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ABSTRACT

Five educational leaders presented the following papers on the promises and challenges of occupational education in the 1970's: (1) Will Tradition Keep Occupational Education from Meeting Its Potential? (2) What's the Hang-Up? Poor People-Poor Education; (3) Occupational Education--A Touch of Reality; (4) Programs to Meet Special Needs: Alternatives to the Associate Degree; and (5) Occupational Education as a Liberating Force. These discussions present a critical summary of past, present, and emerging practices and propose new approaches for occupational education in the community college. (CA)

OCCUPATIONS & EDUCATION IN THE 70'S: PROMISES & CHALLENGES

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CONTENTS

PREFACE

A great deal has been said about occupational education: its place in the curriculum, the issues and concerns it creates, the problems faced by junior college personnel, which frequently speaks out either in support or opposition to them.

While pursuing our role as leaders within the whole area of occupational education, the staff has sought to probe and uncover the thoughts and opinions of many knowledgeable people. It is our hope that new perspectives will stimulate sound thinking and effective planning on every college campus. Only when we find our own ideas sharpened and honed against the opinions and even biases of others do we emerge with dynamic and impressive results.

We asked several leaders in the field to devote their attention to what they foresaw in occupational education in the 70's; what its promises and challenges seem to be as they look into the future. The collection of essays in this booklet represent <u>their</u> thinking and <u>their</u> vision. We hope that the ideas expressed here will be stimulating to your thinking and provocative to your planning.

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WILL TRADITION KEEP OCCUPATIONAL EDUCATION FROM MEETING ITS POTENTIAL?

Part of my assignment is to present a critical summary of present and emerging practices in occupational education which are based more on tradition than on sound educational considerations. In addition, I am to propose new approaches that might facilitate the further development of this aspect of community junior college education. The first part of this undertaking is not nearly so difficult as the second. The woods are full of critics but we are often hard-pressed to find the critic who can offer sound suggestions for improving what he criticizes. This is a problem with which I struggled in the preparation of this paper, hopefully with partial success.

My remarks are focused primarily at the institutional level. Consequently, they emphasize but are not limited to the areas of curriculum and instruction. There are, obviously, other considerations of importance to the future of occupational education which I hardly touched upon. These include matters of policy, legislation, and organization at the state and national levels.

I am well aware that there are junior colleges which have already dispensed with certain of the traditions and practices which I criticize. I also realize that some of my recommendations will not be easy to put into practice. This makes them no less relevant.

It is easy to create the impression in such a presentation that nothing is right with occupational education in the community junior college. Quite the contrary is true. I find much over which to be enthusiastic. Great progress has been made; an accounting of the progress made during the past decade would make an inspiring story. Nevertheless, there is much still to be done and that is what we are concerned with here.

The following story bears on this point. There was a sweet little five-year-old girl who wanted very much to go trick-or-treating on Halloween. After considerable pleading, the mother agreed, on the condition that the child not go beyond the immediate neighborhood. When the mother asked what costume she wanted the little girl replied that she wanted to be an angel.

The mother made a very attractive costume. In it the girl seemed the epitome of an angel. When Halloween finally arrived she put on her costume and

began making her way from house to house. At almost every stop, there were compliments on her beauty. The brown paper bag she carried received generous offerings of candy and cookies. At one house the man who came to the door remarked, "You are the most adorable and beautiful angel I have ever seen. I am going to give you something special." Thereupon he went into the kitchen and came back with a very large red apple which he dropped into the little girl's brown paper sack. She looked down into her bag and then up at the man and said, "Mister, you just broke every cookie in my bag!"

I hope that by the time I finish you won't feel the same way.

Revise Program Admission Requirements

Not infrequently, those who direct occupational education programs engage in a game of "one-upmanship" with admission requirements. They see stringent admission requirements per se as the royal road to status and often work hard to outdo each other and their colleagues in academic fields. This game is by no means limited to occupational education programs nor to community junior colleges. It is played in various ways and to various degrees at all levels of higher education.

Another use for program admission requirements in the past, and to varying degrees, is to exclude particular groups from certain occupations. Such practices are sometimes defended on the grounds that employers in specific occupations, especially where personal services are involved, will not employ Blacks, or Orientals, or women--or you name it-- because customers will not patronize places where personal services are rendered by such persons. Until recently this exclusion also applied to Blacks in most of the building trades and women are still effectively excluded from many occupational programs. Even though admission requirements which are used to discriminate against certain groups have been declared illegal by statutes and court rulings, their applications can be very subtle. When admission procedures require a personal interview it may be, in part at least, for just this purpose. One can usually determine whether or not this is the case by who is rejected and who is admitted to a program.

I do not mean to imply that there should be no requirements for admission, including personal interviews, to occupational programs. My criticism is that such requirements are too often accepted at face value. Their validity is rarely questioned and even less frequently tested. Once established, they often become sacred cows.

The requirement of high school chemistry for admission to many health-related programs represents a case in point. Two related types of "justifications" are used to support this requirement. One is that a "good scientific background" is needed to succeed in a health-related occupation. What this means is rarely set forth in specific terms and even less frequently is the validity of the assumption tested. Another even more superficial justification may be given. Namely, that such programs require "college-level chemistry" and a student obviously must have completed high school chemistry to pass college chemistry. Such a rationale eliminates the need of even questioning whether college chemistry is needed, let alone establishing its validity as an employment performance requirement.

There are exceptions. I know of one junior college which had the typical types of requirements for admission into its associate degree nursing program.

The program director and nursing faculty defended these requirements on the basis that an exceedingly high proportion of graduates from the program passed the state examination to become registered nurses. The dean wasn't satisfied, however, with this type of evidence. He prevailed upon this program director to waive most of their admission requirements on a trial basis and assess the results. What happened? Enrollment in the program increased greatly and, to nearly everyone's surprise, the proportion of graduates who passed the state licensing examination dropped very little. The result in this case was that a substantially greater number of much needed and well qualified nurses were being prepared.

Basically, there are two types of competencies for which admission requirements are appropriate as screens. One of these is fundamental. It represents necessary capabilities which cannot be developed. Hence, they must be possessed by those entering a program. Most occupations require some such competencies. A dental technician, for example, must be able to stand for long periods of time, possess normal eyesight (corrected with glasses if necessary) and have good hand dexterity. By contrast, a draftsman can function in a wheelchair, though he needs the other two types of competencies just mentioned. In neither case does the person need to have white skin.

In addition, there are some developable competencies for which it is justifiable to screen for admission to a program. Theoretically, if we have enough time and money, any competency which an individual is judged capable of attaining can be mastered. But, since money and time are usually limited, it is often necessary to screen on this basis. The difficulties encountered in employing these screens have been discussed--namely, the status game and lack of validity. There are times when our goals should place human needs ahead of money. As a matter of national policy, a particular population group may be selected as the target for an educational program, with time and expenditures taking on secondary importance.

Build on Students' Previously Acquired Backgrounds

By and large, curriculum development in occupational education proceeds from a fallacious assumption widely employed elsewhere in higher education. Namely, that none of the specialized competencies which a program is designed to develop have been acquired previously by anyone who enters that program.

How often, for example, is an effort made to build an occupational curriculum upon what students have learned from a related program taken in high school? Or, what is more fundmental, how often do the two levels work together to develop a closely articulated and coordinated program? In addition, many who enroll in occupational curriculums have acquired competencies related to the program they choose from work experience and previous specialized training received while in military service or elsewhere. One is hard-pressed to find instances where a serious effort is made to determine if those who enter occupational programs already possess relevant competencies, and each student's program planned accordingly.

If this were done it would provide the means of breaking another tradition that discourages many young people from entering occupational programs, especially those below the associate degree level. Such programs are typically "dead end" in that they do not provide for upward occupational mobility. For example, rarely is it possible for a young woman who has completed a licensed nursing program to enter an associate degree nursing program and receive credit either for the preparation received or for subsequent work experience.

Change the Basis for Measuring Student Progress

Student progress in occupational education programs typically is measured by one of two means. For programs of one-year's duration or less, it is usually measured in terms of clock-hours of instruction received. That is, a program in air conditioning service and repair may consist of 200 hours of instruction. If a student participates for that specified number of hours he is usually awarded a certificate of diploma.

This clock-hour approach is rooted in the skilled trades. There is much resistance to changing it by those who have come from trade backgrounds. It represents a tie with the apprenticeship tradition which assumes that the way to acquire proficiency is by frequent and prolonged association with someone who is skilled.

Student progress in associate degree and most other two-year programs is normally measured by credit hours and grades. This adds a dimension to the instructional clock-hour basis for measuring student progress in that it indicates, usually by a grade, the quality of the student's performance in each course taken.

The shortcoming of this approach is that time and not achievement is held constant. A student is "locked in," so to speak, in that he has, as in the case of the clock-hour method, a predetermined amount of time in which to develop a given set of competencies. It matters not whether he can acquire them at a desired level of proficiency in half that time or needs one-third more time.

Why not reverse this process? Namely, have achievement as the constant and make time the variable. Substantial effort is being made to develop courses and programs on this basis--commonly known as the behavioral outcomes approach. With this approach the problem of taking into account differences in background can be realistically accommodated. This would also facilitate upward occupational mobility. The same applies to differences in motivation and aptitude.

The key element in this approach is to establish valid learning outcomes--terminal behaviors as they are sometimes called. In occupational curricula this means identifying performance outcomes which are valid in terms of employment requirements. Granted, this is not always easy; but it is essential if there is to be reasonable assurance that the graduates of occupational curricula are qualified for employment. Difficult though the task may be, it is easier to do for occupational courses than for most academic courses. There is no single thing that would advance occupational education more than for a serious, wide-scale effort to structure courses and programs on this basis.

Concentrate Programs

There is presently far too much fractionalization of occupational curriculums. One gets the impression that some institutions have attempted to offer as great a variety of unrelated programs as possible.

