching, (2) Setting Objectives for Student Teaching, (3) Scheduling Your Activities, (4) Departmental Weekly Calendar, (5) Departmental Monthly Calendar, (6) A Guide for a Student Teachers Plan of Experience, (7) Evaluating Process, (8) Evaluation of Classroom Teaching, (9) Evaluation, (10) A Guide for Evaluating the Teaching of a Problem-Solving Unit, (11) A Guide for Evaluating the Short-Time Teaching Plan for Problem-Solving in Vocational Agriculture, (12) A Guide for Teacher Demonstrations, (13) A Guide for Evaluating Field Trips, (14) A Guide for Evaluating On-Farm Instruction, (15) Student Teaching Evaluation Supplement, and (16) Suggested Topics for Student Teacher Seminars. This mimeographed document was prepared by the Agricultural Education staff. (DM)

VT 001 444

Summer Experience for Prospective Leaders in Agricultural Education.

North Carolina Univ., Raleigh. N.C. State Univ. School of Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 65 12p.

\*STUDENT TEACHERS; STUDENT TEACHING; \*MANUALS; \*VOCATIONAL AGRICULTURE; \*TEACHER EDUCATION; COOPERATING TEACHERS; PRESERVICE EDUCATION; VOCATIONAL AGRICULTURE TEACHERS; RECORDS (FORMS); \*SUMMER PROGRAMS; WORK EXPERIENCE PROGRAMS

This mimeographed guide for student teaching contains sections for use in orienting student teachers and a framework for use in reporting their summer teaching experience. The orientation section contains: (1) Summer Experience With a Vo Ag Teacher, (2) Summer Experience--Alternate Program, (3) Values of Summer Experience in Vo Ag, (4) How You Should See Summer Experiences, (5) The Purpose of This Guide, and (6) Follow-Up of the Summer Experience Report. The section relating to the report framework contains forms and suggestions, including: (1) background information, (2) objectives, (3) experience log, (4) special reports, and (5) student evaluation of the program. (DM)

VT 001 457

Manual for Supervisors of Student Teaching in Agricultural Education.

Colorado State Univ., Fort Collins  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 67 7p.

\*MANUALS; \*COOPERATING TEACHERS; \*STUDENT TEACHING; \*VOCATIONAL AGRICULTURE; \*TEACHER EDUCATION; STUDENT TEACHERS; PRESERVICE EDUCATION; VOCATIONAL AGRICULTURE TEACHERS

This mimeographed guide for supervision of student teaching by the cooperating teacher contains: (1) aims and objectives, (2) the role of the supervising teacher, (3) assignment of student teachers to training centers, and (4) suggestions for good relationships. (DM)

VT 001 833

Thomas, Virginia F.  
Enrollment in Home Economics Education and Employment Status of Graduates The First Year Following Graduation, 1962-63.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education  
MF AVAILABLE IN VT-ERIC SET.  
OE-83013  
Pub Date - Sep64 15p.

\*GRADUATE SURVEYS; \*HOME ECONOMICS EDUCATION; VOCATIONAL EDUCATION; \*TEACHER EDUCATION; \*ENROLLMENT TRENDS; TEACHER EMPLOYMENT; EMPLOYMENT STATISTICS; \*EMPLOYMENT PATTERNS

Because of teacher shortages in Home Economics and concern over potential supply and postgraduate employment practices, data about 1962-1963 graduates were compared with those of previous years. Information was collected from administrators of 234 institutions approved for preparation of vocational home economics teachers. Enrollment data showed that for 1962-63, colleges and universities registered 17,171 for home economics education as compared with 14,807 in 1958-59, an increase of 16 percent. In 1962, 54.9 percent of all undergraduate home economics majors were enrolled in home economics education curriculums preparing to become teachers. Graduate level home economics education majors rose 1.9 percent in 1961-1962. Enrollment in all home economics curriculums was 50,669 in 1962. Survey of employment status one year after graduation revealed: (1) In 1962-63 the 234 institutions certified 4,014 graduates, an additional 402 completed state requirements, (2) Comparison with 1961-62 statistics shows a 7.6 percent increase of persons prepared to teach in secondary vocational home economics programs, and (3) Two-thirds of the 1963 graduates were employed in teaching positions the first year after certification; 5.8 percent taught subjects other than home economics. The document contains tables of facts used in compilation of this report. (FP)

VT 002 173

Sandtes, Arthur, Ed.  
Vocational Instructor Training Institute, United Arab Republic.

United Nations Development Programme, New York, N.Y.  
International Labour Organisation, Geneva (Switzerland)  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 67 50p.

\*PROGRAM DESCRIPTIONS; EDUCATIONAL SPECIFICATIONS; \*VOCATIONAL EDUCATION TEACHERS; \*VOCATIONAL TRAINING CENTERS; \*TEACHER EDUCATION; FEDERAL PROGRAMS; \*FOREIGN COUNTRIES; PROGRAM DEVELOPMENT; ADMINISTRATIVE ORGANIZATION; PROGRAM COSTS; EDUCATIONAL FACILITIES  
UNITED ARAB REPUBLIC

In November 1959, the International Labour Organisation (ILO) began a vocational instructor training institute in the United Arab Republic which was intended to provide instructors for government vocational training centers and industrial establishments. The institute resulted from negotiation and planning over several years and was

financially supported by the United Nations Special Fund. It had instructor training in the areas of metal, automotive, electrical, textile, printing, building, glass, and leather trades. Numerous funding, construction, and hiring delays were encountered in the project and the first courses were taught in late 1962; however, 79 participants were graduated by mid 1965 and by June 1966, all the ILO experts had been replaced by nationals. Three types of training was provided: 46-week basic instructor training, short courses for directors (288 hours) and technical supervisors (144 hours), and 12-week refresher courses for instructors. A fellowship system which provided for study abroad was also used. The appendixes include: (1) the Plan of Operation, (2) enrollment and funding graphs and charts, (3) floor plans and equipment lists, and (4) fellowship participant list. (EM)

## VT 004 302

Allen, David; Anderson, Pauline C.  
Improving Instruction in Dental Assisting. A Report of a Dental Assisting Workshop. (Lake Arrowhead, August 26-28, 1964).

