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ABSTRACT

Four rural counties in Texas--Jones, Haskell, Stonewall, and Fisher--were selected for the study because they represent every type of problem which needed to be examined to develop a comprehensive career education model. Since 1950, the population in each of these counties has declined, and the population characteristics have changed. Even with a revitalization of agriculture, future economic decline was predicted unless fundamental changes take place, such as industrial development. The ability of these communities to survive rests more with the high school youths than with their parents. In discussing the role of the public school, the report pointed out that lack of intelligent school consolidation is badly hurting the image of the area and dooming the future of those smaller towns with inadequate school systems. In order to save these communities, the schools must become community leaders, especially in providing career education. This will provide a strong attraction for industry to enter the area. A series of strategies for career education were discussed, with only a modest step forward suggested at this time, since the more basic and fundamental problems faced by the area must be resolved before any full-scope career education program can be considered. The document also noted that, although the study only covered 4 counties in Texas, its findings and conclusions were germane to similar counties in rural America. (KM)

XIV

STRATEGIES FOR CAREER EDUCATION IN RURAL TEXAS AND THE RELATIONSHIP OF EDUCATION TO INDUSTRIAL DEVELOPMENT CYCLES

December 7, 1973

By . . .

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December 7, 1973

Dr. Thomas Lawrence
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Dear Dr. Lawrence:

Early in 1973 this firm entered into a contract with your center to develop a series of alternative strategies for the development of an operation design for comprehensive career education in a rural setting.

From the counties in your Region the following four were chosen: Jones, Haskell, Stonewall and Fisher. These counties were selected because they represent every type of problem which needed to be examined in detail in order to develop the comprehensive career education model.

During the course of this research effort each of the 18 (during 1973 this became 17) independent school districts were contacted; most of the school superintendents were interviewed one or more times. School officials, other public officials, private industry development specialists, business leaders and educators were interviewed. The list of persons who were interviewed would be so extensive we have not included it here, but we do appreciate their splendid cooperation.

We are especially indebted to the County Agricultural Agents of Jones, Fisher and Stonewall counties for the useful data and judgments made available to our research team.

As the study progressed it became more and more important to ascertain, in some depth, how those students now in high school in these four counties, reacted to remaining in their home areas -- if adequate economic opportunity were available. Since the four counties are critically short of manpower and since these students are the key to staffing any future industrial location, their opinions are very important. Therefore, just before the end of the 1972-73 school term all high students (with the exception of one small school system) were questionned in depth on this question and others important to this study. These questionnaires were followed up during the summer by in-depth interviews with 91 students. These interviews were usually several hours long and the interviewer did not know the results of the questionnaire tabulation. When interview results were compared with questionnaire results the high degree of correlation of answers is very impressive.

We appreciate the help, assistance, advice and technical detail supplied by all persons who assisted us on this project. While I designed, directed, and wrote this study I was assisted by Charles Eskridge, Executive Vice-President, Billy R. Reagan, Executive Vice-President, Vernon McGee, Executive Vice-President, Clois W. Bennett, Vice-President; David Old, Research Assistant; Mike Lawrence, Research Analyst; and John Havens, Research Analyst. Each of these persons made an important contribution to this study.

We especially appreciate the time given to us by the School Board, Superintendent and Principal at the Stamford Independent School District. Our several meetings with these fine civic leaders assisted us to develop insights into this area.

If any portion of this document needs further detail we will be glad to supply additional detailed memoranda at your request.

Sincerely,

MANAGEMENT SERVICES ASSOCIATES, INC.

Aris A. Mallas
President

AAM:bg

AN IMPORTANT RESEARCH NOTE

While this study discusses in some detail four rural counties in Central North-West Texas, its findings and conclusions are germane to the other counties (with the exception of Taylor County) in Education Service Center - Region XIV; to at least 200 other Texas counties and to over 2,000 counties in the United States. If your county has continued to lose population during the past two or three decades; if it has had a harder and harder struggle to provide a living for those who remain; if it has not been as successful as nearby metro centers in seeking new industrial location the findings of this study probably have velue to the leadership of your county.

SUMMARY

IN THE PAST (Pages 1-13):

The four counties (Jones, Haskell, Fisher and Stonewall) were settled in the 1880s, but boomed in population with the advent of railroads into the area in the period 1900-1910. For the next 40 years -- until 1950 -- the population of these four counties tended to stabilize. Since 1950 the population has shown a marked and steady decline. This decline is directly related to:

- Pulling of population from these counties into urban centers that were more dynamic in industrial development.
- The local economy became more and more stagnant; therefore, new jobs were not created and young talent graduated from high school and, in large numbers, left the area to find employment.
- The decline of the importance of railroads and the development of better roads influenced this trend toward outward mobility of population with a consequent decline in jobs.
- Agricultural trends reduced the number of jobs available for semi-skilled persons.

As population declined in these four counties, characteristics of the remaining population changed. The most important changes are as follows (see pages 5-8):

- Percent of people with under-ninth-grade education increased.
- Percent of population either of Spanish-American or Negro background increased.
- Unemployment is over the State average; old age assistance recipient rate is well over State average; population is aging. All these factors plus others disclose a population that is becoming more and more dependent.

The population reflects the economic downturn of the area. Even with a revitalization of agriculture in the area and higher prices for agricultural

products, future economic decline is predicted -- unless fundamental changes take place.

The people of the area come from outstanding pioneer stock. They still possess the qualities necessary to revitalize their area. Leadership is present in sufficient quantities and leadership potential is clearly there in the youth of these counties. Leadership has been frustrated in trying to stem the economic decline. Since newer ideas they tried did not work, they tended to resort to preserving the status quo. Their efforts only slowed the decline.

These four counties are now in a critical state of economic development. They have been severely depleted of manpower -- in fact they are gradually bleeding to death of the one critical resource that makes a difference to industry --- manpower. The next five years will decide which of the communities in these four counties will survive. It is a sobering thought that since these counties were founded in the 1880s, over 10,000 Texas communities have disappeared.

THE LIFE BLOOD OF THE COMMUNITY (Pages 14-26):

The ability of these communities to survive rests more with the youth of high school age than with their parents. Few parents will be among the employee force of a new industrial plant that is founded today, completed two years from now, but not expected to achieve full productive capacity for five years. While some parents are also community leaders and must make sound decisions, it is the youth that industry will look to for manpower.

For this reason, what youth feel about the area is very, very important. They are the life blood of the community. Will they want

to remain and work in this area? Do those who leave the area to advance their level of skills want to come back to live -- if jobs are available? The answers to both these questions are contained on pages 20-22 and, while answers to these questions are positive, they show clearly that the youth of this area have far better insights into areawide problems than their parents realize. Youth want to help the area and realize their importance in solving the problem of economic decline. They do, however, expect present day community leaders to show the statesmanship and leadership needed to solve nagging long-term problems. They will not be satisfied with the status quo of slow decline.

Why the attitudes of youth are so important is discussed in detail on pages 15-20 which discusses economic development cycles; why industry or business locate in a specific area and analyzes the manpower resources of the four-county area. It concludes that the manpower resources of this area are extremely thin and the only potentially available manpower resource of any significance are the youth of the four-county area -- especially those of high school age.

Since youth in high schools in the area are so critical, the role of the public school is discussed (pages 23-26). As unpopular as the issue might be, the report points out that lack of intelligent school consolidation is badly hurting the image of the area and dooming the future of those smaller towns that have inadequate school systems.

The changing economic picture of these four counties presents unusual challenges to the traditional education system. The schools are in a key position of leadership. The problem is what to do and who should do it.

WHY-WHO-WHAT-WHEN?

The study concludes that these four counties and the cities therein are worth saving, and gives some very specific reasons why (Pages 28-29). Who should do it boils down to what we commonly refer to as community leadership (pages 29-34), and oftentimes such leadership has been or is now on the school boards of the area (pages 34-35). The schools are the strongest institutions in these four counties to provide such leadership.

Why types of industries are prospects? Pages 35-39 list and detail which functional areas of industries are "prime prospects" and which are "average," but just as important, Appendix A (pages A-1 through A-4) list those industries that are not prospects and the reasons why they are not. This should permit "rifling" of efforts by those in the area who are seeking new industry.

When should attempts be made to seek industry? The answer is, as soon as possible, but to become attractive to industry the area must solve serious problems -- or show they are taking steps to try to solve them (see pages 39-42). The time is NOW for industrial development, but it will not just happen. Problems must be solved if this area is to compete successfully for industry.

WHAT CAN THE SCHOOL SYSTEM DO
EDUCATIONALLY OR TRAINING-WISE TO ASSIST?

Pages 43-45 discuss what is now being done in vocational education in the area. These efforts are largely traditional and are only modestly helpful to the economic problems of the area. Pages 45-47 discuss what present-day students think about their future careers and what opportunities

they now have for career education. Career education itself is described in pages 47-48. A series of strategies for career education are discussed (pages 49-56) with only a modest step forward suggested at this time, since the more basic and fundamental problems faced by the area must be resolved before any full-scope career education program can be considered.

Since any additional education program will cost more money and since funds for education are limited, we suggest the three counties that now have County School Superintendents abolish that office and use those monies for more vital education programs (page 57).

What can be done educationally at what point in time? Pages 58-62 suggest a step-by-step approach as follows:

Step One (February through June 1974)

Step Two (February through August 1974)

Step Three (School Year 1974-75)

Step Four (February 1974 on)

These steps are practical. They will be a modest, yet critical, beginning and will cost few additional dollars. If they are taken successfully, they will demonstrate to any industrial prospect that these counties are indeed serious about saving themselves. The key word is cooperation. There are problems that can only be solved by school systems (and this means towns) working together. Traditional rivalries must be left on the athletic fields and community leaders who face the same problems in each community must be willing to work together. If and when there is a tangible demonstration of this happening, then the time will have come for State resources and those of private philanthropy to come to the aid of this area and assist these leaders to fulfill their mission.

One final note. So that the reader will be aware of the fact that these conclusions were not arrived at by some theoreticians who operate out of an "ivory-tower" existence, we suggest you refer to Appendix C -- the final appendix -- to see the types of backgrounds of these key minds who worked on this study. Their backgrounds include industrial development experience; the founding of businesses and industries; the management of small, medium and large business operations; state finance; public school administration and private philanthropy. They are not theoreticians, but realists who understand the hard realities of the task facing the community leaders of the four-county area.

CHAPTER I

THE CRUSH OF PROGRESS

To understand the present day career education needs of this four-county (Jones, Haskell, Fisher and Stonewall) area, it is important to view briefly the past historical economic development.

Each of the four counties was settled in the 1880s -- in the backwash of western migration as the frontier became safer from Indian raids. Growth was steady until the advent of the railroad through the area in the 1900-1910 period at which time population growth exploded as follows:

Population Growth: 1900-1910

Year	Jones	Haskell	Fisher	Stonewall
1900	7,053	2,637	3,708	2,183
1910	24,299	16,249	12,596	5,320

From 1910 population growth tended to stabilize for the next 40 years as the following discloses:

Year	Population			
1910-1950	Jones	Haskell	Fisher	Stonewall
HIGH	24,299 (1910)	16,669 (1930)	13,563 (1930)	5,667 (1930)
LOW	22,147 (1950)	13,736 (1950)	11,009 (1920)	3,679 (1950)

Note, however, that in three of the four counties the low point of population was in 1950. (It would have been in all four counties except by 14 persons, i.e., the population of Fisher County was 11,009 in 1920 and 11,023 in 1950.)

The period from 1950 on shows a marked and steady decline in population which neither oil discovery nor irrigated farming could forestall. The following discloses this sharp population decline.

	Population			
Year	Jones	Haskell	Fisher	Stonewall
1950	22,147	13,736	11,023	3,679
1960	19,299	11,174	7,865	3,017
1970	16,106	8,512	6,344	2,397

Population in these four counties relate directly to the economic conditions of the area and the economic cycles that impact those conditions. For example, this steep population decline can be attributed to the following:

- The rapid industrialization of large metro centers such as Dallas-Fort Worth and of smaller cities such as Lubbock, Sweetwater, and Abilene during the 1950s-1960s which influenced citizens of the four counties to move to better job opportunities -- usually in metro areas.

- The local economy did not create new jobs that would be attractive enough to pull back those who had left for more education and training. After World War II an increasing percentage of high school graduates went out of the area to study and never returned. While farm labor was in demand it attracted mostly those from outside the area with fewer skills and education.

- The decline of the importance of railroads to the economy of the 1950s and 1960s influenced this trend. As more and better highways were built in this four-county area, families drove longer distances to shop and work. Thus, local business has tended to feel the negative impact of better roads and many had to close. Abilene became the key marketing-health center of the area and many people drove into Abilene each day for employment.

- Oil and gas discoveries in the four-county area have slowed the population decline, but not reversed it. This has been true of irrigated agricultural land. As economic plots of farm land became larger and larger, the mechanization required for efficient farming continued to increase. Due to climatic factors, farming in the four-county area has always been risky; therefore, many farms continued to raise those products most protected, price-wise, by the federal government, regardless of economic return per acre. This has had a negative impact on the growth of the area.

> Oil and gas development and production is on a decline in the four-county area. Agriculture and ranching has yet to "peak out", however.

How does this population decline and economic trend compare with the State in general? It is important to relate the trends in these four counties to what has happened and is happening elsewhere.

STATEWIDE TRENDS:

The demographic history of Texas since World War II has recorded constant movement, intra-state, from the more rural areas and smaller towns to the larger metropolitan complexes. By 1960 Texas had more standard metropolitan areas than any of the other states and this leadership continued through the 1970 census. As can be expected, Texas also had super-metro complexes in Houston and Dallas-Fort Worth that provided the powerful economic attraction of readily available jobs through this entire period. The impact of this dynamic economy was felt for hundreds of miles in all directions.

While other parts of the nation, since World War II, went through four significant economic downturns, the jobless rate in most Texas metropolitan areas was far under the national average. Seemingly, the last to feel the effect of these recessions and the first to follow upward economic trends, Texas metropolitan areas have been fortunate. By 1973 one super-metro complex had more employed persons than any one of 22 other states. It also had more bank deposits than all the banks in South America combined. The Texas metropolitan areas, in general, reflected a strong growth potential.

The growth of these metropolitan areas has been only with the in-migration of workers from the surrounding areas. Since our Texas metropolitan

areas have remained dynamic and continued growing, they continued to attract potential workers from wider and wider areas. One recent study showed that a middle-sized Texas city (Tyler) had pulled all the available manpower from an area of nearly 125 miles surrounding it. Abilene, to a degree, has had the same impact on these four counties.