Viewed from the standpoints of specialized facilities, instructional staff, curriculum development, and variations in student potential there should be as much institutional concentration of occupational programs as possible. The best way to achieve this concentration is by identifying families of occupation. This means developing a group of closely related programs in a given occupational area. To illustrate, in the data processing field, rather than offering a single

curriculum in computer programming, a series of computer-related curriculums are offered. These might range from training key-punch operators in a few weeks' course to preparing computer programmers in a two-year associate degree curriculum with two or three additional levels in between.

This type of concentration also facilitates the behavioral outcomes approach for measuring student achievement. For example, students who wish to prepare for employment in the data processing field all begin by learning key punching at their own rate of speed if they do not already possess that skill. Some will, at this point, have achieved their goal. For others it will have become evident that they have reached their potential in this field or that they do not want to continue. In any event, if they leave the program at this point they have an employable skill. Others who enter will complete the next level of accomplishment and then seek employment. Still, others who possess sufficient motivation and the necessary aptitudes, will continue to become computer programers.

Similar illustrations could be given in the secretarial field, allied health occupations, and the engineering-related technologies, to mention a few. To summarize, this approach has several merits: (1) the use of expensive equipment is optimized; (2) students can leave a program at a number of points with employable skills--returning later for more advanced preparation if desired; (3) a program emphasizes specific applications at the very beginning which is important to many students who enter occupational programs in junior colleges; (4) valid screening for advanced programs in a field is greatly facilitated; (5) utilization of specialized faculty is enhanced.

This recommendation that occupational programs should be concentrated may seem to be in conflict with the concept of comprehensiveness to which most of us who are associated with the junior college movement are committed. Such is not the case. Institutions with large enrollments can offer concentrations in most of the major occupational areas. Many are already doing so and some have organized these curriculums on a family of occupations approach very similar to the above example. This approach is not as easy to implement in institutions with limited enrollments. However, the availability of specialized facilities, students, and qualified staff inevitably limit these junior colleges in what they can offer under any arrangement. Those which have no student dormitories are put to some added effort if the family of occupations approach to curriculum development is employed. The problem is not insurmountable--junior colleges have been successful in arranging housing for recruited athletes, for example.

Implicit in this approach to curriculum development is another consideration that elicits strong objections from some junior college administrators. The decision as to where certain programs should be concentrated within a state cannot be determined unilaterally by individual institutions. This raises the cry "violation of institutional integrity and autonomy."

When a major portion of operating funds come from state and federal sources, as is now the case in most states, a state's and nation's needs cannot be pushed into the background in the name of institutional autonomy. This is not to imply that administrators of individual institutions should not be involved in the establishment of guidelines on which decisions are reached. It does mean, however, that wise decisions as to what occupational programs need to be offered and where necessitates the consideration of factors that require state-wide perspective. This means there must be state-level decisions. Only in this way can we correct

the present problem of having too many of some types of occupational programs and not enough of others.

There is another side to this coin, however. Once authorization has been granted an institution to offer a program or family of programs, the development, operation, and control of those programs should be a local institutional responsibility. Occupational education will continue to wallow in bureaucracy as long as local junior college administrators are by-passed in decisions regarding curriculum development and supervision.

State agencies can and should provide advice and leadership in these areas--but their involvement in curriculum development and instruction should be just that. It is a distinctly unhealthy situation when the staff for an institution's occupational education programs feels a greater sense of responsibility (and sometimes even loyalty) to persons located at the state capitol than to their own institutional administrators. There are still cases where representatives from a state department for vocational-technical education come and go on junior college campuses giving directions and advice to individual instructors and program directors while completely bypassing the institutional administration.

We need to recognize that these practices came into existence, in part at least, as the result of failure on the part of junior college administrators to provide leadership for occupational education. Some administrators have been glad to "let Charlie do it." Others have had such programs virtually forced upon them. In many cases, however, the conditions which brought on these inappropriate external controls have changed but the controls too often remain. I wish that I could offer foolproof advice on how to shift the orientation and role perception which seems to be possessed by many state-level staffs for occupational education from that of local program administration to providing professional leadership and advice.

Rethink Facilities and Equipment Requirements

It seems to me that we are hung up on tradition in several respects when it comes to providing the facilities and equipment needed for occupational programs. Though facilities experts have long made admonitions to the contrary, specialized facilities for such programs are still often planned and constructed in such a way that later modification is very expensive if, in fact, it is possible at all. A few examples will illustrate this point. The types, location, and capacity of utilities are frequently inadequate. Shops which house heavy equipment are often constructed in a way that makes later removal, or replacement of equipment, all but impossible.

Most institutions encounter the dilemma of outdated instructional equipment for occupational programs. One partial solution to this problem is to rent, or have industrial concerns loan, equipment which becomes quickly obsolete. The tradition of ownership seems to stand in the way of this being done to the extent that it might be.

Most institutions still attempt to provide on campus virtually all of the specialized facilities and equipment required for occupational programs. There are indications, however, that some junior colleges are breaking out of this constriction.

I am referring to the emphasis now being given co-op programs and the internship experiences which have become relatively common in some curricula.

What if tradition were reversed? Suppose that an assessment were made of the laboratory-related learning experiences considered essential in each occupational program. This would be followed by surveys to determine the opportunities available for obtaining these learning experiences in on-the-job settings. Following this, during an initial trial period, part of the students in a program would receive the regular "hot-house" laboratory experiences and the other students would receive their laboratory experiences in field settings. What do you think a stern evaluation, both in terms of cost and learning, would show? In some cases one approach might prove better and in some cases the other. At least, we would have a better basis for deciding than we have presently.

There is another type of innovation related to this on which only the surface has been scratched. Namely, the use of simulation to develop occupational competencies. It excites the imagination to think of the advances that might be made in occupational education with major implementation of simulation. As so often happens, here is another case where technological development has outstripped the readiness to apply it. We are not unlike the farmer who passed off the agricultural agent's advice on better farming methods with the comment that he wasn't farming half as well as he knew how anyway.

The progress being made by nursing education in this area is encouraging. Those with responsibility for program development in other occupational fields would do well to study these developments in nursing education. It just may be that many of the present assumptions on how much "hands-on" laboratory experience is needed for developing specialized occupational programs would not stand the light of day.

Make Better Use of Practitioners

Junior college administrators are well aware that advisory committees are strongly recommended for occupational programs. In fact, such committees are widely used. However, very often they are neither properly constituted nor used. Frequently their membership fails to include some of the most important practitioners. To cite an example, while program committees for engineering-related technology almost always contain engineers, many do not include practicing technicians. Likewise, advisory committees for dental technician programs virtually always include dentists but dental technicians are often missing.

If the purpose of such a committee is primarily to keep the institution informed on employment supply and demand, to help recruit students, and to render general program evaluation, this typical membership composition is not too bad. However, if there is a desire to obtain specific information about the various specialized competencies that a graduate of the program should possess, membership is needed from practitioners of the specific occupation the program is developed to serve. These practitioners can provide information that cannot be obtained from other sources. Such individuals must be asked the right questions. Too often the wrong questions are asked. What we need to learn from them, and what they can tell us, are the specific competencies needed by one prepared in that field--not how many mathematics or science courses should be required in the curriculum. In

addition, these practitioners can provide information about the on-the-job performance of former students that cannot always be obtained from their supervisors.

Consider Alternative Sources of Faculty

The single most important factor in the success or failure of a given program is the competency (broadly defined) of its faculty. Some of the difficulties which are encountered in obtaining and retaining competent faculty lie largely outside an institution's control. Some states, fortunately, have made changes in accreditation requirements and criteria for determining salary that are alleviating the difficulties of obtaining and retaining competent faculty for occupational programs.

I offer for your consideration a heretical suggestion not now being employed, so far as I can determine, which would add another good source of faculty. Most instructors, for newly established occupational programs especially, are now recruited directly from the field. A few of them hold graduate degrees, some possess bachelors degrees, and an increasing number of have an associate degree in their fields of specialization. Many who teach in certificate and diploma programs have no college degrees. Regardless of their level of formal education, relatively few have background in curriculum planning and instructional methods. Various devices are employed to overcome these deficiencies.

Why not also approach this problem from another direction? Why not identify competent persons with bachelor's and master's degrees who have prepared to teach, in fields of over-supply, and offer them inducements to become qualified to teach occupational specialties. There must be a substantial number of capable persons in this category who could be enticed to undergo such a conversion.

How would they obtain the needed specialized occupational background? Some already possess it in varying degrees from military and previous work experience. Others could take selected specialized courses in a junior college for a semester or two, combining this with actual work experience. In addition, arrangements could be made for them to be employed during summers in the field of their new specialization after they joined a faculty. This group would provide a good balance for the instructors recruited directly from business, industry, and government.

Give More Attention to the Intangibles

Certainly the availability of occupational education programs does not guarantee student enrollments. Yet some institutions are much more successful than others in attracting students to such programs. Why is this? What is a reasonable goal for the proportion of an open-door community junior college student body that should be enrolled in occupational curriculums?

I shall comment on the second question first. Obviously what constitutes a favorable ratio depends upon several factors. These include the size of the institution, the type of community being served, and the extensiveness of the occupational education offerings. This latter consideration relates of course to a number of factors, not the least of which is a state's policy in terms of how much responsibility for occupational education is assigned to public junior colleges. Where major responsibility for post high school occupational education below the

baccalaureate level is assigned to the junior colleges, a reasonable goal is to have fifty per cent of the students enrolled in occupational curricula. There are institutions where this percentage is exceeded.

Now for the intangibles. There seems to be a difficult-to-define combination of intangibles which have an important impact on occupational program enrollments. One of these certainly is the program director and his faculty. There are personal traits, which are at least as important as their technical qualifications, that bear heavily upon the image prospective students and other faculty have of a program. The imagination and aggressiveness of the program director is one of these. Whether or not we like to admit it, aggressive recruiting is essential to attract students to many programs. The program director who waits for potential students to beat a path to his door is likely to come up short. Brochures alone--even attrative ones--are not enough. He and members of his staff have to personally contact potential students wherever they congregate--on the campus, in high schools, on the streets, in factories and shops, and even in beer parlors! If he and/or members of his staff will not or cannot do this effectively, enrollments will be adversely affected.