California Univ., Los Angeles. Div. of Vocational Education  
California State Dept. of Education, Sacramento. Bureau of Industrial Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 64 17p.

\*TEACHER WORKSHOPS; \*DENTAL ASSISTANTS; TEACHING METHODS; \*INSTRUCTIONAL IMPROVEMENT; \*HEALTH OCCUPATIONS EDUCATION; MATERIAL DEVELOPMENT; AUDIOVISUAL AIDS

In order to improve their teaching, 31 dental assisting teachers attended a three-day workshop related to new techniques, materials and equipment, and teaching methods and tools. Slides, overlays, and programed texts were developed during the session. (JK)

## VT 004 339

Utilization of Faculty in Associate Degree Programs in Nursing: Report of a Conference (St. Louis, April 3-4, 1964).

National League for Nursing, New York, N.Y. Dept. of Diploma and Associate Degree Programs  
MF AVAILABLE IN VT-ERIC SET.  
National League for Nursing, 10 Columbus Circle, New York, New York 10019 (\$.75).  
Pub Date - 64 26p.

\*CONFERENCE REPORTS; \*HEALTH OCCUPATIONS EDUCATION; \*NURSING; \*COMMUNITY COLLEGES; FACULTY; \*STAFF UTILIZATION; SPEECHES; INSERVICE EDUCATION; STAFF ORIENTATION  
NATIONAL LEAGUE FOR NURSING CONFERENCE ON UTILIZATION OF FACULTY IN ASSOCIATE DEGREE PROGRAMS IN NURSING, ST. LOUIS, MISSOURI, APRIL 3-4, 1964

Ninety-one representatives of associate degree nursing programs, junior-community colleges, and state boards of nursing participated in the conference, which was planned to explore faculty utilization with emphasis upon the effective use of nursing faculty. Speeches included "Staff Orientation and Inservice Education" by Joseph P. Cosand and "What to Do with What We Have--Effective Use of the Nursing Faculty" by Eleanor A. Tourtillot. The document includes contributions of the listening panel composed of Wendell Harding, Georgeen DeChow, and Virginia R. Sims. (JK)

## VT 004 946

Allen, David; Meyer, John M.  
The 8.1 Credential, Review and Analysis.

California State Dept. of Education, Sacramento. Bureau of Industrial Education  
California Univ., Los Angeles. Div. of Vocational Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Nov67 42p.

\*TEACHER CERTIFICATION; CREDENTIALS; \*INDUSTRIAL ARTS TEACHERS; \*TRADE AND INDUSTRIAL TEACHERS; VOCATIONAL EDUCATION; TABLES (DATA); \*PROGRAM EVALUATION; TEACHER CHARACTERISTICS  
CALIFORNIA

In 1965 The California State Board of Education authorized a new 8.1 credential which provided for the teaching of both industrial arts and trade and technical education subjects in grades 9 through 12. The credential was created to assist in the further development of occupational education programs in the California high schools. Because the credential encompassed parts of two different areas, it was agreed that the effect of the credential on instructional quality would be reviewed after a 2-year period. This report contains statistical data obtained from the regional offices of the Bureau of Industrial Education, the Trade and Technical Teacher Education Offices, and from a questionnaire mailed to industrial arts teachers enrolled in a 1966-67 vocational education class designed to fulfill credential requirements. No attempt is made to interpret the data, but to provide information for interpretation by an evaluation committee appointed by the Bureau of Industrial Education. Tabular data provides comparisons between the industrial arts and trade and technical teachers by subject area, work experience, teaching experience, and level of educational attainment. (HC)

## VT 005 758

Supervised Participating Experiences for Teacher Education in Agricultural Education. Agricultural Education Bulletin No. 20.

Virginia Polytechnic Inst., Blacksburg. Dept. of Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Jul66 27p.

\*AGRICULTURAL EDUCATION; \*TEACHER EDUCATION; \*STUDENT TEACHING; \*PROGRAM GUIDES; REFERENCE MATERIALS; TEACHER EVALUATION; TEACHER SUPERVISION; TEACHER ROLE; NONINSTRUCTIONAL RESPONSIBILITY; \*STUDENT TEACHERS; RECORDS (FORMS)  
VIRGINIA POLYTECHNIC INSTITUTE

This student guide was prepared to assist student teachers in selecting important activities and evaluating progress made toward developing teaching proficiency. The content includes: (1) a list of suggestions for the beginning student teacher, (2) a list of participating experiences for agricultural education student teachers, (3) a student teacher weekly schedule form, (4) a teaching evaluation form, (5) a supervised occupational experience visitation record, and (6) a final evaluation report form. (DM)



VT 005 854

A Manual for Supervised Teaching in Arizona Departments of Vocational Agriculture. A Guide for Directed Teaching Activities.

Arizona Univ., Tucson. Dept. of Agricultural Education  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - nd 25p.

