R E P O R T R E S U M E S

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LEADERSHIP FOR VOCATIONAL EDUCATION IN CALIFORNIA--THEORY AND PRACTICE OF PROGRAM DEVELOPMENT, SUMMARY REPORT OF THE COASTAL, CENTRAL, AND SOUTHERN REGIONAL CONFERENCES (MARCH-APRIL, 1966).

CALIFORNIA UNIV., LOS ANGELES
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NINETY-FOUR SUPERVISORS AND COORDINATORS OF PUBLIC SCHOOL VOCATIONAL EDUCATION PROGRAMS IN CALIFORNIA PARTICIPATED IN A CONFERENCE TO EXPLORE THE PROBLEMS OF OCCUPATIONAL GUIDANCE. SPEECHES PRESENTED WERE--(1) "WORKING WITH THE IMAGE OF VOCATIONAL EDUCATION" BY KENNETH O. SMITH, (2) "A GUIDANCE PROGRAM--ITS SIGNIFICANCE TO THE DIRECTOR OF VOCATIONAL EDUCATION" BY ROBERT G. MOSES, (3) "OCCUPATIONAL GUIDANCE IN THE PROGRAM OF PARKS JOB CORPS CENTER" BY STEVEN GALE, (4) "PROJECT SEARCH--A 5-YEAR FOLLOWUP STUDY OF GRADUATES AND DROPOUTS" BY EVELYN T. DONALDSON, (5) "GOAL-CENTERED CURRICULUM AT NORTHVIEW" BY JAMES A. SNYDER, (6) "PLANNING YOUR FUTURE" BY GLEN N. PIERSON, (7) "STATE PROGRESS REPORT" BY KENT BENNION, AND (8) "PROBLEMS AND PROGRESS IN PROGRAM PROJECTIONS OR COMMON CONSIDERATIONS FOR CONTEMPORARY CURRICULA" BY MACK STOKER. ALSO PRESENTED WERE (1) A PANEL DISCUSSION, "THE GUIDANCE PANEL," (2) A SYMPOSIUM, "MOVING FORWARD IN HOME ECONOMICS EDUCATION," AND (3) A SYMPOSIUM, "TRENDS AND PROGRAMS IN SUBJECT AREAS" WHICH DESCRIBED COURSES IN BUSINESS EDUCATION, HEALTH OCCUPATIONS, HOMEMAKING EDUCATION, AND FIRE TRAINING. REPORTS OF SMALL GROUP AND CONVERSATION GROUP DISCUSSIONS ARE INCLUDED. (PS)

1089

LEADERSHIP FOR VOCATIONAL EDUCATION IN CALIFORNIA

THEORY AND PRACTICE OF PROGRAM DEVELOPMENT

Summary Report of the
COASTAL, CENTRAL, & SOUTHERN
REGIONAL CONFERENCES
March-April, 1966

DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF CALIFORNIA, Los Angeles
IN COOPERATION WITH
THE VOCATIONAL EDUCATION SERVICES
CALIFORNIA STATE DEPARTMENT OF EDUCATION

CALIFORNIA STATE DEPARTMENT OF EDUCATION
RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION
1320 K STREET - ROOM 459
SACRAMENTO, CALIFORNIA 95814

STATEMENT OF PURPOSE

CALLED BY:

VOCATIONAL EDUCATION SECTION
OF THE CALIFORNIA STATE
DEPARTMENT OF EDUCATION
WESLEY P. SMITH, DIRECTOR

DIRECTED BY:

DIVISION OF VOCATIONAL EDUCATION
UNIVERSITY OF CALIFORNIA
MELVIN L. BARLOW, DIRECTOR

REASON:

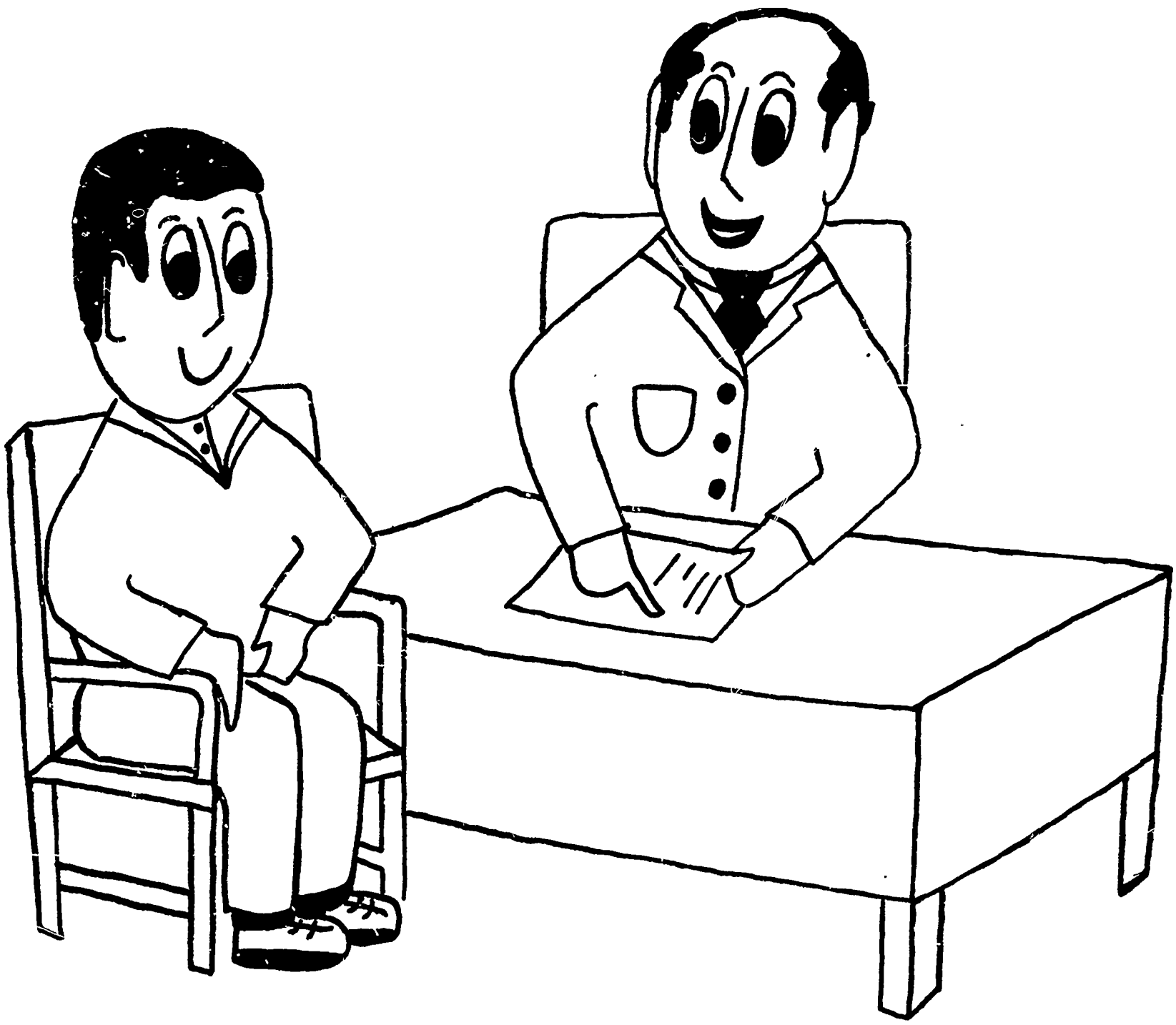
TO PROVIDE REGULARLY SCHEDULED STUDY MEETINGS OF SUPERVISORS AND COORDINATORS OF PUBLIC SCHOOL VOCATIONAL EDUCATION PROGRAMS IN CALIFORNIA

PURPOSES:

I. TO STUDY CURRENT LEADERSHIP PRACTICES

II. TO STUDY VOCATIONAL EDUCATION PROGRAMS AS RELATED TO NATIONAL, STATE, AND LOCAL REQUIREMENTS.

OCCUPATIONAL GUIDANCE



Summary Report of the

COASTAL, CENTRAL, & SOUTHERN
REGIONAL CONFERENCES

March-April, 1966

PREFACE

Bruce Reinhart

Months before the conferences on occupational guidance were held, many participants (and the project staff) waited in anticipation for these meetings. We were impatient because we knew that guidance was a crucial factor in vocational education and because we were not sure what could be done about it. We saw good guidance as a fulcrum on which the lever of leadership could enhance vocational education. We saw poor guidance as a barrier which blocked vocational objectives for everyone. Though we are still somewhat anxious about the problems involved, we now bring more understanding to bear on them.

This Summary provides a breadth of exposure to the topic of occupational guidance because the planning committees approached these conferences in different ways. In the north, the committee was concerned with the problem of the image of vocational education as it related to guidance and to innovative approaches to the problem. Our northern participants were eager to engage in a dialogue with those who were doing the counseling, and so invited school counselors to the conference. The committee in the south was more interested in the responsibility of the director of vocational education for guidance in the light of pressing needs and changes in guidance procedures. Because of this difference in focus, this Summary not only reports material familiar to each conference participant but also provides new material for consideration. This double focus, in our opinion, increases the value of the Summary.

I strongly suspect that the varied focus of the committees which planned the guidance conferences is also indicative of the varied interests of the readers of this Summary. I would suggest, therefore, that the reader survey the topics in the Table of Contents and begin where his interests lie. However, I am confident that any beginning will scatter, like a sudden drop of mercury, beads of interest into each and every facet of this provocative subject.

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EDITOR'S NOTE! The following presentations were not submitted to the editor and therefore do not appear in this summary:

Norman E. Watson: "The Superintendent Looks to the Director of Vocational Education"

Robert H. Pedersen: "Agricultural Education"

A Special Problem For Occupational Guidance

IMAGE

Kenneth O. Smith

KENNETH OWLER SMITH

A Biography

Combining professional and academic qualifications, Kenneth Owler Smith now is enjoying his "third career." After twenty-five years as a reporter, editor, news bureau manager, publisher, and public relations executive, he is devoting full time to education.

He holds a bachelor's degree from Stanford University, a master's degree from UCLA, and is a candidate for the doctorate at UCLA.

His professional career began before his graduation from Stanford, where he was a reporter for the campus daily, editor of the student magazine, a correspondent for United Press, and editor of the alumni magazine -- before he was an alumnus.

During World War II, he left his position as assistant city editor of the Bakersfield Californian to become a military information specialist, service news editor, and instructor in socio-political programs.

Following the war, he became managing editor of the Inglewood Daily News. He resigned to publish his own weekly newspaper.

In 1950, he began a thirteen-year career in commercial aviation, guiding the public relations activities of Western Air Lines from the era of the DC-3s to the age of the jetliners. While at this task, he earned his master's degree at UCLA, winning the Kappa Tau Alpha Scholarship Award, and received a mangement-development certificate from

the University of Washington. He began lecturing for the University of California Extension in 1958, and still regularly conducts courses in Los Angeles.

In 1962, he joined the faculty of the Graduate Department of Journalism at UCLA, leaving to take up his doctoral studies. At the same time, he was vice-president of a Los Angeles public relations counseling firm. He now is counsel to the International Student Center in Westwood.

As an accredited member of the Public Relations Society of America, he now serves the organization's Los Angeles chapter, the nation's third-largest, as vice-president. In addition, he is president of the UCLA Journalism Alumni Association, and a member of the UCLA Alumni Association board of directors. He is a member of the President's Advisory Council at the University of Southern California, and has served as consultant to members of the State Department of Education for more than a year.

WORKING WITH THE IMAGE OF VOCATIONAL EDUCATION

Kenneth O. Smith

Good morning. I bring you greetings from your colleagues in southern California, the land of crisis in the streets, defeated school-bond issues, and the only city in America whose mayor has his own foreign policy.

Let me dwell for a moment on that "three careers" portion of a most generous introduction. It is true that I have been fortunate enough to enjoy what amounts to two previous careers -- one in journalism, one in public relations. These were activities of what I like to think of as my youth. As Comedian Joe E. Lewis puts it: "You're only young once -- but if you play it right, once is enough!"

This "third career" of mine -- in education -- gives new reality and meaning to the earlier pair. It is as though I spent 25 years getting ready to do a job, for I hope to put that experience to work on the single most important opportunity available today -- the job of education.

However, let me put you at ease about one thing. While I hope my educational credits are valid, I am <u>not</u> here as an educator. In <u>this</u> company, that would take more brass than is possessed by even the brashest of public relations' "illegitimate cousins," the Hollywood publicity agents. Rather, I am here to discuss with you

the public relations problems of your business -- if you do not mind my calling education a "business" -- and I would like to do it from the viewpoint of a public relations counselor, a role with which I am more familiar than that of an educator.

Specifically, I would like to talk about your "image." That is an overworked word, but it is not a bad one. It simply means "a symbol," a reflection of what you appear to be.

Since a speaker always acquires a touch of literary class if he can work in a Shakespearean quote, permit me to indulge myself. It was the bard who said: "...there is nothing either good or bad but thinking makes it so...." I believe that applies with equal validity to vocational educators, guidance counselors -- and topless barmaids.

One furthur admonition: public relations practitioners, like educators, like to believe they deal with facts, at least to the extent those facts are available. There is a difference, however. In public relations, we place a great deal of emphasis on the reality of situations -- not what they should be, not what we would like them to be, but what they are.

This warning is pertinent when we speak of your "image," which in essence is nothing more than the picture people have of you. It was Walter Lippman, the controversial columnist, who many years ago described these images -- what the behavioral scientists

call "psychological sets" -- as "the pictures in our heads." And he warned that these pictures, as seen by the people around you, affect everything you do.

An additional complication is that these "images" or "pictures" are formed, in the main, not by the clear logic we might prefer, but by emotional reactions to information. Herbert Spencer warned: "Opinion is ultimately determined by the feelings, not by the intellect."

In public relations, we consider these feelings, these opinions, as the reality with which we must deal. In a phrase, the objective of professional public relations is to bring about changes in these sometimes strange emotional reactions. Our job, most frequently, is to bring opinion into line with fact.

There are at least a dozen quite acceptable definitions of public relations. Perhaps the most inclusive is the official definition published by the Public Relations Society of America: "Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public interest, and executes a program of action to earn public understanding and acceptance."

You may prefer my own simple formula, which is simply this: "P plus R equals PR," or, "Performance plus Recognition equals

Public Relations." This little gem is based on my belief that you can invent the best mousetrap in the world and be completely ignored unless someone else knows about it. In the lyrics of Rodgers and Hammerstein: "A bell's not a bell 'till you ring it; a song's not a song 'till you sing it." As a public relations counselor analyzing a client -- in this case vocational education -- I am forced to conclude that nobody is ringing your bell.

Before I open myself to criticism for jumping to conclusions, please go with me through the classic four-step process which is the foundation of all reputable public relations practice. The steps are these: fact-finding, planning, communicating, evaluating. Frankly, there will not be much to evaluate today, but an examination of the first three steps may be worth your while.

First, some fact-finding.

Let us begin with a brief overall look at education.

In terms of social impact, financial responsibility, and personal involvement, no force in America today outranks education.

The public school system is a creation of the people themselves, a partnership between the home and the state. As such an institution, any reasonable man must assume that it deserves the support of the electorate and public participation in its alteration, expansion, or contraction. The very existence of our educational system rests

on public confidence and understanding.

In truth, however, American citizens apparently understand little of the real purposes of education. The research data are few and pretty tired, but in terms of what I called "public relations reality," evidence abounds that the public does not generally comprehend the methods and objectives of education.

Why? Well, it is here that the public relations counselor begins to suspect that the story of education may be far too complicated for the average citizen to understand without help from those involved. Once this suspicion is aroused, it is a short step to the next question: Has the citizen been getting any help from the educator?

We suspect that he has not exactly been overwhelmed with guidance and reliable information, for it is an almost unbelievable fact that the average American adult, despite his exposure to nearly 10,000 hours of schooling, simply is not informed on the vital importance of education to the social order in which he exists.