A basic consideration in the effectiveness of recruiting is how well the opportunities and requirements of various levels of programs are communicated to parents and potential students. Such subtleties as the terminology employed to inform the public of offerings is of more importance than frequently realized. When an institution's occupational education program is couched in vague, ill-defined terminology, many parents and potential students are "turned off."

Another mistake made is using the same set of appeals for all programs. Each program must be made attractive in terms of its own character and the potential students it is most likely to attract. Every honest means at our disposal should be employed to give a program identity and prestige. The elements to be emphasized in order to do this will vary with the level and sophistication of the program. A different combination of appeals are needed to make a certificate program in welding attractive than are needed to give prestige to an associate degree program in chemical technology. However, for each program, three elements should be highlighted in clear and distinguishable terms:

1. Entrance requirements
2. The program curriculum--with levels of required proficiency and demands specified
3. Opportunities and rewards for those who successfully complete the program.

Administrative structure may not represent an intangible element but I have included it in this section. Cases can be made for various institutional administrative structures for occupational education. However, unless this segment of education is woven into the warp and woof of the institution's structure, the message is clear to those both in and outside the institution. It says that occupational education is a stepchild to be kept at arm's length and not permitted to corrupt "respectable programs." We cannot hope to see occupational education achieve what society needs and expects from junior colleges if we have, in effect, nothing more than two institutions sharing a common piece of real estate.

A unified administrative structure is a sound one from a curriculum standpoint. I refer to the type of organizational structure increasingly employed by junior

colleges whereby all instructional programs are under the same dean or vice-president. Courses and programs are assigned to divisions on the basis of their content emphasis. For example, all social science courses and social science related occupational programs are in the same division. This provides the best assurance I know of that the institution will draw upon its available talents when developing specialized occupational courses and programs.

Up to this point, no reference has been made to the president. When junior college financial support was primarily local, his strong support in terms of budget was essential if there was to be an occupational education program. Now that state financing has taken on major significance, his willingness to fight for funds has shifted, in part at least, from the local to the state level. The attitude that he displays toward this aspect of the institution's program, whether subtle or overt, is still vital to its success. The statements he makes in public and to his faculty; the way he responds to old-guard, academically-oriented faculty; and how he budgets funds, are all revealing. He is still probably the single most important influence in the overall development of occupational education in the junior college.

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WHAT'S THE HANG-UP?
POOR PEOPLE — POOR EDUCATION

Poor people--Black, White, Puerto Ricans, Mexicans, Oriental or any color or creed--receive poor education. They live in the poorest sections of town, have the oldest schools, and receive the poorest or least experienced teachers. Let us face reality; poor people are exploited by the economic system and by the educational system.

Poor people have great dreams for their children as do all other people. They place great value on education and social mobility. They, too, look forward to the day when things will be better. However, there is one difference between the aspirations of poor people and those of other people--the burden of mobility must be carried by the children. The family looks to the child as a means of transporting the family from poverty to better times, and the children are well aware of their responsibility. The way outweighs very heavily on these kids' shoulders and I guess it accounts, to some extent, for their seeking an early out from education or an easier way of assuming this responsibility.

Let us take a look at the Black family for some clues. The poor Blacks are not satisfied in their poverty and much to many people's surprise they are working like hell to get out of it. What are the ways out? Money can buy your way out. Out to where? Out to a better home, a car, good clothes--like the physicians, the dentists, the school teachers, the lawyers, the professionals. Yes, the way out of poverty is money so you can be like the Blacks you see. The people who don't have to sweat out a living--the people who can sit behind the desk, man. The short day, long play people.

The next problem is how to get the money to pay your passage. The money is not easy--let me tell you it's hard. You can go the old slow way if the "people" let you. That is the educational route. This route takes brains and money. The possibility of having brains is left up to the school system to decide, and for a poor Black even in a Black school that is often negative. Then even if you have brains, where is the money coming from? Usually, nowhere.

Then there is what appears to be another way out. Drop the school boy and get in the swing of things by getting a job. This way appears to be easy at first because with a job you can get credit and get a car, buy better bedroom furniture or even living room furniture for Mama. Soon this way becomes difficult.

Then there is the criminal route which ends as it always does by going nowhere.

There is no need to examine the means of mobility for Black students other than the educational route because all of the other means are dead-ends. The educational route for poor Black students is most arduous. If one student succeeds in reaching the senior high entry level he faces the problem of assessment. School officials examine the student's previous performance; they analyze test scores; and they decide what curriculum he should pursue. They base these decisions about him upon objective data with no regard for the student as a person, much less the student as a Black person from a poor subcultu Even when this assessment is done by Black people in a Black school, the assessment lacks effective dimension.

In many schools officials make no assessment, and the tracking system is absent. Choice of curriculum is more than often unrealistic. A college prep curriculum is often chosen and the undirected poor Black student either blunders through or drops out of school. Note: there are always exceptions.

Up to this point, I have been trying to present a context from which poor Black students make the post-secondary decisions.

A closer look at the student's background shows that the Black lower-economic status student comes from a community of high geographical mobility. The movement is from South to North and West, from rural to urban, and from one dilapidated house to another. Three out of every ten dwellings occupied by Black families are dilapidated, are without indoor toilets, bathing facilities or hot water. It is true that we have many cars, televisions, and maybe refrigerators, but it is also true that these do not compensate for the overcrowded, unsanitary, and even dangerous housing conditions. Moving is the norm, for very few Blacks live in the same community in which they were born. The median income is lower than that of the whites, lowest in the South and higher in the West and Midwest. This does not mean that Black people do not work. Even though their employment rate is lower than that of whites, they represent 23 per cent of the employed persons in our country. The problem is that most Blacks are employed in the lowest paying jobs and that Blacks suffer greatest from layoff. Eighty-two per cent of employed Black males are in skilled, blue-collar service, unskilled, and farm areas while only 59 per cent of white employed males work in these areas. Seventy per cent of employed Black females are working in these areas while only 37 per cent of white employed females are employed in the same areas.

When one looks at the educational experience of the Black community, he sees many increases in the number of Blacks completing high school and college, but in both instances the percentage for Blacks is lower than that for the whites.

In spite of these differences and in spite of the myriad reasons for them, Black people have the same aspirations for their children as white parents. The implementation of these aspirations, however, is less difficult for the white than for the Black child.

The source of the "hang-up" is the interrelationships of all these factors as they provide an experiential background for the Black student.

Let us look now at the problems centering around the choices of career goals. I would like to abstract these and present them in a numerical, not rank order.

1. Aspiration level - The levels of aspiration for Black students are more similar to whites than dissimilar. The range of aspirations for Black students is narrower. The success symbols for the Black students are limited. Some of these students are aware of the few Blacks who are just now moving into the occupational fields. But these Black symbols are recognized as just the symbolic Black: The TNN, the polka-dotting few, the picture-window Black, or the riot insurance. Black students know that these symbols do not represent open application policies. So most Black students tend to plow careers in terms of what they have come to know as the "sure thing."

Aspirations for Blacks may reach what one sometimes calls the state of unrealism--the desire for esoteric careers for which they have neither the background nor the potential to attain. In these cases, the pathways toward achievement are often brutally Black at an early stage in the student's career. The lack of knowledge of the proceeses involved in such careers may make them appealing, but the techniques the school or some other agency uses in exploring these careers with the Black student are often so negative that the student becomes "turned off" to any type of further study.

The occupational fields represent the lowest aspirational level to the Black student. This, of course, is due to those types of occupations which have been traditionally assigned to us. Here again the success models do not have a history. The Black community does not furnish reinforcement for such aspirations. So sweat careers have traditionally been counted out.

2. Economic return and status position - The Black students' orientation, historically, to the occupations has been at the lowest economic and social levels. Blacks have held the lowest paying jobs with the lowest status. They have found the management level closed to them. Even now, today, there is great reluctance to place Blacks in a position where they will supervise whites. A Black student realizes that line positions in the occupational bureaucracy are closed to him. He realizes that promotions are difficult. Too often young Blacks have been exposed to older Blacks who say that they are tired of training young whites to become their bosses.

Changes are taking place, but too slowly to have a real impact upon those Blacks who are now seeking post-high school education. Skin color and its attendant pattern of behavior still evoke a reaction pattern which is more traditional than progressive. Let me say here that the practice of placing a Black in an occupational area just because he is Black is not appreciated by Black students. Black students say, "That don't say nothing to me."

Black students, because of the lack of experience, either historically or presently, are not aware of the high paying, high status occupational jobs. So where there is knowledge, there is lack of information of how to move toward these positions.

Those persons involved in the occupational fields have not presented inviting status roles to their jobs. It is the professionals who acquire the nice houses, the nice neighborhoods, and the other nice things. It is the professionals who discuss and present the excitement and challenges of a job rather than those persons in the occupational fields. So the Black student sees nothing, and knows nothing to encourage him to seek a career in the occupational areas.

There is little need here to present the picture of the occupational fields resulting from the position assigned them by the educational system. Educators are familiar with the tracking system and with the assignment of the "dumb bunnies" to the vocational track. Many recall how a teacher told Malcolm X, who was the brightest student in the class, not to try to be a lawyer but to learn to do something with his hands, like carpentry. Many teachers think that Blacks have little cognitive ability, but they are good with motoric skills. So Blacks are assigned to "shop." Now here we stand at a time in history when the occupational fields represent the most dynamic, most progressive, and most lucrative areas of employment. The status which should be assigned is lacking.

3. Unionism - The often repeated story of the union opposition to Blacks in the occupational field is still with us. In spite of many breakthroughs, the problem with the unions is a very serious one. On-the-job training is still limited. Openings on the entry level are increasing, but union sponsored promotions or encouragement at the upper levels is still limited. There is no need to present the problem here, for everyone is familiar with all the ramifications of this situation.