Thus, while a handful of Texas counties and the cities therein have shown astonishing growth during the past 30 years, it has been at the expense of the surrounding areas. There are over 200 counties in Texas that have shown, over this period of time, serious out-migration of citizens. Moreover, those left behind often tend to be the aged, infirm, very young, or handicapped -- thus, the ratio of dependent to self-sufficient is alarming in many of these counties.

The reason why metropolitan areas have attracted industry is the ability of that area to provide needed manpower to staff that industry. This forces the metropolitan area to pull more and more pecple from the surrounding area and the clearly-seen present day economic cycle takes place.

What can be done about this cycle? Is it a hopeless cause or can it be intimidated and changed? Is there a leveling-out point where life patterns and life styles in the metropolitan area are less desirable than the "old home town?" These are the types of questions asked by many of the authorities of our day. These are the types of questions that must be answered if an effective system of career education is to take place in the four-county area. It is important that we look at what remains in these counties. Where are the strengths to be built upon and, conversely, the weaknesses to be avoided?

THE FOUR-COUNTY AREA:

As population declined in each of these four counties during the past 20 years, the population characteristics of each of the four counties changed. Many of those who remained behind were poorly educated, members of a minority group, or past age 65. The following data from the 1970 census shows this clearly.

Per Cent of Population With Under Ninth Grade Education

County	Population Under Ninth-Grade Education	Under Ninth Grade % of Total Negro	Under Ninth Grade % of Latin American
Fisher	42%	81%	91%
Haskell	37%	72%	81%
Jones	38%	69%	93%
Stonewall	40%	54%	47%

Fortunately, the staggering percentages of these minority groups are not extremely significant due to their fewer numbers, although both groups are showing a numerous growth in each of these counties. Also, when the data on who is dropping out of school in 1973 was analyzed, it was found to be mostly those of Latin American or Negro background. Thus, the same lack of education found in the minority groups of this generation will be found in the workers of the next generation unless remedial action is taken. Bear in mind it is not the educated Negro or Latin American who will remain behind in this four-county area, but rather those who will be educationally inadequate.

We found the attitudes of superintendents to be almost evenly divided on this problem. About half admitted it was a serious problem, but nothing

could be done to keep these minority group youngsters in school. In a sense, they have given up on the problem. An equal number of superintendents felt the problem could, at least in part, be solved if these youngsters -- and those Anglo youngsters with similar backgrounds -- could go into more practical courses aimed at job training at an earlier age. One superintendent put it, "All they know in their families is non-skilled work and they will not, as a rule, take academic courses when they aspire to just a better job than their dad has. They are usually far behind in school, bored, and some are ready to marry very early. We need courses that teach them job attitudes and skills so they can earn a living to support a family that will start all too soon. If we can show them that what we teach is important to their job future, we have a good chance of preventing their dropping out."

The rate of growth of these minority groups in the four-county area is as follows:

Per Cent of Negro or Latin American Population

County	% Negro	% Latin American
Fisher	5%	17%
Haskell	6%	13%
Jones	6%	9%
Stonewall	4%	8%

In terms of absolute numbers, there are 1,903 Negroes and 3,840 persons with Spanish surnames. While these numbers are not great, it is important to note that both minority groups are increasing in number and due to a high birth rate, the percentage of non-Anglo children is increasing in the four-county area.

Other factors show the negative impact of this out-migration of the young, able bodied, educated and/or trained. Specifically, for the last year of available data for these four counties:

- All except Jones County showed higher rates of unemployment than the State average. Only the dynamic development of Abilene industry, which draws workers from Jones County, kept that county slightly below the State average.

- The State average for Old Age Assistance recipients is 20.5 persons per 1,000 population, but these four counties had the following high rates:

County	OAA Recipients per 1,000
Fisher	36.1
Haskell	46.2
Jones	42.2
Stonewall	33.4

- The per cent of the population age 65 and over in these four counties is considerably higher than the State average of 8.8%. The rate is high enough to reach the danger point where nearly one out of every five persons is over 65. Fortunately, many of these persons are still productive. Data on this problem are as follows:

County	Per Cent 65 Years Plus
Fisher	17.0%
Haskell	18.0%
Jones	17.9%
Stonewall	16.0%

The most revealing data, however, comes from what is called the per cent of dependency ratio (which is derived by taking persons 0-14 and persons 65+ and dividing by those 15-64 reduced to a per cent). What it boils down to is, how many dependent persons do you have in the population relative to producers? The State average is 62.8%. Here are the data for these four counties.

County	Per Cent of Dependency-Ratio
Fisher	72.6%
Haskell	73.6%
Jones	73.6%
Stonewall	62.5%

Only Stonewall falls slightly below the State average with all the other counties well above.

We could go on with many other comparisons, but basically they all confirm the problem. Per capita income is lower than the State average and shows a major negative difference between Anglo, Negro and Latin American. There is much more data to indicate the problems of the area and the impact of economic downturn on its people, but the above trends adequately illustrate the problem. There are, however, more important changes that do not show in the overall statistics, but the solution of the problem appears to be far more significant.

THE PEOPLE:

One has to admire the fierce courage and individualism of those who settled these four counties and their descendants. It has never been easy to take a living from the area due to variable climatic conditions, and widely erratic economic trends that impacted the values of products produced in the area. The dream of most of those who carved this area from the wilderness was that their children could achieve better educations and thus jobs that were more stable and less demanding laborwise. Part of the dream did not foresee that such positions did not exist, except in few instances, in the four-county area. Thus, "success" for their children

meant, in most cases, that the youth migrated to better opportunities elsewhere. Those who remained behind tended to fall into the following categories:

- Those whose level of aspiration or lack of ambition was satisfied by local opportunities.

- Those who could no longer produce; were partially productive; were fully or partially retired; were handicapped or were dependent due to age, health, mental health or physical condition.

- Those who had local opportunities of a satisfactory nature due to family land, business or financial holdings. Jobs did not have to be created for them since they already existed for them.

- Those who filled the few professional and/or skilled positions that remained in the four-county area. Examples of these would be teachers, government employees, M.D.s, attorneys, CPAs, and school officials. (Those who completed college, by county, are as follows: Fisher - 4.3%; Haskell - 4.6%; Jones - 5.1%; Stonewall - 6.6%.)

- Those few who were able, due to better road transportation, to develop areawide business holdings that could support their living where they wanted to within their business or trade area and/or a part of it.

- Those whose income came from outside the area, but chose to live there for personal or family reasons. Such persons could have lived anywhere -- the local economy had no impact on their livelihood.

These are the six groups that comprised those who remained behind by 1973. To these six groups can be added a seventh group, i.e., those semi-skilled or non-skilled workers (usually of Spanish surname) who were at one time migrant workers, but in recent years have tended to settle in the four-county area.

One of the easy assumptions that can be drawn from the above is that the four-county area has, through out-migration, lost its key leadership.

This is clearly not the case. Leadership and potential leadership exists within each of the four counties. The quality of that leadership is probably as great today as it was during the peak growth period during the '20s and '30s. It is important to examine why this leadership appears to be less effective.

COMMUNITY LEADERSHIP - THE KEY:

The forces that impact this four-county area go far beyond the span of control of local community leaders. What do they know about industrial development, money supply, product demand on world markets, changing technology, ever-changing federal and state programs -- just to name a few of these forces? They, like all people of intelligence and education, can know little and even knowing can often do little to change the trends that impact their community.

Within most of our lifetimes community leaders could control most of the problems that impacted their communities. Progress was at a pace that permitted regulation and reflection. While no one can set an absolute point, sometime after World War II the nature of community leadership changed. Perhaps it has been changing for a long time and the advent of the trauma of that war and its enforced technological progress merely crystalized that change -- we are too close to the point to know precisely. The most critical aspect of the change was the loss of control by community leaders over what happened to their towns, cities and counties. Rather that setting trends in motion that benefited their communities, they were forced to resort to trends over which they had little control and understanding.

The result can be predicted. As leadership became more difficult to practice, older community leaders tended to emphasize the preserving of the status quo, i.e., keeping taxes down and curtailing community improvements. Thus, water systems that could supply certain industries, along with adequate sewage disposal systems, did not get built or expanded. Community services tended to decline as population dropped and the tax base became less productive. Traditional jealousy between communities and counties came to the fore as each fought over what remained, with little thought being given to how to rebuild. Attempts on the part of some community leaders to work cooperatively usually ended in failure since few communities would accept the fact they had (and have) no choice. They must either work cooperatively together to attract a new and expanding economic base or they will die. The roads of these four counties are littered with the remains of communities whose existence was tied to the day's drive by horse and buggy to and from a shopping center. They were killed by the advent of the automobile and good roads.

Other communities within these four counties will die unless they recognize that their only chance of survival lies in their willingness to work closely with other communities. They must realize that what happens in any one county or town has a positive impact on all others and increases the chance of others to survive until they can attract new industry or commerce.

We must not lay blame on our older community leaders since, in a very real way, they have been caught in the crush of progress. They could not foresee that the world in which they were asked to lead would bear little resemblance to that world they grew up in and in which they learned their

leadership techniques. Lacking understanding of what to do, they could only react to outsiders -- most of whom had less understanding than they themselves. Since they could not impact the negative trends of what was happening to their community, they could not instruct younger leadership on what to do. The result has been a low-key leadership war between the older leaders and the younger or newer leaders. Both suffer from the lack of specific insight of how to reverse the trends that are destroying their communities. They differ in that one (the younger) wants to act and will accept change -- even cooperation with other communities, while the other (in many cases the older leaders -- in tenure, not in age) feel that things will level off and the trends cannot be influenced anyway. We must credit many of these with trying outside ideas that did not work. Some of these unselfish citizens have faced a lifetime of frustration trying to build their communities. They have to find "the way!"

One final thought on community leadership. Traditionally, economic-political-social leadership existed in the hands of a few business, professional, financial and land-owning interests. Due to their lack of success there tends to be a leadership void in many communities today within the four-county area and this void is attracting new and younger leaders. This is a trend found in many rural counties of the United States.

IN SUMMARY:

These four counties are, in 1973, in a critical state of economic development. They have been severely depleted of manpower by the more dynamic industrial development areas such as Abilene, Lubbock, Fort Worth and Dallas. In a sense they are gradually bleeding to death of the one critical resource that makes a difference to industry -- manpower.

As they exist at present, these four counties present a mixed image to those interested in industrial development. On one hand they contain mostly the descendants of great pioneering stock that seem to retain much of that ambition; yet they have done little to make themselves attractive to industry. Thus, those who acquire education or technical skills are often forced to leave the community to obtain adequate employment. Despite the serious loss of population, the petty jealousies and suspicions of all too many community, business and professional leaders seem to pit one community against another and influence those who found industry to look elsewhere.

In a real sense these four counties are just beginning to reach a point of maturity where the majority of the leadership realizes they must cooperate or die. The next five years could well be the critical years of decision which will decide which communities survive. It is a sobering thought that since these counties were founded in the 1880s, over 10,000 Texas communities have become ghost towns for the same lack of dedicated, positive leadership that permitted other small towns to become important economic centers. There is no reason why any community should be crushed by progress.

CHAPTER II

THE LIFE BLOOD OF THE COMMUNITY

There will be few who read this report who fully comprehend that the ability of his community to survive as an effective, dynamic entity rests far more with the youth of high school age than with their parents. Those who locate industry recognize that while the actions of the middle-aged community leaders are important, usually they will not be among the employee force of any potential new plant. Moreover, they have grown up in a period of constant community decline and have, in part, accepted the results of that decline. Will their children want to remain in the community and work there? Have they made home, community and its institutions attractive enough, even in the face of economic decline, to interest their children in staying and assisting to rebuild the community? These are the very real questions that anyone who locates industry in this area must answer to his satisfaction. In the final essence, the community's youth -- especially those now in high school -- are the life blood of the community.

There are three key elements that have a profound effect on the location of any new business or industry. They are as follows:

- Existence of raw materials or cheap power.
- Existence of markets.
- Available supplies of manpower at the point of time of location and to staff normal expansion within the reasonable future.

To understand the relative importance of each of these three key elements, it is necessary to understand economic development cycles.

ECONOMIC DEVELOPMENT CYCLES:

Only in the past 15 years have students of economic growth and authorities in the field of industrial development begun to realize the cyclical forces which are set in motion when economic growth due to industrial or business development takes place. Economists have realized for perhaps two generations the implications of agricultural or ranch development and have been able to predict rather accurately what changes in such development mean as far as impact on specific geographical areas such as counties, areas, or regions are concerned. In contrast, our state has seen such a change since World War II in the basic economic patterns that ultimately led to the creation of jobs that even the most knowledgeable of industrial development specialists often cannot predict where a development cycle will lead.

Most industrial or business development is unplanned and uncontrolled by the specific area where the development takes place. Regardless of claims by industrial development specialists, chambers of commerce and others concerned with the creation of more businesses in a specific area, the forces that cause development to take place are almost always located far beyond the control of such persons. In fact, sometimes development takes place in spite of the efforts of such persons. They can assist such forces, but cannot control them.

Why does industry or business locate within a specific area? There is only one answer, i.e., those who control the final decision feel that a location in that place will permit their business or industry to be more profitable over the long run than a location elsewhere. What is the key to successful location of business and industry in the 1970s? There is no final answer, but given markets within an economic shipping range; adequate

power; economic facilities; adequate water supplies; and adequate supplies of raw material at competitive prices, the most critical ingredient for success is manpower. These four counties have adequate water supplies, adequate transportation systems, adequate markets located nearby and unskilled people, readily available. The key, therefore, has to be a stable and skilled potential manpower supply.

When one studies economic development cycles over a period of 20 years, he finds that such manpower supplies become the most critical of all factors in seeking, obtaining and servicing new industries or businesses. As noted, Dallas, Fort Worth, Abilene and cities of this type in Texas could not have grown so rapidly if they had not "sopped up" all available manpower from surrounding areas. As such centers, however, get to a certain point of size and inconvenience they become less attractive and less desirable. They cannot offer the quality of life or the lower cost of living that can be found in any of these four counties. Their only advantage at this point of time is the availability of jobs. Regretfully, this is rarely understood by the young man or woman graduating from high school or college who sees as their only opportunity for success as being in these metropolitan areas.