One of the awe-inspiring phenomena of our times is the willingness with which people support their faith in education, an institution which appears to be largely incomprehensible to them. This becomes particularly difficult to understand when we are confronted with the sheer magnitude of the educational establishment -- unless we can equate size with confusion.

Education is, indeed, a major enterprise. Nationally it is estimated that we may be spending $40 billion on our schools. Total enrollment is estimated at nearly 60 million, the equivalent of at least one in every four citizens. In California, we soon will have 4½ million students in our schools, and education is the state's No. 1 budget item.

We can nail down one fact, then. Probably the principal problem in education is sheer numbers. As Governor Brown told his audience at the Statewide Education Conference in Los Angeles last fall, "Our chief problem is growth. One-fourth of the state's population is in school." He added that in the past year Californians have built the equivalent of three complete elementary schools every week, and three new high schools every month -- just to keep up with the soaring population.

It seems logical to a public relations counselor to assume that anything as big as education must be assigned a pretty important role in our society. Is this a valid inference? Let us look at what our elected leaders say.

First, President Johnson. Most of you probably have bad dreams about his now-famous Brown University address in which he declared: "The answer for all our national problems, the answer for all the problems of the world, comes down, when you really analyze it, to one single word -- education."

If that does not keep you awake, perhaps Governor Brown's words haunt you a little. He has told us:

"Education is going to be used as the chief tool to cut through all the other problems of California. That tool must be sharp and well-honed."

Enough? Not quite. For another reality of education is this: It is, by consensus, an instrument of social change. It works by releasing the talents of the young people into the stream of history, by giving each child a chance to develop such talents as lie within him. If each person can contribute what he has, if each can think and act on the basis of reliable information, then each will have a part in our changing society -- and the intention of democracy will be fulfilled.

As Dr. Harold Taylor, the Presidential advisor, explains it:

"The democratic mandate is that every child should have an education of such quality that he achieves a sense of himself, knows what he can do, and is given a chance to do it. This is the hard necessity democracy faces for its own preservation."

Dr. Taylor said "every child." Does that have any particular meaning for vocational educators and guidance counselors? Well, in our public relations fact-finding process we come across this picture:

Of every ten students now enrolled in elementary school, three

will not graduate from high school; three will graduate and enter the labor market; and four will attempt to acquire additional education. Of these four, only two will finish four years of college. Eight of every ten students now in elementary school, then, will become <u>your</u> problems, for these are the youngsters to whom vocational education means a chance at a meaningful life.

After taking this quick overall look at education, the public relations counselor will want to ask more about the particular area of vocational education, and guidance counseling for occupational training. How have these people been performing, he asks? A fair answer might be: "Pretty well, on the whole, but as General Custer asked at Little Big Horn, 'Where in hell are all those Indians coming from?'"

The "Indians," of course, are the almost uncountable changes that are literally swarming over the entire world of work. Continuous and rapid change is the most impressive reality of today's labor arena. This plain fact makes the task of meeting these changes the single greatest challenge to those involved in vocational education. It seems abundantly clear that the "Indians" are not going to be handled with the old-fashioned techniques of a cavalry charge, or by forming the wagons in a circle. The battle requires new tactics, new strategy.

Before he takes on this new account -- vocational education --

the public relations counselor will want to know what the chances are of his potential client meeting the challenges facing him. He will note that American vocational education next year will celebrate its 50th anniversary -- as a matter of fact, he probably will want to make plans for the party. But, will there be anything to celebrate? Can these people cope with the demands being put upon them, and perhaps more important, will they be allowed to try?

With reference to the first question, the evidence indicates an abundance of talent available. Also heartening is the declared willingness of ranking officials to try. Those of you who attended the conference at San Mateo will recall Wesley Smith expressing what he termed a "restiveness" concerning organizational patterns which have served the state well for nearly a half-century. The important section of his brief address was his invitation to you to examine the structure, to suggest changes, to come up with imaginative, creative ideas.

As long as this attitude prevails, the public relations counselor will happily conclude that you have a chance to fight off the "Redskins."

You have been dealt a new set of cards, but you are learning to play with them.

Only four days ago, I was privileged to take part in a planning session for an entirely new concept of dealing with occupational

training problems. The program is going to be introduced by one of the state bureaus, and those of you who are offered an opportunity to participate will find it one of the most exciting opportunities you have had in years.

Here, we can add another fact to our kit: There is no shortage of leadership imagination in your field, and there is promise of more to come.

In stating the purpose of this series of development conferences, Dr. Melvin Barlow of UCLA declared:

"The extent to which vocational education meets the challenges of the present and the future depends in large measure upon the extent to which the program is backed up by creative and imaginative leadership. First," he said, "we must make a critical self-appraisal of our own roles and set about to remedy deficiencies and reinforce strengths. Second, we must look carefully at the problem of creating the conditions for leadership to emerge."

In the past few minutes, we have examined some of those conditions, the factors which spell out the environment of vocational education. We have glanced at the size of the area, the social value of the service, the numbers of people involved, and the dimensions of the challenges involved. Now, if you will, let us take a look at another major factor in the environment of vocational education -- your "image."

The report on the State Conference on Vocational Education, held about a year ago in Los Angeles, closes with this summary:

"The fabric of California vocational education is no longer what it was, nor does its image in the public eye reflect past stereotypes. The principle of change is being accepted; the specifics of new action are yet to come."

Ringing words, and basically true. However, any realistic appraisal of the public's opinion of vocational education would have to conclude that while the patterns are changing, the popular concept -- the "image" -- is not changing at the same rapid pace.

If you have doubts about the impact of slow-to-change public opinion on your work, ask your counselor-guests what it is that makes a boy with highly developed mechanical aptitudes flatly refuse to register for an industrial arts course. His action may not make sense to you, but the fact that he, and many like him, make apparently irrational decisions should cause you to wonder about the forces behind the acts.

As an individual sensitive to public attitudes, I suggest that the reasons lie in the "pictures in the heads" of students, their peers, teachers, parents, and the public. When young people make decisions that lead to predictable frustration, and, too often, failure, there has to be a reason for it.

Well, what do these people think about vocational education?

Again, the valid evidence is fragmentary, which, in itself, is no less than amazing when you consider the overwhelming size of the educational enterprise. Nonetheless, there is a dire scarcity of decent research in the field.

Earlier, we offered the available evidence that, in general terms, our people know remarkably little about the objectives and methods of education. This is a particularly critical hypothesis when you consider that the basic decisions in education are made not by the people who know all about it, but by the people who know so little about it.

Now, while it probably is true that the voting public -- and I would underline the word "voting" -- has only a vague understanding of the schooling process, this is not to say by any means that these same citizens do not have definite attitudes toward education. Quite the contrary is true, for ignorance rarely stops anyone from forming an attitude or expressing an opinion.

It is a fact of your environment that these people, in the main, are not the least bit reluctant to express their opinions. What happens when they do?

The most exhaustive pertinent study, conducted by Dr. Richard Carter at Stanford, indicates quite clearly that vocational education, particularly in the industrial arts, is not widely considered by our citizens to be among the most important responsibilities of our

school system.

That is pretty tough to swallow when you can be reasonably sure the opinions are based on only bits and pieces of factual information. But, as I warned you earlier, the job of the public relations counselor is to attempt to see things as they are, not as you would like them to be, or as they perhaps should be.

Into our fact-collection must go this item: Generally, the voting public does not regard vocational education as a major element of public education. The corollary fact is simply: They hold this view while possessing little real knowledge of what they are talking about. In short, the "image" is distorted.

If this examination is "bringing you down," you can rest assured that you have company. For example, Dr. Ralph Tyler, who heads the new Exploratory Committee for Assessing the Progress of Education, concedes that his basic premise is this: We do not know what the American public knows -- about education, or anything else. To a man whose professional career rests on his ability to evaluate public opinion, this is a terrifying thesis. Hopefully, when Dr. Tyler and his colleagues complete their work, we all will know a great deal more about what our fellow citizens really know -- not just what they believe. I hope the committee does not dally.

Meanwhile, it strikes me as reasonable that you should do what you can with the information you possess. For one thing, we have to

rely on the public for fiscal and political support, and these are two topics which deserve full treatment apart from this discussion. Suffice it to say, we can see at least three developments shaping up:

First, everybody is getting into the act. As Victor Palmieri, a trustee of the California State Colleges, observed:

"The knowledge explosion makes more rigid the vested interests in education, vested interests that (generally) resist change and diversity." He included in his list of vested interests parents, administrators, the California Legislature and (in case you have not noticed) students.

Second, there are abundant signs that the tax-paying public is getting tired of supporting institutions which it does not understand. Since January 1, Los Angeles county voters have rejected 11 of 20 school-bond issues. As Time magazine recently stated: "Today the overlapping state, county, city and school-district tax structure (looks like) a pyramid built by drunken Egyptians."

Third in our list of "clouds on the horizon" is the emerging attitude of the state legislature. In seeking information for this talk, I discussed the political climate with a man in the Governor's office. You will understand why he cannot be identified when I disclose to you what he told me. In essence, he said:

"Perhaps it is an unfair judgment, but the Legislature, in my opinion, must now be considered 'anti-academic' in its attitude.

The legislators are, quite frankly, sick and tired of what they consider 'pseudo-intellectual members of the in-group establishment'; they are weary of trying to cope with demands for money; and, they are disgusted with the arguments of so-called 'legislative advocates,' the lobbyists of the educational world.

"This is an election year, and if I were involved personally in education, I would be scared to death. There are all kinds of 'collision courses' shaping up, and there are going to be some dandy disasters for certain elements of the structure."

Strong talk? Indeed it is, but the words are those of a man who knows what he is doing. In his opinion, the principal cause of the problem lies in what he terms "the almost-complete lack of political know-how on the part of educators, and the ignorance of legislators about education." All of which is an almost classic description of a "Mexican stand-off" -- everybody unhappy but nobody taking any real action.

You need no reminder from me that the fate of vocational education frequently lies in Sacramento's legislative halls. But perhaps I can ask you to remember that the influence of public opinion is especially clear in its relation to the law. In this country, opinion is not made by law; law is made by opinion.

It was James Madison who said: "A popular government, without

popular information, or the means of acquiring it, is but a prologue to a farce or a tragedy . . ."

And, if you will indulge one more quotation, let me call upon Lincoln for this appropriate commentary:

"With public sentiment nothing can fail; without it nothing can succeed. Consequently, he who molds public opinion goes deeper than he who enacts statutes or pronounces public decisions. He makes statutes and decisions possible or impossible to be executed."

In company with my fellow public relations practitioners, I am grateful to Mr. Lincoln for that "Magna Carta" of our profession.

Our fact-finding is almost complete now. In conclusion, we can take a look at the planning and programming possibilities.

Before we do, however, we need to examine the public relations performance of educators themselves. It is at this point that I wish I did not have such a personal stake in education. Nothing would please me more than to be able to tell you what a wonderful job you are doing. In honesty, I cannot do it.

Frankly, I got a mite desperate about what I should say at this point.

"What shall I say about the public relations performance of education?" I asked myself.

"Tell them the truth," I told me. "Tell them it is something less than sensational."

All right; I told you. But that is not enough. The "why" is the important thing. Even those of you who may not agree with the evaluation will want to know why it is expressed. Let me begin with a question: Has anyone in this room ever attended a meeting of educators at which at least one speaker did not find it necessary to declare, "the schools belong to the people?" If you can answer "Yes" to that question, you are excused from the remainder of the lecture.

Now, between these meetings, how many educators do you know who do not act as if the schools were their own, private province?

Those two questions, I believe, offer a substantial answer to our previously-asked "Why?"

To be sure, you do not have to accept all the blame for this generally poor public relations performance. You can share it with news media people who frequently behave as though they never had attended a school; with "play-it-safe" administrators, or even worse, administrators with their own song to sing; you can share it with an apathetic public so snowed with attempts to attract their attention that they shut off the world and turn on "Batman"; you can share it with aging taxpayers who deeply resist paying for education of other peoples' children, particularly when the kids flaunt their defiance

of a past generation's standards of conduct; you can share the blame with teacher-training institutions which have too long ignored the reality of communication; and -- if you really want to get nasty -- you can share it with the great American public which spends more each year on whiskey and horse-racing than it does on education.

Enjoy yourself for a moment or two. But when you get all through "sharing," the problem is still going to be there. And there is only one person on earth who can make it go away -- you. Nobody is going to expect you to take on the whole war, but you are going to be asked to "pass the ammunition."

This is a conference to develop leadership; leaders are expected to be decision-makers; wise decision-makers act upon the best information available. I submit to you that the "missing link," the key to this "poor image" problem, is information, or rather, the lack of information.

Quickly, let us examine some of the other things that are clearly wrong with public relations for education. (It will give you something to listen to while you gather the feathers and get the fire started under the tar bucket.) First, any realistic critic will concede that most public relations programs carried out by educators are dreary and dull at best, and incomplete or downright deceptive, at worst. Second, just as most public relations people have little real knowledge of education, most educators have only superficial

knowledge of public relations. Third, the principal groups concerned with public relations for education are public officials, school boards, volunteer citizens groups, guidance counselors caught in the middle, and the educators themselves -- plus the news media and the public. Now, the simple fact of the case is this: None of these people completely trusts the others. Until some of these wounds are bound up and given a chance to heal, there is not going to be much hope that the true story of vocational education (or any variety of education, for that matter) is going to be told accurately and completely.

The problem of getting the story told has another, and a serious, angle. There are less than one hundred trained newsmen in the United States assigned full-time to cover developments in education. Obviously, education is going to have to tell a good part of its own story.

As a public relations counselor, I now am satisfied that we have done a reasonably good job of sizing up the problem, analyzing what we have to work with. If you were manufacturing plastic yo-yos, at this point I would tell you to forget the whole project. But you cannot forget it; and neither can I. This nation is committed to continue economic growth as a matter of national policy. That goal can be reached only if we continue our breakneck pace of technological advancement. We can maintain that pace only if the schools prepare the people to do the job through vocational education.

Like old age, the prospect may not be thoroughly enjoyable, but it is not bad when you consider the alternative.

We know now that the image of vocational education does not square with the facts of vocational education. We have an excellent product -- and it is getting better all the time. Through a complex series of events, however, people do not know how good it is -- as a matter of fact, many of them do not even know what it is, or what it is supposed to do. You have a better mousetrap, but the mice do not know it.

The essential fact of the case is this: The product -- vocational education -- is a good one. Without that, there could be no public relations program, for not even the most talented "huckster" can palm off an inferior product for long. He can make a quick splash, but we are in this business for the long pull.

When it comes to this stage -- the public relations planning -- the first decisions must be made on the policy level. You will have to determine two things: (1) that you sincerely intend to keep right on producing an intelligently-conceived program of vocational education designed to meet the requirements of our social order, and (2) that you really want your many publics to understand what you are doing, to influence people to think well of vocational education, and to encourage them to particpate in it, suggest ways to improve it, and support it.

If for any reason you cannot honestly make positive decisions in these two areas, there is absolutely no point in even trying to tell your story. Assuming that you do act positively, the next move is adoption of a set of objectives.

About 15 years ago, the American Association of School Administrators proposed a comprehensive set of public relations objectives for the nation's educational system. Nothing much ever came of it, but with a few alterations the outline might serve you well:

Try these suggested objectives for size:

1. To <u>inform</u> the public about the work of vocational education (what it is, what it does, whom it affects)
2. To <u>establish confidence</u> in the program of vocational education
3. To rally <u>support</u> for the proper maintenance of vocational education programs
4. To <u>develop awareness</u> of the value of vocational education in a democracy
5. To <u>improve</u> the partnership concept by uniting parents, teachers, counselors, and advisors in meeting the educational needs of students
6. To <u>integrate</u> the home, the school, labor, management, and the community in meeting the vocational education needs of the students

7. To correct misunderstandings about the objectives and methods of vocational education through a consistent program of information.