4. Racism - The pattern of racism as practiced in the occupational fields involves a covert relationship of many agencies. The schools, the employment agencies and the employers are often tied together in an unwritten pact in order to thwart attempts by Blacks to enter the occupational fields. The patterns of subterfuge developed by these agencies are amazing. If a Black receives the training, then the employment test may stop him; if he surmounts this hurdle, then the opening disappears. If he ever gets the job, the promotion criteria holds him down; if he meets the promotion requirement, reclassification of job categories shuttles him aside. This happens all too often.

To discuss racism is most distasteful to me. First of all, I have guilt feelings about it. There was a time that I disagreed with many Blacks on this subject. I felt that if racism existed, it was limited to a few bigots who really did not count. Unfortunately, I have learned from my own experience and from that of others that this is not true. The evidence of racism in the occupational field makes it impossible for Blacks to expect fair and equal consideration. The compliance order can only deal with overt racism but the most insidious aspect--covert racism--remains to be attacked in another manner.

These are the problems. I shall be so bold as to suggest some solutions.

1. Image building - I believe that the community college should join with industry in building a favorable image for the occupational fields. This task is essential for attracting more young people, Black and White, into these fields. Because a change in the picture of occupations as second-class professions is long overdue, I suggest that this image building emphasize the following facts of the field.

It should emphasize the importance of the occupation in terms of its relationship to other occupations and its relationship to the progress and welfare of the general society. We claim such great contribution for some of the professions to "mankind" and leave for the occupations lesser roles. The significance of the occupation in terms of human growth and progress should add stature to those persons in the occupation.

It should change the treatment of the occupation in mass media. If one were to check a magazine or look at TV he would see the occupations pictured as appendages to the white collar professions. The mechanic who suggests that you use "Bold" in your washing machine is shown as a pretty smart "dumb bunny" with an accent. The automobile mechanic, the shoe repairman, and many of the other careermen in the occupations are seldom shown in situations which would attract young people.

It should report the economic returns of the occupational fields in terms of monthly or yearly average incomes rather than hourly rates. The reporting of earnings according to the hourly rate does not provide enough information for attracting young people who are looking at other wages in terms of monthly or yearly rates. It takes time to figure out a forty hour week salary and to see that it far exceeds the salary received by some white-collar professional workers paid on a monthly basis. Benefits which accompany employment in the occupations are very seldom described for the prospective students. Black students want and need jobs which give status and which are also lucrative. The status-striving for a depressed group is often more important than the economic returns. When the occupations are shown in their true roles with corresponding status and respect, more Blacks will be eager to enter these fields.

2. Recruitment - The use of recruited Blacks has become the "thing." It is a good thing, but far too often the recruiter represents the token; too often he is merely a symbol of compliance, and too often his recruitment activities are voided by the racism which exists within the college. A group of Black students noted recently that none of the recruiters had even attended the colleges they were representing. Why not use some of the Blacks employed in the occupations as recruiters for the college on an intermittent basis?

If colleges were to take a look at their recruitment materials, they would find that here is where they "slam the doors" to Blacks. For Blacks read the pictures well and the story the pictures tell is, in some instances, downright insulting. One solution to this problem is to ask some of the Black faculty and the Black students to review the recruitment materials before publishing them. I cannot stress this point too much--I have been injured so much lately by recruitment materials that I have come to the conclusion that there is no use. The Black student knows that he is going to have to deal with racism in the school, but to advertise it is more than he is willing to accept.

3. Student assistance - I am defining student assistance to mean more than financial aid. It encompasses guidance in its broadest sense and counseling in terms of commitment to the students' real personal, social, and academic problems.

The Black student is "poo." Going to school represents a loss of a source of income especially in the case of the Black male. These students need money to go to school. Many Black families want their males educated but cannot afford the loss of income, so financial assistance should be provided according to need.

Guidance as I am using it here means to help the student through the hurdles of admission and registration procedures. Many students are lost before entering the college because of the formality of procedures. Their lack of sophistication in these procedures tends to "turn them off."

For a proper match to be made, career guidance in its fullest sense is a necessity. The student must thoroughly understand what is taking place and why.

He must recognize what various careers demand, and evaluate his assets for matching with career demands.

Counseling involves knowledge of the culture and the values of students. It further involves an understanding of some of the problems facing Black students in the collegiate environment and real attempts at alleviating these problems. Counselors, therefore, should not be "office bound," for they need to see the Black student in various college settings in order to help them make satisfactory adjustments to collegiate life. The counselor should have direct communication with the academic area in order to forestall academic problems before they become severe.

To help students make successful vocational choices, identification and sorting of students should begin in high school. Therefore, it is necessary for colleges to develop and maintain smooth relationships with the high schools. The student should not have to experience any great distance between high school and the community college. He can pursue career goals with ease from one level to another if the college makes a real commitment to develop and maintain viable communication. Such communication would benefit all students, but it would be of greatest value to Black students. Even more important, those students interested in vocational fields would not feel as if they were being sidetracked. The path upward would be like working toward college in the same manner as the college preparatory track. In fact, all tracks would be college preparatory.

4. Program development - If the vocational fields are to attract more students, especially poor and Black students, there must be programs to meet the needs of these students. A variety of offerings is necessary, but even more important, is the need for compensatory programs to help these students make up that which they need in order to pursue successfully the curriculum offerings. The emphasis here is upon success. Failure does not help anyone. One gains confidence from successes, and these students, the poor and the Blacks, need confidence in themselves and in the educational system.

The "hang-ups" are many, and for the poor and the Black student these "hang-ups" are formidable. At this point, I ask what are the "hang-ups" of our community junior colleges? Can they not see how much these students mean to our society and how much the community junior college can do to make their potentials useful to the society? I do not believe that we have much more time to debate these issues. The shadows of these children have crossed our doorsteps and we must deal with their problems. Since vocational education is the avenue of mobility which many of them will choose, it is our duty to make this area attractive, relevant, and beneficial to them and to our society.

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OCCUPATIONAL EDUCATION -- A TOUCH OF REALITY

We, in the two-year colleges, have problems. Just as every other institution that has evolved in our complex American Society, the institution of education, including occupational education, has deep, important, pervading problems. I will address some of the most evident questions and will try to scrape off some of the whitewash that has been used to cover them. Also, I will suggest some partial solutions.

Part of our problems is the lack of clarity of the words used to describe occupational education. What subtle differences exist between vocational, technical, and occupational education? It appears that the title given to what we do changes as the previous titles fall into ill repute. For some reason, training people to perform on a job has little status in the educational community. In the broadest sense, almost all our formal education through graduate school at the university, is little more than training for a job. The huge proportion of graduate students are learning to be teachers, nurses, physicians, dentists, engineers, accountants, and other quasi-professional wage earners. Few are concerned with "scholarly approaches in the search for truth." To speak of the Ph.D. as a "union card" has been common for over a decade, and in a very real sense it is little else.

In enumerating areas of concern for vocational education in the junior college, it would appear that each problem can stand alone and be analyzed independently. This is, of course, not the case. Every element in the educational milieu is related. One cannot be concerned with financial problems independent of the students. Faculty attitudes are strongly related to administrative behavior. Because questions are discussed individually, their independence of one another should not be assumed.

Perhaps the generic problem that faces occupational education is its tendency toward traditionalism. This is the assumption that things are and will always be what they have been, and, furthermore, paradoxically, that it is the best way for occupational education to progress. The paradox is that to implement real change, the attitudes, perceptions, and behavior of the faculty and staff must be very different from what they were. A college cannot defend itself against this charge of traditionalism or stagnancy by pointing out its extended facilities and equipment. Additional hardware and courses do not indicate a progressive and

innovative attitude. It is method, procedure, enthusiasm, and imagination that will lift occupational education out of the quagmire of traditionalism.

The traditionalism shows itself in junior colleges by the presence of a lock-step curriculum, even when developing programs for semi-skilled trades. Though there are many exceptions, our community colleges, even when training air-conditioning mechanics or welders, fill up four semesters or six quarters with work. They round out the full requirements for an AA degree with "communications" (a euphemism for dummy English), United States history (frequently a watered down high school civics course), and health and physical education. There is justification for assuming the responsibility of some general educational requirements while engaged in training people in the skills needed for gainful employment. However, from a broad perspective, it is despicable to tempt students with the reward of an AA degree, and deny them the training they want by flunking them out in what to them are the irrelevant courses. It is not unusual for many of the most skilled of the vocational students to be "put down" by the academic courses that are forced upon them.

Related to this problem of traditionalism is the question of our success (or more appropriately, lack of success) in the nontransfer English, math, and science courses. There are euphemisms for these stepping stones (e.g., remedial, repair), but only the public is fooled, not the students. They know that they are "dummy courses." We know, if we bother to look, that these courses neither remediate nor repair anything. Those who have bothered to evaluate our nontransfer English and math courses have found almost total failure in accomplishing their objectives. What is more important, the major damage done to the student is not his failure to learn these academic skills, but the reenforcement of the student's self-perception that he is dumb.

Colleges should take a realistic look at their students. In most comprehensive junior colleges, more than nine out of ten students, on entrance from high school, request a transfer curriculum. This choice is made on the basis of status seeking, as opposed to a reality oriented evaluation of themselves and the curriculum they request. Vocational, technical, or occupational education is on the bottom rung of the status ladder as judged by every significant population on our campuses: students, faculty, administration, and parents. The entering student, regardless of his demonstrable lack of academic skills, feels he has another chance to succeed in the fancy world of the collegian. He will not voluntarily enroll in a curriculum that does not do something for his ego. In most cases, his previous academic record and the results of some battery of test scores (which we have never bothered to validate for our purposes) are used to counsel (force) the entering student into some general occupational curriculum.

Having relegated him to this category, the reality of what it takes to train him for the chosen work area is ignored. For a large proportion of our standard vocational-technical programs, a few months to a year of training is adequate to train the student in the skills he requires. Though many curricula and many of the colleges work with commercial and industrial organizations in the community, few colleges defer the entire training to any outside organization. This, in spite of the fact that it is known in many cases that the work experience will exponentially decrease the time it takes for the students to be employed in the jobs they have selected. If a thorough analysis of the required entry skills is made, the responsibility of the college is to bring these entry skills to a mastery level. It is vicious and punitive to permit a student to enter any block of

instruction without some assurance that he is prepared to handle it. Fortunately, for a large number of occupations, many of our students come to us with sufficient entry skills.