\*STUDENT TEACHERS; \*STUDENT TEACHING; \*MANUALS; \*VOCATIONAL AGRICULTURE; \*TEACHER EDUCATION; COOPERATING TEACHERS; PRESERVICE EDUCATION; VOCATIONAL AGRICULTURE TEACHERS; RECORDS (FORMS); LEARNING ACTIVITIES

This mimeographed guide for student teaching contains a list of activities that every teacher must do well his first year on the job. It was prepared by teacher educators with assistance from experienced supervising teachers utilizing material from other states and experiences of the authors. The content includes: (1) manual utilization, (2) supervising teacher suggestions, (3) forms and materials, (4) observing and teaching classes, (5) suggestions for student teachers, (6) supervising teaching manual, and (7) a participation summary. The manual contains sections relating to: (1) Understanding Community Resources and Developing Working Relationships, (2) Becoming Familiar with Administrative Policies and Responsibilities, (3) Organizing and Maintaining Facilities, (4) Teaching All-Day Classes and Supervising Occupational Experience Programs, (5) Directing the Activities of the Chapter of the Future Farmers of America, (6) Organizing and Conducting Instruction for Adults, (7) Planning and Evaluating a Departmental Program, and (8) Developing a Philosophy and Standards Toward the Teaching Profession. (DM)

VT 006 924

The Nurse Practitioner as a Teacher in Nursing Service, Instructional Outline.

Pennsylvania State Univ., University Park. Dept. of Nursing  
MF AVAILABLE IN VT-ERIC SET.  
Pub Date - 68 18p.

\*COURSE DESCRIPTIONS; \*HEALTH OCCUPATIONS EDUCATION; \*NURSING; \*TEACHER EDUCATION; NURSES; PATIENTS (PERSONS); STUDENT CHARACTERISTICS; \*TEACHING METHODS

The course which was offered in two full-time 1-week sessions in 1968 was intended to assist key nursing personnel to function as teachers of patients and employees. A program for each of the two course components lists topics and suggests content. Topics include: (1) the needs of learners of varied preparation, ability and background, (2) the dynamics of the learning situation, (3) factors influencing learning, (4) the 4-step method of teaching, (5) use of the nursing care plan in patient and employee teaching, (6) the case method of teaching and the critical incident, (7) dynamics of the one-to-one teaching relationship, (8) problem-solving and decision-making, (9) the impact of labor relations in the hospital situation, (10) goal directed instruction, (11) incidental teaching, (12) sources of and use of audiovisual instructional aids, (13) teaching the patient in connection with adjustment to the hospital, nursing care, and body dysfunction, (14) applications of learning and instruction to the clinical and team conferences, and (15) interview techniques in teaching. Related films are listed and instructional methods and activities are suggested. (JK)

VT 007 184 ED 029 089

Winnett, William L.

Cross-Cultural Values in Office Education with Emphasis on In-Service Teacher Education. Report of a Regional Institute.

San Francisco State Coll., Calif. Dept. of Business Education  
Ohio State Univ., Columbus. Center for Vocational and Technical Education  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$3.55  
Pub Date - Sep68 69p.

\*INSERVICE TEACHER EDUCATION; \*OFFICE OCCUPATIONS EDUCATION; DISADVANTAGED YOUTH; INSTRUCTIONAL MATERIALS; BIBLIOGRAPHIES; \*CONFERENCE REPORTS; \*CROSS CULTURAL TRAINING; \*SUMMER INSTITUTES  
INSTITUTE ON CROSS CULTURAL VALUES IN OFFICE EDUCATION, SAN FRANCISCO STATE COLLEGE, JUNE 17-25, 1968

Twenty persons, selected according to experience, responsibilities, and interests in occupational education for disadvantaged youth, and representing several states, educational areas, and most ethnic groups participated in the institute. The three types of materials developed were: sensitivity units, instructional units, and titles for additional sensitivity units. Materials for use by inservice office teachers in 15 different units are presented according to description, purpose, procedures, and follow-up. Sample topics are: (1) Studying Student Perceptions of Personal Traits Desirable for Office Workers, (2) Improving Communication Between Teacher and Students, (3) Predicting Student Reactions to Inter-Personal Situations of Young People, (4) Using Community Agencies to Help Raise the Aspirations of Disadvantaged Youth, (5) Converting the Unique Vocabulary of Disadvantaged Students, and (6) Helping Disadvantaged Students Learn to Participate in Office-Related Social Functions. A bibliography of books, journals, and pamphlets is included in the document. (FP)

VT 007 477 ED 029 094

Developing Innovative Vocational and Technical Teacher Education Programs. Final Report of an Upper Midwest Vocational Teacher Education Conference (Minneapolis, May 13-15, 1968).

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis  
EDRS PRICE MF-\$0.50 HC-\$5.30  
Pub Date - 13May68 104p.

\*TEACHER EDUCATION; \*VOCATIONAL EDUCATION TEACHERS; SPEECHES; INNOVATION; MODELS; \*PROGRAM IMPROVEMENT; TEACHER ROLE; TEACHER QUALIFICATIONS; EDUCATIONAL PROBLEMS; \*TEACHER EDUCATION CURRICULUM; \*CONFERENCE REPORTS; TEACHER IMPROVEMENT  
\*UPPER MIDWEST VOCATIONAL TEACHER EDUCATION CONFERENCE, MINNEAPOLIS, MAY 13-15, 1968

The conference brought together vocational teacher educators, research and development personnel, state department vocational staff members, and vocational school directors from Iowa, North Dakota, South Dakota, and Wisconsin, to consider potential directions for change in teacher preparation. Conference objectives were: (1) to stimulate participants to evaluate existing systems for preparing instructional personnel in vocational-technical education, and to plan for new improved programs, (2) to provide participants with information and opinions on goals and competencies for today and tomorrow, teacher education models, legislation, problems and issues, and proposed systems and programs, and (3) to explore the desirability and feasibility of further cooperative activities in the region. Complete presentation papers and a rationale for selection of the presenters are included in the document. Nine individual presentations are included, and ideas evolving from the resulting group discussions are outlined according to needed changes, problems in meeting future needs, areas of agreement on need for change, current projects and ideas. An evaluation of the conference is also included. (FP)

VT 007 660 ED 025 671  
 SCRIBE (Summer Curriculum Revision through Industrial and Business Experiences) Curriculum Guide Handbook,  
 1968.