RAW MATERIALS - CHEAP POWER:

With the exception of the building materials in the Rotan area and eventually the possibility of low grade copper deposits in Stonewall County, the raw materials of the area are confined to products of the farm or ranch and the gradually depleting oil and gas reserves of the area. Power is, at present, cheap in this area (as it tends to be underpriced in most

parts of the U.S.); however, the present energy crises present a complex problem that clouds our ability to see the future. Generally, however, the area does not have raw materials or cheap power to attract most industry.

EXISTENCE OF MARKETS:

The area is near to vast markets with great and growing buying power. The Dallas-Fort Worth metro area has more buying power than six western states combined. Texas itself is one of the largest markets in the United States with more buying power than several countries of Western Europe. It is a growing market with predictions of even more rapid growth. This is one of the great assets of this four-county location since it has excellent road connections and good rail connections with these nearby markets and thus, with the nation. It has weak air connections with markets through the Abilene air facilities located nearby, but within easy driving distance over good highways.

MANPOWER RESOURCES OF
THE FOUR-COUNTY AREA:

Due to constant out-migration the potentially available manpower reserves of the four-county area are critically low. Fundamentally, they exist in three functional areas as follows:

- Skilled and semi-skilled persons who live in the four-county area, but work outside it in communities such as Abilene, Sweetwater and, to a more limited degree, Snyder. Many of these persons would prefer to live and work at home and would make attractive manpower for any industry. These persons are found almost exclusively in Jones and Fisher Counties.

- Non-skilled persons from two major sources -- either school dropouts who went into farm or ranch unskilled labor work, or those who came into the area to work as unskilled labor, usually on farms and ranches. Since farms and ranches throughout the four-county area are chronically short of labor, this pool of manpower is 1) not readily available, 2) not in large numbers, and 3) not highly stable.

Those in this labor group who are stable can be taught new skills by incoming industry, but if they have dropped out of school at an early age or spent many years as non-skilled labor, or cannot read or write English, they would be considered too high a risk and thus would not constitute a manpower resource to incoming industry.

- The females in the area and the youth who have yet to seek full-time jobs. Many of the latter are still in high school. Females are by far the largest and most available manpower resource and account for the location of sewing industries in several communities in the four-county area. (Note also that sewing industries are easy to set up and dismantle, and use little in the way of community services. They tend to follow available manpower sources and can move very easily if another locale is more attractive.) This female labor force tends to be more stable since they are tied to the area where their husbands earn a living. Despite the fact that they constitute the most available labor supply in the area, their numbers are not extensive and a few small new industries employing basically female labor scattered throughout this four-county area will "sop up" all that available labor supply.

  This leaves the youth of the area -- primarily those now in high school, since they will constitute the group of greatest interest to those seeking to locate new industry.

To sum it up, the manpower resources of this four-county area are extremely thin. Skilled and semi-skilled males are in extremely short supply throughout the four-county area, but some who work elsewhere could be attracted back to their home area by proper economic opportunity. There is a shortage of farm and ranch labor -- even unskilled. There is a modest pool of skilled and semi-skilled female labor that is attracting small industries. This trend will continue and reflects the shortage of this type of labor in our metro centers. The only potentially available manpower resource of any significance[1] are the youth of this four-county area,

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[1]Normally the potential in-migration of skilled and semi-skilled workers is a potential resource -- i.e., the ability to draw workers from 150-250 mile area. Due to the location of these counties, this potential does not constitute a viable asset and would produce, we feel, small numbers of desirable workers.

especially those 15-20 years of age, i.e., those of high school on through the first two years of college or technical school age.

YOUTH - THE CRITICAL RESOURCE:

Since these youth are really the key to the future of these four counties, it was critical that we ascertain how they really feel -- about themselves, the future of their communities, their school systems, and community leadership. Most important of all, would they consider remaining in these four counties if they had a means of earning a living? These are questions of vital interest to any serious industrial prospect.

To answer these and many more germane questions, before the end of the 1972-73 school year we questionnaired, in detail, all of the youth in 17 high school systems -- from the ninth through the twelfth grade. (One small system had already finished the school year.) Knowing that some high school youth cannot write well enough to fill out a questionnaire, knowing that some youth who wanted to be critical would be fearful of filling out a questionnaire given to him by his school officials, and knowing that some school officials would throw out the questionnaires they thought reflected negatively on their school, we cross-checked the results of the questionnaires by detailed field interviewing of 91 students from the bulk of these 18 school systems. These interviews were conducted in depth and the results showed a remarkable agreement with the results of the questionnaires. We would have to conclude that the questionnaires gave us an accurate reading of the attitudes of the high school youth in these four

counties.[1] Note that persons age 15-22 were interviewed with the bulk being in the 16-17-18-year-old range. Blacks and Spanish-surname youth were adequately represented in this group.

ATTITUDES OF YOUTH -
THE IMPORTANT FINDINGS:

One could write an interesting book on the data we accumulated about the youth of this area; however, due to limitations of space, the following are those findings which have a direct bearing on the issue at hand:

- There is an impressive lack of mobility. Most of the youth have lived in this area all of their lives -- fewer than one out of five have lived at their present residence less than five years. This is a major contrast to youth living in metro areas.

  An important sub-point is the fact that four out of five felt their hometown had a profound influence (positive) on the type of persons they were and were going to be.

  One would have to conclude the small town-rural environment was important to the bulk of the youth.

- Most of the youth felt very positively about their hometown environments. Their ability to know everyone, the lack of crime, pollution and social problems, the friendliness of the people, and the quality of the schools and teachers all ranked high in their judgments of community assets.

  Lack of adequate jobs and lack of recreation resources were the major negative features of their present hometowns.

- As can be expected with youth of this age, almost all were looking forward to being independent from their families. Many associated the first step of becoming independent as going off for advanced schooling where they would live away from home. About half of all youth planned to leave their hometowns for one of two major reasons:

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[1] One of the most important findings resulted not from the content of the questionnaires alone, but from our interviews with school superintendents. About one-third of the superintendents interviewed felt their students disliked their community, would not want to continue living there, and concluded that youth could not be depended upon to stop or slow the economic decline, i.e., they reflected a hopeless, defeated attitude. Most revealing was the fact that they completely misjudged the youth of their school system and their attitudes, which turned out to be far more positive than the attitudes of the school leadership.

- To obtain further education.

- To obtain a better job than that held by their parents.

In general, the youth of this area aspire to higher levels of achievement than that obtained by their parents -- a healthy sign, we feel.

- A critical question, we felt, was the one that asked, "If adequate jobs were available in your community, would you remain there or would you take a job elsewhere?" Here are the results:[1]

Answer	% of Males	% of Females
Would Stay	55%	44%
Would not Stay	13%	13%
Undecided	23%	35%

Even more revealing was the answer to the question, "If you were offered equal jobs here and in Abilene, would you rather work in Abilene?"

Answer	% of Males	% of Females
Yes	26%	45%
No	67%	53%
Undecided	4%	2%

An even larger number showed a marked dislike of moving to a city the size of Dallas.

- When the youth were questioned as to the ideal size of the community in which they wanted to live, one out of every two approved the size of their hometowns and three out of four preferred towns of 20,000 population and under.

- When asked how important education was to their life plans: 84% felt it was very important, 11% felt it was somewhat important, and only 5% felt it had little importance. Sixty-four per cent felt good education was important since it led to the proper type of job after their schooling was finished. (Over 80% planned to go on for more education or training after high school.)

- When asked what other courses are needed in their school system to assist them to their life plans, the most frequently mentioned were the need for more and more practical vocational-oriented courses. This is especially interesting in light of the fact that 29% had already taken at least one vocational education course and 22% were taking a vocational education course at the time the questionnaire was run. Specifically, one out of two students felt there were not enough practical vocational-type courses being offered in their high school.

[1] Percentages will not equal 100% since miscellaneous responses are not included.

- Most of the students felt they had little opportunity to understand or become acquainted with career opportunities. Part of this was the lack of opportunity in their school systems, in their communities, and in their realms of total experience. Few of these youth have ever traveled outside the immediate West Texas area. In general, they knew what their parents did and many knew how much income it produced, but most had little understanding of the specifics of careers past that point.

  This need for more career information showed up in the questionnaires and during the interviews where most of them felt they needed more effective job and career counseling. It is interesting to note that 69% felt they needed more help in planning their career than they were getting!

As for the leadership in their communities, the youth showed a surprising degree of understanding of the problems faced by their communities and what their leadership was trying to do to resolve such problems. Specifically:

- The majority expressed grave doubts that existing leadership had the ability to lead their communities into positive growth patterns. The most serious question raised seemed to be whether such leaders actually wanted their communities to develop economically or if they preferred communities where no change took place!

- Just getting industries that produce more jobs is not all it will take to keep the young in their communities. They want to see an improvement in many phases of the community life -- at least tangible effort and progress <u>toward</u> the solution of community problems.

While these youth have a limited range of experiences with people, places, and jobs, they are anything but provincial in many of their thoughts, ambitions, plans, attitudes and grasps of significant issues. They would seem to be a very vital resource that is not taken very seriously and not being assigned a worthy role in helping to plan for the solution to community problems and assisting in seeing that these solutions are carried out. Considering the vital role they must play in the survival of their communities -- if indeed such is to take place -- this could be a serious present-day blunder on the part of community leadership.

THE ROLE OF THE PUBLIC SCHOOL:

From 1900 to 1950 the role of the public school was one of several important community agencies that provided for the needs of the local citizenry. It was considered vital to the future of the community, but probably no more so than the existence of local government and churches -- at least it was not the total center around which community life seemed to evolve. No one would have advocated that schools be abolished, but than no one felt they would be the last vital force left in many of the communities. --A force so vital that local citizenry would fight to keep even an inadequate school because they knew that when that school was closed and the children bused away, it would only be a matter of time until the town would begin to die and eventually disappear. This is why school consolidation has come so painfully to this four-county area.

Since 1950 in these four counties the school system of the community has become the most critical resource in that community. Its events are the key social events of the season -- far more widely discussed and followed than what happens in local elections or what is done by local churches. As populations declined the school became more and more the focal point of community life. What it did (or did not do) was far more important than stands taken by local chambers of commerce, civil or social groups. A substantial part of the local leadership left in the four-county area are, or have been, associated with one or more school system -- by working for the system, serving on the school board, or assisting with important school projects.

The new and vital role of the public school is both a blessing and a curse. Since the school is the critical force that can make the difference

in community survival, it is fortunate to be at this focal point of community life. If, however, it is not permitted to take a dynamic role of leadership to assist the community to survive, then it cannot fulfill its role and it will die as the community dies. This is what is happening in most of the communities in this four-county area.

THE ISSUE OF SCHOOL CONSOLIDATION:

Probably no school issue is fought with more emotion and fewer facts than this issue. It is an issue almost impossible to solve at the local level and one which has not been solved at the State level. The lack of solution comes because of one of two important factors:

- As cited previously, until the 1950s the loss of the school to a community sounded the death-knell of that community, hence the fight to keep its school -- however inadequate -- as long as possible.

  In the 1970s, however, the existence of a sub-marginal, ineffective school system is one of the best ways to kill off a community and its surrounding area. In 1973 what happens anywhere in the area -- certainly within 50 miles -- is vital to the future of that community. The existence of a school in a community no longer means its life or death, but the existence of good schools in the area (within driving distance) has a profound effect on community survival. The traditional narrow community loyalties must be replaced by areawide loyalties -- and that is extremely difficult to do.

- Some important taxpayers have maintained, through the existence of small inadequate school systems, tax havens that permit them to pay far less property taxes than if such a school were part of an adequate consolidated school system. Regardless of the negative impact on the local economy and regardless of the fact that they are helping to destroy the area, they will continue to fight to maintain such a tax haven and do so very effectively.

If the school systems of the four counties are to be the vital force necessary to produce trained personnel to staff future industry, then these

school systems must be as strong as possible -- in personnel, in financing, and in leadership. This can happen only if there is a serious and strong effort leading to school consolidation.

There are, at present, 17 school systems in the four-county area. In size they break as follows:

Five have over 700 ADA (average daily attendance)
Three have from 300-400 ADA
Five have from 100-210 ADA
Two have under 100 ADA

If we examine the situation by county, it is as follows:

- Stonewall County: Two schools located a reasonable driving distance apart; one with only 65 students therein.
- Fisher County: Four schools located a reasonable driving distance apart; two have fewer than 110 students therein.
- Haskell County: Six school systems located a reasonable driving distance apart; four have fewer than 210 students therein.
- Jones County: Five school systems of which three are major and the other two have fewer than 350 students therein.

BY ANY ANALYSIS ONE CANNOT JUSTIFY MORE THAN SIX SCHOOL SYSTEMS IN THESE FOUR COUNTIES. These six systems should be headquartered as follows:

Stonewall County: One system at Aspermont.

Fisher County: One system at Rotan.

Haskell County: One system at Haskell.

Jones County: Three systems at: Stamford
Hamlin
Anson

In time we think functional consolidation can take place between these three systems.

Recognizing that the concept of school consolidation is unpopular, it is not understood, it causes some larger taxpayers to pay additional taxes,

and it can lead to the dislocation of some school employees; nevertheless, it is an issue that should have been faced up to long ago in these counties and the fact that it has not been resolved is contributing to the slow economic death of these counties.

Put yourself in the place of those who must make a substantial investment in the community to locate an industry that will create new jobs. Once they recognize the issue of school consolidation had not been resolved, they would hesitate to come into the community. Inability to solve school organization problems tells much about community leadership!

IN CONCLUSION:

The most important attraction these four counties have for industrial location is the personnel to staff small industry (those requiring 100 or fewer employees) represented mostly by the female population and by the youth that leave high school each year. Once such industry is functioning successfully, it can attract back some of those people who left these counties, but the area is now seriously short of manpower. It must do everything in its power to stop the draining of its life blood -- the youth -- through out-migration.

The youth of the area show a remarkable willingness to remain at home (or return home when educated) if jobs are available. They do expect overall community improvement in vital service areas but display a mature willingness to work toward community betterment goals. Youth now feel they are ill-equipped, vocational training-wise, to seek out sound careers and list this as the major deficiency of the present school program they are in.

There are far too many school systems of uneconomical size in the four-county area. This splitting-up of students and tax resources does not motivate toward effective school programs that have areawide impact. This issue must be resolved in the near future or further decline in the population of this area can be predicted.

The changing economic picture of these four counties presents unusual challenges to the traditional education system. In these four counties are school systems which achieved enviable positions for dynamic leadership, excellence of faculty, and closeness to community power structures. There seems to be no unwillingness on the part of some of the leadership who have remained in the area to take action to effectuate a more stable and positive economic growth. The problem has been what to do and who should do it.