You probably would want to add a few points, but this list might do "for openers."

Once you decide to seek these objectives, public relations counsel would advise you to establish a few "ground rules." Just to keep the lists even, here is another roster of seven vocational education public relations programs:

1. Must be honest in both intent and execution
2. Must be intrinsic, a part of the total program of education
3. Must be continuous
4. Must be positive in approach (no complaining or whining)
5. Must be comprehensive (do not leave things out because you do not like them)
6. Must be sensitive to many publics, and, if possible, designed to meet the specific needs of these many publics, for example, parents or legislators

And, 7. Must be professionally communicated in commonly-understood terms.

The "secret" of the program is information -- and the communication of that information. This brings us to the third step in our public relations study of the problems of vocational education.

A fundamental premise of a good, solid public relations program is your conviction that the public has a right to know -- to know everything there is to know about such a basic social institution as education. If there are things about yourselves that you do not want people to know, do not tell them anything, for once you open the door you cannot be selective about whom you let in.

The corollary to the "right-to-know" premise, of course, is your belief that, given the facts, the public will act wisely, at least in the long run. If you do not believe that, you cannot claim to believe in the democratic process.

If you have followed me this far, we are in trouble again. For now we get to the business of who is going to do the communicating for vocational education. We can assume that you are going to accept a good share of the responsibility, but in doing so you will need help.

You will recall that I earlier made the point that the business of education has become much too complicated for amateurs to play the game. Well, the same judgment holds true in the area of communication. It has become an intensely complex business, and the transmission of messages through the intricate channels of modern communication is no job for the "ham operator."

Further, I will concede that good, professional communicators -- the people who know how to activate your public relations programs --

are not to be found on every street corner, or, as tradition has it, drowning their sorrows in every neighborhood bar as the jukebox blares forth a tired rendition of "Days of Wine and Roses."

But, I hasten to add they do exist. Many of them already are in your ranks "hiding," as it were, under the guise of teaching certificates. I urge you to seek them out and give them an opportunity to work for you.

There is another source of supply in the teacher-training institutions. Again, they do not have labels on them, but they are there -- and they are eager for the proper chance to exercise their persuasive abilities.

Third, there is a large, relatively untapped pool of talent in the companies and the unions which have such a basic interest in the success of vocational education. These people, on occasion, have contributed their skills to the cause, but they are waiting your properly-phrased invitation to the party.

A fourth source of talent is composed of the men and women now working in the state's news media, in the public relations companies, on the publicity staffs, and in the advertising agencies. Fortunately for you, vocational education is not as hide-bound as some other elements of the school structure. You long ago figured out how to get the skilled people you wanted. Is it not possible that you could use your proved abilities to attract trained communicators

to your cause?

The final step in the public relations appraisal is evaluation. This is the process by which we examine what we have done, in terms of the objectives we set for ourselves. Obviously, it is too early to exercise the evaluation procedure. We have not done enough to bring the "image" of vocational education into focus with the facts.

If you do decide to implement some of the recommendations made here today, and anyone in the hall is still speaking to me, I would welcome an invitation to return in the not-too-distant future to offer one educator-public relations man's evaluation of your progress.

Meanwhile, please remember this:

Your bell needs ringing; your song needs singing!

GUIDANCE AND THE

DIRECTOR OF

VOCATIONAL

EDUCATION

ROBERT G. MOSES

A Biography

Robert Moses, a native of Pasadena, attended Pasadena City Schools and was a member of the first graduating class of John Muir Technical High School, Pasadena, in 1929.

After eight years' experience in industry, the last three years of which were devoted to managing his own business, Mr. Moses decided to return to college. After receiving a teaching fellowship during his senior year at Pomona College, Claremont, he obtained a teaching credential qualifying him for an instructorship in the Engineering and Technology Department of Pasadena City College. He has been with the college since that time, serving as a teacher of industrial electricity and industrial electronics, as a counselor for the Department of Engineering and Technology and, for sixteen years, as Chairman of the Department of Engineering and Technology.

Under his chairmanship many new curricula were added, including the well-known industrial electronics program. This program grew out of the close war-time association of Pasadena City College with the California Institute of Technology, whose Dr. William Pickering directed an electronics program under which Mr. Moses taught.

Mr. Moses is currently Project Supervisor of Adult Basic Education at Pasadena City College.

A GUIDANCE PROGRAM: ITS SIGNIFICANCE TO THE DIRECTOR OF VOCATIONAL EDUCATION

Robert Moses

Throughout the years, the junior colleges have devoted more attention to the educational welfare of their students than has the traditional four-year college or university. However, there have been differences both in attitudes toward and practices for students. The two extremes of attitudes of the guidance departments of various institutions could be described as "you make out your program, I'll approve it" -- a collegiate approach -- to "we'll make out your program for you to prevent error and/or failure" -- a secondary school approach. Fortunately, most guidance departments lie somewhere between these two extremes.

It seems to me that we could develop some new and different techniques in guidance which might be more efficient and effective than those in use today. Since my topic concerns the operation of the guidance department and the role of the Director of Vocational Education, I will try to avoid the temptation to broaden these ideas to all aspects of guidance.

At the outset, the nature of guidance must be recognized as being dependent largely on the kind of person-to-person relationship which creates a psychological atmosphere of warmth and friendliness in which the student is not hesitant to answer the counselor's questions. Under these conditions, guidance offers a "challenge to grow" and provides

a situation in which learning is fun. Unfortunately, however, paper work and large numbers of students diminish the opportunities for this sort of working relationship. The understanding and cooperative leadership of the Director of Vocational Education can add much to the functional operation of the system.

The Director of Vocational Education aids the guidance program by bringing occupational and guidance education closer together. Administrative organization in school changes so slowly! I believe it the responsibility of the Director of Occupational Education, in addition to overseeing the operation of occupational education, to be looking for more effective and efficient ways of operation with our associates from the other side of the campus. This involves the program and procedures of the guidance department because these forces affect the lives of students.

These problems are not new to most of us. Technical schools whose goals are to develop occupational competency in two years of post-high school education existed for many years before the birth of the junior college. At its inception, the junior college was a liberal arts school providing a lower-division liberal arts curriculum in addition to offering the "late blooming" student a second chance. These two institutions operated independently and successfully for many years, but time and growth have brought many changes. The junior college has become a comprehensive institution incorporating both activities under one administration. The occupationally-oriented curricula was the

newcomer to the well-established, stable educational family and as such, its presence was resented when its financial needs loomed too large in the eyes of the traditional academic staff. The appointment of a Director of Vocational, Technical, or Occupational Education, whichever term you prefer, was the apparent solution. The wave thus created swept on to crash against the guidance department. Unless the guidance department had proportionate representatives in the same ratio as the numbers of occupational and liberal arts students, problems at once developed for the "newcomer" -- occupational education and its students. The older members of this audience, whichever side you represent, remember full well the stresses created. In too many instances, these stresses carried over into the classes, adversely affecting the education of many young men and women.

Now, I want to consider the forces that are affecting the lives of this new generation of young people, about whom it is said the average will have to learn a new occupation or retrain for drastic variation of the present occupation three times before he reaches retirement. Since my crystal ball is very cloudy, I'd prefer to ask questions rather than prophesy about the future, but I cannot hide from you my honest convictions on several points. If you should happen to disagree with me, please be willing to shed your last drop of blood to protect my right to my convictions and I'll do likewise for you. But in the process, let us give a good analytic look at the problem and try to "imagineer" a new model which may more adequately

assist the "late bloomer" to achieve his goals, provide a greater challenge to the able student, and do it all more economically.

Each student who knocks on the door of the junior college has deep within his soul a desire to better himself, a confidence that education is the only route by which this may be achieved. In many instances, however, this knock is a final try. The student has experienced failure before, has been classed with those who did not care, and has been judged a troublemaker when recognition, love, and assistance were really wanted. His final try may be so weak a struggle that in the rush of the opening days of classes, no one recognizes the final expression of deep-seated and long-felt need. The student quickly withdraws, and his latent talents are lost to society.

To challenge this tragic waste, the members of the guidance department and all faculty members connected with occupational education must take the responsibility for becoming the greatest change-agents in education.

Let us not sell ourselves short in the face of academic education. We, as occupational faculty members, have had on the average as much and sometimes more exposure to the techniques of creating a learning situation in a classroom if we are to measure by the traditional college-unit measuring stick. We have had, in addition, the wealth of years of experience in the business and industrial worlds wherein we have seen young and old alike struggle with the relentless forces of

life. This combination of experience is of inestimable value in creating a learning atmosphere in the classroom.

But what can we do about the creation of a better, a more efficient and effective system? Would it be possible to automate some aspects of the guidance program? Could we, as counselors, change our role from one of talking to one of listening, that is, from telling the counselee what he must do to asking what he really wants to do?

I have heard many students gripe about the operation of a guidance department. Comments run something like this: "I have to argue with my counselor about everything I want to do," or "My counselor wouldn't let me take that course," or "My counselor made me take this course." Perhaps this is whistling in the dark on the part of the student. I believe, however, that the departmental organization and the training of the guidance staff should be so oriented that a student could never honestly go away with the feeling that an individual counselor was forcing him to do any single thing. Since each student has the freedom to come and ask for help and guidance, why shouldn't he receive that help freely without compulsion from the institution? Why shouldn't a student have the freedom to try as well as the freedom to fail?

Let me take you with me on a flight of fancy to a different organization of a guidance department. A few parameters must be established first, however.

1. Counselors have responsibility in area of specialization, but the in-service education program provides sufficient vicarious experience that each counselor is reasonably conversant with the other fields.

2. An hour is allowed for the first interview with an entering student.

3. The student may choose his counselor but will receive an appointment in the sequence he applies for it. If the waiting time is too long, he may choose another counselor.

4. The student is totally responsible for his cume folder, getting it from the secretary and returning it to her after the appointment.

5. Entrance examinations are available but are not required.

As we follow an entering freshman, he is cleared by admissions and directed to go to room X201 where the automated part of guidance begins. On closed circuit T.V. or other automated audio-visual equipment, he sees and hears instructions for the next steps in programming. Information is provided on entrance examinations which are taken on a voluntary basis to determine as accurately as possible just where the student really stands as far as his real, useable store of knowledge is concerned. All such testing might be a library function, using hardware already developed. The Mark II Auto Tutor is an excellent example of equipment which could be programmed for any material that is adaptable to a five-multiple-choice type of answer.

Upon leaving X201, the student receives his catalog and necessary papers and goes to X202, where a second automated program assists him in filling out necessary forms and developing a tentative class schedule. In addition, he has space to list all of the questions he

would like to ask his real,live counselor. The student can complete this first part of the programming in the evening, in the late afternoon, or during regular hours. He can stay for a rerun if he doesn't comprehend everything fully the first time.

Having completed the forms and tentatively selected his curriculum, the student gets from a secretary his empty cume folder, in which he places his personal materials; he returns it for filing unless he has an immediate counseling appointment. The cume folder is always available to the student for any of his personal records, program, grades, letters of recommendation, etc.

The background preparation by T.V. emphasizes to the student that the responsibility for himself is his alone, but that the school and school officials are there to aid him whenever he asks for help. His interview with his counselor, one hour in length, outlines a four-semester program for a specific goal. Once he achieves this goal, the student makes out his succeeding semester programs with T.V. instruction and secretarial assistance. The counselor is now free to deal with the real and vital problems as indicated by the "all is not well sign" (a phrase borrowed from Sidney M. Jourard's book The Transparent Self), i.e., the "D" or "F" grade. The signal must be acted upon by both the counselor and the student at once. Identifying the difficulty is not easy, but this is the responsibility of the counselor with the combined assistance of the teacher and the psychometric services division.

The "all is not well" signal could mean one of several things: (a) the student is having trouble with an individual teacher, or (b) the student lacks the basic foundation for the individual courses, or (c) the student hasn't mastered adequate techniques for study. If the trouble is with the course or with study techniques, testing will so indicate and remedial steps can be taken. Perhaps the student might be in the wrong curriculum; a complete change might have to be made.

The advantage to the student in the situation outlined above is in the climate of trust which replaces the threatening atmosphere he is so accustomed to. He has the freedom to choose and the responsibility to follow through, with a full knowledge of the alternatives of success or failure. The system might have drawbacks for the student who cannot follow instructions, but this limitation is true of any system. The advantage to the faculty is that the student chooses the class he really wants. Parenthetically, I might also note that the responsive counselor would be busy all of the time and the least effective counselor would be like the evening school teacher who could not hold a class.

A counseling problem to my knowledge never resolved is the student who says, "I don't know what I want!" If one listens more attentively to this student, he is generally saying, "I don't know how many damn things I must do before I can learn what I am interested in!"

For the student who is really at a loss and truly doesn't know of any field in which he has an interest, the following chart might assist him in looking at himself in terms of job characteristics:

jobs dealing primarily with ideas II	jobs dealing primarily with people I
III jobs dealing primarily with money (not your own)	IV jobs dealing primarily with things

A figure eight, a circle, or an ellipse drawn about this pair of axes will graphically describe any job that exists in terms of the quantity and relationship of people, ideas, money, and things. No job can be described by a circle drawn in one quadrant only.

With changes in the guidance program like those described above, why shouldn't there be equivalent changes in the responsibility in administration of the Director of Occupational Education? Occupational education, when it was born into the educational family, found itself immediately surrounded by one or more jealous siblings. The creation of the position of Director of Occupational Education carried with it enough power and prestige to hold those jealous siblings at bay. But times have changed; old jealousies have been forgotten. Technical education has permeated everything and even the philosopher enjoys his modern automobile -- a marvel of mechanical design.

Why not complement the Directorship of Occupational Education

with a Directorship of Liberal Education (college transfer), a Directorship of Remedial Education, and a Directorship of Adult Education. As in the days when one person had direct responsibility for occupational education, in this proposal each of the three additional persons would be charged with the specific responsibilities of the educational needs of the students in that division. This involves imaginative leadership in course development, the interrelating of one curriculum with another, a closer relationship with the community and with other interests served by the entire college, and a deeper understanding of the true meaning of the junior college's "open door policy."

The growth of occupational education since the passage of the Smith-Hughes Act of 1917, only forty-nine years ago, and the rapid development and application of automated teaching aids demand more of a guidance program and challenge the ingenuity of the teachers of occupational subjects more than ever before. The responsibility and vision of the Director of Occupational Education may become the keys to transforming the junior college system, to changing the drudgery of drill in learning to the thrill of perceiving and understanding new relationships.

Symposium and Open Discussion

THE LOCAL DIRECTOR'S RESPONSIBILITY IN OCCUPATIONAL GUIDANCE

Mack Stoker, Chairman

LEE W. RALSTON: Some Challenges For The Local Director

The many and varied responsibilities in occupational guidance of the local director of vocational education are as follows:

1. To promote an effective public information program to assist with realistic choices of occupational goals.

2. To provide counselors with up-to-date occupational information guides.

3. To provide counselors with vocational course content, types of activities and program goals.

4. To develop a program of shop and laboratory visits by counselors, with vocational instructors acting as hosts.

5. To develop a cooperative program of student placement, using all counselors and instructors to best advantage.

6. To arrange field trips to industry and business for counselors, teachers, and other members of the staff.

7. To develop the support of the school administration as demonstrated through adequate budgets and schedules.

8. To help make vocational education a part of the total program of education.

9. To encourage the support of youth clubs.

10. To participate in guidance clinics or councils.

11. To develop an effective follow-up system and translate the results into program adjustments and modifications.

12. To assist in the evaluation of both the guidance program and the vocational education program.

THOMAS S. RYAN: The Occupational Guidance Laboratory

Vocational guidance is one of the most important fundamental considerations in preparing students for the world of work or for an occupational training program. Today, however, guidance is beset by many problems. One of these is the lack of financial support adequate to provide trained personnel and to provide sufficient time for them to do the job well; the possibility of an increase in financial support is not very encouraging since there hasn't been any significant improvement in the situation within the last few years. Another handicap in vocational guidance is the fact that the world of work is changing at an accelerated rate. Information and necessary instruments are not available, so guidance lags dangerously behind.