A pervading problem that confronts us concerns the economic efficiency of much of the occupational education for which the college has assumed the responsibility. In some instances, the facilities and equipment alone represent a tremendous expenditure. If faced squarely, facts would show that the per capita expense in training for particular vocations is many thousands of dollars. Further, it would be found that training could be achieved either wholly or partially through other agencies with much less expense and equally acceptable results.

By far the most dangerous problems to be faced are a result of the relationship between methods of funding, lowly status, and the reaction of defensiveness and clannishness. For many decades, vocational education has received the lion's share of federal funding in education. These dollars are frequently allocated by categories that force the college to organize according to government-determined areas, e.g., agriculture, home economics, business. As a result, funds are sought and energy devoted according to the federal money available, as opposed to conducting a valid needs analysis of the communities served. Since these funds are labelled "vocational education," the college expands its facilities and supports the people who hold this label. (I will not enlarge on the amount of time and energy we spend just in the seeking of federal funds.) The result of this subtle control by governmental agencies is frequently the establishment of curricula that are well staffed and well equipped but for which few students enroll. There are innumerable examples of colleges throughout the country, seeking and receiving large grants to establish occupational training, that perish for lack of students to fill the classrooms and laboratories. Vocational education is not academically respectable. The instructors are at the bottom of the status ladder, in spite of the fact that on any criterion of success, they on the whole, supply the best instruction in the junior colleges. In faculty cafeterias they are segregated. Frequently they are referred to as the brown bag set. They are seldom elected to desirable positions, such as an office in the Academic Senate.

The people and the communities, though lauding the efforts in vocational education, really do not want their children (our students) to settle for mere job training. The attitude of the middle class taxpayer assumes that vocational education is appropriate for and should be offered to the "less able student." The response of the college to this academic snobbery, in many instances, is ludicrous. Rather than brag about the fine job of instruction being done in so many occupational areas, the vocational educational community resorts to the foolish criteria of the academician. Valueless so-called academic aptitude tests are used for the placement of students, the expectancy level of their performance, and the nature of curricula. Thousands of people are trained for scores of occupations in many of our junior colleges. This can be done without resorting to these tests, and without insisting that the students master the intricacies of English grammar or elementary algebra. However, the need for status seems to have taken over. Though there is a fine record for accomplishing what vocational education was intended to accomplish, the vocational educator resorts to defending his students and curricula on the inappropriate and misleading criteria of the humanist. He is competing for status and recognition on a battlefield with which he has no experience, and on which he cannot win. This is worse than sheer folly. It is damaging to the students and the programs, encourages defensiveness in faculties, and it detracts from the real objectives.

In considering amelioration of the problems discussed above, one should avoid the assumption that there is a solution for any of them. When difficulties arise that seem important to the institution with which one is concerned, it is frequently assumed that there is an answer to the problem. Those who are responsible resort to the belief that, if one only looks hard enough, some solution or answer will be revealed. This is "daddy seeking" in its most dramatic form. Intelligent, adult human beings should understand that there are no solutions to important problems. They should understand that to hope, wish, pray, want, beg for an educational Messiah to give an answer is as unlikely to bring results as is the religionist's behavior in praying for his Messiah (first or second coming). The educational community must work toward partial solutions, partial alleviations of the pressure put on them. They must deal with the "stop gap" measures and fight the brush fires. They must harangue, and worry, and nag, and know that all their efforts will account for only a small proportion of the total solutions.

Here are some suggestions, both general and explicit, for ways of improving the occupational education offered in community colleges. If any headway is to be made in improving the education offered, it must come largely through a change in attitude and self-perception of people. Almost all useful educational research has its greatest component of success, not necessarily when it results in increased student learning, but rather when the teacher has been given alternatives in his approach, and has thereby changed his perception in relationship to the students. The concepts of motivation and reenforcement have long been accepted to improve students learning, that is to change their behavior patterns. Schools have ignored the fact that these same constructs, motivation and reenforcement, are necessary to change the behavior of teachers, administrators, counselors, and everyone else. If we want our instructors in occupational education to behave differently, the alternate behavior pattern must be reenforcing to the instructor. He must have demonstrable, communicable evidence that in some way doing different things will "buy" him something. Consequently, for every change desired, innovation introduced, and procedure required, the feelings of the people in whom the change is needed must be taken into consideration. The imposition on the faculty of some of the new educational ideas will not result in better education unless the instructor is in some way motivated and reenforced. This takes more than the use of the catch phrase "faculty involvement." It takes a genuine enthusiasm for the new ideas on the part of the individual faculty members.

All people engaged in teaching think of themselves as good teachers. We know this is not the case. Giving teachers alternative ways to demonstrate teaching competence, i.e., empirical evidence that their students learn more, will be reenforcing to them. If this is the case, there are several things we can do.

The popularity of "behavioral objectives" is not accidental. Though not a panacea, they have served as a way to clarify for many teachers what they were about, and as a tool to analyze their teaching procedures. (Within the vocational-technical-occupational education realm, many teachers used the concept of behavioral objectives before the name was invented. It was called by such names as product sampling and observational evaluation.) If the construct implied by behavioral objectives is to be used to build occupational curricula, faculty and staff should be given a chance to examine the sequence of courses and credits in terms of their meaning to the student desiring job training. This will provide a clearer method of analyzing the instructional sequences that lead to the accomplishment of behaviors, and suggestions for re-vamping individual and required course sequences.

If such analyses were accomplished, there would be a means of determining which instructional blocks are sequential (i.e., future learning depends upon previous learning), and which are parallel to, or independent of, each other. In the former case, evaluation can take place so that each student has some assurance that he is prepared for and has a high probability of success in mastering each block of instruction. This would be both motivating and reenforcing to the instructor. It would be motivating, in that he would be compelled to have alternate forms of instruction for those students who had not mastered previous course content, and it would be reenforcing in that all of the students would succeed, i.e., learn more.

These analyses take work. They are threatening in their suggestion that instruction can be different, and they require a great deal of time for both individual professional planning and inter-departmental agreements on the content of the instruction and the evaluation. Therefore, neither the statement of behavioral objectives nor the reorganization of instruction will take place unless the individual faculty member sees this activity as reenforcing, enhancing his self-image as a teacher.

One of the most pressing problems concerns the academic requirements for our students and the related phenomena of lack of status. It is senseless to have a single section of any class composed of students who think they will work toward a bachelor degree, and those who wish to be trained for a job as quickly as possible. It is not suggested that English and math courses be added to the already overweight college catalogue. The proliferation of remedial courses has already been too costly in dollars, added to the horrendous attrition rates of the community colleges. Rather, the question is raised concerning our responsibility to each individual student in helping him with communications and quantitative concepts. Everyone has seen or heard of college students who have never understood arithmetic, but who suddenly gain insight by realizing that numbers and quantities have a referent in the real world of carpentry or metal classes or the like. These stories illustrate reasoning behind supplying English and math skills within the occupational curriculum.

The following steps are suggested for seeking partial solutions to the problems discussed above.

1. Accept the student who has a realistic perception of his relevant entry skills. By the word "accept" is meant more than admit into the curriculum. Identify with, care about, and try to help each student decide upon and accomplish his educational and occupational goals. This may sound like the same educational platitudes that have been mouthed for decades, but it does not deny their overall importance for our community colleges.

2. Analyze the curricula in terms of helping the student accomplish his objectives. The college should do this by knowing explicitly what skills and techniques are required for job placement, what sequence of instruction will help each student to acquire these skills, and what will ensure each student success in every instructional sequence.

3. Do away with all standardized entrance and placement testing, since they have no predictive validity for a student's success. As substitutes for these, develop evaluations of entering skills for every instructional block and allow students to proceed to courses and instructional units only when they have mastered those skills really required for their learning.

4. Set up some kind of symbolic referent for our vocational-technical-occupational students and faculty that will give them pride in identifying with this area. Our students and staff should not be forced to compete with the fancy academicians on the inappropriate criteria of literature, science, and history.

Every problem area pointed out here can be dismissed as an irrelevance or pseudo-problem, likewise, each partial solution recommended can be rejected as impractical, ivory-towerish, or naive. In spite of this, the facts presented, in both this paper and others in this volume, stand. We face important and serious problems, different from those of twenty and thirty years ago. They require equally important and serious consideration and thinking, totally unlike any we have used for the last twenty or thirty years. They require, in the true sense, educational innovations. The only real innovation in education will come not from educational technology, but from new attitudes and perspectives of people.

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PROGRAMS TO MEET SPECIAL NEEDS: ALTERNATIVES TO THE ASSOCIATE DEGREE

As Peter Drucker has put it, the center of the American work force today is the "knowledge worker," the person who applies knowledge to productive work ideas, concepts, and information rather than just muscle and manual skill. Thirty years ago, the straight applied-skill oriented worker was the most common type. The idea of "working smart" and applying basic knowledge to a variety of skills has become much more commonplace. Coupled with this change is the idea that to operate as a "knowledge worker" the knowledge background which a worker possesses should be relevant in rather direct ways to the skills which he plans to apply.

In many ways the key term is "relevance" or the way an education specifically equips a person to function effectively on a job. There is a constantly increasing necessity for more effective educational production to meet employment needs. The author has been embroiled in numerous discussions in the past few years over the merits of a general education as contrasted to a specific skill-oriented education, as have most educators. It would appear the problem is not "either-or" but rather a combination of the best merits of each, without respect to the time of application and with great respect to the ability of each to produce a person who can do the job for which he is trained.

For centuries the elite or affluent were educated in disciplines where specific application of the subject matter learned was not only discouraged but generally frowned upon. For the last century, however, the distance between the theoretical and the applied has narrowed to the point where differences are mainly matters of sophistication of the "knowledge-based" skills.