Compton Union High School District, Calif.  
 EDRS PRICE MF-\$0.75 HC-\$8.90  
 Pub Date - Sep68 176p.

\*CURRICULUM GUIDES; \*COOPERATIVE PLANNING; \*ACADEMIC EDUCATION; \*VOCATIONAL EDUCATION; PROGRAM COORDINATION;  
 \*CURRICULUM DEVELOPMENT; WORK EXPERIENCE; INSERVICE TEACHER EDUCATION; SUMMER WORKSHOPS; TASK ANALYSIS; FIELD  
 STUDIES; INSTRUCTIONAL INNOVATION; INSTRUCTIONAL DESIGN; INTERDISCIPLINARY APPROACH  
 COMPTON, CALIFORNIA, ELEMENTARY AND SECONDARY EDUCATION ACT TITLE III; \*SUMMER CURRICULUM REVISION THROUGH  
 INDUSTRIAL AND BUSINESS EXPERIENCES; SCRIBE

Phase I involved 5 weeks of entry level employment for academic teachers in selected establishments in order to acquaint them with an occupational field. They did the regular work of these positions for 6 hours each work day and then spent 2 hours interviewing other personnel to collect significant occupational information. Phase II involved 3 weeks in which academic teachers, occupational teachers, and occupational counselors modified or developed new courses in mathematics, English, social studies, and science. This was done so the academic courses could support and reinforce occupational subject matter. A job analysis-subject area matrix was developed which allowed decisions concerning which courses should include particular competencies. Following this, subject area curriculum guides and suggested classroom activities were developed. Some of the curriculum guides are: (1) Voice Training, (2) Legible Writing, (3) Estimating, (4) Safety, (5) Quality Control, (6) Logic and Problem Solving, and (7) Career Development. Also included are the sequential procedure involved in this project, two related conference reports of "Total Community Occupational Education System," and general facility specifications. This was an Elementary and Secondary Education Act, Title III project. (EM)

VT 007 918 ED 026 543  
 Perlberg, A., And Others  
 Preparation of Teachers for Vocational-Technical Schools in Israel. Final Report.

Technion-Israel Inst. of Technology, Haifa (Israel)  
 Office of Education (DHEW), Washington, D.C.  
 EDRS PRICE MF-\$0.50 HC-\$5.70

OEC-5-21-009  
 BR-5-1392

72

Pub Date - nd 112p.

\*VOCATIONAL EDUCATION TEACHERS; \*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; \*TEACHER EDUCATION; EDUCATIONAL  
 ADMINISTRATION; TEACHER EDUCATION CURRICULUM; \*FOREIGN COUNTRIES; PROFESSIONAL RECOGNITION; TEACHER EDUCATORS;  
 TEACHER CERTIFICATION; TEACHER RECRUITMENT; STUDENT TEACHING; TEACHER INTERNS; INSERVICE EDUCATION  
 \*ISRAEL; TECHNION-ISRAEL INSTITUTE OF TECHNOLOGY

This study attempts to solve the problem of Israel's shortage of qualified teachers for vocational and technical schools by analyzing the problems contained in their preparation, and by suggesting an appropriate program of studies for them, along with recommendations for its effective use. Analysis of the general as well as the vocational and technical educational system in Israel provides a basis for an evaluation of the teacher preparation for vocational and technical education in that country. The problems in Israel of vocational teachers' certification requirements, the status of vocational education, and the sources and recruitment of vocational and technical teachers are considered in the program that is recommended for technical teachers in engineering and related subjects in electronics and mechanical engineering. Specific recommendations include a need to raise the status of the vocational teacher, to stress scientific and technical subject matter mastery, and to offer occupational experience along with professional education preparation. (MU)

VT 008 274 ED 029 133  
 Kelly, M. Frances  
 Professional Development Project for Two-Year College Vocational and Technical Faculty.

State Univ. of New York, Buffalo, Dept. of Higher Education  
 New York State Education Dept., Albany  
 EDRS PRICE MF-\$0.75 HC-\$7.75  
 Pub Date - 68 153p.

68-2-72;69-2-131

\*TEACHER ORIENTATION; \*COMMUNITY COLLEGES; VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; \*MODELS; TEACHER ROLE;  
 PILOT PROJECTS; SELF EVALUATION; COLLEGE STUDENTS; TEACHER EVALUATION; PROGRAM EVALUATION; ADMINISTRATIVE  
 ORGANIZATION; PARTICIPANT SATISFACTION; TEACHER ATTITUDES; \*TEACHER WORKSHOPS; BEGINNING TEACHERS  
 NEW YORK

The objective of this project was to develop a model designed to expose the new community college faculty member to the essential components of community college teaching. Specifically the objectives were (1) to aid an individual to be aware of himself as a teacher and as a participant in the 2-year college environment as well as in the larger community, (2) to identify the various roles of faculty members, and (3) to ease the transition of the individual from his former work role to the role of the faculty member in a community college. The content of the model was developed around these three general areas of concern, and was generated by utilizing both recently employed 2-year faculty and veteran faculty as consultants. They assumed major responsibility for the focus and specificity of the content. It is characteristic of this model that while the content is structured and was identified by consensus, the technique by which content is to be presented is left to the discretion of the individual leader. (CH)

VT 008 472  
 Graf, Roland W.  
 Teacher Service Schedules Second Semester, 1968-69.