CHAPTER III

WHY - WHO - WHAT - WHEN?

WHY?

At some point a critical question must arise in the reader's mind, "Why be concerned if these four counties and the cities therein continue to decline until eventually the counties become local governmental 'shells' and most of the cities disappear?" This question is not easy to answer. Most people react very emotionally to it -- almost as if it is an improper question -- but it is all too proper and important to disregard.

I doubt if there is any right or wrong answer to this question, but the following are the basic reasons the research staff uncovered to try to assist this area:

- This area is populated with the descendants of frontiersmen and they should largely possess those unique qualities that can be molded into a very high caliber leadership. Most of this leadership has been exported in the past and some of it wants to return to the four-county area.

- The youth of the area show a willingness to stay or, after finishing their educations, to return to the area; thus, another generation of leadership and manpower is potentially available and wants to remain in that area.

- If we think of these counties as being "rural," the rural population of Texas alone is greater than the total population of each of 25 states and is larger than the combined population of Alaska, Delaware, Nevada, Vermont and Wyoming. There are over two and a quarter million rural Texans. The problems of these four counties are all too typical of the problems faced by many other rural counties in Texas and the nation. To solve these problems is important to our State and nation and therefore deserve attention.

- A highly intangible reason is the quality of persons being "produced" by these rural school systems in contrast to students coming out of the huge metro school systems. While

> not exposed to the range of courses or the quality of science facilities, or the availability of specialized help, the average student in these rural school systems has a stronger background in on-the-job work experience, strong family ties, close relationships with fellow students and teachers, and strong school and community identification. The smaller town and smaller school system seems to impart vital and useful standards and qualities to youth that are hard to maintain in the gigantic metro systems. The youth of these communities have, in the past, tended to hold their own very well in the "outside" competitive world. While this logic is often used as a defense for "tiny" school systems with under 500 ADA, it should not be. We think in terms of a small system as not being less than 1,000 ADA. When a system falls under that figure it is harder and harder to maintain a viable program that can equip youth for the world of today. There is no system in this four-county area that has 1,000 ADA at this time -- although Stamford comes close to it.

WHO?

A second critical question becomes, "If the area is worth trying to save, who should be responsible for doing it?" The traditional pattern has been for persons locally to wait for leadership to come from the State or federal government and to view their problems as solvable only with more funds to institute stop-gap programs. In fact, nationwide there have been many stop-gap programs to arrest this type of trend of population loss with the subsequent economic downturns. Most have taken two distinct forms as follows:

- Federal funding to induce industry to locate in these "depressed" areas.
- State-local government tax concessions and industrial financing programs aimed at subsidizing an industry, thereby inducing them to locate.

Regretfully, these programs have not met with general success. In fact, they have created more local problems than they have assisted communities. They violate a critical principle that industry will locate in the area that

is most likely for them to accomplish their profit mission. Government concessions or inducements tend to 1) buy in the uneconomic facility that cannot last, and 2) provide unneeded capital to an industry that has already decided to locate in that area.

The reasons for this tend to be as follows:

1. These industries are superimposed upon the communities without any direct involvement with community resources or leadership. They were bought in, i.e., there was only one major reason for them to locate in that community and that was the concession or subsidy. When that reason disappeared often the industry moved. This harmed the community more than helped it.

2. Lack of involvement with the community leadership, especially the school system within the community, did not permit the orderly growth of the industry or the ties between educator and employer to be developed.

The tax concession or financial subsidy concept violates the basic premise that sound industries locate for one primary reason and that is that they feel their profit mission will be enhanced by such a location.

Fortunately, neither of these evils have taken place in this four-county area -- as yet -- to any degree. While it is important that local banks and other financial institutions take an active interest in any local industrial development and provide quality services, they should not be asked to take uneconomic risks.

Who would be the industry or commercial enterprise that might locate in the four-county area? Is it a hopeless situation since "everyone knows that industry locates only in cities these days" -- as one local community leader told me? Do they? The facts point clearly to the trend being away from location in metro centers. In fact, thousands of communities were examined during the past five years and judged against other communities as possible plant sites. The trend in industrial development is away

from the central cities toward the suburbs and into rural areas. In fact, in the past 10 years industrial growth patterns took place as follows:

Central Cities	5%
Suburbs	35%
Non-metro Areas	60%

This reverses the trend that took place prior to 1963 when industrial locations centered primarily in the metropolitan centers.

As this trend of industrial migration continues into the 1970s (and at this point the effect of the energy crisis on this trend cannot be ascertained), most communities will be able to attract industry. Most communities are interested in attracting industry since 100 new factory jobs will:

- bring in 350 more people.
- produce more than $700,000 annual personal income.
- increase local bank deposits by $230,000.
- support 65 additional non-manufacturing workers.
- create three more retail establishments.
- produce an additional $300,000 in annual retail sales.
- add a $3 million industrial plant to the tax base of the community.

It is hard to turn one's back on positive growth of this magnitude.

How does one go about attracting industry -- especially if he is not located in a metropolitan area with substantial technical resources at his fingertips? Here are some important steps:

- First would be the formulation of a special group with the responsibility for making the town known to the proper industrial development groups in industry and government. (For example, the State of Texas has an excellent state-financed industrial commission.) It also would strive to educate the rest of the community on what must be done to improve the town as a plant site.

- Second, the community should decide clearly the type of industry it wants to attract. Industry will know the type of community it is seeking; therefore, the community must know what type of industry it wants. This means the community must take inventory to ascertain what it has to offer -- and what it does not. No town can be attractive to all industries. No two companies have the same set of requirements nor the same priority on such requirements.

- Third, know what assistance is available both from public and/or private sources. Government agencies include the Texas Industrial Commission, Small Business Administration and Economic Development Administration. Private agencies often involve chambers of commerce, industrial foundations, and industrial development departments of utilities, railroads and banks. Regional governmental agencies include councils of governments and regional education service centers.

- Fourth, prepare a community profile listing the basic facts about the immediate area -- and be honest. Such a report need not be highly detailed or a slick expensive brochure. Stick to the basics that can be put down in a few pages, but be certain to describe:

    - the population.
    - utility service and any proposed expansion.
    - present and proposed highway, rail and air facilities.
    - distances to major cities.
    - climate.
    - local and state governments.
    - police and fire protection.
    - existing local industry.
    - service industries (if not local, nearest location).
    - banks.
    - recreational, health, education and hospital facilities.
    - churches.
    - civic clubs.
    - hotel, motels -- existing and proposed.
    - size and general competency of the labor force.

- Fifth, once the profile is completed, it needs to be circulated where it will do the most good. At a minimum make it available to state and regional development groups, railroads, utility companies, area planning commissions, chambers of commerce (regional and local), engineering and management consulting firms that serve your area. Corporations planning to build in a region usually contact such groups and companies first. Use any personal contacts available in your community to talk to companies your community would like to interest. Be selective, be frank, be honest, and don't hesitate to dig up additional facts and details if needed.

If the large communities in the four-county area follow these basic steps, they will come to the attention of expanding industries. Don't be surprised if many look but locate elsewhere. When this happens, the community should try to find out why -- to ascertain if the community has a correctable flaw. If it has something to offer, an industry will want to locate, but be certain the community wants that industry. Remember, not all industries are desirable. Those that are will be reasonable and just in their requirements.

Above all, your community should not overlook the homegrown industry... that little operation that starts with a handful of employees only to grow into a significant employer in a few years. Many of the rapidly growing companies in metro areas would have preferred to start in their "hometowns" but never received any local encouragement. Banks have an important role in spotting these possibilities since often they are the first ones in the community to learn of a potential homegrown industry. Schools also can, through dynamic technical training programs with vocational orientation intensity, generate new ideas that lead to homegrown industry. Therefore, bankers, teachers and school officials should maintain a receptive attitude to ideas that start locally. Most will not be economic, but the ones that are could make a major difference.

Therefore, a critical part of the answer of "who is responsible" would be that vital element that we refer to as community leadership.

As one looks carefully at economic development cycles, he finds that some communities are extremely dynamic where others seem to falter. One community will continuously attract new industry while a community with equal "assets" will be by-passed repeatedly. The answer lies primarily in the quality of leadership. As one looks at a city like Tyler and its very dynamic economic growth, the reasons for this growth tie directly to the unique quality of its community leadership and their desire to build Tyler. In contrast, Austin -- with a far more desirable grouping of assets for community development -- lags far behind and really only started its economic development cycle (other than government) within the past five years. The answer and opportunity lie in unique leadership, i.e., Austin did not want industry and its community leadership discouraged it. There are other examples within our state of communities that have grown very successfully with superior economic development, but lack many of the assets that similar communities in their immediate areas possess. Right within Region XIV one could look at the growth of Abilene vs. the growth of Sweetwater and raise the question, "Why?" The answer would be almost exclusively community leadership. Community leadership within the four counties is largely reflected in the business, education, financial and agricultural leadership of those counties.

In many instances this leadership is reflected directly on the school boards of the school systems in these four counties, i.e., school board membership is very representative of the people in these communities who get things done. Therefore, it is logical that the school systems and the

school boards thereof become the catalytic agents to effectuate a change in the negative economic cycle which is now taking palce in these four counties. There seems to be no other social institution within these four counties so strategically located, so representative of community leadership, and so directly concerned with the most vital ingredient of any economic development program -- youth.

WHAT?

What are the types of industries that could be considered as prospects for the four-county area other than the ones that are obvious such as sewing industries, gypsum operations, intensive meat production operations, and small service and distribution industries? The answer to this question lies in which industries have been expanding their site locations and plan to do so in the next three years.

While the energy problems of the nation will provide a slowing of industrial expansion in many parts of the United States, it could well spur expansion in this area which is close to known areas of oil and gas production, and areas of prime potential oil and gas discovery. While no one can predict the exact impact of the energy crises on industrial expansion, the best minds tend to conclude it will be less than feared since government, in the long run, will give top priority to industrial needs and secondary priority to individual citizen needs. Therefore, it is important to know those functional areas of industry that are prime prospects and/or average prospects for this area.

FUNCTIONAL AREAS OF INDUSTRIAL PROSPECTS

In the area represented by these four counties are at least six communities that are actively seeking industrial prospects and have enough

local resources to be attractive to such prospects. All of these communities have the following characteristics in common:

- They are under 25,000 population.
- They can best service industries with under 100 employees -- they will have to strain to find skilled workers.
- They have extensive land area for plant sites.
- They have enough adequate community attributes that are normally considered in plant location, but few attributes are in the superior range.
- They have enough plant site features to be attractive to many smaller industries...but most lack adequate air, water and rail transportation facilities. Some lack strong water resources and/or industrial sewage desposal resources. Extent of natural gas resources can be a question mark in the years ahead...in all parts of the nation!

With the above characteristics in mind, what industries are potential candidates for industrial plant location? The following is a list, by functional area of industry, of possible candidates for local industrial location within this four-county area:[1]

Functional Area	Prime Prospect	Average Prospect
Bottled and Canned Soft Drinks		X
Tufted Carpets and Rugs		X
Metal Partitions and Fixtures		X
Gummed Paper and Board Products		X
Specialty Bags and Liners, Made of Paper Foil and Plastic		X
Corrugated and Solid Fiber Boxes		X
Book and Pamphlet Printing and Book Binding (Lithographic Process)		X
Financial and Legal Printing, Lithographic		X
Advertising Printing, Lithographic		X
Other Commercial Lithographic Printing		X
Manifold Business Forms (Continuous)	X	
Manifold Business Forms (Unit Set)		X

[1]This list has been researched from a 1973 study of Industrial Location Determinants as used from 1971-1973 and anticipated to be used from 1973-1975 by 2,950 dynamic growth companies representing 254 product classes. (Industrial Location Determinants 1971-1975, U.S. Department of Commerce, February 1973.)

Functional Area	Prime Prospect	Average Prospect
Edition, Library and Hard Cover Book-binding		X
Miscellaneous Acrylic Chemicals and Products		X
Synthetic Organic Bulk Medicinal Chemicals		X
Pharmaceutical Preparations Acting on Central Nervous System		X
Perfumes, Toilet Water and Colognes		X
Miscellaneous Cosmetics and Toilet Preparations		X
Agricultural Insecticidal and Fungicidal Preparations		X
Miscellaneous Chemicals and Preparations	X	
Asphalt and Tar Paving Mixtures and Blacks		X[1]
Foamed Plastic Products		X
Packaging and Shipping Containers (Plastic)		X
Industrial Plastic Products	X	
Construction Plastic Products	X	
Glass Containers		X
Mineral Wool - Industrial and Equipment Insulation		X
Malleable Iron Castings		X
Steel Investment Castings (all grades)		X
Miscellaneous Alloy Steel Castings		X
Rolled, Drawn and Extruded Copper Mill Products		X
Extruded Duminum Rods, Bar and Other Shapes (no tube)		X
Magnet Wire		X
Aluminum and Aluminum-Base Alloy Castings		X
Drop, Upset and Press Steel Forgings (Closed die)		X
Nonferrous Forgings		X
Metal Powders and Paste	X	
Heat Treating of Metal for Trade		X
Mechanic's Hand Service Tools	X	
Files, Rasps and Files -- Other Hand Tools	X	
Heat Exchangers and Steam Condensers		X
Fabricated Steel Plate (Stacks and Weldments)		X
Architectural and Ornamental Metal Work		X
Prefabricated and Portable Metal Buildings and Parts		X
Screw Machine Products		X
Job Stampings (except automotive)		X
Miscellaneous Stamped and Pressed Metal End Products		X
Electroplating, Plating and Polishing	X	
Coating, Engraving and Allied Services	X	
Automatic Regulating and Control Valves	X	
Valves for Power Transfer (Pneumatic and Hydraulic)		X
Other Metal Valves for Piping Systems and Equipment		X
Metal Fittings, Flanges and Unions for Piping		X
Fabricated Pipe and Fittings (cut, threaded, etc.)		X
Parts and Accessories for Internal Combustion Engines		X
Planting, Seeding and Fertilizing Machinery		X

[1]While none plan to locate in cities under 25,000, we feel it is a prospect.