This matter is especially pertinent in a discussion of alternatives to the traditional associate degree programs, since shorter term programs are just as subject to the necessity of learned skills based on a background of knowledge as the associate degree programs. The trend discussed thus far gives shape and meaning to curriculum and therefore it is absolutely vital that a school intending to offer programs of less than two years place their worth high on its institutional scale of values.

However, this is but one part of a comprehensive philosophy. There is still present in the American educational value system an underlying syndrome which relates quality to sophistication and elevates academic skills above applied skills. In others words, the more complicated or sophisticated something is the better it inherently is supposed to be. Therefore, when we talk of programs of less than traditional degree length, and usually less sophistication, we run afoul of this quirk of society and acquire the stamp of lesser quality. It is this type of educational snobbery which has been the bane of vocational educators for decades and which has produced a dichotomy between the academic and applied skills. It has made it quite difficult from a social point of view for two-year collegiate institutions to offer shorter programs, and therefore easy for many such schools to avoid becoming relevant, comprehensive colleges.

If post secondary education, and in particular junior colleges, are to offer quality programs over the entire two-year spectrum each school must embrace without apology or qualification the idea that any program, regardless of sophistication or length, is of highest quality when it is well taught and when the production rate is high.

Society in general seems to place real credence in a subject-sophistication concept of education which, while not always understood, is accepted as good because experts say it is. John Gardner's comments concerning "plumbers and philosophers" relates this societal prejudice quite appropriately. To paraphrase Dr. Gardner's story, there was once a community which operated two educational programs, one in philosophy and one in plumbing. As the programs matured, the community began to give the lion's share of their support to the philosophy program and little support to the plumbing program. This occurred despite the fact that the philosophy program was only of mediocre quality while the plumbing program was outstanding. Philosophy was, of course, considered sophisticated and therefore to be lauded while plumbing was unsophisticated and not really worthy of very much support. Gardner concludes with the comment that the community was to be pitied since soon neither its theories nor its pipes would hold water.

If a philosophic commitment is made to operate effectively over a broad spectrum of programs, then attention should be turned to certain needs related to effective operation. The organizational structure of the school should be such that the recognition of quality permeates it and is obvious. If shorter programs are related to some separate division within the institution while the pre-existing organization remains uninvolved, it will be difficult to implement the philosophical commitment. Each existing department or division should have responsibility for operating these programs. Subject-centered departments or divisions make such a fusion very difficult since often each is a little kingdom built on a specific subject area. A new school has a distinct advantage since it can be organized from the beginning on a service concept of broad divisions, each with a responsibility for offering programs from two weeks to two years in length in both applied and academic skills.

Careful attention should be focused on the teaching personnel recruited for these kinds of programs. To insist on the same academic credentials, categorically, as in academic transfer programs is most unrealistic. To insist on some arbitrary set of vocational certification standards is equally unrealistic. Teachers should be selected because of their student-centered teaching abilities and the relevance of their education and experience to the job to be done. General or specific certification requirements have many times doomed a program to defeat

because of a genuine lack of relevance between the requirements and the job to be done. Excellent teachers are often denied positions because they do not meet an arbitrary standard. Standards are important but they must fit the case in hand or they become arbitrary barriers to appropriate program development.

Student selection or student referral is another important consideration. Although not previously mentioned, it is assumed that no program is offered unless a demonstrated need exists for its product and the wages paid to graduates are commensurate with the time and energy spent in the program. A good counseling program involving appropriate testing and interpretation is vital to insure that people enter appropriate programs for them. A close interface of counseling and advising with the teaching is vital. For best results the counselor and teacher must operate as a team in assisting students to maximize their interests, talents, and values, in line with their current economic circumstances. In many instances when this kind of student contact is made, certain specific student needs become apparent and assistance toward solution can be given.

If traditional entrance requirements are applied uniformly to all programs two-year and less than two-year, degree and non-degree, they will defeat the purpose of many shorter term programs by arbitrary pre-screening. The screening, or sorting, should be done on an individualized basis. It would appear to be highly questionable that the same entrance requirements applied to every person in the same way will serve the purposes of a comprehensive program.

This writer would be the last to say program entry requirements are undesirable, for they afford a means of judging a person's readiness to enter a program. At the same time, requirements should be sufficiently relevant and flexible to fit a variety of backgrounds. At this point it would seem appropriate, also, to mention flexibility in placement of students at different levels within programs. To state categorically that each new student should be placed in a program in exactly the same place makes little sense. Certainly no person should be placed beyond his level of demonstrated capability, but provision needs to be made so recognition can be given background experience. For example, why not develop a placement system whereby medical corpsmen returning from Viet Nam, who wish to build upon their military medical training, can enter medically related programs at a point above that which the neophyte civilian student enters. Whether the placement level is based on experience, proficiency examination, or both matters little. What does matter is that we consider people as individuals and not just human raw-material to be processed in an educational mill. Accrediting organizations, both national and state, often set up well-intentioned but arbitrary barriers which make student entry and placement difficult. When the question is raised these organizations often respond by indicating that the entrance requirements produce quality input and thereby help insure quality output. This is probably true when the requirements are relevant and reasonable and the program instruction is good, but one cannot help wondering how much human talent is neglected by this type of input procedure. It has been said that a camel is a horse that was designed by a committee. Piecemeal design of standards whether they be entrance requirements, curriculum pattern, or teacher certification creat many "camels."

At this point let us make an apparent one-hundred-eighty degree turn and say that a command of basic skills (reading, writing, and speaking) must be possessed to an applicable degree by the student. If a student does not have adequate command of these skills a two year college has a responsibility to provide the opportunity for him to develop them. The common expression for this process is

"remediation," but in the writer's experience to label programs or classes in this way builds in an unnecessary problem. The people who need this kind of help the most have been placed in "special" classes or singled out in some manner for remedial courses through most of their educational experience. Reaction to this "do-good" point of view on the part of many students is to drop out. To many observers this action appears to be ridiculous and to typify an attitude of unconcern or laziness. This is not generally the case. The dropout can really see no relevance between what he is required to do and what he wants to do. Special courses, in his mind, are just more of the same thing and appear to him to be keeping him from his real goal. The dropout will not be receptive to the same educational approach that made him a dropout.

There are suggestions as to ways effective remediation may be carried on. This may either be applied skills or academic skills. Most important, is to keep the student enrolled in, or otherwise directly related to, the program in which he wants to work. The remedial program should appear as much as possible as a preliminary program to other programs where students take a little extra time to get in the swing of college. An evaluation should be made of just what sort of problems a student has and a plan agreed upon to work toward their solution. This is a highly individualized matter and general requirements are really non-existent. Great expertise on the part of teachers is called for since most students with skill problems at the age of eighteen to thirty-five also have a "losers complex." This must be changed to a "winners complex," a transformation which is no small feat. Persons responsible for, and teaching in, other programs must be full partners in basic skill development and make every effort to keep those students feeling and being a part of a total program. It is easy to say that in a collegiate setting we will concern ourselves only with those who initially meet a certain minimum standard, whatever that may be. There will always be talented people who for many reasons have not blossomed forth. Good, common, economic sense alone tells us that the two-year college can further its purposes by taking people where they are and enabling them to move up the educational ladder.

Speaking of "ladders," there is a development which is certainly not new, but which assumes a special significance when considering alternatives to the associate degree programs. Among programs with considerable specialization it is often difficult to attain upward mobility to a program of greater sophistication even if a person is motivated to do this. It is often necessary to return to a very early stage of the other program and begin anew. Obviously, the more diverse the skills the more difficult it is to phase two programs together; but when both programs lie in related fields, or even the same field, certainly it would seem practical to give it consideration. For instance, it would appear that there should be much greater vertical mobility or "ladder" possibilities between practical nurse programs and the associate degree nursing programs. Proponents of each point out great dissimilarities in curriculum organization and purpose. However, on-the-job observations in both areas show considerable overlapping of skill application dependent largely on how skilled the student graduate turns out to be. It would be most inappropriate to take the one-year, practically based program and make it the first half of the advanced program. Such planning can only work to the detriment of the less sophisticated program by diminishing the emphasis on basic applied skills. The problem is perhaps a teacher and an accrediting problem as much as anything where thinking and standards form such a rigid system that the means by which a final goal is attained and the goal itself become one and the same thing. It just might be that the same goal can be attained by another route or combination of routes just as effectively. By way of summary the

whole point is this: capable students who by motivation and ability could profit by a more sophisticated program, but who must follow through on a less sophisticated program first because of economic circumstances or some other good reason, should have available the means by which they can climb a ladder into another program. Our job in education is not to create obstacles, but to encourage human beings to reach their highest competence and interest levels of job performance.

Closely allied with the foregoing is an innovative instructional plan, generally called "clustering." Here, in applied skills areas of a related nature, the first term or sequence of work is common to several programs. This works best if each program of the cluster is about the same length. Of course there can be separate clusters of programs each relating to programs of similar length. The advantage of such a system is that it provides a period of time when the student who wants to be related to a general area but doesn't know his specialty interest can have time to be involved, observe, and decide. Such a plan augments greatly any system of counseling and advising. Highly student-centered teachers can make this common term of instruction very significant from the applied skills standpoint, and not only does the student benefit in terms of his decision making, but he also spends only the normal amount of time reaching his final goal.

As a quick summary at this point, and so that relevance is a part of this discussion as well as instruction let's review the points covered so far: institutional philosophy as it applies to alternative programs, some ideas on supportive organizational structure and teacher qualifications, student selection and the counseling and advising role, traditionalism as a barrier to reasonable entrance requirements, the importance of remediation, and ladder and cluster concepts as possible tools in curricular organization.

At this point the reader may feel that all that has been discussed has been aimed basically at full time students, since it is with these people that we traditionally concern ourselves. Suffice it to say that each matter brought up applies just as much to the part time student as to the full time student. Economic circumstances will produce at least as many part time as full time enrollees and sometimes more. To these people who will take longer to reach their educational goal, many of the points discussed are even more important than to the full time enrollee. When one's attention is divided between school and work, the relevance and the motivation associated with school are very important. Couple this with family responsibilities, and the program must really be objective and meaningful. If it is not, the student will discard formal education for something more attuned to his aims.