Kenosha Technical Inst., Wis.  
 MF AVAILABLE IN VT-ERIC SET.  
 Pub Date - 10Mar69 11p.

\*TEACHING LOAD; \*STUDENT TEACHER RATIO; \*VOCATIONAL EDUCATION TEACHERS; \*TECHNICAL INSTITUTES; TEACHING  
 ASSIGNMENT; WORKING HOURS; TEACHER DISTRIBUTION  
 \*KENOSHA TECHNICAL INSTITUTE

Information relating to the work load of 50 full time instructional staff members at Kenosha Technical Institute was compiled. Four categories of data were collected: number of clock hours in the classroom per week, total enrollment in classes taught per week, student contact hours, and number of different subjects taught. The means for the four data categories were 16 clock hours, 88 students, 311 contact hours, and three preparations respectively. The pupil-teacher ratio per class was 19.44 to one. All of the means were below those of the previous year. Raw data are included. (EM)



VT 008 487 ED 029 153

Harris, Rayford L.

A Pilot Program for Recruiting and Orienting High School Seniors as Prospective Industrial Arts Teachers.  
Final Report.

Virginia State Coll., Petersburg  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.25 HC-\$2.70

OEG-1-7-070029-4207

24

BR-7-C-029

Pub Date - 68 52p.

\*INDUSTRIAL ARTS TEACHERS; \*TEACHER RECRUITMENT; \*EXPERIMENTAL PROGRAMS; SUMMER PROGRAMS; COLLEGE BOUND STUDENTS; EXPERIMENTAL GROUPS; CONTROL GROUPS; \*SECONDARY SCHOOL STUDENTS; ORIENTATION; QUESTIONNAIRES; STUDENT PARTICIPATION; PROGRAM DESCRIPTIONS; PROGRAM EVALUATION  
VIRGINIA

The purpose of this pilot program was to test a method of orienting and recruiting high school seniors as prospective industrial arts teachers. Students in grade 11 were identified by contacting administrators, guidance personnel, and industrial arts teachers in 35 Virginia high schools. From these contacts 48 students from 13 schools were selected; of these 24 attended an experimental summer institute and the remainder served as a control group. Students attending the institute participated in classes, demonstrations, field trips, and conferences which were devoted to the theory, philosophy, and purposes of industrial arts. Evaluation findings included: (1) All 48 students completed high school by the end of the summer, (2) 11 from the experimental group majored in college industrial arts, (3) 3 from the control group majored in college industrial arts, (4) 20 from the experimental group enrolled in college, and (5) 11 from the control group enrolled in college. (EM)

TEACHING  
AND LEARNING  
SECTION



VT 002 457 ED 019 450

Johnson, Bernadine  
Review of Recent Research on Methods of Teaching.EDRS PRICE MF-\$0.25 HC-\$1.45  
Illinois Teacher of Home Economics; v9 n1 pp32-57 1965.  
Pub Date - 65 27p.11  
CURRICULUM DEVELOPMENT; \*RESEARCH REVIEWS (PUBLICATIONS); \*EDUCATIONAL RESEARCH; \*TEACHING METHODS; TEACHER CHARACTERISTICS; HOME ECONOMICS EDUCATION; EFFECTIVE TEACHING; DISCOVERY PROCESSES; PROBLEM SOLVING; CREATIVITY; GROUPING (INSTRUCTIONAL PURPOSES)

Sixty sources on teaching methods, most published between 1958 and 1964, are reviewed as a basis for possible revision of college courses on methods. Eight deal with definitions of instruction and teaching, five with the teacher, nine with grouping, 15 with heuristic methods, four with problem solving, and 19 with creativity. A summary lists the findings in each category and their implications. Representative entries are: (1) Skilled teachers utilize self-directing small groups, (2) Teachers need training not only in subject matter but also in many other abilities and behaviors which will develop social and learning skills, (3) Students benefit from individual assistance and working in small groups, (4) The effectiveness of heuristic methods appears to depend upon the skill of the teacher in helping the students to find out things for themselves, (5) In every area of the home economics curriculum, students can be guides to seek answers to problems, and the teacher should avoid providing the solutions, and (6) There is a positive correlation between creativity and the teacher's showing personal interest in the student. (MS)

VT 004 674

Pratzner, Frank C.  
An Investigation of the Effectiveness of an Auto-Instructional Program for Teaching Selected Concepts and Manipulative Techniques of Drafting to Beginning Industrial Arts Students.MF AVAILABLE IN VT-ERIC SET.  
Pub Date - Jun65 164p.

\*INDUSTRIAL ARTS; \*DRAFTING; GRADE 7; LEARNING; \*SKILL DEVELOPMENT; PROGRAMED UNITS; EXPERIMENTAL TEACHING; CONTROL GROUPS; ELECTROMECHANICAL AIDS; FUNDAMENTAL CONCEPTS; \*PROGRAMED INSTRUCTION; MASTERS THESES; EXPERIMENTAL GROUPS; INSTRUCTIONAL MATERIALS; \*METHODS RESEARCH; PERFORMANCE TESTS

The usefulness and comparative effectiveness of programed instruction in teaching selected concepts and skills in drafting were investigated. The population and sample consisted of 36 boys enrolled in the seventh grade at the University of Minnesota High School, 1964-65. On the basis of the Lorge-Thorndike Verbal Test, the experienced and non-experienced students were placed in ranked pairs and the upper member of the pair was assigned to an experimental or control group by the flip of a coin. No original significant differences or interactions were found between these groups or between the experienced and non-experienced groups. The experimental group treatment consisted of instruction from a programed unit written by the investigator. The criterion measure was a specially prepared drafting procedure on an electrically wired drafting board. Findings indicated that the program provided an effective cognitive learning experience for the non-experienced and experienced groups but that it was a hindrance to the non-experienced group in developing manipulative skills. The appendix includes: (1) "A Program of Instruction for Beginning Drafting," (2) an instrument to determine previous drafting knowledge and experience (3) data relevant to the sample, (4) a drafting board schematic, (5) the criterion measure, and (6) directions for conducting the group testing sessions. (Not available in hard copy due to marginal legibility of original document). (EM)