Functional Area	Prime Prospect	Average Prospect
Lawnmowers and Snow Blowers		X
Miscellaneous Construction Machinery, Parts and Equipment		X
Conveyors and Conveying Equipment		X
Overhead Traveling Cranes and Monorails		X
Industrial Trucks, Tractors, Stackers and Metal Pallets		X
Grinding and Polishing Machines		X
Miscellaneous Metal Cutting Type Machine Tools		X
Presses, Including Forging Presses		X
Industrial Molds (Including die Casting die Molds)		X
Small Cutting Tools for Machine Tools and Related		X
Other Attachments for Machine Tools and Metal-working Machinery		X
Rolling-mill Machinery and Equipment		X
Paper Industries Machinery and Parts, etc.		X
Other Printing Trades Machinery (new and rebuilt)		X
Chemical Manufacturing, Industries Machinery, Equipment and Parts		X
Foundry Machinery, Equipment and Parts		X
Plastics Working Machinery, Equipment and Parts		X
Other Specialty Industry, Machinery and Equipment		X
Industrial Pumps		X
Domestic Water Systems and Pumps		X
Air and Gas Compressors		X
Plain Bearings and Brushings		X
Speed Changers, Industrial High Speed Drives and Gears		X
Other Mechanical Power Transmission Equipment		X
Electric Industrial Furnaces and Ovens (metals)		X
Fuel-forced Industrial Furnaces and Ovens (metals)		X
Other General Industrial Machinery		X
Electronic Data Processing Machines (no parts)		X
Commercial Refrigeration Equipment		X
Other Refrigeration and Air Conditioning Equipment		X
Carburetors (new), Pistons and Rings and Valves		X
Fractional Horsepower Motors		X
Commercial and Institutional Type Electric Appliances		X
Industrial Type Electric Fixtures		X
Vehicular Lighting Equipment (electric)		X
Current Camping Wiring Devices		X
Pole-line and Transmission Hardware		X
Electric Conduit and Conduit Fittings		X
Capacitors for Electronic Applications		X
Resistors for Electronic Applications		X
Coils, Transformers, Reactors and Chokes for Electronic Use		X
Ignition Harness and Cable Sets		X
Trailer Coaches (Housing Type)	X	
Auto Trailers (non-housing type)		X

Functional Area	Prime Prospect	Average Prospect
Miscellaneous Transportation Equipment		X
Industrial Process Instruments		X
Surgical and Medical Instruments, Apparatus and Furniture	X	
Surgical Orthopedic and Prosthetic Appliances and Supplies		X
Games and Toys	X	

Caution should be exercised that industrial development plans change and some functional areas of industry that appear to be prime prospects at this time, or even average prospects, change their plans to meet economic trends. Thus, this list should be used as a general guide.

At this time certain industries do not appear to be prospects at all and to assist local leadership concerned with industrial location, we have included in Appendix A a list of those functional areas of industry it would appear wise to by-pass at this time.

Note that of those industries listed as prime or average prospects for this four-county area:

- 50% look for ongoing vocational training programs in the local school systems to assist them in meeting their manpower needs.
- 40% would like to have some type of advanced vocational training or higher education resources available in the area to meet the ongoing education needs of their employees.
- 80% need some skilled or trained workers in their functional area of operation. In most cases these would have to be pulled back to the area (i.e., workers with those skills living in the area, but driving to work outside it; or such workers would have to be imported to the area; and/or trained onsite).

WHEN?

When should attempts be made to seek industry? In a way this question is somewhat academic since efforts are going on constantly to pull industry

to the area, by private groups and by government. Some of these groups are local, but most have an areawide or regional orientation and the Texas Industrial Commission has a statewide orientation.

Many industries have been interested in looking the area over in the past -- probably far more than the local citizenry realize, but have located elsewhere. As one key industrial development mind who has an area-wide orientation put it, "We have worked hard to get industrial prospects to look over communities in this four-county area, but these communities tend to let prospects slip right through their fingers!" We found this statement confirmed several times by those who have worked hard and intelligently in the industrial development field.

Since the time for industrial development is AS SOON AS POSSIBLE and any development will be modest to begin with and must grow, what are the most important problems that must be resolved to make this area more attractive to industrial prospects? Here are important areas of weakness that need to be corrected in the eyes of industrial location specialists who conclude:

- Lack of school consolidation so that school size permits adequate funds, personnel and dynamic technical and vocational education programs aimed at career development. Schools are strong in the traditional academic fields and need to revitalize their vocational offerings.

- In many of the communities there is a general apathy. Some community leaders feel they can reverse the economic trends while others don't want to. This leads to difficulty in getting community goals defined and organization established to carry out such goals.

- Within the communities it is even harder to organize the areas. Trying to get communities to work together to solve water problems areawide is an example. Within the past few years some progress has been made in getting some leaders in the various communities to see that their problems have to be solved

on an areawide basis. Examples of this progress are the Miller Creek Project (water) and the Fisher County Hospital project.

- Schools are a vital resource since they tend to communicate areawide and have some of the best local leadership on their boards. It should be noted that several of the school superintendents have been weak and, in the words of one leader, "have not taken the position of leadership that their role demands. Many have played it safe and done as little as they could,to keep their jobs."

- It is time the counties joined together to try to solve some of the problems that will make the communities more desirable for industry and for the workers who man that industry. (One of the reasons for this is the high quality of leadership shown by the county judges of these counties.) The Regional COG could assist in such a movement. Counties have cooperated in the past for water and sewer grants. The time has come to cooperate for industrial development. It is also time for local government officials, bankers (and bank owners) and those who own large land interests to be pulled into such a cooperative venture. The theme has to be "whatever happens anywhere in this four-county area positively will assist us everywhere."

- "Manpower is potentially available only as it comes out of the local public schools. Once it's gone, that's it, except for some females and older men who would like to reenter the labor force," is the conclusion of several industrial location specialists.

- "There tends to be an anti-Abilene attitude despite the fact the last two industries to locate in the area were located by Abilene-based interests. These folks have to understand that it is good for Abilene for them to grow and Abilene leaders know this," stated another leader.

- There is a tendency on the part of community leaders to want to attract industries that employee from 200-500 persons. (Do they realize that to obtain 200 employees an industry must have a labor pool of 700 persons to look over!) This is <u>totally</u> unrealistic. <u>All</u> the communities in the four-county area would be better off with those that employ in the 25-50 person range. The smaller industry that can grow is the best prospect at this time.

- One of the key problems is underemployment. While unemployment in the area is low, too many people now working for $2.00 per hour have skills that, if utilized, could command twice that figure. Others have no skills or limited skills, and little opportunity exists at this time for them to upgrade themselves. Both of these problems lead to out-migration from the area.

- Several leaders stressed that in these communities many local business leaders really want to preserve the status quo since they feel growth will bring in new competition. "These tend to be the elements that make it difficult for communities to cooperate."

- Schools, more than anyone else, represent the community power structure, but they have not felt the need to play any role in industrial development. Also, some "school professionals" tend to be a "closed group", stated one leader, and look upon businessmen and industries as "outsiders." This must change if their schools and jobs are to survive.

The time is NOW for industrial development, but it will not happen by accident. Only if problems such as those just mentioned are resolved will this area be able to compete for desirable industry.

CHAPTER IV

STRATEGIES FOR CAREER EDUCATION IN A SMALL SCHOOL SETTING

BACKGROUND:

The 17 school systems offer some of the traditional courses termed "Vocational Education." Most offer Vocational Agriculture courses and Home Economic courses or those related thereto. Fewer offer courses in business, i.e., shorthand, typing, business law, etc., or in the skilled trades, i.e., welding, mechanics, etc. With minor exceptions, this is the spectrum of vocational offerings in these schools. Being tested in a few of the school systems were vocational offerings that tied in with on-the-job training. Several of the school systems let seniors out earlier in the afternoons in order to hold part-time jobs, and the work record of these high school students is very impressive with three out of four holding a part-time job or summer job, and one out of ten holding a skilled job such as welder, secretary, mechanic, etc.

We did not evaluate the quality of the vocational courses being offered or the ability of those who teach them. What is being offered is largely traditional and reflects more the absence of a definitive program of what else to do. From our interviews it is obvious these courses lack the scope and intensity needed to equip modern-day youth for career opportunities. On the other hand, such courses certainly do no damage. They obviously produce side benefits of character building, some technical skills, human relationship understandings, and economic insights that are just as important to modern-day life as a specific skill. Our criticism would not be

leveled at what the schools are doing, but at what they are not doing. In addition, we would have to be critical at the lack of leadership displayed by many of the superintendents (and in some cases where leadership was displayed, but curtailed by the school boards, we would have to be critical of those boards), to develop vocational programs that meet the needs of their community and assist it to survive.

Throughout the study we have listened to the traditional excuses of lack of funds (yet generally throughout the area school taxes are low); lack of community interest (when it was obvious no one had ever presented an imaginative program to the community);lack of flexibility by the Texas Education Agency (all too often no help could be given since no specific plan was presented); or "it's no use anyway; these kids are mostly worthless and the 20% that are worthwhile will go off to college and leave anyway" -- an attitude expressed by one school leader, but endorsed in varying degrees by several educators and "community leaders."

While the above is the negative side, more impressive was the attitude on the part of other educators, school board members and community leaders, which was summed up by one when he said, "We are not certain precisely what is causing the drop in population and the economic decline of the area since these are forces that most of us do not understand and therefore cannot combat. If anyone can show us a reasonable course of action, we can take it. There is enough leadership in this community to accomplish any reasonable goal." In addition, the press in the area is dynamic and supportive of construction programs, as are many major business interests such as banks, savings and loans, utilities, cooperatives and independent businessmen and professionals. During the course of the

study we found enough of these leaders to make us feel that these communities possess enough leadership and talent to effectuate any intelligent program.

As noted earlier, one critical void is the lack of participation by youth in what is happening in their communities. If youth are the key to saving these communities, it must be groomed to fill that role properly. This was not done by the past generation and the results are obvious. If, in a democratic society, the quality of government is what the people insist that it be, then the same is true of communities. The youth of today can be an effective source of energy to assist in the rebuilding of these communities, but they are not being asked for ideas, criticisms, or even physical labor. It is impressive that they feel so strongly about their communities when all so many have been permitted to do, is simply live in them. We have confidence that the leadership in these communities will have the wisdom to correct this void in the years ahead.

NEED:

While some type of vocational program existed in the school systems, many students felt they knew little about such programs. About 15% of the students in high school knew nothing about the vocational offerings (and this included many seniors) while an additional 50% of the students knew about some of them. It is obvious from the interviews that the courses are there if the students want them -- there appears to be a minimum of interpretation of these courses in most of the school systems.

About 60% of those in high school had taken one or more of these vocational courses and eight out of ten like the course(s). Reasons for taking

the courses varied, but few took the course because they felt it would be easier. About eight out of ten youngsters took vocational courses for one of the following reasons:

Why	No. of Students
Felt it was more practical	338
Felt it was more challenging	233
Thought it was more interesting	454
Felt it would help learn a skill	567

These responses reflect the intensive desire on the part of these youth to equip themselves to earn a living in the world of tomorrow -- a desire that can only be partially filled with the courses that are available to them in their present school offerings.

This conclusion is reflected in their answer to the question, "Do you think the Vocational Education program you are now taking will have much to do with most of the jobs you will have in the future?"

Yes, definitely	307 students
No, I don't think so	185 students
I really don't know	435 students

The heavy percentage of "don't knows" reflects a core problem that face the youth in these 17 school systems -- lack of career consciousness. Few of the youth have adequate knowledge of what different careers actually are and what they need to be doing to fit into such courses. Even those who planned to follow the traditional route of going on to college felt the need for more career information. Specifically, 69% of the high school youth said they "needed more help in thinking about and planning their courses" while only 24% did not feel such help was needed.

Part of this problem stems from the lack of specific knowledge educators have of career opportunities. Few of them have held jobs, in recent years, outside of the field of education (except those who now farm and/or ranch on the side) and have little access to up-to-date information on job and/or career trends. Career opportunities, especially in technical fields, change quickly and it is easy to be "pinched off" professionally. (How many petroleum geology majors found employment in the late '50s and during the '60s, yet in the 1970s this will be a promising field!) This lack of help from the school system is made more acute because in small towns the range of jobs available to students offer limited insight into career opportunities.

It is easy to present the problems -- and we can go on and on -- but one has to be realistic and view the problem through the eyes of the school system and the community. What can be done in a school system of 1,000 ADA or even 3,000 ADA? If we would lump together the school systems of Hamlin, Anson and Stamford, we would still have a system of under 3,000 ADA -- bearly an economic size to think of effective traditional approaches. Note the size of schools in this four-county area (1,000 ADA and under) represents about 30% of the school systems in Texas, yet little thought has been given to how to develop effective career education in smaller school systems.

WHAT IS CAREER EDUCATION?

When one reads the literature on career education it is difficult to find the dividing line between what constitutes education in general and what constitutes career education. In this study we have thought in terms

of traditional education approaches as those that prepare an individual for life while career education is those courses that prepare an individual to make a living. Since both blend, this becomes a difficult dividing point -- especially in the smaller systems.

Most modern thinking persons would like to start "career education" at the kindergarten level and carry it through graduation as part of a total developmental process. Certainly in a society where occupational changes are frequent and technology presents severe changes in job emphasis, such an approach is sound. It anticipates a process that is segmented by stages or phases as follows:

Stage One: Occupational Awareness (roughly grades to Grade 3)

Stage Two: Occupational Exploration (about Grades 4 to 7)

Stage Three: Occupational Familiarization (Junior High)

Stage Four: Occupational Training (High School)

Since a different type of expertise is needed -- so career specialists feel -- in each of these four stages, this would mean that school systems under 1,000 ADA would have to fund an expensive add-on program to develop all four of these stages. This, even with state financial assistance to pick up part of the cost, is most unlikely to happen in the schools in this four-county area.

Because of this, new patterns and different strategies than those being followed at present must be developed if career education is to be instigated in these school systems. Since, as far as we can ascertain, little thought has been given to what can be done effectively in a small system in a rural setting, what is done will be somewhat experimental in nature. The watch-word has to be flexibility, since viable programs will gradually evolve. They will not be instituted overnight in one comprehensive program.

CAREER EDUCATION

STRATEGY ONE:

If it is not possible to get two or more schools to cooperate in a more comprehensive program, then the most logical course of action for the school systems in Anson, Stamford, Hamlin, Rotan, Aspermont, and Haskell would be a revitalization of their traditional approaches. Actually, this strategy has already started in some of these systems. This revitalization would take the following form:

- A careful evaluation of the need for and quality of existing vocational education programs. For example, in the traditional vocational agriculture programs the advice of county agents needs to be sought to be certain the program is realistic in light of the changing agricultural employment patterns of the future. Assistance can be given by the education service center.