The application of instruction or the methods by which a subject or program is taught is extremely critical. Assuming a teacher is student-centered and concerned that his efforts are significant and that people learn something, how should instruction be carried on? Each teacher has a certain instructional style appropriate to him. While methods of instruction are not too numerous, combinations of methods skillfully blended and varied to fit the subject matter and the students can provide great variety in the hands of a skillful teacher. In a day when student teacher ratios are topics of intense student, teacher, and administrative concern, techniques whereby more students can be taught on a more personal basis in more relevant ways are very vital. For a decade the proponents of hardware systems, whether these be teaching machines, computers, or television have extolled the virtues of these systems. Tremendous amounts of software to implement the hardware has appeared on the market. For the sake of uniformity

and coordination teachers are sometimes required to use systems in which they do not function well or which limit individual initiative. Alternative programs call for very enlightened and dedicated instruction. Combinations of hardware and "home grown" software offer promise. The audio-tutorial system of highly individualized instruction makes it possible to handle more students on a more personal basis than by traditional means. Such a system should be developed from within by the people who will use it rather than imposing it upon them. Large group-small group instruction is not new but in the hands of an enthusiastic, talented teacher is most effective.

Traditional grading systems may not be appropriate. Certainly in the area of remediation there is serious question about using traditional grading system. These matters need to be considered in a highly local light with the skill objectives and employment requirements constantly in mind. High theoretical performance in the classroom does not always signify high applied skill performance on a job.

A system of evaluation should be a companion to each program and applied regularly to see if the desired results are being obtained. A good evaluation program should measure results from a production standpoint and from the effectiveness with which the student applies his skills. While both the measures are indicative of the quality of teaching, providing for direct evaluation of teachers is most beneficial. Administrative evaluation, self evaluation, and student evaluation, or reaction to the job of teaching that is being done, is an effective, three-pronged approach. Student evaluation and self evaluation can be accomplished through the use of a system such as the Purdue Rating Scale. As the census people say, "we can't tell where we're going if we don't know where we are." Evaluation tells us where we are.

There is often a credibility gap in a community among many of its programs, and business and industrial services. There must be a constant effort to involve the community and the two-year college. The effective use of advisory committees can lessen this gap especially if these committees are chosen carefully and used as "idea people." They should not be put in a position of indirectly administering a program. Alternative programs need official advisory groups just as much as do longer programs. Cooperative programs can be an excellent way of integrating applied skills education and skills application. The middle management concept of closely relating the job and the educational program can be applied to short term programs. Not only do such systems relate work and skill development but they enhance greatly the job opportunities for the student since the employer is also a partner in the program.

Many groups of people can be served in short term programs not only in skills development but also in re-training for employment. Programs for retired persons to take advantage of many active years remaining are very important. Relevancy of the subject matter taught to the needs of the persons and to the application of the particular skills is just as important here as in any other group of programs.

To return again for a moment to the matter of relevancy, it is doubtful in the development of any kind of program it can be over emphasized; education is more often than not organized and taught in terms of a non-related, cafeteria-type approach. Classes are tacked together to form a "program" which is based on what the proposer thinks will be useful to students. What may seem relevant to

this person is often not really relevant to skills to be learned and ultimately applied. Especially in programs designed to meet particular needs, the following principles need to be followed in the organization of these programs:

1. Determine the skills needed by the student to do the job he is being trained to do.

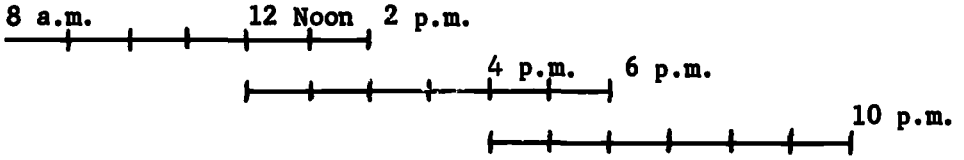
2. Determine the support skills, communication or computative, needed to implement the basic skills.

3. If time permits, without sacrifice to either point one or point two, add additional support items of a more general nature which are relevant to the broad needs of the student.

To elongate a program just to accommodate point number three appears to be most unjustifiable. Such courses often are "plugged in" a program because they are supposed to be good. In principle, perhaps, the idea is good, but in practice these classes often become impediments to be laboriously overcome. They lack relevancy to the declared objects and goals of the program.

There is another area closely related to organization. This area is scheduling. The idea that if people want something badly enough they will climb through thick and thin to get it may be true if motivation is high, but such thinking can badly impair non-degree program development. These programs must be offered at times and in a configuration where people can take advantage of them. Like a merchant, we are selling a product and the "buyer" should be encouraged. Normal scheduling often nearly saturates a facility from mid-morning to mid-afternoon and then again in the early evening after the dinner hour. Institutions have been known to attempt to fill up the slack spaces with shorter term programs without due regard to the clientele taking them. This, of course, is a matter of institutional values and consideration of what really is important, but if quality and importance do not relate to sophistication these programs should be geared to student availability as much as any other kind of program. Education is a service to society and a college must assume a responsibility to its community for high percentage effective usage of its physical plant and equipment. Open scheduling, when properly balanced to produce a high space utilization, probably provides the greatest flexibility. This is particularly true when such a schedule operates from early morning until late evening on a continuing basis. A re-configuration of the schedule after five o'clock to allow for consolidation of classes to one or two evenings a week instead of three or five is practical from both the student and the teacher point of view. Similar support services, counseling and advising, health and food services should be provided for evening students as well as day students.

There is a block system of scheduling through an entire operating day which is worth comment. In this system a six-hour block represents a total program. Three of these can be normally offered beginning at eight o'clock in the morning, overlapped by two hours at the fourth hour and the eighth hour. An illustration more easily explains this:



Each block of six hours represents an entire program sequence. Each block may include different programs and courses as well as similar programs and courses, with the overlapping periods for common courses between blocks. There are many variations to this system and a disadvantage of some inflexibility, but it does provide for high space utilization at a fairly constant level. A student may expect a full program available to him during any block of time.

It would be inappropriate to conclude this discussion without some comment regarding possible sources of teachers. While a full time coordinator-teacher or lead teacher is important for the purpose of producing continuity the part time teacher plays a very important role. Oftentimes, some of the people best suited to lend relevance to a class are employed full time on a job. In many instances these people are highly community oriented and have strong motivation to see the program succeed. They feel very flattered to be invited to lend their talent as a teacher and as a proven practitioner. Not all practitioners can, or will, do this but the image of the program and its esteem within the community is greatly enhanced when some can be involved in this way. Through practitioner involvement as part time teachers or as members of advisory committees the task of placement of students in jobs becomes a much easier task.

The two-year college has the responsibility of offering a many-faceted curriculum. There is no question that programs of less than two-year duration are important to society. They complement and round out the curriculum and make the college a truly comprehensive school.

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OCCUPATIONAL EDUCATION AS A LIBERATING FORCE

Following the assassination of Dr. Martin Luther King, Jr., the frustration and rage of a grieved Black community exploded in an expression of despair that shocked all of America, and in fact, the entire world. At last the facade of patience with the gradual but slow improvement in the life conditions of Black people had been ripped away. Revealed in its place was a sordid picture of life in the Black ghetto that was filled with hopelessness, desperation, and anger.

Fires tinged the night skies pink, and cinders mixed with the stars to create the illusion of a fiery inferno on which all of the sins of time, apathy, and unconcern were being consumed in symbolic retaliation against an invisible enemy. The response, in the form of armed troops in battle regalia, accompanied by tanks and other armored weaponry, was swift and repressive.

The fires soon smoldered and the cinders cooled, but out of the remnants of the holocaust came a new awareness on the part of all of America, if not the world, that the contented Amos & Andy of earlier decades had turned into an angry lion.

In this new era of tempestuous race relations, our society is obviously going through a crisis of moral values. Only a heroic effort by the moral and intellectual forces of our community will create the new hope needed to avoid further and more violent conflict, if not total destruction.

Complicating our task is a world that has seen change and growth of knowledge during recent decades that was unimaginable in the past. Centuries have been compressed, as it were, into years. Growth of scientific knowledge in particular is expanding at a terrific rate. In fact, knowledge is said to be doubling at the rate of every eight years, or even less. An interesting sidelight is the estimate that 90 per cent of all scientists the world has ever known are living today. In sharp contrast to this exciting phenomenon of human achievement are the seriously depressed social, economic, and educational conditions existing for so many millions of people in all parts of the world. Conditions that are steeped in the wide-spread illiteracy, ignorance, disease, and malnutrition that constitute a hopelessly sub-human type of existence.

Certainly this must disturb all enlightened persons, irrespective of race, color, or creed. Particularly here in the United States, the center of the world's affluence, and the epitome of large-scale middle class living, should we be deeply grieved over conditions that we ought to be willing to do something about.

Through the ages, men of wisdom, vision, and compassion have turned to education as the principal means of coping with the ills of mankind. Education has responded, although sometimes lethargically and only after incessant prodding. The very massiveness of the task as we can view it today has caused even the great institution of American education to become thwarted in its desires to see an end to human suffering, injustice, and unequal learning opportunities.

The educational inadequacies of ghetto youth have always been intimately related to their inability to compete successfully for jobs, and to enjoy other channels for upward mobility. Urban youth, aware of the increasing demand for technical competence that results from conversion to automated processes, face the dismally real future of being unable to support themselves independently. Indeed, as the requirements for employment rise, the level of school achievement for the typical ghetto youngster has actually diminished. Moreover, the kinds of jobs that have been traditionally available to those of modest educational achievement are the very sources of unemployment created by the introduction of automated processes. Those jobs that require considerable specialized training, training that most young people from lower income settings do not have and most probably will never acquire under present circumstances, are the present sources of employment.