A partial remedy for the situation lies in the use of teaching machines. Teaching machines could be used in a guidance laboratory housed in a section of the school library, where all available supplemental occupational guidance material would be readily available. Here, the student could explore any occupation by checking out the programmed material and running it through a teaching machine. Supervision of the occupational guidance laboratory should be assigned to one counselor who would function as a resource person and not be required to perform the routine tasks associated with the programming of students, tasks that now take up much of the counselor's time.

JOHN H. STEAD: A Mandate For The Local Director

Assignment of the director's responsibility can be identified through the Interim Plan for Vocational Education. However, in order to obtain a realistic understanding of this responsibility, it is helpful to investigate a working model as a source of ideas and as an example of what can be done successfully. For this reason I am going to describe a program which is familiar to many of you. It is presently functioning in many high schools.

The students who participate in this program are taught by teachers with a minimum of four years of experience in the area which the student will pursue immediately on completion of high school. Since many of the teachers return to this industry in the summer, the student receives the benefit of current information about opportunities, entry-level requirements, and needed skills. The teacher, in most cases, is familiar with both the local and national picture. He is able to discuss opportunities, etc., with his students. Because the teacher was successful in this field, he is able to provide stimulation, enthusiasm and reinforcement -- encouragement, if you please. Students in this particular program are with these experienced teachers for almost every class in the school day.

The curriculum has been developed according to requirements set

by the industry. Specialized classes are offered, in many cases, not only in the senior year but beginning with the ninth grade. Thus, the student is able to set realistic year-by-year goals for himself and to master one level before he moves to the next. He knows that each course has been designed to help him after high school. He is not told to take this course for its general education value; he is given other tangible reasons.

Let us look at the occupational guidance phase of this program. The counselors have all had a good deal of experience in the field which is their specialty. Many of them have had more experience in their specialty than have the teachers. They have also had the professional training necessary to obtain proper credentials. They are truly expert.

These counselors are provided with materials which describe entry-level qualifications in detail. Representatives of the industry usually visit the school without having to be solicited, and students are normally released from classes to talk with them. In some cases, students may visit several plants (on the advice of their counselors) prior to making their decision. The plant representatives have brochures describing what they have to offer and providing the student the means to compare one plant with another over an extended period of time. The counselors are able to help students select specific training courses on the basis of these descriptive brochures.

Besides the brochures most counselors have other data, including profiles of students who have been successful. This information is utilized in "matching" the student to his specific occupation. This information has been developed with the aid of an elaborate testing and follow-up program. Students are given both aptitude and achievement tests throughout the training period. The results of these tests are used by counselors and students in program planning.

Counselors, teachers, principals, and other school personnel are so interested in maintaining the success of this program that they constantly seek feedback. Some principals become so involved that they visit these plants with their counselors. Many of the plants send information about the success of the graduates to the training institutions on a voluntary basis.

Let me remind you -- this is an operational program. Comprehensive high school guidance centers are presently providing these services to approximately 30% of the total school population. This demonstrates what can be done with administrative backing and community support.

Another reason for the success of this program is the support demonstrated by parents. This is not an accident, but the result of a long-range indoctrination program. Evening meetings several times during the high school training period are planned by the guidance department to explain this program to parents. Newspaper articles

support the program. The community knows that this is a desirable program for students. It is never questioned.

Successful programs serve students with a wide range of abilities. There is a realistic recognition that this program cannot train everyone to the same level of achievement, so provision has been made for the graduates to enter at more than one level, with the plant requirements varying from one location to another.

There are some disadvantages, the most important of which is perhaps that the specialized nature of this program requires extensive training in high school; therefore, students receive very little general education. There is little room in this curriculum for music, art, crafts, business, or even industrial arts unless it applies directly to the student's training program. Counselors discourage students from deviating from the approved program of courses because the school day is not long enough for these enriching offerings. Nevertheless, follow-up studies indicate that the products of this program achieve success when they are properly screened and placed upon the completion of their high school training.

The program outlined above demonstrates what can be done. I propose that vocational students are entitled to comparable services in the field of occupational guidance and similar offerings in vocational training. The responsibility of the local director is to work to this end. How does he begin? What can he do? Where can he

find out more about it? This is an operational program that most of you are familiar with. Look at the occupational guidance services and specialized curricula which are provided for the college prep student at your local schools. Vocational non-college prep students qualify for equal opportunity. The services which are provided should be the same in terms of counselor-student time ratios, resource materials, testing programs, course offerings, use of predictive measures, teacher and administrative enthusiasm and community support.

On what basis has your school system decided that a specialized sequence of courses and superior occupational guidance services should be provided within the framework of the comprehensive high school for a select group? Why is it that when a member of this select group asks the occupational guidance specialist for help in planning his future after high school graduation this specialist has the time and resource materials to be of real assistance while, in many cases, the student who is not a member of this select group is told, "No, we don't know where you can get a job, but you do need to graduate in order to find work"? Why is it that the local comprehensive high school follows up on the college prep students and evaluates certain course offerings on this basis while the "others" (the majority) are lost forever?

What is the local director's responsibility? Work to alleviate the discrimination which exists in schools. Equal opportunity for occupational guidance services and career development must be provided for all students. Our commitment in comprehensive high schools is not to the elite few, but to all students!

NEW APPROACHES

TO GUIDANCE

STEVEN GALE

A Biography

Before joining Litton Industries, Dr. Steven Gale held various positions in private industry and public education. As Engineering Psychologist, Chief of Personnel Systems, United Technology Center, Sunnyvale, California, he was responsible for human engineering training and research and for development of training programs. He served on the staff of Florida Southern College, Lakeland, Florida, and worked as a teacher and supervisor for the public schools of Illinois; he also headed the technical education program of Louis College, Lockport, Illinois. This experience, in combination with his wide background of work with underprivileged students, well qualifies him for his current post as Assistant Chairman of the Vocational Training Department of Parks Job Corps Center, a position he has held since June of 1965.

Dr. Gale has a bachelor's degree in education and psychology and a master's degree in industrial education and psychology. He holds a doctorate with concentration in industrial education and experimental psychology from Bradley University in Peoria, Illinois.

OCCUPATIONAL GUIDANCE IN THE PROGRAM OF PARKS JOB CORPS CENTER

Steven Gale

I would like to provide first a brief, general description of Job Corps. As you all know, Job Corps is a division of the federal government's Office of Economic Opportunity. It is a program of remedial education and job training for young men and women, sixteen through twenty-one years of age, from many parts of the United States.

Most of the youths in Job Corps are, for various reasons, drop-outs from high school. They are not equipped with the education and skills to get a decent job, and they cannot acquire the needed education and skills in their environment. To make these young people employable, Job Corps has created residential training centers to provide work training, catch-up courses in basic subjects (reading, mathematics, etc.), physical training, nutrition, guidance and counseling. In addition, these youths get the chance to develop new attitudes toward themselves and others, and toward work and community. They also have an opportunity to gain social skills.

There are three types of Job Corps centers. The men's training centers accommodate 1,000 to 3,000 men, and provide work training in urban areas. The men's conservation centers, for 100 to 200 men, are located in national parks and forests. The centers for women, which accommodate an average of 300, are located in cities.

The men's and women's training centers provide intensive work training in a wide range of occupations which need trained people. On leaving the training center, the young men and women are sufficiently trained in an occupational area, and in reading, writing, speaking, and arithmetic to be able to handle entry-level jobs.

Job Corps training is unusual and unorthodox. For one thing, the Job Corps is the result of a unique partnership between business and government; we work together to train young people for the needs of American employers. Job Corps training is not for one specific craft, as is the training in a vocational school. It is aimed rather at developing a range of flexible skills within any one vocational area, thus enabling the trainees to cope with the changes automation may bring. Training includes the development of good work habits, an understanding of responsibility and of the free enterprise system, and an understanding of how to progress in work and in life. Such training, it is believed, will enable business and industry to fill their continuing needs for skilled workers, and also cut down the high cost of personnel turnover.

The cost of training Job Corps men and women is estimated to be $4,500, based on an average nine months in the Job Corps. This amount is substantially less than the amount of money generally spent by business and industry to train their employees. Obviously, the hiring of a corpsman represents an appreciable savings to industry both in time and money. Communities near which and in which

the Job Corps centers are located benefit in real dollars. Anywhere from $150,000 to $1 million, depending on the size of the center, will be spent every year for food and supplies. Other communities throughout the United States benefit additionally from the monthly allotments that the Job Corps enrollees send home to their dependents, allotments which increase their purchasing power. By July, 1966, this financial assistance from the Job Corps men and women to their families is estimated to reach an annual rate of nearly $7 million. The most important contribution which Job Corps graduates will make to the American economy, however, will be in the form of the taxes they will pay as they become productive job-holders and citizens.

The United States Department of Labor estimates that for the next ten years, business and industry will have as many as 1,033,000 openings to fill every year in the 30 occupational areas for which work training is being provided in Job Corps centers. By July, 1966, it is estimated that the Job Corps centers will graduate 5,000 per month. Major industries are already looking to Job Corps centers as excellent potential sources of trained employees.

So much for background material. Now to the program at Parks Job Corps Center, with particular emphasis on the occupational guidance aspects.

Parks Job Corps is an urban center operated by Litton Industries' Educational Systems Division, College Park, Maryland. Litton Indus-

tries, a widely diversified company with corporate headquarters in Beverly Hills, California, also operates the Atterbury Job Corps Center at Edinburg, Indiana.

We have four operational departments. Basic Education is the supporting arm of vocational training, functioning in the back-up skills of reading, writing, and mathematics. It also handles classes in citizenship, day-to-day living, economics, and preparation for employment. Counseling is engaged in developing the social environment and adjustment of corpsmen, and constantly lives with the corpsmen, aiding them in the solution to their personal problems. Avocation is responsible for all the extra-curricular activity of corpsmen, i.e., physical training, arts and crafts, leisure-time programs, etc. Vocational Training is engaged in processing incoming corpsmen and placing Job Corps graduates in suitable jobs.

All of these departments are interrelated in the total training effort, and all of them are engaged in guidance and counseling to varying degrees. The area of occupational guidance is predominant in the Vocational Training Department, as would be expected, but the other departments mentioned also participate in what is best termed a concerted team effort.

The National Vocational Guidance Association has said that "the process of vocational guidance entails assisting the individual in his efforts to choose his occupation, to prepare himself for

entrance into it, and to make progress in it." While this may seem like an oversimplification of the true situation, which we all know to be extremely complex, it does encompass the broad point of view of occupational guidance as we try to practice it at Parks Job Corps Center. The occupational guidance process is conducted in such a way as to assist the individual corpsman to gain his own insight and make his own decisions. The objective here is to help the corpsman take increasing responsibility for self-discovery, self-development, and self-management. The greater the responsibility accepted by the corpsman, the more he gains in the feeling of self-confidence and the power of self-direction.

Occupational guidance is a continuous and progressive series of activities that occurs over a period of time in the total program of training at Parks. The process of assisting the corpsman to choose an appropriate occupation extends from the corpsman's initial approach to the problem of occupational choice into his taking a job in some gainful field of employment. And even after he is working in that job, he may need time to adapt himself to the tasks required.

The young man who comes to Parks is often a confused, misguided and discouraged youth who feels totally lost in the fast-moving world about him. His failures have made him defensive, sometimes arrogant -- always sensitive. He is quick to fight or quit, slow to reason and understand. Most of these young men want desperately to succeed, and after they have been with us for a period of time we note changes

in their ideas, attitudes and insights. But as the change occurs, they tend to become even more complex persons.

During this crucial time our guidance specialists play a vital role in guiding the corpsman; the guidance specialist serves as a stimulating force, an interpreter of facts, ideas and attitudes, rather than as one who directs the corpsman to follow a particular course or who implies that he knows what's best for the corpsman.

Since vocational, educational, and personal problems are considered distinguishable but closely related, the guidance specialist is expected to be not only well-versed in educational requirements and industrial opportunities but also sufficiently informed in other related fields to recognize maladjustments in a corpsman's personality, etc., and to be able to make recommendations to the corpsman that will help him to make readjustment. Through observations made during testing sessions, from the test results themselves, and through conversations with the corpsman, the guidance specialist forms an estimate of the corpsman's level of social and emotional development. Recognizing that a corpsman's under-achievement is usually the result of a number of causes -- causes that are probably interrelated -- the guidance specialist must be alert to those causes and make recommendations to correct the situation.

One of the most important aspects of the guidance specialist's job is that of motivating the corpsman. He does this primarily by

giving the corpsman information about himself and about the opportunities available to him. The guidance specialist tries to help the corpsman develop his own inner motive power. He does this by trying to appraise accurately the aptitudes, achievements, and interests of the individual corpsmen and to relate these characteristics to vocational opportunities and job requirements. In this connection, the specialist participates in the initial processing of corpsmen and assists in the administration of the GATB. He interprets the results of the test as an aid to advising the corpsmen in their vocational choice. Thus, the process through which the corpsmen make wise decisions and adjustments with reference to important matters seldom occurs quickly -- it usually takes considerable time. Corpsmen have complex personalities that are not easily or quickly understood by either themselves or the guidance specialist. Also, corpsmen are confronted with problems and situations that to them are intense. The more complex the personality and the more intense the problem, the longer it takes the corpsman to make a wise decision or a satisfactory adjustment.

The first vocational choice of a corpsman when he comes to Parks may be considered "tentative " since the selection at that time is usually based on limited experience and information. Later the choice becomes more realistic. Thus, we have to constantly guard against the danger of mistaken judgments if occupation selection is made after only a superficial analysis of the situation. One

of the ways we try to do this is through our orientation program.

During the period of orientation, which takes place as soon as the corpsmen arrive at the center and before they make a vocational training selection, all new corpsmen are thoroughly briefed and physically exposed to each of the vocational training areas -- Automotive, Building Maintenance and Landscaping, Culinary Arts, Electronics, Office Machine Repair, and Office Occupations. If after this exposure the corpsman is still undecided as to a vocational choice, he is given an opportunity to discuss the matter personally with a vocational guidance specialist (we have a guidance specialist in each of our six vocational training sections) or he may repeat the orientation phase.

Corpsmen are made to feel that the door of the guidance specialist is always open to them. This tends to encourage them to come back and report their progress or lack of progress. If the corpsman who needs help does not voluntarily seek it, however, the guidance specialist is expected to take the initiative -- particularly in the case of a corpsman who has trouble carrying out plans or reaching decisions, or has serious personality problems. This kind of follow-up is an integral part of our guidance program. It is important that both the corpsman and the guidance specialist learn the nature and the extent of the corpsman's progress, since it is by this means that the corpsman determines the areas of his life in which he needs to make further adaptations.

Our vocational instructors also perform essential functions in our guidance program. The program can achieve its goals in the fullest sense only if the instructors contribute their active, wholehearted support. Since the instructors are in daily contact with the corpsmen, they are in a strategic position to learn the needs of the individual and to observe and assist in his development. The vocational instructor applies his knowledge to the guidance of his corpsmen. He strives for the answers to such questions as:

What are the best methods of conducting a course?

What typical learning difficulties do the corpsmen have?

What special learning difficulties do individual corpsmen have?

What can be done to help corpsmen to overcome their difficulties?

While working out the answers to these questions the instructor gains in his understanding of the factors that influence or condition learning. These factors include the varied characteristics of a corpsman's personality and the various aspects of his environment, both of which affect the corpsman's learning efficiency.