VT 005 977 ED 028 245

Mitzel, Harold E., And Others  
Experimentation with Computer-Assisted Instruction in Technical Education. Semi-Annual Progress Report.  
Report No. R-6.Pennsylvania State Univ., University Park. Computer Assisted Instruction Lab.  
EDRS PRICE MF-\$0.50 HC-\$3.50  
Project 5-85-074  
Pub Date - 30Jun67 68p.

\*COMPUTER ASSISTED INSTRUCTION; \*RESEARCH PROJECTS; RESEARCH; \*RESPONSE MODE; \*TECHNICAL EDUCATION; \*STIMULUS DEVICES; STUDENT ATTITUDES; LINEAR PROGRAMING; BRANCHING; TESTING; RESEAPCH REVIEWS (PUBLICATIONS)

Six research studies involving computer assisted instruction (CAI) are reported. "Gradient and Full-Response Feedback in Computer-Assisted Instructions" did not substantiate the hypothesized advantage of gradient-response over full response feedback on the basis of amount learned (n=24). "Relative Effectiveness of Various Modes of Stimulus Presentation through Computer-Assisted Instruction" reported no significant differences for audio, typed, or display modes of presentation, but all three were significantly better than no instruction (n=90). "Expressed Student Attitudes under Several Conditions of Automated Programed Instruction" reported the use of "contingent prompting and feedback" and "knowledge of correct response" computer-assisted instruction and a programed text all containing the same program with 66 students in grades 9 and 10. A 40-item attitude scale revealed both methods resulted in significantly greater positive attitude than did the programed text. "Remedial and Review Branching in Computer-Assisted Instruction" contrasted branching and nonbranching programs. Results from 42 students indicated no differences in learning but the branching program required more time. Two projects which are in progress on "Numerical and Verbal Aptitude Tests Administered at the CAI Student Station" and "CAI Time Accounting and Usage Analysis" are reported. VT 005 978 in this issue is a similar report. (EM)

VT 005 978 ED 029 082

Mitzel, Harold E., And Others  
Experimentation with Computer-Assisted Instruction in Technical Education. Semi-Annual Progress Report.  
Report No. R-9.Pennsylvania State Univ., University Park. Computer Assisted Instruction Lab.  
EDRS PRICE MF-\$0.50 HC-\$4.20  
Project 5-85-074  
Pub Date - 31Dec67 82p.

\*COMPUTER ASSISTED INSTRUCTION; \*RESEARCH PROJECTS; RESEARCH; \*FEEDBACK; RESEARCH REVIEWS (PUBLICATIONS); TESTING; VERBAL COMMUNICATION; \*APTITUDE TESTS; \*SPELLING INSTRUCTION; PROGRAMED INSTRUCTION

A paper and four research studies involving computer assisted instruction (CAI) are reported. "On Narrowing the Credibility Gap for Computer-Assisted Instruction" by Harold E. Mitzel reviews the cost, shortage of programs, and lack of detailed educational plans as major reasons for the nonacceptance of computer-assisted instruction. "A Comparison of the Effectiveness of Five Feedback Modes in a Computer Assisted Adjunct Auto Instruction Program" reports a study involving five feedback modes and 75 college students. "Numerical and

Verbal Aptitude Tests Administered at the Student Station" reports a developmental project involving four aptitude tests. "Spelling and Computer Assisted Instruction" reports an experimental attempt to teach remedial spelling to college students. "Effects of Reducing Verbal Content in Computer Assisted Instruction Programs" deals with correlation between intelligence and learning after studying a low verbal content program, a decrease in instructional time, and no learning reduction due to content reduction. VT 005 977 in this issue is a similar report. (EM)

VT 006 810 ED 028 250

Ferguson, Edward T., Ed.  
Selected and Annotated Bibliography Related to Cooperative and Project Methods in Distributive Education.  
Bibliographic Series No. 5.

Michigan State Univ., East Lansing, Dept. of Secondary Education and Curriculum  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$6.15 OEC-85111  
Pub Date - Apr67 121p.

\*DISTRIBUTIVE EDUCATION; \*ANNOTATED BIBLIOGRAPHIES; \*PROJECT TRAINING METHODS; \*COOPERATIVE EDUCATION; HIGH SCHOOLS; \*METHODS RESEARCH; VOCATIONAL EDUCATION; EDUCATIONAL STRATEGIES

The compilation of this annotated bibliography of selected materials was undertaken to provide a thorough review of the literature concerning the cooperative and project methods of instruction in the field of distributive education to be used in "A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education" (ED 016 846 or VT 004 193 in ARM Winter 1968). The major portion of materials included in this annotated bibliography is mainly reviews of journal articles, although some books, theses, and dissertations were also reviewed from 1896 to 1967. Section I, Cooperative Method, includes a number of articles reviewed by year, subject index, suggested readings, code categories, and 293 annotations. Section II, Project Method, follows the above format and includes 100 annotations. The articles included in the bibliography can provide: (1) an historical perspective of the development of the cooperative and project methods of instruction, (2) a source of facts, experiences, and ideals for those concerned with the problems of initiating a cooperative or preparatory program, and (3) a selected classification and categorized body of information concerning the field of distributive education. (MM)

VT 006 916 ED 023 887

Rozran, Gilbert B.  
A Study of the Effectiveness of a Military-Type Computer-Based Instructional System When Used in Civilian High School Courses in Electronics and Automechanics. Final Report.