The situation is rather shocking when one realizes that more than 26,000,000 new workers will be added to the American economy during the present decade--this in a period when machines now have the high school diploma.

What does it all mean? It means that, right now, perhaps one-third of the young people in the United States are coming into the economy unable to function in it decently. That is, unless something is done. The dismal prospect is aggravated further by the series of handicaps that poverty imposes upon the individual and his ability to acquire the level of post-high school education needed to compete successfully for the available employment.

Although advanced training and higher education in the past were prohibitively expensive for the disadvantaged youth, the picture is beginning to change. The change is coming about because of the burgeoning increase in publicly supported community colleges across the country. Moreover, much of the encouragement derived from the rise of comprehensive colleges comes from the wide variety of technical and occupational programs that can be completed in two years or less.

The true import of the comprehensive community college for undereducated and poverty-stricken ghetto youth can be realized, however, only after delving into the social and economic circumstances which make the comprehensive community college such an important factor in the future security of this country and its citizens.

As matters now stand, the outlook for the underprivileged ghetto youth of the large city and also for the deprived poor of outlying areas is at very best unpromising. They are bound within the impersonal operations of a vicious circle;

and it is virtually impossible for them to break out. Not only is the outlook bleak for them, the prognosis for their children may be even more foreboding unless massive intervention ensues promptly.

This is the reason why one can anticipate, if not more long hot summers, some other expression of the extreme dissatisfaction with existing conditions by thousands of poor Americans, especially Black Americans. If the prevailing vicious circle is to be broken, it must be done through such exterior forces as specially devised occupational programs offered by the comprehensive community college.

The problem of education for disadvantaged children and youth has now become clearly recognized. Most of those in education and in politics realize that disproportionately more of the poor fail to complete high school than the non-poor. They realize also that there is a definite relationship between the median family income (less than $5,000) and the dropout rate (63 per thousand youth 15-19 years). The dropout rate declines to 21 dropouts per thousand youth 15-17 years of age in areas of high median family income. In intermediate income areas the dropout rate is also intermediate; 48 per thousand youth aged 15-19.

Many factors are related to the school failure of the poor. The physical condition of the school is one factor. School buildings, and the facilities they contain, are much less adequate in lower-income than in upper-income areas. One reason for this is that the schools in lower-income areas are much older than those in higher-income areas and therefore generally inferior.

The disadvantaged are not only poor, they are also members of minority groups who have been denied equal opportunity, especially Black Americans. Denial of opportunity can reduce incentive for anyone and the Black American represents the epitome of injustice in this respect.

The school has always been an integral part of the insoluble problem of low-income Black youth. On the one hand the school denies them education with any promise for access to success, yet they are urged and warned that they must stay on to graduation if they expect to get any kind of job. They are lectured about democratic processes, but have little or no choice in determining their own course of study and in the process are denied dignity and often stigmatized or ostracized.

The response of low-income Black youth to schools which present bitter contradictions resembles the behavior of other organisms presented with insoluble problems. When rats are placed on a platform and subjected to electric shock whether they remain still or jump, they cease to attend the problem, engage in random behaviors, and sometimes flail out wildly, biting the cages and even the experimenter. Studies with college students who have been asked to resolve insoluble problems show that their response is variously regressive or aggressive behavior. In social and experimental settings the behavior of subjects is understandable when the nature of their problem is fully appreciated. In both contexts we note that a variety of apparently irrational behavioral responses are generated from the same problem.

The problem for too many Black youths is not only that they lack future orientation, but indeed that they feel they lack a future. They are made aware of this early since there is so little meaning in their present. A limited gratification exists in striving for the impossible and as a consequence poor youth creat- -tyles, coping mechanisms and groups in relation to the system which they

cannot negotiate. Group values and identifications emerge or, as in Chicago, gangs if you will, in relation to the forces opposing them. They develop a basic pessimism because they have been short-changed so often.

Unfortunately, this country has tended for too many years to respond only to situations of crisis. (The social unrest and agitation of the city riots; the social consequences of rapidly growing crime and delinquency rates; the painful cost of inflated relief and welfare rolls, etc.) Seldom is the enormity of the problems confronting the underpriviledged youth in general recognized unless he becomes a part of a crisis. As a result, too many young persons who do not yet belong to delinquency statistics tend to be excluded from the practical circle of rehabilitative programs. Certainly we all ought to recognize that these neglected youngsters who escape police nets outnumber by far the overtly delinquent ones. Further, they represent the best hope for a profitable human investment.

In order to right some of the wrongs of the past and avoid unprecedented internal conflicts, rationales for the future must accept the human and practical reality that the masses of underpriviledged youth are not expendable. Black youth, as well as white, from lower socio-economic settings cannot be abandoned while we struggle for the actualities of a nonsegregated or truly democratic society. During the transition period, something must be done to salvage the bulk of these young people. They must be provided with the skill, sense of personality, stability of character, motivation, and confidence required to achieve and function effectively in a variety of life situations.

In summary, it is my general belief that occupational education as provided by the comprehensive community college offers the greatest hope for rehabilitation of blighted ghettos and their inhabitants over the briefest possible period of time. The problem of opening the door of educational opportunity for deprived minority groups is probably one of the most crucial of those facing us in the 70's. Above all, the content of any occupational program of two post-high school years or less must, as I view it, be given the quality and prestige that will prevent its graduates from being labeled as second-class citizens.

The Black community in particular must avoid such a possibility since it has only recently entered into a new phase of its struggle for liberation from second-class citizenship. In this new phase the Black community is talking about nation-building and educating for self-sufficiency, rather than integration, as was the case during most of the 60's and the preceding decades. The new direction has rather explicit implications for the educational opportunities and the curricula that must be provided. In other words, before the community can become self-sufficient, there is a tremendous range of occupational needs that must be fulfilled. The training of people in these areas has been so seriously neglected over the years that acute shortages prevail in almost any that we can name. The public schools have proved incapable of doing the job. The comprehensive community college must not initate the same failure.

Occupational and technical training programs as legitimate components of higher education have made a broad penetration of the collegiate milieu, especially since the expansion of community colleges in most parts of the country. As a by-product of some of the new emphasis on educational credentials appearing in our economy today, more and more students need to be given the opportunity to enter college simply to be trained in some vocation or, for that matter, a profession that does not require a four-year college degree. This interesting, if not

remarkable, phenomenon has already begun to revolutionize higher education. Rather importantly, however, discussion of this need for two-year technical curricula is intended in no way to minimize the need for greater opportunities for Black students to enter fields requiring graduate level study. Nor is it intended to minimize the need for participation in humanizing courses of study, whether they be long or short term in duration.

Because of its interests in combining technical education in a humanistic setting, the community college will probably lead the way to the first truly significant changes in American education since the birth of land-grant colleges. For the student with a purpose there should never be a conflict between the vocational training he needs and the kind of liberal education that will help him become a better human being.

The philosophy of a properly constructed occupational program emphasizes the need to guard against educating human beings for technical obsolescence. Although it is vitally important to provide an individual with a marketable skill, it is equally important that the individual have the added educational increments required to ensure that future experiences will contribute to greater flexibility and provide for greater economic viability.

The curriculum which contains the kinds of studies implied here will foster experiences which are significant in the individual lives of the students and at the same time relevant to the needs of the society in which the student lives. So, in addition to developing the skills of a sub-professional, paraprofessional, or professional, the aim in the occupational curricula must be to develop a person who can think critically and creatively about this society and form proper standards of taste and judgement in connection with the culture which surrounds him.

The heart of the matter is simple: a major responsibility of the comprehensive community college is to train hundreds of thousands of young people in an occupational area, while at the same time providing an understanding of historical perspectives and insights into the elements of logic. There certainly should be few occupational curricula that do not lend themselves to this kind of exposure.

Essentially, one could agree that the problem in providing occupational educational programs that produce truly educated people resides in getting the proper kind of teachers--the kinds of persons who can teach specialized areas in a way that helps students develop open minds and a respect for views different from their own. Unfortunately, although most community colleges today provide the basis for a liberalizing education that is as valid as the more traditional curricula in four-year institutions, the obviously occupational courses alone even with humanizing components will not do the job. There must be, at least for the Black student masses, a profound liberating element designed especially to help them understand the circumstances surrounding their lives, as well as to learn to do something about improving the lot of their general community. Attempts to construct such programs must, however, reflect an understanding of the background of the new attitude emerging in Black communities.

Most significant is the view held by Black people that they can no longer look to integration as the solution to their problem. They view themselves as being in the process of building a whole new self-image and a whole new way of life. Thus, they are in the midst of a Black Cultural Revolution where Black

consciousness is already a reality. Little Black children are being made aware that being black makes them in an almost literal sense people separate and apart. Even in high school the young people are reveling in their identity. They are being given a sense of identification with the history and culture of Africa that helps them realize the Black man's history did not begin on the slave ship.

Self-determination is the basic thing that Black people are working for and fighting for everywhere in America. The schools must prepare Blacks to participate in this struggle.

Thus, for them, occupational programs must be designed to clarify and strengthen not destroy knowledge of Black consciousness and Black pride. As they hungrily seek after an understanding of self, we must not betray their trust in education or in educators. So somehow we must revolutionize the total learning situation to accommodate mistrust, as well as the demands of new requirements for employment in an increasingly technological society.

In the past, the basic failure of schools with Black youth has been their inability to motivate them properly. Educators have made elaborate studies and conducted comprehensive tests to find out why Black youth are not motivated. The answer is simple. Black children can be motivated. Black youth can learn. Black youth must understand that they are learning to help the Black community. The Black youth knows that as an individual he cannot escape from second-class non-citizenship. You cannot motivate a Black youth by telling him to work hard so that he can become the biggest inferior Black man in town. The Black youth says by his every act that if he cannot be a man with dignity and power, he would just as soon be nothing at all; further, he knows that he cannot be free until his entire community enjoys that same privilege. Therefore, his education must prepare him to do both: free himself and his community. Properly constructed occupational programs can achieve these aims efficiently and effectively.

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