The guidance-minded instructor considers the "whole corpsman" and tries to find the reasons for a corpsman's learning failures. He must be sensitive to non-intellectual factors to gain the necessary insight into his corpsmen. Moreover, he must seriously consider these non-intellectual aspects of personality and environment as he

adapts his teaching methods to the needs of the corpsmen. He is expected to be interested in more than the routine of his work -- he has to be concerned with the overall guidance of his corpsmen. In the Parks program the vocational instructor performs these nine functions as essential to our guidance objectives:

1. Orientates corpsmen to a new occupational area.

2. Constructs, administers, scores and interprets achievement tests in subject matter areas and by evaluation perceives individual differences among corpsmen and plans his teaching procedures accordingly.

3. Participates in the selection, administration and interpretation of standardized tests, and from the test results makes adjustments in his course of study and in his method of instruction.

4. Guides corpsmen in the proper use of the center library -- their best source of information.

5. Informs corpsmen how their field of specialization relates particularly to the careers in which they are interested.

6. Reports or refers corpsmen who have special learning difficulties to the guidance section, and then works with the section on programs designed to help the corpsmen solve their training/education problems.

7. Refers to the guidance section corpsmen who apparently need counseling services that the instructor himself cannot render. When making such referrals, instructors give the guidance section information as accurate and complete as possible about such corpsmen.

8. Reports to the guidance section the content of the significant interviews with individual corpsmen.

9. Assumes responsibility for the organization and operation of extra-curricular activities, particularly those that are closely allied to the corpsman's subject matter fields or other interests.

From what I have said concerning our vocational guidance specialists and vocational instructors, you can readily see that these two staff areas work jointly toward the goal of assisting the individual corpsman to develop himself as a person. Both are concerned with the corpsman's entire personality -- his intellectual life, his social relationships, his educational and vocational plans, and his personal problems. Both are attempting to expose the corpsman to those experiences at the center that will contribute most to his total personal growth. In short, the instructor and the specialist are partners in a joint project. They understand that if this project is to be successful, shop activities, classroom activities, and extra-curricular activities must be directed and coordinated toward the same goal -- the guidance of each corpsman as a personality.

QUESTIONS TO DR. GALE

Question: How many basic education instructors do you have at Parks?

Answer: We have fifty-two basic education instructors.

Question: What is your maximum capacity? Will all of these corpsmen be in at one time?

Answer: Our maximum capacity under the current contract calls for training two thousand corpsmen over a two-year period. We will maintain that level until the end of the contract.

Question: How many vocational training instructors do you have at Parks, excluding building maintenance and landscaping personnel?

Answer: We have sixty-six vocational instructors, and this figure does not include the instructional staff for building maintenance and landscaping.

Question: How do your vocational guidance specialists secure current labor market data regarding employment requirements?

Answer: Our guidance specialists receive regular Department of Labor statistics as well as data from our Placement Department through our Advisory Committee and through personal contact with industry. They are also provided with information by the OEO Regional Placement Office in San Francisco.

Question: What is the estimated instructional cost of your program?

Answer: According to OEO figures, it costs approximately $4,500 to train a corpsman over a nine-month period.

Question: How many women are employed in the counseling section?

Answer: There are seven women employed in the counseling section.

Question: Do they stay at the camp all night?

Answer: They all leave no later than 11:00 P.M.

Question: Do you administer standardized tests?

Answer: Yes. We administer the Gates Reading Test, the Beta or Lorge-Thorndike non-verbal and then verbal test, five levels of the Stanford Achievement Test, the Jesness Personal Inventory Test, the Job Corps Test "R," the Job Corps Test "A" (parts two and three), the GATB, the Job Corps Physical Fitness Test, and, after the corpsmen have been at the camp ten weeks, the Job Corps Test "G."

Question: How many students have you placed so far?

Answer: Fifty-six corpsmen have been placed, seven have returned to school, and thirty-five have gone into the military service.

Question: Do you have a placement follow-up program?

Answer: Yes. This program is conducted by our Placement Department representatives, who are responsible for each vocational area.

Question: What is the average teacher-pupil ratio?

Answer: In basic education, twenty-five to one; in vocational training, fifteen or twenty to one.

Question: What are the qualifications for your teachers? Are they credentialed?

Answer: Our teacher qualifications are broad, consisting of a bachelor's and a master's degree in the field of specialization and a credential from the State of California. However, these are not the prime prerequisites in our program. We are seeking personnel with practical experience in their trade and with at least a high school education, since we feel that these qualifications

enable the teacher to deal with the population we are concerned with. If a tradesman is interested and dedicated in working with this population and has extensive years of practical experience behind him, we would consider him a likely candidate for our staff. It is estimated that ten to twenty per cent of the current Automotive Department's staff holds a Class A Credential. Ninety per cent of the staff of the Office Occupations Department holds such a credential. Five per cent of the Building Maintenance and Landscaping Department personnel holds a credential and zero (0) per cent of the Culinary Arts staff holds a credential. I would like to point out, however, that the entire vocational training staff is currently working on a formal program to become credentialized through the Department of Vocational Education at the University of California at Berkeley.

Question: How many corpsmen remain in California upon completion of their training?

Answer: Out of fifty-six corpsmen, ten stayed in the Bay Area, and only two of these ten were originally from outside the state of California.

Question: Can the corpsman return to his regional school?

Answer: Yes, if he so desires.

Question: What determines the number of trainees in a given occupation?

Answer: The physical facilities of the specific occupation, taking into consideration the labor market demand for corpsmen to be trained in a specific area. Our program was not developed on the premise of placing corpsmen only in this area, but to meet labor market demands throughout the country.

Question: What is meant by your training modules?

Answer: Each occupational area has been developed around a set of performance objectives. Approximately every two weeks, we report progress that the corpsman is making in his technical area. No grade is given, but a descriptive statement of his progress is reported to OEO approxi-

mately every two to four weeks. The approximate amount of time that we recommend as the normal period in which to accomplish a module of instruction is used as a yard-stick to determine how well the corpsman is progressing. This system is used in all vocational areas.

Question: How does a corpsman get into your vocational program?

Answer: We do not have a specific in-put day for each vocational area; rather, corpsmen are accepted whenever they have completed their orientation phase and when they have been assigned to a specific vocational area by a vocational guidance specialist.

Question: Do you have a minimum goal?

Answer: The objectives of the total program as outlined by the President are to provide training for all corpsmen so that skills can be developed to enable each to secure employment at an entry level and to provide the proper basic training necessary for entry-level skill, thereby making each corpsman employable. Since the name of this program is Job Corps, we hope to enable each corpsman to secure and hold an entry-level job.

Question: How many corpsmen return after Christmas vacation?

Answer: Ninety-nine per cent of our corpsmen returned, and one even brought his brother.

Question: Are all corpsmen in the same program placed and housed in the same complex?

Answer: Corpsmen are housed in converted barracks known as residence halls, and each floor of the residence hall is known as a dormitory. Each dormitory then has living quarters for two corpsmen per room. We are gradually moving to a vocational dormitory system wherein all corpsmen in a vocational program will be housed together.

Question: Can anyone visit your facilities?

Answer: It is possible for anyone to visit our facility; however, we would urge that he contact the Visitor's Bureau in

advance and allow himself at least one-half day to really see the operation.

Question: What is the cost of the equipment in your vocational program?

Answer: Specific figures cannot be provided. However, the cost is well within the reasonable estimate made as part of our proposal. We were fortunate in securing a great deal of government surplus equipment and in being able to use available GSA equipment. Thus, the cost was reduced tremendously.

Question: What agency is responsible for selection of corpsmen?

Answer: The Office of Economic Opportunity makes the final selection of any corpsman to participate in this program. The applicant first completes an application secured from any employment office; the form is then mailed to OEO in Washington, where the selection is made.

Question: What are the significant differences between your training program and that of the public schools?

Answer: The main difference at this time appears to be in the utilization of the systems approach which Litton has found very successful in many industrial programs. Litton also devises programmed instructional materials related to specific vocations, and provides a teaching situation in which basic education required to support that vocation is conducted as part of the laboratory setting. Another difference is that all basic education is conducted by one instructor to an entire vocational class, thereby enabling the instructor to provide a more meaningful and direct relationship in support of the corpsman's vocational choice.

EVELYN T. DONALDSON

A Biography

Before entering the teaching-counseling profession, Evelyn Donaldson experienced the world of work as a secretary, a bookkeeper, and a nursery school owner and operator. After her two children entered school Mrs. Donaldson continued her education, completing her bachelor's degree at San Jose State College in English, speech and drama. Later, she obtained credentials in pupil personnel services and secondary administration and a master's degree in secondary education at Stanford University. She held teaching and counseling positions at Palo Alto, Cubberley and Woodside high schools until, as NDEA Project Coordinator for Sequoia Union High School District, she devoted full time to the five-year follow-up study of graduates in which she is now engaged, "Project Search."

Her publications include Counselor's College Reference Handbook, the result of over 75 personal visitations to college campuses. The handbook has been distributed to over 500 counselors and administrators in northern California. She has also contributed to and helped compile information on industries in the bay area in the publication Occupational Outlook Handbook -- Occupational Trends and Employment Opportunities on the Peninsula and in the South Bay Area.

PROJECT SEARCH

Evelyn T. Donaldson

Wes Smith has stated:

> There seems to be a one-track mind influencing the operation of our schools. The college prep channel is the only one that seems to have any status. We need to develop and promote other channels. We have to face the fact that one out of three does not finish high school, and six out of ten do not go on to junior college. We have to come up with some way in the high schools of doing a solid job of teaching students how to work.

This statement is reinforced with the results of our five-year follow-up study of graduates and drop-outs: Project Search. Besides our own Sequoia Union High School District, two other districts are participating, and all three are working cooperatively. In our district, Project Search was begun in 1963-64 with Woodside and Ravenswood High Schools, two schools diametrically opposed both in cultural background and academic composition. Ravenswood High School, the student body of which is 65% Negro, is located in a culturally deprived area. Woodside High School, on the other hand, is 100% Caucasian and is situated in one of the more prestigious communities on the Peninsula. We initiated the project with 506 graduates and drop-outs; we are now entering the third year of follow-up with the number of students swelled to 1,875. While the results gained from these two schools in the first two years are pointedly opposite in some areas, they are

surprisingly and strikingly similar in others.

Our methods in this study are as follows: a follow-up of graduates (one school per year), a follow-up of drop-outs through personal interviews and questionnaires, and an overview of industries in the area -- their needs and their reactions toward graduates and drop-outs who come to work for them. We also survey the job opportunities available, present and future. We obtain our information through a "card of intent," through six questionnaires, and by interviews from which the following handbooks resulted: Occupational Outlook Handbook and College Reference Handbook.

All three districts involved in the study are finding similar or identical results regarding what industry is saying and its consequences for curriculum, counseling, and guidance. I personally visited seventy-one different firms on the Peninsula and found that employers in every case expressed a sincere desire to cooperate with schools in trying to make students, teachers and counselors more knowledgeable about the changes taking place in industry today and how those changes can be met by the schools in preparing youth for the world of work.

What is it that employers want, and how do they view our young people who come to them for work? Six major points were made:

1. The attitude factor is most important. Too often, in-coming young workers have a lackadaisical attitude toward the job, an attitude which manifests itself as laziness, lack of responsibility, and lack of respect for authority. There must be some way to give

young people an overview of economics, business and industry and a sense of the importance of the individual in the overall picture. Young people need to feel that they have an important place in our economy so that they can more readily accept that place and become reliable, contributing producers.

2. Flexibility is vital to the worker who would survive today's rapid pace of change. The worker must be able to adapt, revise, and relearn if necessary.

3. The first job is essential to the youngster's confidence and self-assurance; it is these qualities which make him adaptable, and he cannot gain these qualities without first having experienced some kind of success. Therefore, while it is true that it may be foolish to train a youngster for a specific job that may not exist tomorrow, it is also true that if the job is there when the graduate is ready to use it, that job provides the first chance to demonstrate competence and thereby gain self-confidence. I contend that it is the school's responsibility to provide the launching pad for that success just as surely as months and years go into preparation for just one launching of our astronauts, who then never do the same job again but go on to other, more advanced areas.

4. A distinction between math and physics courses for the work-bound and the college-bound, many employers in electronics firms and trades areas agree, needs to be made. These employers recommend nigh school courses in industrial math and industrial physics with emphasis on how to use all kinds of measuring devices.

5. Employers feel that many employees lack the basic skills: reading, mathematics, and basic communications.

6. <u>We are sending too many students to college</u>. As a top executive at Ames Laboratory said a short time ago at a conference, "Two-thirds of the employment group at Ames is non-professional." He reflects the thinking of most men in industry. The junior college student who graduates with a skilled background is highly prized, however.

What are the characteristics of the employment and occupational trends picture? If success is to be equated with how much money a person makes, then the skilled worker is fast gaining on the professional man in some areas. A top plumber or electrician, for example, can make as much as $1,073 per month, according to the latest United States Department of Labor statistics. We find, therefore, that skilled tradesmen can make more money than can accountants, teachers, and many other professional workers.

However, the composition of the labor demand in the years ahead will be weighted in favor of the white-collar workers; there will be more jobs available in the managerial, clerical and sales areas. According to the Department of Employment in our area, the service and electronics areas will experience rapid expansion, especially in medicine and health, research and development, and recreation and household services. Other areas of need will be appliance repair, air-conditioning, refrigeration mechanic and repairman, business machine serviceman, T.V. and radio repairman, etc. After services, the areas of government, finance, insurance, and real estate will experience the fastest growth. Our schools must plan to meet these future needs.

Let us turn now to another phase of the project -- the results obtained from students attending college.

The general reaction from graduates attending college was that their preparation for college, as a whole, was very good and sometimes superior to that of other students. The greatest problems came during the first semester; uppermost was the personal problem of how to manage one's new-found freedom. This difficulty exhibited itself in the student's inability to organize his time in order to study effectively. There is a need, then, to make students aware of the need for self-discipline, including the necessity of developing good study habits. Also, students should be prepared to be faced with challenges to their philosophical and moral values; some youngsters will be shaken to their very roots. Sometimes a word of warning helps the student determine beforehand his own personal values and what stand he intends to take.

College students also feel a need for goal development early in the school years; they are very adamant about the need for occupational exploration and experimentation throughout their high school and pre-high school years. Too many students face college with little or no knowledge of what it is they want out of college or why they are really there. For the decisions that should be made in high school, then, occupational investigation should begin in the elementary years and continue through the high school in an organized, systematic manner. Even movement toward specific classes devoted to occupational

exploration isn't beyond consideration in the minds of students and educators now. Most student comments deal with this area -- both students in college and those at work and in the military express concern about lack of occupational help in their school years. Evidently, we, as teachers and counselors, do all we can to prepare students for the short-range goals, forgetting the long-range ones in the process. We are so concerned about preparing them for and getting them into college, we don't often stop to ask of them and of ourselves -- FOR WHAT?

One student who is attending a state university stated the problem very succinctly:

> I don't think that high school adequately prepares the student for the difficulties of college -- high school to college was a pretty disastrous jump for me, judging by my grades first semester. Study habits should be emphasized. I think also that more electives, such as psychology, sociology, anthropology, and economics, should be offered for those who wish to take them. It would give one more background and enable one to make a better vocational choice.

So, we find both college students and students at work indicating their need for more specific kinds of job information and their desire for more classes which will give them a skill to offer an employer, whether that skill be for a full-time or part-time job. 40% of all the graduates -- students at work, students in junior college, students at four-year colleges, boys in the military and

even girls who are housewives -- have commented on the need for more emphasis on vocational education.

Here are some typical comments:

College of San Mateo

"In the patriotic campaign for mass education, we should not lose sight of the fact that there are diverse differences in learning capacities among individuals. Advanced students (upper 5% - 10%) should be allowed to develop their potentials as fully as possible; on the other hand, those students with less interest or less ability should have more opportunities to develop a trade in high school. Hurrah for the A.S. programs and trade schools!"