- Working with the local community it is important to ascertain how many on-the-job training placements can be made so that classroom theory and workshop training can be applied in a realistic setting. (An example of this type of program is the one just started this year by the Aspermont school system.)

  Due to the small size of these communities, the TEA will have to permit considerable flexibility since in some areas it will not be possible to develop a program with the minimum number of students (20). We feel a three-year goal of working up to the 20 students is both logical and practical.

  An integral part of this approach is using training points within the locale to give the student practical experience. Since it brings the school system directly into the local business and industrial world -- which tends to be highly conservative -- the need for careful placement and supervision of such students is mandatory. The school system cannot simply set up a program and farm out students and hope that it will succeed.

- The local school system should attempt to attract back into the system those who have recently dropped out of school due to the lack of practical courses. Many youngsters from minority group backgrounds could fit into this type of program. If they cannot conform to the standards of the school in other more academic areas and thus qualify for ADA, it is important that they still be worked into the process and the cost be paid for by local funds.

- If funds are available the school system needs to increase and intensify its career counseling efforts. If possible these efforts should start with general occupational familiarization at the junior high school level and intensify as the youth moves toward graduation.

  Each school needs to set up a career section in its school library and build up information on jobs, training centers, trends and persons (or facilities, firms, training or education centers) to contact for more career information. Career days in each of the schools -- where practitioners from the outside describe their occupation in detail and answer students' questions -- need to become a planned reality. The frequency should be left up to the school administration, but they should be planned with the advice and assistance of the student body -- espeically those at the junior and senior level.

It is easy to recognize Strategy One as an intensification of the status quo. It is an attempt to revitalize existing approaches without the expenditure of significantly more funds. It conceptualizes a more direct involvement in the training process of community enterprises. It attempts to make education more practical and to seek from youth, ideas and statements of attitudes and needs. It attempts to set up a minimal reference resource that can answer some of the career questions of youth.

It has two major disadvantages. It is only going to meet a small part of the needs of present day students and it will meet those minimal needs only in direct ratio to the quality of personnel involved in the career training process. Regretfully, this is one phase of education where academic credentials achieved at one point of time bear little reference to working effectively in a cycle of challenge (changing career trends) that requires constant familiarization with the new. How to keep personnel in date will be a never-ending problem.

The most negative aspect of this approach is that it writes off the small schools in the area. While they might do a small part of the above,

they are destined to have to stick largely with their status quo programs -- as inadequate as they might be. This is one reason why school consolidation is critical.

STRATEGY TWO:

This Strategy is based on the assumption that it will be possible to get two or more of the major six school districts (and perhaps some of the smaller ones) to enter into a cooperative program where a managing school district is chosen, and these districts sending students "contract" for the occupational education of their students. State support takes the form of "teacher units" allocated to the managing districts and State funds are available for transportation (the amounts are negotiated depending upon distances). Sending districts also get an allocation from the minimum foundation program of $240 per pupil on the premise that basic education in English, Math, etc. are still necessary in addition to the particular training for occupational skills.

For purposes of example, let's presume that the school systems of Stamford, Anson and Hamlin work out a cooperative arrangement. Hamlin has physical facilities now sitting idle that can be used for practical occupational courses -- areas for shop work, instruction and administration. If technical-vocational training education is the offering, then State aid would have to be negotiated, but it certainly would not be under 50% of the cost.

The advantages of this Strategy are many. Basically, it works on the economy of size concept. It uses the best available personnel more intensively and reduces the need for physical plant expenditures.

Equipment and supply costs would drop. This Strategy provides enough students for these specialized courses to meet, in most instances, the standard of 20 students per class -- thus keeping costs down. It permits better instruction, better counseling, and more effective concentration of information, materials and contacts in a career-oriented library. It permits the working together of several school systems and their community leaders. Cooperative efforts of this type must lead to cooperative efforts to solve other areas of areawide problems. It is a concrete demonstration to outside-of-the-area industrial prospects that the area is doing something cooperatively to develop skilled manpower and retain it. It permits on-the-job resources to be developed areawide rather than be limited to one community.

On the negative side, it will play upon the traditional fears of school personnel and some community leaders that any type of cooperation is the first step toward school consolidation. It will cost some additional local funds -- although certainly the cost will be modest and well within the financial ability of the community to pay. It will create some new jobs and eliminate some old ones.

Note the steps in Strategy One should be followed where applicable and Strategy Two should not be implemented until a careful evaluation of existing vocational-type programs and their need is done.

The key to Strategy Two being an effective strategy is the degree of flexibility visualized and carried out in the new offering of courses. As far as we can ascertain, the Texas Education Agency does not penalize school districts for not following traditional patterns. They do insist upon "quality" of course offering and a demonstration of "need" that the

course offering can be clearly identified and substantiated. By "quality" is meant such factors as curriculum content and competent teachers; by "need" is meant demonstrated job opportunities for the particular occupational skills being developed.

We have concluded that the lack of imaginativeness in occupational education does not lie with the Texas Education Agency and its staff, but with the tendency on the part of local schools and staff to follow traditional patterns. The Agency and its leadership have long had a philosophy of decentralization; therefore, initiations must come locally and not dictatorially mandated from "on high."

Two instances of TEA's response to non-traditional approaches can be used as examples: (1) Industry in Houston wanted an occupational education program in Industrial Media Technology, due to the shortage of persons skilled in repairing and mainteining communication media like projectors, amplifier systems, etc. TEA approved it. It recently won a national award for excellence. (2) A separate high school has been established by the Houston ISD within the Texas Medical Center for Allied Health Services. Many of the instructors are doctors, nurses, and para-professional technicians employed in the medical schools and hospitals. They don't have "teaching certificates." TEA goes on funding it with approval, while quietly awaiting the "blow up" which is sure to come from the Texas State Teachers Association one of these days.

We really don't feel superintendents in this area can "pass the buck" to the TEA and not act because of being blocked by the Agency...at least not until a plan of action that has been carefully thought out is proposed and rejected by the TEA.

The focus of this Strategy is on education for "occupational clusters" rather than a specific job, although through on-the-job training practical specifics will appear. In this area the sensitive question will not be what is done, but who is going to administer the program.

STRATEGY THREE:

This Strategy would be for a county to create a Technical-Vocational High School, then contract with school districts within that county for the education of students from sending districts. Present law confers the authority on one county -- at least in the Regular Session the Texas Education Agency sought to amend the law to authorize two or more counties to do so. While this bill got through the Texas House, it died in the Senate during the traditional last minute "log jam." (There is, however, a separate statute, not in the Education Code, that authorizes all local units of government to cooperate and contract with another for the performance of governmental functions. It would probably take an Attorney General's Opinion to learn if this authority is wide enough to cover school districts, but we feel it should be.)

We do feel that the passage of such a bill would permit the most logical arrangements of school district participants in such a system and it should be passed. Until it is, this Strategy would extend to those schools within each county only.

If a Technical-Vocational School were established it would probably lead to the construction of a new physical plant and the setting-up of an additional school administration. We do not feel that either of these is desirable in an area where funds are limited and there are already far

too many school administrators. It would permit a dynamic new program to be developed -- probably a wider scope and more practical program than could be developed within existing systems. This would largely result from the fact that the program would be more isolated, hence more visible to the community. It would have to be effective to survive and get students.

We would feel more strongly about this approach if all four counties could enter into this Strategy to form one school, but since they cannot, we do not feel it should be done on a county basis -- unless in Jones County which has more population and more students. Then it should be done only if the bulk of the schools -- certainly the three larger schools -- participate actively in such a program.

STRATEGY FOUR:

This is the area Technical-Vocational School which is not a viable option due to the lack of funds from the State. We do not think it a sound concept for this four-county area at this time, anyway.

OTHER CONSIDERATIONS:

All of the 17 school districts are within one hour driving time to Hamlin and most are within one hour driving time to Stamford. These appear to be the most logical locations for expanded programming.

Interestingly enough, high school student responses to the question, "If a large regional technical-vocational program could be set up within 15-30 miles from your hometown in an existing high school, would you be interested in being bused to it for special training?" were as follows:

No. of Students	Response
Yes	728
No	460

Courses that the students felt would be most helpful to them at such a school is as follows:

Courses	No. of Students Wanting Such a Course
Vocational Agriculture	291
Vocational Homemaking	222
Vocational Nursing	131
Office Worker	244
Mechanics	301
Radio, T.V., Appliance Repair	159
Nursery Business	109
Ranch Management	215
Cosmetology	132
Wood Working and Carpentry	140
Power Machine Operator	152
General Business	301

These data would indicate the demand for courses would be there, and traveling to such a center would be acceptable to a large enough number of students to make the concept worth exploring further.

Any increased practicality in vocational-oriented course work would assist to prevent school dropouts -- a serious problem, expecially with the youth from Negro or Spanish surname families. It is also a device to work some of the former dropouts back into the training cycle. Note that while these two minority groups are on the lowest economic level of the area, their aspirations compare and correlate favorably with those of their Anglo classmates. The most serious problem faced by school officials today is how to keep youth from these minority groups in the school systems so they are not educationally retarded in the world of tomorrow. Any type of career education concept would help.

A FINAL THOUGHT:

There is no longer a need for the office of County School Superintendent in any of these four counties. It is urged that these positions, the staff related thereto, and the offices themselves be abolished. The sizable amounts of funds used to finance these setups are needed elsewhere in public education. This needs to be done as soon as possible.

IN CONCLUSION:

Each of these strategies fall far short of our desire to develop a comprehensive career education model for this area. This resulted from the serious problems of the area. The schools and the citizenry of this four-county area are not ready for such a model, nor could they use it. Throughout this study we have attempted to be practical, hence our strategies are those they can use to get to the point where consideration of comprehensive programming could take place. Most optimistically, however, all of these schools are five years away from that goal. They must solve some basic and fundamental problems and this will take time, much effort, understanding, and some additional funding.

On the issue of funding. If consolidation takes place and the office of County School Superintendent is eliminated, all of the area should have more dollars to devote to more effective programming. If dollar support is needed for experimental programming or program enrichment, private sources should be considered. We stand ready to assist in this effort should that time come.

CHAPTER V

A TIME FRAMEWORK -- SUGGESTED APPROACHES

Normally our study would have ended with Chapter IV; however, we would like to share with those who want to implement all or part of these strategies, our thinking of what can be done in what time sequence. Thus, the following is our best thinking which must, in the final analysis, be tempered by the practical insights of the leaders of the four-county area.

For purposes of illustration, let's presume that one of the six larger school systems decided that it wanted to take steps toward study implementation. What would those steps be and over what period of time?

STEP ONE (February through June 1974):

Since each of the school systems has limited funds and are mid-way through a school year, the first step is one of self-examination and planning. The school needs to examine critically and impartially their present vocational education offerings. Are the monies being spent for those courses providing the type and quality of education needed by the future workers of this area who are now being trained in high school? Are there courses that should be changed, replaced or dropped? To what extent do these courses really provide intensive career orientation, as well as technical skill functioning? How intensive are these courses or do they have a general orientation approach that does not really provide the opportunity for career insights or technical skills?

These are some of the questions each school system needs to ask about the courses now being offered. The sum of the answers should tell

the school administration, as well as the school boards, whether funds now being spent on vocational education can, in part, be used for a more effective career-course work development.

At the same time the school administration is taking stock of its vocational offerings, a dialogue needs to be opened between the school administration and high school students to ascertain, in greater depth than this study was able to do, what they think about their career needs. This cannot be done simply by a questionnaire, since the average student in the four-county area knows little about career possibilities and knows even less about modern career education possibilities. We would suggest a series of discussion-meetings where students (and perhaps parents) were involved. These meetings need to be led by someone who understands what career education could do for present-day students -- even if implemented on a modest scale.

It goes without saying that if sufficient statesmanship were present for two or more school systems to get together and plan, execute and compare the results of such a self-examination, the final conclusions would be more useful. This step should be completed by the end of the 1973-74 school year and should not cost any additional dollars to do.

STEP TWO (February through August 1974):

While the school administration is evaluating the effectiveness of existing vocational education offerings and trying to ascertain what career education additions are desired by the high school student body, it is the responsibility of the school board of that school system to initiate a series of exploratory and planning meetings with:

- community and county power structure.
- local industrial development groups.
- school boards of other school systems -- especially those who should be involved in any type of cooperative planning.
- officials of the Regional Service Center and COG.
- interested citizens.

The purpose of such meetings would be to ascertain if some type of cooperative programming is feasible and desirable. Cooperative programming tracks the "cluster" concept. For example, if the discussions took place between Stamford and Hamlin, one of the items that would be logical to discuss would be the available space at the Hamlin school system and how it would be used for the benefit of both systems. At the same time the economy of Stamford would provide possibilities for certain types of "on-the-job skill acquisition" training stations that may not be available in Hamlin. How each town could benefit by using each other's area of strength would be an important part of these discussions. Hopefully, more than two systems will gradually become involved in such discussions since each community has different strengths, and the more blending of such strengths the more effective will be the career education program that evolves.

It should be noted that our time framework suggests this step go up through the beginning of the 1974-75 school year. It should not conclude at that point, but it should have produced tangible agreements that permit school(s) -- two or more -- to work together.

STEP THREE (School year 1974-75):

Whatever program for change is agreed upon in Step One and/or Step Two should be tested out during the 1974-75 school year. A careful

evaluation should be undertaken (perhaps this could be done by the Regional Education Center) to ascertain the effectiveness of the approach. The evaluation should be on a continuous basis so that weaknesses can be eliminated while the school year progresses.

Let us presume that the spirit of cooperation is easier to achieve than most people in this four-county area anticipate and the School Boards of at least two, and hopefully three, major schools show the willingness by the beginning of the 1974-75 school year to enter into a carefully planned pilot program for career education development. If this should be the case then these schools should present this plan with evidence of their desire to cooperate to the Texas Education Agency for funding support of the pilot program. We think the staff of the Agency will give such a plan careful consideration if it:

(1) Breaks with the tradition to the extent it meets the specific needs of the area;

(2) Demonstrates that several systems are pooling their resources, to achieve more effective personnel, physical plant and fund usage;

(3) Is pilot in nature and has an evaluation sequence built into it which can demonstrate what will (or will not) work in this and other similar areas of the states.

With a pilot program it will also be possible to test out the ability to assist with private funds for program enrichment. We cannot over emphasize that to be successful with the state or with private donors some schools in this area must demonstrate their willingness to work together toward common goals.

STEP FOUR (February, 1974 on)

While steps One, Two and Three are being set in motion it is mandatory that each of the major school systems in the four-county area open discussions

with the smaller school systems in their area to ascertain what type of co-operative arrangements can be worked out or if consolidation is possible.