Systems Operations Support, Inc., King of Prussia, Pa.  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$0.50 HC-\$4.45

OEG-1-6-000242-0618

08

BR-5-1332

Pub Date - 1Apr68 87p.

\*EXPERIMENTAL PROGRAMS; TEACHING METHODS; \*COMPUTER ASSISTED INSTRUCTION; \*PROGRAMED INSTRUCTION; \*AUTO MECHANICS; \*ELECTRONICS; HIGH SCHOOLS; MATERIAL DEVELOPMENT; EXPERIMENTAL GROUPS; CONTROL GROUPS; TRADE AND INDUSTRIAL EDUCATION; COMPARATIVE ANALYSIS  
SMART TRAINER

This project utilized computer-based instruction proven effective in military training programs, cue-response programing, "SNAP" programed texts, and programed overlays for the "SMART" trainer (a universal simulation and representation device which can be tailored to a specific course merely by changing the students' panel and playboard programing). The objectives were to explore (1) the effectiveness of the military systems and pattern recognition approach to electronics training on high school students, (2) its impact on students with lower I.Q.'s than the military group sampled, and (3) its effectiveness in other subjects, in this case auto mechanics. The sample consisted of an electronics experimental group of 53 students and control group of 36 students, and an auto mechanics experimental group of 9 students and control group of 14 students. Significant results were achieved in the electronics course for students who used computer assisted and program instruction. However, no significant difference was found in the auto mechanics students. Data for upper and lower I.Q. groups in the electronics experimental group revealed no significant difference. Appendixes include the four project quarterly reports, and related documents are "Auto Mechanics: Methodology, Technical Instruction Manual" (VT 001 950), and "Practical Electronics: Technical Instruction Manual" (VT 001 961) both in AIM Winter 1969). (HC)

VT 007 044 MP 000 643

Harding, Larry G.; Fleischman, Howard L.  
Aptitude Level and Consumer Acceptance of Programed Instruction.

Navy Training Research Lab., San Diego, Calif.  
Naval Personnel Research Activity, San Diego, Calif.  
EDRS PRICE MF-\$0.25 HC-\$1.10  
RM-SRM-68-9  
Pub Date - Oct67 20p.

\*ENLISTED MEN; \*ATTITUDE TESTS; \*PROGRAMED INSTRUCTION; \*APTITUDES; SURVEYS; \*STUDENT ATTITUDES; MILITARY TRAINING; QUESTIONNAIRES

A 28-item attitude survey was administered to 347 enlisted men at the Aviation Mechanical Fundamentals School, Class A, Memphis, Tennessee, to determine the degree of reaction to programed instruction by aptitude levels. Scores from the General Classification Test or the Verbal Expression Test were used to identify four aptitude levels. Analysis of variance procedures was used to test for significance of difference. No differences in attitudes were detected between students of different aptitude levels. However, it was suggested that program effectiveness and student attitudes should be monitored as the number of programs increased. The attitude survey is included. (EM)

VT 007 098 MP 000 695

King, Philip  
Cross-Cultural Interaction Skill Training; A Field Test of the Self-Confrontation Technique.

Aerospace Medical Research Labs., Wright-Patterson AFB, Ohio  
EDRS PRICE MF-\$0.25 HC-\$2.15  
AMAL-TR-206  
Pub Date - Dec67 41p.

\*CROSS CULTURAL TRAINING; OFFICER PERSONNEL; BASIC SKILLS; PROGRAM DESCRIPTIONS; INTERACTION; \*VIDEO TAPE RECORDINGS; CHANGING ATTITUDES; RETENTION; \*ROLE PLAYING; \*PERFORMANCE CRITERIA  
\*SELF CONFRONTATION TECHNIQUE



A field test of the "self-confrontation" technique for cross-cultural interaction skill training was conducted. Eleven officers, participating in the first course in Psychological Operations and Civic Action in Counterinsurgency at the Special Air Warfare School, served as subjects. After reading a detailed description of the Iranian culture they acted in a role-play situation with an Iranian "Air Force Major." Following the interaction subjects reviewed their performance via video tape replay and received a verbal critique of their performance from the experimenter. Subjects then performed in the role a second time. All subjects improved their performance from the first to the second trial. Participants in the exercise and other observers in the Special Air Warfare School expressed enthusiasm for the potential of the techniques for operational training programs. A guideline for the incorporation of self-confrontation training into operational training programs is given, as well as a description of the facilities and methods, a sample of background material from the foreign culture, and a performance rating scale. (EM)

VT 007 230 ED 029 090

Hahn, Marshall

Review of Research on Creativity.

Minnesota Research Coordinating Unit in Occupational Education, Minneapolis

Office of Education (DHEW), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.55

Pub Date - Sep68 29p.

\*LITERATURE REVIEWS; \*CREATIVITY RESEARCH; \*CREATIVITY; RESEARCH REVIEWS (PUBLICATIONS); BIBLIOGRAPHIES; CREAT E ABILITY; CREATIVE DEVELOPMENT; ORIGINALITY; IMAGINATION; INDIVIDUAL CHARACTERISTICS; INHIBITION

This literature review on creativity covers 92 references dating from 1906 to 1966. It is one of a series on topics pertinent to vocational, technical, and practical arts education. Major units of the review are Defining Creativity, Measuring Creativity, Creativity and Intelligence, Characteristics of the Creative Individual, Teaching and Creativity, and Inhibitors of Creativity. (EM)

VT 008 204

Hughes, Ruth P., And Others

Speeches Presented at the Annual Vocational Convention of the American Vocational Association (62nd, Dallas, Tex., December 12-13, 1968). Home Economics Division Meeting.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Dec68 27p.