University of California, Berkeley

"Industrial arts courses should have vocational training as their primary objective. One can learn a vocation just as seriously as the scholar who studies Shakespeare."

Unemployed

"We need more practical courses centered right at the heart of on-the-job work -- courses that are generally more vocational."

Stanford University

"I think more technical skills should be taught for students who need down-to-earth training for jobs, not idealistic mental exercises which make them unsatisfied with any job."

Female Keypunch Operator

"I think that if we had had the opportunity to visit various firms and see the different types of positions available, we would have had a better idea of what we would like to do."

CSM Student

"The present high school program is geared to the student who plans to go on to college. It might be good to have more vocational courses so the student who does not plan to continue his education will be more suited and prepared for a job after graduating from high school."

At this point, it might interest you to know that at Woodside High School 225% more students thought they would be at work than actually were at work two years after graduating from high school. Ravenswood students, however, were more realistic about their work aspirations, for the number at work two years after graduation was almost identical with the number of those who thought they would be at work. The statistics show that Woodside had a 35% drop-out rate from both junior college and four-year college after two years, while Ravenswood had over a 50% drop-out rate, but all from junior college. The drop-outs go in search of work and usually find jobs, though not the kinds of jobs they had dreamed of; they are dishwashers, chefs or fry-cooks, waitresses and waiters, store clerks and baby-sitters. Most students leave college because they aren't finding the goal satisfaction they anticipated and because the outside world of work looks more appealing. Some leave because they are fit neither emotionally nor academically for college. Many realize their shortcomings, but give it "the old college try" to satisfy their parents, peer group and community pressures, and their own desire to find a place for themselves. Here are some typical comments of college drop-outs:

"Presently unsuited for the pressures of college life."

"Got in a rut -- decided to move to the city, get an apartment and a job."

"Psychological discharge; going to travel."

How to solve the college drop-out problem

My contention is that if we, as educators, could do a realistic, down-to-earth job of organized course work in occupational exploration with concomitant work-experience programs and available vocational course offerings which would fit students for jobs, then we would be offering them an alternative to college; hence, many students who have neither the desire nor the ability to go to college would go into the work market, where they are desperately needed. They would find satisfaction through the self-enhancement that comes from having a job, doing a job well, and feeling like one is a contributing member of society. Certainly the college drop-out problem would be somewhat alleviated!

I would like to say only a few words about the high school drop-out, for so much has been written about him. Our findings corroborate the national and state findings regarding the background of the drop-out, his personal and academic problems, and what he does after he leaves school. Suffice it to say that youth who leave school before graduation face a dreary job future. While the over-all teen-age unemployment rate is about 13%, the rate for young

drop-outs is 25% at both our schools, at elite Woodside High School as well as at disadvantaged Ravenswood. On their first jobs, only about half of the drop-outs make as much as $50 a week; about one-fourth of them make less than $40 a week. However, more and more youths are accepting the mandate to stay in school, and each year the number climbs. The schools now hold and graduate 71% in comparison to the 51% in 1950.

In conclusion, the past two decades have seen a great deal of concern about the opposite ends of the academic spectrum -- the gifted and the mentally and emotionally retarded -- and this is as it should be. But in the interim we have tended to forget about the mighty forces at work in the great bulk of our population -- the average, the middle group, the group which becomes the doers, the producers in our great economy. In our concern to develop the academically gifted 10% and the less than 1% who are retarded, we have forgotten the 70 - 80% of our population who become the producers in our society. According to the labor statistics, in the United States today approximately 20% of our youth become proprietors, managers, and professional workers. Most of the remaining 70 - 80% enter the skilled, semi-skilled, and unskilled occupations. What are we really doing to prepare these people? Educators and employers both agree that there is an over-emphasis on preparation for college for many youths when a majority of them cannot or will not complete a college career.

The answer to the dilemma rests with you -- those of you who are willing to devote yourself, your time and your efforts, toward bringing about the necessary changes in our schools. It takes a lot of talking, a lot of showing, and most of all a great deal of patience, for no program will be successful unless it is accepted and implemented by the teachers. Often, however, teachers are just waiting for the moving force to start the action; being as busy as they are, they have neither the energy nor the know-how to bring about change. Therefore, you in this audience are faced with the challenge of change, with the challenge of delving into research, fortifying yourself, then educating, exemplifying, and implementing change for the future. God speed you in this, the most important challenge of our times, and may you not be like the man Confucius describes: "Many people stick to their oars, but refuse to change."

JAMES A. SNYDER

A Biography

James Snyder boasts a broad and varied, seventeen-year career in school administration, counseling, teaching, and coaching. His wide experience involves being instrumental in the establishment of two new high schools, including the total counseling, grouping and programming of the first student body at Northview High School, Covina, California. He is now principal at Northview, and he has been vitally involved there in the basic development of curriculum to meet the needs of those students who are not college-bound.

When Mr. Snyder was studying at the University of Notre Dame, he was a member of the National Championship Football Team of 1943. He received his bachelor's degree from the School of Commerce at the University of Southern California, where he has since earned a master's degree in education and where he is currently enrolled in the doctoral program in education.

GOAL-CENTERED CURRICULUM AT NORTHVIEW

James A. Snyder

Editor's note: Since we are limited in space, we are not able to include Mr. Snyder's extensive documentation. However, this data and materials prepared for Northview's curriculum and counseling programs are available from Mr. Snyder upon request.

Northview's goal-centered curriculum is a systematic approach to meeting the needs of the entire student body. Let me tell you of its evolution.

In the course of my work in the Covina-Valley Unified School District, I became aware that schools are the largest single accumulators of data about students, and that, furthermore, my district collected such data, most of it in the form of test scores, to an above-average degree. The district had been working also on a survey to determine projected educational levels established by students and their parents. Why not make coherent use of this wealth of information? Since the district was blessed with a data-processing center, we had no limits but the bounds of our own creative energies.

When I became Principal of Northview High School, I held a three-day workshop from August 31 to September 2, 1964 for twenty-five enthusiastic "key personnel." Since there was no compensation, I can

only conclude that these staff members were intrigued with the workshop title: "What's This Nut Thinking, or How Do You Get Out of This Chicken Outfit?"

At the outset, we established the following objectives:

1) To strive for better communication in every avenue of school business;

2) To strive for better understanding among ourselves and other staff members;

3) To create strong enthusiasm for what we were doing;

4) To break down faculty isolationism;

5) To build curricular strength through meeting the needs of students;

6) To really identify our student population instead of simply accepting students as they are assigned to us;

7) To find a better way to assist students in selecting an occupation or goal while making them useful citizens in our society.

With these objectives in mind, we reviewed volumes of information available but never organized into a coherent body.

Based upon various testing scores, lists of students ranked from the ninety-ninth percentile to the first percentile were compiled by grade level. We compared the student population by grade level and by school with the national norm. The results indicated that if our students are different from those elsewhere, that difference lies not in intelligence but in interest, attitudes, and values. Another survey, evolved

over several years by our counseling and guidance departments, provided us with information concerning the student's post-graduate plans (the level of education he intends to reach), the student's opinion of the amount of assistance he needs from a counselor, and the counselor's estimate of the amount of help a student needs.

The composite of this information, prepared by data processing, permitted us to know at a glance how students classified their level of education, whether they were boys or girls, what their grade level was, their percentage in their class, and total numbers, all of which data had great implications for group counseling sessions and for planning space utilization for various groups. But it became clear that in order to deal appropriately and consistently with students classified in this way, the counseling organization, and perhaps materials and techniques as well, would have to be restructured. Thus, counseling was organized on a vertical basis. One counselor would work with all ninth, tenth, eleventh, and twelfth-grade college-bound students; the second would be assigned all junior college-bound students. The third counselor would work with those who intended to go to work or into the military service, and the fourth would be concerned solely with the undecided students.

We also developed a very useful tool for counselors to use in advising students and their parents. The concept arose when, in 1964, a new course was required in social science. The course was offered on an experimental basis, and teachers were concerned as to whether

they were grading too hard. From grades given and I.T.E.D. composite scores, Dr. Tom Smith, who is District Director of Research and Guidance and who, more than any single person, influenced and impressed me in my work in guidance, showed that 51% of students in the 60th percentile, 57% of those at the 50th percentile, and 63% of those at the 40th percentile received "Ds" and "Fs." Naturally we wondered about the distribution in other required courses, and based upon a three-year study Dr. Smith compiled information indicating the percentage of students receiving the various letter grades assigned to students in all areas. On the basis, then, of actual grades issued to students in the district, we developed probability tables which indicated a student's chances of success in various courses, required and elective. Perhaps of startling significance was the fact that in courses not required for college entry, students appeared to have a more reasonable chance for success regardless of ability level.

The next step was to look at the structure of the curriculum offered during the 1964-1965 school year. The academic course and the business course had well-balanced, well-structured, consistent, and sequential curricula. Students in the vocational area, however, did not have such a curriculum. While 60% of our student population was not committing itself to college education in any form, these students were still being compared in critical areas against the college-bound. From the information we had at hand, we realized that one out of every two people entering Northview could expect a "D" or an "F" before he

ever appeared on campus.

We devoted the 1964-1965 school year to identifying and collecting course material information, surveying occupational information (we made use of community resources), and studying follow-up surveys of graduates. We began organizing goal-centered curriculum built around English, social science and sequential mathematics courses for pre-vocational students. Auto mechanics, data processing, nurse's aid training, and vocational chemistry were offered. Public relations presentations of courses and course organization were made by many of Northview's personnel. An additional counselor was hired to find entry-level jobs and to refer students for placement, paralleling the function of the college counselor who helps place students in the colleges of their choice. (Of the 56 senior students who indicated that they would be going to work in June of 1966, 19 boys and 17 girls have been placed.) The summer of 1965 found Northview personnel writing appropriate curriculum for its students. Counselors wrote guidance programs to accomodate Northview's newly-formed homerooms, whose composition was decided by grade level and by commitment to the college prep, business, homemaking, industrial arts, or general education areas.

Let us examine further how counseling and our goal-centered curriculum fit together. We have counselors for:

1) college and junior college transfer
2) junior college, business, and trade school

3) work and military service
4) undecided students
5) work-experience and work-study programs and senior work placement

These counselors make use of the wealth of information at their disposal to help all students. For example, our follow-up studies indicate that students falling below a 2.5 G.P.A. in high school have great difficulty attaining success in college or in junior college. Nevertheless, 71% of the students selecting junior college transfer fall below a 2.5 G.P.A. If I were slotting these students, I believe I would be more effective than these figures indicate. The student is not told what to do, but he is told everything we know about how his chances of success correspond to his selection of courses.

We get student choice-selection information through pre-enrollment data sheets which contain preference information similar to a Kuder preference inventory, post-graduate plans (intended formal education level projected), and courses of study the student intends to follow. The student is given guidelines to assist him in course selection. The student is also given a guide sheet showing what post-graduate plans are available, what requirements will assist him in following the plan, and what grade-point average he must attain to be successful. We give him his own accumulated grade-point average and other information at report card time.

How closely do Northview students follow their plans after graduation? Of the total 496 students in the combined graduating classes

of 1963 and 1964, 452 responded to the district's survey. There appears to be very little deviation from high school post-graduate plans at this time.

To date, we feel we have reason to believe that:

1) Segments of our school population can be identified by their post-graduate plans, and that within these segments students tend to be similar in ability, achievement and G.P.A.

2) Three out or four students carry through their educational and/or vocational plans immediately following graduation. These plans seem to be realistic and must be considered seriously.

3) It is essential that an appropriate goal-centered curriculum be developed to prepare students for their post-graduate plans.

4) Curriculum must be constantly evaluated in order to keep abreast of educational and vocational changes and demands.

5) There must be a continuing in-service of counselors and teachers, as well as a constant exchange of ideas between people within our district and with other districts.

These factors are essential to success.

GLEN N. PIERSON

A Biography

Glen Pierson, born in Atlanta, Missouri, took his bachelor's degree in mathematics and his master's degree in school adminstration from Northeast Missouri State Teachers College in Kirksville, Missouri. He holds a doctorate in education, with specialization in guidance and counseling, from the University of Denver, Denver, Colorado.

Mr. Pierson came to counseling from a teaching career in math and science. He was for four years Guidance Coordinator for the San Diego County Department of Education, where he is currently Director of Pupil Personnel Service. His many activities in this capacity include service on evaluation teams for VEA projects.

PLANNING YOUR FUTURE

Glen N. Pierson

We, as counselors, want to enable young people to catch the golden opportunities, to plan their lives. We feel that the junior high school is the place to give experience in career planning, but we are concerned because we have found that in terms of career planning junior high school pupils are quite unrealistic. There is little relation between their measured interests and their tentative career plans. It could be, then, that counselors have more of a capacity to plan a youngster's life than does the youngster. Yet it is obvious that the student must, in the final analysis, make his own decisions. He can make them only if he has first been made aware of the realities of his situation and only if he can then accept and internalize the information which the counselor can provide him.

The project described below represents an effort on the part of a number of school districts in San Diego County to provide appropriate educational and career-choice learning materials for junior high school pupils.

Four workshop teams produced the following classroom units: The History of Education and Work; The World of Work; Self-Appraisal; and My High School. The first unit, The History of Education and Work, traces the changing role of education in America from colonial times to the present. The film strip and study guide emphasize the impact of technology and the increasing importance of formal education. The

unit also includes ten case studies, each consisting of a two or three-page history of a particular family, from that of a rifleman to that of a man living in the year 2000 A.D. In The World of Work, the student is appraised of various kinds of job openings, the entry requirements for them and the duties performed in them. The Self-Appraisal unit, of course, is an attempt to reach the student on a more personal level. Here the student explores what he is and what he'd like to be in terms of his interests, abilities, and achievements, and learns some of the ways in which he is influenced by home, family and society. My High School provides detailed information about the high school the student will attend. This section is tailored to the individual high school district.

These materials were field-tested in ten eighth-grade classrooms to determine teacher and pupil reaction to the appropriateness and completeness of the study units, which were evaluated in terms of our stated objective: to create a set of learning experiences to help young people determine their commitment to education. At the termination of the field testing, indicated revisions were made and specimen copies of the materials were produced.* Preliminary evaluation suggests that pupils who use these materials have more knowledge about educational and career opportunities and have a more positive attitude toward work.

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* Copies may be obtained from Cecil D. Hardety, County Superintendent of Schools, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego 11, California.

QUESTIONS TO MR. PIERSON

Question: DID THE SAME PEOPLE PARTICIPATE IN ALL PHASES OF THE PROJECT?

Answer: No. There were three phases of the project, namely innovation, field testing, and dissemination, and in all three different classrooms and districts were involved.

Question: HOW ARE YOU MEASURING ATTITUDINAL CHANGES?

Answer: We are using the "Vocational Development Inventory," an instrument developed by Dr. Crites of Iowa State University.

Question: WERE THE TEACHERS WHO USED THE UNITS IN THEIR CLASSROOMS GIVEN PREPATORY WORKSHOPS?

Answer: Yes. The workshop consisted of an orientation, two feedback sessions, and an evaluation meeting.

Question: WHAT GRADE LEVEL ARE YOU TESTING?

Answer: We are testing in the 8th grade because most of San Diego is on the 8-4 plan.

Question: HOW IS THE PROJECT BEING FINANCED?

Answer: We have an NDEA, title 5 grant. We can distribute material on request from teachers.

Question: DOES THIS PROJECT HAVE ANYTHING TO DO WITH THE CAREER-SIMULATION PROJECT?

Answer: We are trying to put the pieces together. We want to make the project sequential. We start in the 6th grade and broaden the material in junior high; then, in the 11th and 12th grades we talk more in terms of specific careers.