We realize that school consolidation is a sensitive and usually volatile issue that larger systems avoid raising for fear it will "scare off" the smaller systems. Nevertheless, as this study points out, this issue is a critical one that cannot be side-stepped any longer, especially if these smaller communities are to survive. Certainly, the state, as well as private philanthropy will want to know what steps were attempted toward consolidation before major funds are put in any pilot program. In a way the issue of consolidation is a yardstick by which one can test the desire of the people of this four-county area to cooperate, and many persons in positions of fund allocation outside the area will look at it this way. Leadership will have to come from the school board members, as well as other interested citizens. It's an area-wide problem, not just limited to a few school systems.

We cannot see past 1975 to be able to predict future steps. As that date approaches the progress or lack of it will dictate largely if sound career education programs can evolve. At that point what has (or has not) been accomplished will dictate the future steps for the area.

APPENDIX A

The following functional areas of industry are considered poor prospects for location within the four-county area for the primary reason as noted:

Functional Area	Primary Reason
Warped knit fabrics (griege or finished)	Use over 100 employees
Circular knit fabrics (griege or finished)	Use over 100 employees
Vinyl coated fabrics	No new plant locations planned
Softwood plywood, exterior type	Need rail facilities and nearness to raw material resources
Nonwood-face plywood and related	No new plant locations planned
Softwood veneer	No new plant locations planned
Metal office seating furniture	Need excellent rail resources and use over 100 employees
Metal office desks	No new plant locations planned
Metal office cabinets and cases	Use over 100 employees
Public building and related furniture	Varied plant site feature problems
Coated printing and converting paper	Use over 250 employees
Unbleached kraft and industrial paper	Need excellent rail service and use over 100 employees
Pressure sensitive tape and labels	No new plant locations planned
Wrappers, laminated or coated	No new plant locations planned
Paper bags -- all types	Locate only in cities of over 100,000
Pasted, lined, laminated or surface-coated paperboard	No new plant locations planned and need for excellent rail service
Sanitary tissue, health products	Need more than 100 employees
Miscellaneous sanitary food containers, etc.	Do not locate in communities under 25,000
Nonlithographic book and pamphlet printing and book binding	Do not locate in communities under 25,000 & no new plants planned
Magazine and periodical, lithographic printing only	Use over 100 employees and need good air transportation connections
Label (excluding cloth) and wrapper printing, lithographic	Locate in cities over 25,000
Catalogs and directories, printing lithographic	No new plant locations planned; do not use under 100 employees; locate in cities of 50,000 and over
Typesetting and typographic work	Need numbers of skilled workers
Cyclic (coal tar) intermediates	Most need rail support and all need to be close to raw materials
Synthetic organic dyes (cyclic dyes)	Need over 100 employees; special water and energy requirements
Synthetic ammonia, nitric acid and ammonia compounds	Need strong rail, water, gas and sewage disposal support
Thermoplastic resins	Need strong water and rail transportation resources plus skilled manpower

Functional Area	Primary Reason
Miscellaneous noncellulosic synthetic organic fibers	Locate in cities over 50,000 and employ more than 500
Pharmaceutical preparations acting on digestive system (human)	Do not locate outside of metro areas; use more than 100 employees
Pharmaceutical preparations acting on human skin	Do not locate outside metro areas; use more than 250 employees
Vitamin, nutrient and hematinic preparations - human use	Use more than 100 employees; need good rail service
Specialty cleaning and sanitation products	Do not locate in communities under 50,000; use more than 100 employees
Liquefied refinery gases (feed stock)	Locate in cities over 100,000
Table, kitchen, art & novelty glassware	Need over 100 employees
Glass fiber-textile type fiber	Need over 100 employees; heavy gas and water demands
Cast iron pressure pipe and fittings	No new plants planned
Miscellaneous gray iron castings	Need rail support
Miscellaneous carbon steel castings	No new plants planned
Aluminum plate and sheet (including foil stock)	Locate in cities over 50,000
Copper and alloy wire for electric trans.	No new plants planned
Communication wire and cable	Need over 100 employees
Power wire and cable	Need over 100 employees
Cutlery, scissors, shears, trimmers, snips (no power)	No new plants planned
Fabricated structural iron and steel (buildings)	Need strong rail support
Miscellaneous fabricated iron and steel	Need strong rail support
Culverts, flumes, irrigation pipes	Do not locate in cities under 100,000
Stamped and spun aluminum cooking utensils	Need over 100 employees
Metal commercial and home canning closures	Locate in cities over 25,000
Fittings and assemblies for tubing and hose	No new plants planned; use over 100 employees
Metal foil and leaf (except aluminum foil)	Need strong rail support
Gasoline engines, under 11 h.p.	Employ over 250
Wheel tractors and attachments	No new plants planned
Plows, listers, harrows, rollers, pulverizers and stalk cutters	No new plants planned
Harvesting machinery	No new plants planned
Parts and attachments for off-highway tractors and shovel loaders	No new plants planned
Power cranes, draglines, shovels, etc.	Need strong rail support
Mixers, pavers, and related equipment	No new plants planned
Tractor-shovel loaders	Located in cities over 250,000 and use more than 100 employees
Scrapers, graders, rollers and off-highway trucks, etc.	No new plants planned
Mining equipment	No new plants planned and use more than 250 employees
Hoists	No new plants planned
Boring machines	No new plants planned
Drilling machines	No new plants planned

Functional Area	Primary Reason
Lathes	Use more than 100 employees; locate in cities over 25,000
Milling machines	No new plants planned
Miscellaneous metal forming machine tools	Locate in cities over 25,000
Precision measuring tools (machinist)	No new plants planned
Power driven hand tools	Use more than 100 employees
Acetylene welding and cutting apparatus	Use more than 100 employees
Other metalworking machinery	Use more than 100 employees
Textile machinery	Too far removed from markets at this time
Printing presses	Locate in cities over 25,000
Hydraulic fluid power pumps, etc.	Locate in cities over 25,000
Parts and attachments for pumps, compressors	Locate in cities over 100,000
Ball bearings (complete)	Employ more than 100 employees
Taper (non-thrust) roller bearings (complete)	No new plants planned
Other roller bearings (complete)	Employ more than 100 employees
Industrial patterns - wood metal (non-shoe)	No new plants planned
High frequency induction di-electric heating equipment and parts	No new plants planned
Typewriters and parts	Employ more than 250 employees
Automatic merchandising machines	Employ over 100
Compressor and compressor units, all refrigerants	Employ over 250
Integrating instruments, electrical	Employ over 100
Test equipment; electrical, communication circuits and motors	Employ over 100
Other electrical measuring instruments and parts	Employ over 100
Integral horsepower motors and generators	Employ over 100
General industry power circuit devices and controls	Employ over 250
Arc welding machines, components and accessories	Employ over 250
Electric fans (except industrial type)	Employ over 100
Miscellaneous small household electric appliances	Employ over 100
Electric lamps, bulbs only, including sealed beams	Employ over 100
Floodlighting and outdoor lighting equipment	Employ over 100
Non-residential electric and non-electric lighting equipment	No new plants planned
House-auto radio and phono combination equipment	Employ over 100; locate in cities of 50,000 plus
Household T.V. receivers	Employ over 100
Telephone switching and equipment	Employ over 500
Commercial, industrial, electronic equipment	Employ over 100

Functional Area	Primary Reason
Radio and T.V. broadcasting equipment	Employ over 100
Integrated microcircuits	Employ over 100
Transistors	Employ over 250
Diodes and rectifiers	Employ over 250
Inboard motor boats (all types)	Employ over 100
Freight train cars (new)	No new plants planned
Street cars and related	Employ over 100
Bicycles, motorcycles, motor bikes, scooters and parts	Employ over 100
Aeronautical, nautical and navigational instruments	Employ over 100
Optical instruments and lenses	Employ over 100
Sighting and fire control equipment	Employ over 250
Ophthalmic fronts and temples	No new plants planned
Ophthalmic focus lenses, including contact lenses	Employ more than 100
Ophthalmic goods, miscellaneous	Employ more than 100
Still picture equipment	Employ more than 100
Motion picture equipment	No new plants planned
Sensitized photographic paper and cloth	No new plants planned
Clocks, movements and timing equipment	Employ more than 100
Watches with imported movements	Need skilled workers
Jewelry, platinum or gold	Need highly skilled workers
Jewelry, except the above	Employ more than 100

While in some cases more than one reason made this functional area of industry a poor prospect, generally we have cited the prime reason. Of course, there are always exceptions to each industrial location and in some cases where an industry imports skilled labor or its wages are high enough to pull it back to an area, or its wages are high enough to pull labor from several communities, then the factor of 100 plus employees needed may not be a reason for that industry to by-pass these four counties. This would be a unique situation, however.

APPENDIX B

Fisher, Haskell, Jones and Stonewall Counties
Consolidated Data on High School Students

Total No. of Students: 1,334

		Male	Female	Total
1.	Number of Years Lived in Texas:			
	Entire Life	538	479	1,017
	Over 20 Years	1	-	1
	16-20 Years	44	17	61
	11-15 Years	68	55	123
	6-10 Years	18	26	44
	1-5 Years	17	16	33
	Less than One Year	2	5	7
2.	Number of Years Lived in Present Hometown:			
	Entire Life	232	241	473
	Over 20 Years	1	-	1
	16-20 Years	51	40	91
	11-15 Years	127	106	233
	6-10 Years	96	81	177
	1-5 Years	99	109	208
	Less than One Year	16	16	32
3.	Both Parents Born Outside of Present Hometown:	204	204	408
4.	Approximate Annual Income of Family:			
	Less than $4,000	78	69	147
	More than $4,000, but less than $10,000	231	211	442
	More than $10,000, but less than $25,000	192	133	325
	More than $25,000	28	19	47
5.	Intends to Complete High School:			
	Yes	656	607	1,263
	No	9	6	15
6.	Intends to Start Working Immediately After Getting out of High School:			
	Yes	365	269	634
	No	300	329	629
7.	Intends to get Further Training in a Vocational School:			
	Yes	225	173	398
	No	424	410	834
8.	Intends to go to a Junior College:			
	Yes	157	115	272
	No	299	470	769
9.	Intends to go to Major College or University:			
	Yes	297	308	605
	No	354	301	655

		Male	Female	Total
10.	Has had Summer or Part-time Job:			
	Yes	648	390	1,038
	No	70	271	341
	Type of Job:			
	Farming	229	154	383
	Ranching	43	1	44
	Retail (Dept. Store, Clothing Store, Drug Store, etc.)	87	125	212
	Manufacturing (Fertilizer Co., Paper Factory, etc.)	16	3	19
	Skilled Trades (Welding, Secretarial, Mechanic, etc.)	110	12	122
	Semi-skilled (Gas Station, School, Paper Route, etc.)	129	22	151
	Non-skilled (Yardwork, Ditch Digging, etc.)	25	155	180
	Professional (Music Teacher, Horseriding Teacher, etc.)	2	11	13
11.	Plans to Work Immediately upon Completion of High School and will do the Following Types of Work:			
	Do not Know	56	27	83
	Farming	72	6	78
	Ranching	17	-	17
	Retail	23	50	73
	Manufacturing	10	26	36
	Skilled Trades	83	35	118
	Semi-skilled	15	28	43
	Non-skilled	7	15	22
	Professional	4	11	15
12.	If Going to a Vocational School, Curriculum falls in the Following Categories:			
	Farming	39	-	39
	Ranching	16	-	16
	Skilled	151	109	260
	Semi-skilled	-	6	6
	Professional	38	102	140
12a.	Will go to the Following City for This Training:			
	Out of State	5	5	10
	Abilene	29	110	139
	Snyder	49	12	61
	Sweetwater	27	14	41
	Dallas	16	20	36
	Lubbock	11	13	24
	Waco	12	3	15
	Fort Worth	5	2	7
	Odessa	6	1	7
	Stamford	-	7	7
	Houston	1	4	5
	Other	27	12	39

	Male	Female	Total
12b. After Completion of Training, will Probably find Employment in the Following City or Town:			
Out of State	8	3	11
Abilene	30	78	108
Dallas	11	12	23
Stamford	10	10	20
Haskell	7	10	17
Fort Worth	6	9	15
Hamlin	9	5	14
Lubbock	6	7	13
Rotan	9	1	10
Sweetwater	3	4	7
Anson	3	3	6
Odessa	4	2	6
Snyder	5	1	6
Houston	2	3	5
Other	28	6	34
13. Plans to or is Considering Going to the Following Junior Colleges:			
Don't Know	9	4	13
Out of State	1	-	1
*Western Texas College	111	58	169
Cisco Junior College	81	76	157
Ranger Junior College	13	17	30
Howard County Junior College	6	4	10
South Plains College	5	3	8
Odessa College	2	4	6
Vernon Regional Junior College	2	3	5
Weatherford Junior College	1	4	5
Other	9	10	19
13a. Studies to be Taken in Junior College fall into the Following Categories:			
Don't Know	21	19	40
Farming	26	-	26
Ranching	4	-	4
Skilled Trades	41	3	44
Professional	54	61	115
13b. After Completion of Courses Plans to Work in the Following City or Town:			
Out of State	2	-	2
Abilene	11	14	25
Dallas	4	4	8
Haskell	7	1	8
Fort Worth	3	3	6
Rotan	4	1	5
Odessa		4	4
Anson	2	1	3
Hamlin	3	-	3
Lubbock	2	1	3
Stamford	2	1	3
Other	23	5	28

*Listed as Snyder Junior College by some students; in some cases listed twice under different names.