\*SPEECHES; \*OCCUPATIONAL HOME ECONOMICS; \*TEACHER EDUCATION; \*INSTRUCTIONAL MATERIALS; WORKING WOMEN; INTERACTION PROCESS ANALYSIS

A research project designed to prepare students for the dual role of homemaker and wage earner was summarized by Ruth P. Hughes in her presentation for the Annual Convention of the American Vocational Association. The unit of study was presented as a curriculum package containing several short units of instruction on: (1) Why Women Became Homemakers and Wage Earners, (2) Making Decisions About Employment, (3) Cost of Employment, (4) Provision of Child Care, and (5) Money Management. The package included a workbook, study sheets, program instruction, slides, transparencies, and list of publications, field trips, outside speakers, and class surveys. Evaluation data reported in tabular form indicate that students made significant gains, however attitudes did not change. The curriculum package was concluded to be useful to a variety of teachers and to have contributed to student learning in classes which included large numbers of less able students. A paper presented by J.W. Bell discusses interaction analysis as a means of improving teacher effectiveness. In the past, teacher traits and pupil gains have been measured as criteria of teacher effectiveness. Recent efforts concentrate on a study of teacher behavior. Interaction analysis is one of the tools devised to describe the consequences of classroom behavior and provide feedback. Teachers develop an openness to supervision because the teacher's behavior and his desired ideal behavior are being discussed, not the teacher or the bias of the supervisor. (FP)

VT 008 507 ED 029 154

Grimsley, Douglas L.

Acquisition, Retention, and Retraining: Effects of High and Low Fidelity in Training Devices. Technical Report 69-1.

George Washington Univ., Alexandria, Va. Human Resources Research Office

Department of the Army, Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.75

DA 44-188-ARO-2

Pub Date - Feb69 33p.

SIMULATION; \*SKILL DEVELOPMENT; \*PSYCHOMOTOR SKILLS; MILITARY PERSONNEL; \*RETENTION STUDIES; \*EQUIPMENT EVALUATION; ELECTRONIC EQUIPMENT; \*SIMULATORS; METHODS RESEARCH; RECALL (PSYCHOLOGICAL); TASK PERFORMANCE

This study is the first in a series which was conducted under the name STRANGER III, and which was to examine trainees' long-term memory of motor skills. This phase examined the effects of varying fidelity of training devices on acquisition, retention, and reinstatement of ability to perform a 92-step procedural task. Three versions of the Section Control Indicator Console of the Nike-Hercules guided missile system were utilized. One version was a physical duplicate, fully powered and operational; a second had no power; and a third was a full sized color illustration of the powered version. Sixty U.S. Army trainees were randomly assigned to one of five training conditions, 12 to a group. Each subject was tested immediately after training, 4 weeks later, and 6 weeks later, and each was retrained to a criterion level. There was no differences in training time to learn the procedural task, initial performance level, amount remembered after 4 and 6 weeks, or retraining time between individuals trained on high fidelity devices and those trained on low fidelity devices. (EM)

OTHER  
RESOURCES  
SECTION



VT 009 563 ED 033 237

Microfiche Collection of Clearinghouse Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Fall 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$8.50 HC NOT AVAILABLE FROM EDRS.  
Pub Date - 69 2,364p.

INDEXES (LOCATERS); \*EDUCATIONAL RESEARCH; \*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS; \*ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION

Documents announced with VT numbers only in the Fall 1969 issue (VT 009 622) of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM), are included in this microfiche set. Microfiche availability for these documents is shown on the ARM resume as MF AVAILABLE IN VT-ERIC SET. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (CD)

VT 009 622 ED 033 247

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Fall 1969.

Ohio State Univ., Columbus. Center for Vocational and Technical Education  
Office of Education (DHEW), Washington, D.C.  
EDRS PRICE MF-\$1.00 HC-\$10.40  
ERIC Clearinghouse for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (Quarterly--Fall, Winter, Spring, Summer, \$9.00 per year).  
Pub Date - 69 206p.

\*ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION; INDEXES (LOCATERS); \*EDUCATIONAL RESEARCH; \*VOCATIONAL EDUCATION; \*TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students and Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) documents accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 009 563). (CD)

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2	The Demand for and Selected Sources of Teachers in Vocational and Technical Education:, State Director Survey. January 1967. 31 + 51 p.	o	ED 012 331 Dec. '67 RIE
3	Research and Development Priorities in Technical Education. May 1967, A Report of a National Research Planning Conference in Technical Education, January 10-11, 1967. 34 p.	o	ED 013 888 Mar. '68 RIE
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6	Review and Synthesis of Research in Distributive Education. August 1966. 212 p.	o	ED 011 565 Oct. '67 RIE
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9	Review and Synthesis of Research in Technical Education. August 1966. 69 p.	1.50	ED 011 559 Oct. '67 RIE
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11	The Emerging Role of State Education Departments with Specific Implications for Divisions of Vocational-Technical Education. (National Conference on State Dept. Leadership in Vocational Education, February 27-March 2, 1967) 1967. 395 p.	o	ED 016 870 July '68 RIE
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3	Guidelines for State Supervisors of Office Occupations Education. Report of a National Clinic, May 24-27, 1965, Pick-Fort Hayes Hotel, Columbus, Ohio. 1965. 84 p.	o	VT 001 266
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15	Vocational-Technical Teacher Education: National Seminar Proceedings. (September 24-29, 1967) 1968. 283 p.	3.25	ED 020 431 Nov. '68 RIE
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