CASE STUDY

John L. Buller, Chairman

Case Study:
THE GUIDANCE PANEL

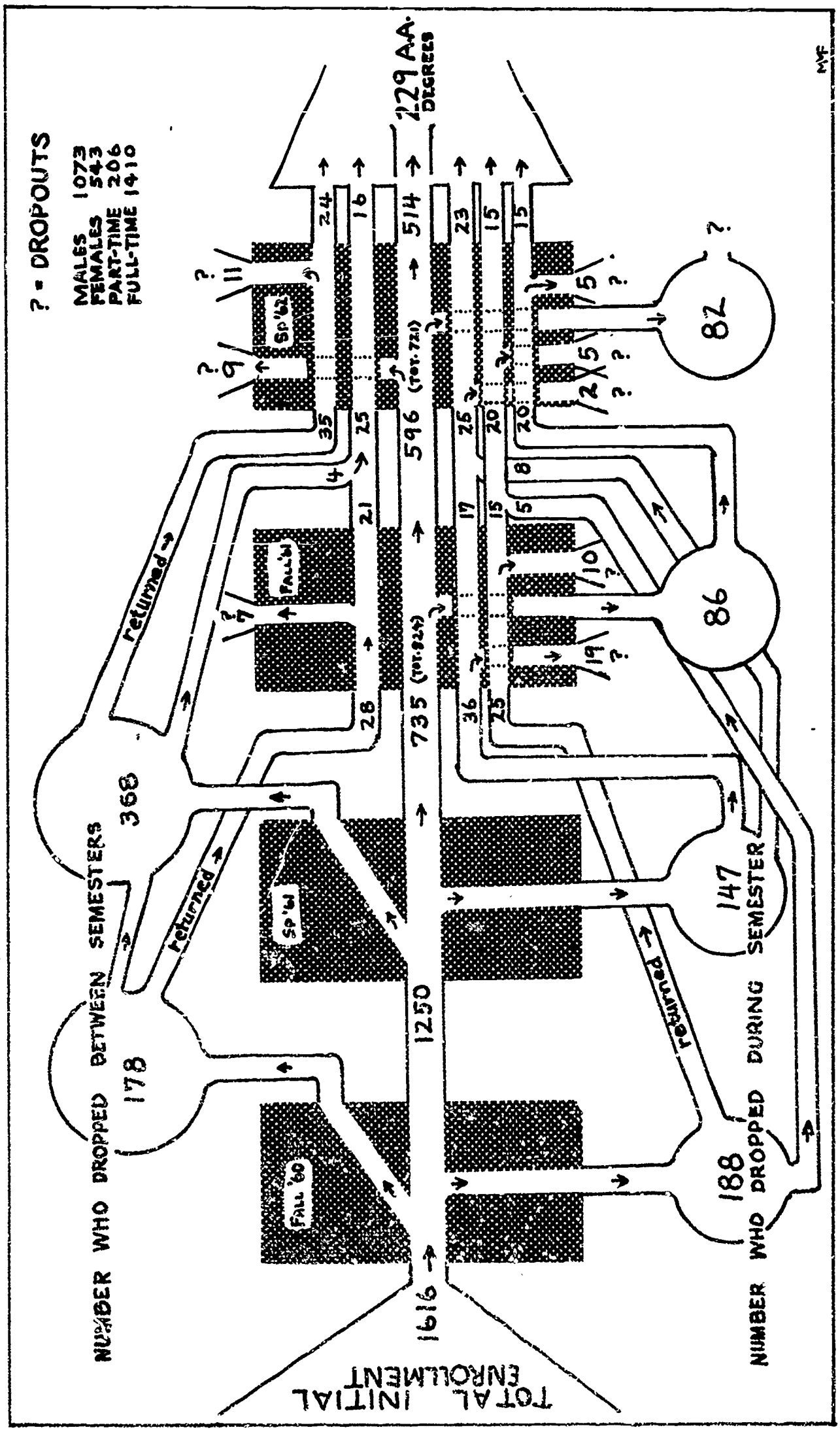
John L. Buller, Chairman

My purpose here is to set the stage for this afternoon's activities and to introduce a case study depicting a typical junior college student in the process of making a career choice. Before we begin, however, it might be appropriate to share with you some of my concerns about vocational guidance.

The definition of vocational guidance -- the process of assisting individuals to make wise decisions regarding career choice and preparation -- implies that it is the joint responsibility of people in our schools, in industry, and in the state structure. However, in their present form many vocational guidance techniques are outdated and cumbersome. Many of the activities called vocational guidance have little connection with each other; they tend to be "instant solutions" to immediate difficulties rather than resolutions of the total problems of occupational planning and preparation. Since their sphere of influence encompasses occupational preparation, the directors of vocational education have a major responsibility to help in the total effort of the guidance program.

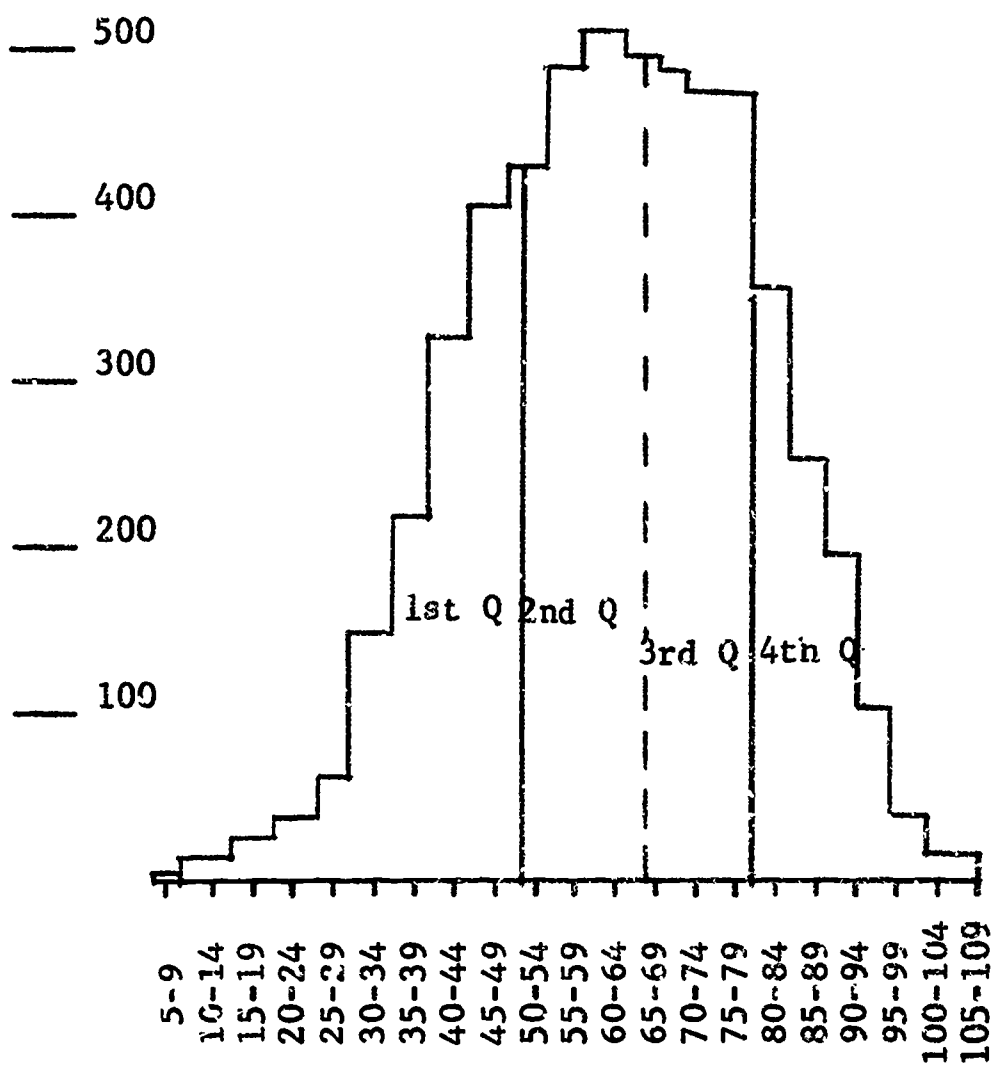
Let us explore these problems further.

The following is an analysis of freshman students progressing through four semesters of junior college work in occupational programs, -- students who withdrew at the end of the semester, those who withdrew during the semester, and those who completed four consecutive semesters.


ANALYSIS of FRESHMAN STUDENTS - 1960
? = DROPOUTS
MALES 1073
FEMALES 543
PART-TIME 206
FULL-TIME 1410
TOTAL INITIAL ENROLLMENT
1616
NUMBER WHO DROPPED BETWEEN SEMESTERS
178
368
NUMBER WHO DROPPED DURING SEMESTER
188
147
1250
735 (TOT. 824)
596 (TOT. 721)
514
129 A.A. DEGREES
82
86
returned
Fall '60
Sp '61
Fall '61
Sp '62
MF

The next illustration shows the SCAT scores earned by 5200 junior college students. The scores are analysed in terms of the students' ability to succeed in a collegiate environment.

STATISTICAL DATA:
MEAN = 63
S.D. = 18
MEDIAN = 63
RANGE: 5 - 109
N = 5224



S.C.A.T. -- 1A RAW SCORES (T)
SPRING 1965

We are faced with larger numbers of students, students for whom the task of making vocational decisions has grown more complex. Some of these students have the additional problem of being compelled to

make a second choice: "I really wanted to be an engineer, but I guess I'll be an automotive technician." Unfortunately, the members of the guidance team are bogged down with the on-going program of their particular assigned area; the time and effort they can expend toward vocational guidance is limited.

The case study which follows shows a young man involved in making a vocational decision. The possible and probable influences of the guidance team members -- the counselor, the instructor, industry, and the department of employment -- upon "John Jones" and countless others like him were presented to the conferees by the guidance panel. These presentations stimulated the group discussions which conclude our case study report.

"JOHN JONES"

AGE: 24

Living with Mother (Father deceased) -- Middle-class home environment

TEST SCORES: School & College Aptitude Test

V - 60%
Q - 66%
T - 68%

Otis Gamma

IQ - 109

HIGH SCHOOL RECORD:

9th Grade	Grade	10th Grade	Grade
English I	B	English II	F/C
General Math	B	Elem. Algebra	B
General Science	B+	Biology	D
World Economics	C	World History	C
Mech. Draw I-II	C	Orchestra	B
Orchestra	A	Band	B
Band	A	P.E.	C
P.E.	B		

11th Grade	Grade	12th Grade	Grade
English II	D	English IV	D
English III	C	Int. Alg. - Trig.	F
Plane Geometry	C	Physics	F
Chemistry	C	Amer. History	C
P.E.	P	P.E.	A

Rank in Class: 122 in class of 244

COLLEGE AND EMPLOYMENT RECORD:

COLLEGE STUDENT:

Fall 1960	Grade	Spring 1961	Grade
English IA	F	English IA	W
Orientation 1	F	Math - Algebra	W
Orientation 2	UF	Orientation 1	D
P.E. 1	F	P.E. 1	UF
P.E. 12	F	Health	C
Pol. Sci.	UF		
Spanish 1	UF		

Placed on Probation January 1961

COLLEGE AND EMPLOYMENT RECORD (Continued)

COLLEGE STUDENT:

Fall 1961	Grade	Spring 1962	Grade
Elem. Chemistry	F	Philosophy 6A	W
English IA	C	P.E. 1	W
U.S. History	F	P.E. (Swim)	W
P.E. 1	F	English IB	W
German 1	W	Life Sci. 1A	W
Math D	W	Psych 1A	W

Disqualified

Fall 1962	Grade	Spring 1963	Grade
Psych 1A	D	Life Sci Lec/Lab	W

EMPLOYMENT: APPRENTICE CARPENTER 6/1963 to 9/1965 & EVENING APPRENTICE COURSES

Summer 1963	Grade	Fall 1963	Grade
Math C - Trig	W	Bldg. Const. 60A	F

Spring 1964	Grade	Fall 1964	Grade
Bldg. Const. 60A	D	Bldg. Const. 60A	C
		Petro. 51A	C

RETURN TO DAY COLLEGE - PETROLEUM TECHNOLOGY MAJOR

Spring 1965	Grade	Fall 1965	Grade
Math D - Int. Alg.	W	Chem 2A	W
Bldg. 60AH	D	Math 42 - Tech Math	C
Petro. 51B	B	Petro 52A	B
		Petro 54A	C

Spring 1966	Midterm
English 1B	E
History 10	C
Petro 52B	C
Petro 54B	D

PRESENT COLLEGE PLANS: Transfer to four-year state college (currently 44 grade points deficient)

THE COUNSELOR

Clarence Johnson

What are the unique contributions of the counseling profession to the guidance process? On the secondary level, the counselor helps the student make vocational decisions by making available to him and interpreting for him all of the data the counselor can gather which may assist the student in realizing his potential and in establishing his self-concept. Also, counselors are the main sources of vocational and educational information. We are, it seems to me, the catalyst that helps the student adjust to his school environment, educationally and socially. Finally, we are the home-school contact.

We make several other unique contributions to the counseling team. In the first place, we have assumed more than ninety percent of the extra-teaching duties which took up so much of the teacher's time -- meetings with parents, discipline referral, attendance problems, college and scholarship programs, etc. We also perform the function called "educational counseling," which I interpret as the process of fitting the student into a given curriculum; unfortunately, this practice is more common than that of fitting the curriculum to the students. By virtue of our training and position, we try to keep the teachers informed of the sociology of the school community -- population mobility, types or classes of people, types of industry, etc.

What are the three major problems impeding young people in their

attempts to make vocational decisions? They are forced by parents, teachers and society to make those decisions before they are ready to do so. They are being forced to conform to standards they do not believe in. Finally, advanced technology demands more highly-trained persons, and this factor, coupled with the population boom, has limited young people in their exploration of the world of work.

What are three major changes that will help vocational guidance fulfill its commitment to today's complex society? First we must encourage post-high school vocational exploration. There need not be the pressure to go into an occupational area on completion of high school. Job shifts are a healthy process. Most of you in this room had little idea when you were eighteen that you would be doing this kind of work.

Second, teachers must somehow get back to taking a more active part in the vocational guidance process. I have often heard the industrial arts and homemaking people ask, "Why don't you give us better students?" This seems a bit unrealistic when you realize the demand for college admission. Is not a changed attitude and a change of curriculum in order? We cannot have a school of only the top 10-25% of students. We must keeep attempting to humanize education, i.e., keep in view not the organization, but the individual.

Third, industry must take a more active role by indicating to educators its needs, and by taking some responsibility for training

and retraining persons. Part of industry's budget should be applied to supplying information to schools.

In closing, I would like to emphasize that vocational guidance begins with the student's birth. The school is only a part of a complex system, yet each of us plays a very significant, if small, role. At no time should we work against one another. At no time should our organization become so tight we lose sight of our product -- the individual. Counseling has become a vital part of your schools. I challenge you to visit the department to see how it aids you and to see how your areas of work are complementary.

INDUSTRY

Charles Johnson

We personnel men of progressive companies have two primary areas of interest in common with you counselors:

- The exchange of information concerning applicants who are terminal students. We find that the picture given us by the counselor is an extremely reliable prediction of job success.

- The provision of occupational information by the personnel people to assist counselors to guide students in making occupational choices.

We can help students themselves make better decisions by providing, through plant tours, talks with student groups, and literature, information regarding industry's products and jobs. Industry also can help provide students with a better understanding of the business world by sponsoring and encouraging participation in junior achievement activities. Then we find that the Work Experience Program, jointly sponsored by the Santa Ana Chamber of Commerce and the Board of Education, provides students with a wonderful opportunity to gain an insight into industry in general and into the assigned work areas specifically. Lastly, I feel industry can help students make a choice and attract them to the business world by "living right" in terms of corporate moral behavior.