	Male	Female	Total
14. Plans to or is Considering going to the Following Major College or University:			
Don't Know	5	3	8
Out of State	43	-	43
Texas Tech	116	97	213
Hardin-Simmons University	27	48	75
Abilene Christian College	36	33	69
Tarleton State College	32	29	61
Texas A & M University	48	13	61
University of Texas at Austin	40	18	58
Angelo State University	19	32	51
West Texas State University	17	32	49
McMurray College	10	21	31
Southwest Texas State University	12	18	30
Baylor University	13	6	19
North Texas State University	6	10	16
Howard Payne College	10	6	16
University of Texas at Arlington	6	6	12
Sul Ross State University	6	2	8
Sam Houston State University	5	-	5
Southern Methodist University	1	4	5
Texas Christian University	2	3	5
Other	22	14	36
14a. Planned Major Falls in the Following Categories:			
Don't Know	29	33	62
Farming	48	-	48
Ranching	4	-	4
Skilled Trades	18	19	37
Professional	218	258	476
14b. After Graduation Plans to do the Following Type of Work:			
Don't Know	40	48	88
Farming	24	-	24
Ranching	17	-	17
Retail	4	4	8
Manufacturing	3	2	5
Skilled Trades	25	31	56
Semi-skilled	-	4	4
Professional	218	104	322
14c. Plans to Work in the Following City or Town Upon Graduation:			
Don't Know	60	53	113
Out of State	7	9	15
Abilene	23	48	71
Dallas	15	12	27
Haskell	15	11	26
Lubbock	8	18	26
Hamlin	18	3	21
Stamford	5	7	12
Anson	3	5	8
Austin	5	3	8
Aspermont	5	2	7
Houston	3	3	6

	Male	Female	Total
Rotan	4	2	6
San Antonio	3	2	5
Other	18	22	40
15. The Following Views were Expressed Concerning the Wife Working Full-time:			
*Approved	284	273	557
Disapproved	278	199	477
Part-time Only	25	44	69
Maybe	43	77	120
16. To the Question, "Is There a Family Business Where you Could be Employed Part-time or Full-time?", the Response was as Follows:			
Yes	230	112	342
No	391	253	644
If the Answer was Yes, the Type of Work he or She Would be Doing fell into the Following Categories:			
Farming and Ranching	84	13	97
Retail	35	22	57
Manufacturing	3	-	3
Skilled Trades	61	27	88
Semi-skilled	20	16	36
Non-skilled	6	-	6
Professional	5	13	18
17. To the Question, "Would you be Interested in Opening your own Business?" the response was as Follows:			
Yes	435	157	592
No	217	453	670
18. To the Question, "Would you be Interested in Going into Business with Someone Else?" the Response was as Follows:			
Yes	427	237	674
No	229	356	585
19. The Type of Business he or she Would Like to go into Either Alone or with Someone Else fell in the Following Categories:			
Farming	60	-	60
Ranching	81	6	87
Retail	91	90	181
Manufacturing	8	9	17
Skilled Trades	105	45	150
Semi-skilled	13	-	13
Professional	83	53	136
20. To the Question, "Would you Like to Live in the County or Town you now Live in After you Graduate from High School?" the Response was as Follows:			

*Many noted their approval only if there were no young children.

		Male	Fema	Total
	Yes, Definitely	148	83	231
	Yes, Possibly	390	331	721
	No	154	198	352
21.	To the Question, "Do you Know What Kind of Vocational Programs are Available in your School?" the Response was as Follows:			
	Yes, I Know About All of Them	297	198	495
	Yes, I Know About Some of Them	279	287	566
	No, I know of None of Them	88	110	198
22.	To the Question, "Have you had any Vocational Education Courses?" the Response was as Follows:			
	Yes	492	278	770
	No	177	225	402
	If yes, the Courses were Listed as Follows:			
	Vocational Agriculture	372	16	388
	Home Economics	6	289	295
	Business Courses (Typing, Shorthand, etc.)	42	108	150
	Skilled Trades (Welding, Mechanics, etc.)	71	4	75
	Coordinated Vocational Academic Education	13	-	13
	Distributive Education Clubs of America	4	7	11
23.	The Student was, at that Time, Taking the Following Vocational Education Courses:			
	None	287	291	578
	Vocational Agriculture	291	4	295
	Home Economics	8	154	162
	Business Courses	14	78	92
	Skilled Trades	39	3	42
	Coordinated Vocational Academic Education	2	-	2
	Distributive Education Clubs of America	7	7	14
24.	To the Question, "Do you Like your Vocational Education Programs?" the Response was as Follows:			
	Yes	447	375	822
	No	159	117	276
25.	Of Those who were at that Time Enrolled in a Vocational Education Program, the Following were Important to them in Choosing a Vocational Education Program:			
	Seemed Easier than an Academic Program	109	45	154
	Thought it was Interesting	302	152	454
	Made me Feel I was "Doing Something"	194	117	311
	Gave me More Personal Satisfaction	183	123	306
	Felt it was More Practical	135	203	338
	Felt it was More Challenging	157	76	233
	Felt it Would Help to Learn a Skill	342	225	567
	Thought it Would Help to get a Job Easier	195	136	331

	Male	Female	Total
26. To the Question, "Do you Think that your Vocational Education Program you are now Taking will Have Much to do with Most of the Jobs you will have in the Future?" the response was as Follows:			
Yes, Definitely	191	116	307
No, I don't Think so	108	77	185
I Really Don't Know	223	212	435
27. The Students were Asked, "If a Large Regional Vocational Education and Technical/ Vocational Program Could be set up within 15 to 30 Miles from your Hometown in an Existing High School, Would you be Interested in Being Bussed to it for Special Training?" the Response was as Follows:			
Yes	374	354	728
No	249	211	460
28. The Students were Asked, "If a Regional Program Offered a Large Number of Vocational Education and Technical/Vocational Courses, Which of the Ones Listed Below Would be Most Helpful to you in One of the Industries Mentioned in the Letter (Grainery, Electronics Firm, Plastics Plant, Cosmetic Manufacturers, etc.):			
Vocational Agriculture	245	46	291
Vocational Homemaking	12	210	222
Vocational Nursing	13	118	131
Office Worker	60	184	244
Mechanics	278	23	301
Radio, TV, Appliance Repair	139	20	159
Nursery Business	22	87	109
Ranch Manager	188	27	215
Cosmetology	6	126	132
Wood Working and Carpentry	128	12	140
Power Machine Operator	134	18	152
General Business	110	191	301
29. The Students were Asked, "If you Could get a job in Your County (or Adjacent County) with the Same Salary and Same Chances for Advancement that you Would have in a Larger City, Would you Choose to Remain or Return after Further Training and Education?" the Response was as Follows:			
Yes	386	275	661
Further Comments:			
Likes Small Towns	111	91	202
Close to Home, Friends, Family	48	41	89
Likes it here	57	19	76
Cheaper Here	4	13	17

	Male	Female	Total
No Reason to Leave	5	3	8
Depends on Job and/or Salary	-	4	4
Knows Everyone Here	4	-	4
No	91	81	172
Further Comments:			
Don't Like it Here	19	14	33
Don't Like Small Towns or Would Rather Live in a Large City	14	6	20
Wants to Travel	4	11	15
More Opportunity in a City	3	2	5
Undecided	163	218	381
Further Comments:			
Depends on Job and/or Salary	10	10	20
Likes Large City	4	1	5
30. The Students were Asked to Tell why They Thought an Industry Would or Would not Succeed in his or her Region, and to also tell Whether or not They Thought Young People Would Stay in their Area if Good Employment was Available for them. The Response was as Follows:			
Industry Would Succeed	344	340	684
Industry Would not Succeed	69	53	122
Young People Would Stay if Good Employment were Available	324	248	572
Young People Would not Stay	44	40	84
Further Comments:			
Good Employment not Available	168	116	284
Preferred a Small Town or Rural Area over a Large City	28	24	52
Nothing to do, no Recreation, Entertainment, etc.	24	25	49
Wanted to Stay Near Home, Family or Friends	31	20	51
Preferred a Large City over a Small Town or Didn't Like Small Towns	7	13	20
Wanted to get Away from Home	9	10	19
Not Enough People for Industry to Succeed	2	10	12
People of Community Would be Against Industry	7	-	7
Industry's Success Would Depend on Older People's Cooperation	5	-	5

APPENDIX C

Aris A. (Bob) Mallas, Jr.

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Education:

- Bowling Green State University, B. A. (Cum Laude)
- Wayne State University, M.A., Public Administration, Volker Fellow
- Advanced work at Heidelberg University - Germany
- Bowling Green State University - Dr. of Public Service (Honorary)

Present Positions:

- Chairman of the Board and President, Pacer, Inc.,Austin, Texas
- President, Management Services Associates, Austin, Texas (Consulting)
- President, Management Advisors & Associates, Austin, Texas (Consulting)
- President, Madrona Corporation, Austin, Texas(Mining, Gems, Rare Historical Items)
- Vice-President, Pacer Development Corporation, Austin, Texas(Real Estate-Const.)
- Vice-President, Madrona Publishing Co., Austin, Texas(Book Publishing)
- Director, Contemporary House, Dallas, Texas (Furniture - Decorating)

In 1970 Mr. Mallas Retired from the following positions:

- President, Cupples Container Co., St.Louis, Mo.
- President, Cupples Coiled Pipe, Inc., Austin, Texas
- President, Cupples Machinery Co., Austin, Texas
- President, Magi Cup Corporation, Berkeley, California
- President, American Polystyrene Corporation, Austin, Texas
- Also Served on the Board of Directors of each of the above companies.

Professional:

For 25 years he has directed major research studies covering over $2 billion in governmental programs.

Such major studies embrace diversified areas such as mental hospitals, mental retardation, vocational rehabilitation, tuberculosis hospitals, state and local welfare programs, purchasing systems, building engineering and management programs, industrial development and financing, sheltered workshops, deafness, blindness, and special education.

He is the only person to have, in the 67 year history of the Governmental Research Association, won their award for the "Most Distinguished Research in the U. S. and Canada" three times.

In Texas his research has led to the modernization of many state programs and the basic laws related thereto. Some of the major programs that tie to his research are: The Model Purchasing Act, the insurance-based Kerr-Mills program; the Mentally Retarded Persons Act; and the Mental Health Code, to name only a few. Most recently his research for the State Board of Education led to Senate Bill 230 and a major change in the direction of Special Education programming in Texas - termed Plan A.

Other:

- Member, National Advisory Board, National Association for Retarded Children, Arlington, Texas
- Member, President's Committee on Mental Retardation, Washington, D. C.
- Author of the Book "40 Years in Politics"

CHARLES S. ESKRIDGE

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EDUCATION

- Texas Technology University, B.S., Education
- Texas Technology University, M.Ed., Educational Administration
- Completed post-graduate studies in Special Education at New York University and at The University of Texas at Austin.

PRESENT POSITION

- Executive Vice President, Educational Consulting Division, Management Services Associates, Inc., Austin, Texas

PREVIOUS POSITIONS

- Director, Regional Programs Division, Texas State Department of Mental Health and Mental Retardation
- Director, Workshops and Field Services, Rehabilitation Research and Training Center in Mental Retardation, The University of Texas at Austin
- Assistant Commissioner of Education for Special Education and Vocational Rehabilitation, Texas Education Agency
- Director, Division of Special Education, Texas Education Agency
- Vocational Rehabilitation Counselor, Texas Education Agency
- Teacher, elementary and secondary levels, Wink, Monahans, Lubbock Public Schools

CURRENT ACTIVITIES

- Member, Research and Demonstration Program, U. S. Office of Education (BEH)
- Member, Research Advisory Committee for Handicapped Children and Youth, U. S. Office of Education (BEH)

PAST ACTIVITIES

- Member, Review Panel, to review State Department of Education State Plans in Special Education (P. L. 88-164, U. S. Office of Education (BEH)
- Technical advisor to the MSA 1968 Statewide Study of Special Education in Texas
- Authored a number of publications concerned with research and programming in Special Education
- Member, Review Panel, to review proposals from Colleges and Universities for Grant Programs in Education of Handicapped, U. S. Office of Education (BEH)

VERNON A. McGEE

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EDUCATION

- Baylor University, B.A., Business Administration and English
- Cornell University, M.A., Philosophy
- Graduate work at The University of Texas at Austin, Public Administration and Quantitative Approaches to Management

BACKGROUND

By invitation has served as part-time professor at U. S. Department of Agriculture School of Graduate Work in public administration; Northwestern University in personnel management; The University of Texas at Austin for graduate seminars in public administration, community and regional planning.

PRESENT POSITION

- Executive Vice President, Public Affairs Division, Management Services Associates, Inc., Austin, Texas

PREVIOUS POSITIONS

- Principal Assistant for Program Development, Office of the Governor, Texas State Government, Austin, Texas
- Vice President, Management Research International, Inc., Austin, Texas
- Legislative Budget Director, Texas State Government, Austin, Texas
- Executive Editor, Kiplinger Publications (Kiplinger Business Letter, Tax Letter, Agricultural Letter, and magazine Changing Times), Washington, D.C.
- Director of Personnel Operations, Montgomery Ward & Co., Chicago, Illinois
- Lieutenant, Under Secretary of Navy, United States Navy
- Principal Analyst, U.S. Bureau of the Budget, Executive Office of the President, Washington, D.C.
- Assistant Director, Texas Employment Commission
- Staff Correspondent, United Press Association, Dallas and Austin, Texas; Bureau Manager, Fort Worth, Texas and Baton Rouge, Louisiana

CURRENT ACTIVITIES

- Editor of Public Affairs, a bi-weekly newsletter published by Management Services Associates, Inc.

PAST ACTIVITIES

- Vice Chairman, State Advisory Council for Technical-Vocational Education
- Authored a number of articles on various aspects of public administration and government which were published in magazines like Public Administration Review and State Government, and in "Proceedings of the Southwestern Political Science Association."
- Served as member of the "Brain Trust" on MSA's statewide study of special education which resulted in the new Plan A program.

BILLY R. REAGAN

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Austin, Texas 78741
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EDUCATION

- Tyler Junior College
- The University of Texas, B.S.
- The University of Texas, M.Ed.

PRESENT POSITION *

- Executive Vice President, Management Services Associates, Inc., Austin, Texas

PREVIOUS POSITIONS

- Executive Vice President, American Institute for Character Education, San Antonio, Texas
- Regional Commissioner, U.S. Office of Education, Department of Health, Education, and Welfare, Kansas City, Missouri
- Superintendent of Schools, North East Independent School District, San Antonio, Texas
- Assistant Superintendent, North East Independent School District, San Antonio, Texas
- Director of Curriculum, North East Independent School District, San Antonio, Texas
- Elementary and Secondary Teacher, Austin Independent School District

OTHER ACTIVITIES

- Member, National Educators Association
- Member, American Association of School Administrators
- Member, American Association for Supervision and Curriculum Development
- Member, Phi Delta Kappa
- Member, Board of Directors, Rotary International
- Advisor, Bi-National School Project, Republic of Columbia

HONORS

- Graduated from The University of Texas Magna cum Laude
- Nominated for Teacher of the Year in Austin Public Schools, 1959
- Recipient of Carl Bredt Award, 1969

*This was the position held by Mr. Reagan during most of the research effort. He is now Deputy Director, Region IV Education Service Center, Houston, Texas.