The ways in which personnel people can assist counselors are several. First, we can utilize your complete files on graduating students. Then we can appreciate you, your problems, and your work

load and use our influence to help improve the general counseling program, especially the ratio of counselors to students. Of course, there is the aforementioned assistance in the form of talks, tours, and literature. It may seem a little obtuse, but I think we can help, too, by needling a little -- particularly in the matter of anti-provincialism, i.e., the cooperative pooling of occupational information. We can and must help you to gain a fuller appreciation of free enterprise and the profit and loss system.

Finally, I have been asked to comment on the major changes necessary in guidance if it is to be successful (I would like to amend that to "more successful"). My association with the counseling program leads me to suggest:

- Early identification and vocational orientation of the terminal students.
- Provision for counselors to devote more time to each student.
- Better utilization of prediction techniques.
- Systematic pooling of catalogued occupational information and greater use of films.
- An organized approach to see that counselors have a thorough understanding of our American economic system.

These are our suggestions. I appreciate the opportunity to pass them on to you, for we of industry are your customers, so to speak. And if we are to meet the increasingly complex demands of the business and industrial world, then the closest cooperation between business and counseling is essential.

THE DEPARTMENT OF EMPLOYMENT

Shirley Wilson

I don't see the employment counselor involved in any unique way with the individual who wishes help in planning for his vocation. Lofquist and England, in their problem-oriented book on counseling titled Problems in Vocational Planning, see vocational counseling as a process that is essentially the same in different settings, whether it be that of the rehabilitation counselor, the student counselor, the hospital counselor, the employment-service counselor or the adult counselor in the private agency. In all of these situations, they maintain, the emphasis is on vocational planning. But even if the process remains the same within this vocational orientation, we need to know the whys and wherefores of our own setting -- what our goals are, how we hope to achieve them, and why we are so engaged in the first place. The authors then define vocational counseling with very close attention to the terms of the definition. Though my time is too short to do much more than restate the definition for you here, it represents to me the ideal toward which we who work in the public employment agency are striving.

Vocational Counseling is a continuous learning process involving interaction in a nonauthoritarian fashion between two individuals whose problem-solving efforts are oriented toward vocational planning.

The professional vocational counselor and the counselee with a vocational problem are concerned not only with solution of the immediate problem, but also with planning new techniques for meeting future problems. While the counselee has need for anxiety-reduction concerning his vocational problem or set of problems, psychopathology is not involved, and the counselee is capable of learning new attitudes and appraising vocational reality with reference to his unique assets and liabilities without first requiring a major restructuring of his personality. Psychotherapy may result in some measure, but vocational planning, not psychotherapy, is the primary aim of the process. The vocational counselor serves in this learning process as reinforcing agent, facilitator of the counselee's activity, resource person, and expert on techniques for discovering additional data relevant to the vocational planning. The counselor, too, learns continuously in the process, but keeps his need-satisfaction demands subservient to those of the counselee. Thus flexibility and change in the vocational counseling process is not limited to the counselee. The counselor is continuously engaged in making a series of predictions from the moment of the initial referral based on a series of hypotheses which are proposed and tested throughout the process.

Before the vocational counseling process can begin to operate effectively, there must be an establishment of mutual acceptance and understanding. This is more than surface good-feeling, and may be quite different than apparent rapport. It involves such things as

empathy, a willingness to allow individuals to differ, a respect for human dignity, a focus on the uniqueness of the counselee, an expectation and willingness for participation on the part of the counselee, an absence of cynicism on the part of the counselor, and a conviction (based on fact) by the counselor of his own competence as a professional person.

I would like to examine now what unique contributions the Employment counselor can make not to the individual but to the vocational guidance team. In the first place, we offer our expertise in the area of current labor market information. We possess or have easy access to a wealth of information which we're eager to give you and your students through talks and films. One of the most helpful sources of vocational information available to you is our Occupational Guide series. The guides give basic occupational information and labor market information valuable to both counselor and student. They are kept current within a three-year span, and there are now 410 guides in print which have local salary information and employment outlook. They cover many of the occupations which are taught in the schools and we encourage suggestions from teachers for new guides. You are in the front line, so to speak, and get the questions to which we should supply the answers.

The guides are prepared by our Research and Statistics Section, which also compiles and distributes a large amount of data on employment and unemployment. One popular publication is a monthly summary

by county of new employment opportunities throughout the southern area. Another publication of interest to counselors is a quarterly report of surplus and shortage occupations in the southern area, also by county. Research and Statistics compiles also a checklist of labor market information on southern California. It is very easy to get on Research and Statistics' list -- their mailing list, that is -- and you would be in very good company. Most of the major firms in the state receive these reports.

Looking to the future, the San Diego County Department of Education is at work on a promising project. With a grant provided under VEA, 1963, there has been set up a Regional Center for Career Information. Our occupational and economic analysts, along with representatives from industry, are helping develop a model system to collect, convert and translate, when necessary, available economic and career information and to disseminate this material to counselors, vocational teachers, advisors, and supervisors for their work with individual students. Already, a model classification and storage system has been developed so that the material is readily available in the form of aperture cards or microfilm copies in the participating schools. In addition, a model materials-processing system and a model information resource center are located in the facilities of the County Department of Education. One of the basic objectives of the project is to provide <u>really</u> current information on careers both to those pupils presently enrolled in vocational education programs and to those pupils who are not enrolled in vocational education but who will be entering the labor market upon graduation.

THE TECHNICAL INSTRUCTOR

Jack Michie

The Teacher:

1. Identifies needs and prepares students to meet these needs in the particular area of instruction.

2. Helps students determine their "fit" with regard to the vocational area, and directs them to other areas if it seems in the best interest of the student.

3. Supplies counselors with information about the area of instruction with which the teacher is most familiar.

4. Supplies counselors with information about students which will aid the counselor in working with any particular student.

Major Problems:

1. The time factor works to the disadvantage of youngsters. Sampling to any great extent is a luxury which most cannot afford. Thus, many are forced to remain in an area which might not be suitable.

2. Adequate information about an occupational area is often obscure, and students frequently do not know where to obtain information. In many cases students are unaware of the existence of an occupation.

3. Other areas, often referred to as "academic," frequently serve the function of primary discouragement, i.e., cause students to lose confidence and face continuing failure.

Changes Necessary:

1. A new approach to counselor preparation is needed. Perhaps a team approach to the question of vocational guidance should be included.

2. Curriculum should give the student adequate opportunity to sample many areas within a family of occupations. The "Building Construction" program at Orange Coast College is an example of a step in the right direction.

3. Community image and resultant student attitudes toward vocational education must be changed. Vocational Education should be removed from the "or else" category.

4. Work Experience is a real key to a successful program; it should be developed in each program.

CASE STUDY DISCUSSIONS

John L. Buller, Chairman

Group Leaders

Roy Apple
Don L. Jones
James G. Soules
William A. Stanton

Question: WHAT IS THE ROLE OF THE COUNSELOR?

Answer: To assist the individual to analyze his abilities in relationship to his vocational choice (test scores, attitudes, personality characteristics, etc.).

To assist the individual to analyze his past experience and formulate his vocational goals (grades, work experience, peer relations, etc.).

To direct the student to vocational resource personnel.

To provide resource services to other members of the vocational guidance team.

To provide work experience for students.

To improve the image of vocational education.

To be thoroughly familiar with the jobs in his counseling area.

To make use of community resources.

To conscientiously follow up his students.

To identify the specific problems of the student.

To get background information in areas other than vocational education.

To discourage the student from going to a four-year college, if necessary.

To encourage the student to stay in junior college another year or two.

To obtain and make use of relevant information regarding the student's family, especially the father.

To call the teaching team together to consult on problem students.

To be a vocational specialist and, if the school is large enough, to be one of many vocational specialists.

Question: WHAT IS THE ROLE OF THE INSTRUCTOR OF TRADE AND TECHNICAL EDUCATION?

Answer: To assist the student to explore occupational fields related to the teacher's instructional area.

To provide specific employment information relative to apprentice programs and other industrial training opportunities.

To provide instruction relative to job adjustment and industrial expectations.

To up-date and transmit pertinent occupational information to other members of the guidance team.

To appraise the student's abilities and advise him accordingly, in cooperation with the counselor.

To determine ways to motivate students.

To place students in work-experience programs.

To invite industry to speak to classes.

To remain current in skills and abreast of employment trends.

Question: WHAT IS THE ROLE OF THE DEPARTMENT OF EMPLOYMENT?

Answer: To communicate the current "employment outlook" in various areas of the state to the guidance team.

To provide a projected "employment outlook" for a five to ten-year period.

To provide referral services for students seeking vocational information.

To provide the guidance team with current information pertaining to major employment trends within the specific geographical area.

To get through to students emotionally.

To have the student take additional tests and have him complete job applications.

To devote special attention to drop-outs.

Question: WHAT IS THE ROLE OF THE STATE DEPARTMENT OF EDUCATION?

Answer: To collect and disperse new ideas in vocational guidance to school districts.

To provide designs and assist in getting funds for vocational guidance research.

To organize in-service vocational guidance programs (state resource personnel).

To collect and disperse vocational guidance data.

To reorganize credential requirements.

To define and publicize the vocational program and the "team" concept.

Question: WHAT IS THE ROLE OF INDUSTRY?

Answer: To provide schools with specific information pertaining to immediate and future personnel needs.

To provide the guidance team with information pertaining to the up-grading and lateral movement of opportunities within specific entry occupations (Southern California Edison Company, etc.).

To communicate realistic personnel needs in light of current and future employment expectancies.

To provide part-time work for students interested in work related to occupational goals.

To facilitate the use of industry personnel in instructing teachers.

Question: WHAT IS THE ROLE OF THE COORDINATOR OF TRADE AND TECHNICAL EDUCATION?

Answer: To provide resource services within the educational institution (students, instructors, counselors, etc.).

To continually up-date and publicize information regarding industrial employment needs within the educational institution.

To relate the essences of advisory committee meetings to the vocational guidance team.

To conduct and/or coordinate follow-up and research studies relative to specific technical programs (immediate need, future need, and related employment areas).

To phase out obsolete programs.

To coordinate in-service training for teachers.

To make periodic, scheduled visits to other members of the team.

To conduct public relations.

To provide leadership for the guidance team.

To delineate vocational education to non-vocational coordinators.

To set up work-experience programs.

To make industry more receptive to the product of the schools; to "keep the doors open."

To provide facilities, equipment, and information for teachers and counselors at all grade levels.

WAYS AND MEANS

STATE PROGRESS REPORT

C. Kent Bennion

At this time I would like to report on the State Plan for Vocational Education, on reporting procedures, on the Statewide Study of Vocational Education, on Work-Study, on the Research Coordinating Unit, and on VEA projects for fiscal 1967.

State Plan

Because of changes in the outlook for new state plans by the United States Office of Education and the impending study of vocational education, the State Board staff is recommending that the present Interim California Plan for Vocational Education be extended from July 1, 1966, to June 30, 1968, with certain amendments. This procedure, along with the proposed amendments, was reviewed by an ad hoc statewide advisory committee just last week. A few minor adjustments were suggested and these are being incorporated into the informational draft of the State Plan that will be presented to the State Board at its meeting in May.

The following amendments are the primary ones that affect our program of vocational education as it now operates:

1. Section 1.2 would be changed to authorize the State Board to establish a State Advisory Council for Vocational Education as an official advisory body to the State Board. This amendment would indicate the kinds of people who would be on this council.

2. Section 1.32 would be altered to allow the allocation of VEA funds to local educational

agencies by official applications and budgets also rather than by the project method alone.

3. Section 1.5 would be changed to identify more clearly the qualifications of local directors of vocational education and of supervisors and teachers in specific areas of vocational education. This section would also be amended to include the duties and qualifications of personnel in the new Bureau of Vocational-Technical Education, Junior Colleges; and the Research Coordinating Unit.

Reporting Procedures

The continuing need to evaluate the program of education for which we have responsibility requires that we report the important facts of these programs on a yearly basis. This year we will have to continue to report vocational education programs using different forms, outlines, and due dates based upon the Bureaus and the source of the funds. We hope to arrive at a uniform reporting procedure for all vocational education soon. The VEIS study this year is one step in that direction, and we hope to take another step this summer by employing a special blue-ribbon committee to devise a uniform funding system for vocational education in California.

The report forms and information on VEA projects will be sent to participating school districts by May 1 with the request that statistical and descriptive reports be returned to the regional offices by May 31 and fiscal claim forms be submitted to the State Director's office by July 31.

Another report, called "The Projected Activities Report,"

is now required by the United States Office of Education from each state before federal funds can be released to the state. In this report, we have to indicate how the funds will be used in the coming year and justify this use by employment and economic data. If you know of new or expanded programs in vocational education that your district will be involved with next year, please communicate this information to the state staff.

Statewide Study of Vocational Education

The State Board, at its meeting last week, authorized the State Director and his staff to proceed in the implementation of Phase III of this study. In order to carry out this part of the study, we will now begin contacting persons and firms which would be capable of accomplishing this research effort in the next eighteen months. We will keep you informed as things progress.

Work-Study

There has been such an increase in the number of work-study projects that we have now encumbered all of California's allotment for fiscal 1966. We plan to contact each school district with a work-study project and ask them to review their planned expenditures and declare any amounts that they will not be able to use. In this way we hope to obtain more funds to assist other schools with work-study projects.

Once again let me caution you that students employed in the

work-study program must be enrolled or accepted for enrollment in programs of vocational education that meet the minimum standards of the State Plan.

Research Coordinating Unit

During this fiscal year, there will be over one million dollars spent in California for research in vocational education under Section 4(c) of the Vocational Education Act of 1963. Within the next two months we hope to employ personnel to begin a research coordinating unit in the Vocational Education Section. These professional research people will be available to assist school districts in the design and evaluation of research projects. They will also serve as a clearing-house for all research in vocational education throughout California. Through a tie-in with Ohio State University's research center, we will have access to vocational education research on a nationwide basis. With all this research effort we will also expect this unit to keep us informed by way of abstracts or releases of pertinent information and programs in vocational education.

VEA Projects for Fiscal 1967

We received approximately 1300 VEA projects by April 4, and during the next few weeks we will be engaged in a large reviewing process. We hope to notify school districts early in June concerning the funding of their projects.

PROBLEMS AND PROGRESS IN PROGRAM PROJECTIONS
OR
COMMON CONSIDERATIONS FOR CONTEMPORARY CURRICULA

Mack Stoker

I've seldom been so alliterated as in these two titles.

And incidentally, the first one -- Problems and Progress in Program Projections -- suggests some chores for you. The narrative report which you have made for years as part of your annual report is now to be augmented by a projection of what you are going to do next year. You'll get the dope on this, along with report forms, early in May. VEA annual reports will be due May 31.

And then I look at that second title. I got really carried away with that -- "Common Considerations for Conjuring up Contemporary Curricula Cunningly Contrived to Contribute to Consumer Capability" -- or something.

But alliteration aside, these titles which Bruce whipped up for me do indicate the things we want to talk about.

We know that vocational education is facing some problems and some decisions. You're all familiar with the credential hassle, the rumors of reorganization -- I don't know anybody who isn't about to be reorganized -- and the infusion of partisan politics. And then there's the projection that one-half of MDTA money next year is to be spent on OJT. We've talked about these before. Today let's talk about some of the things we might do to escape serious injury or even

to take advantage of the confusion. We might improve our capability to serve the kids and adults who want to improve their job competency.

One of the things that should be a big help to us in mining answers is the up-coming study of vocational education. This has been discussed with the vocational committee of the State Board of Education and with the Board in official session. It has now been decided, at least tentatively, that the study will be contracted to a commercial research agency. It is expected to take two years and should provide data for basic decisions which will determine the direction and parameter of vocational education in the years ahead.

There will also be a committee of "experts" this summer studying our reimbursement system. We hope that one result of this study might be a common reimbursement pattern for all bureaus. More about that later.

Another study which may have serious and far-reaching effects on vocational education is the Big City Manpower Review. This is really a number of studies, with three-man teams spending a minimum of three months in such big cities as Los Angeles and San Francisco. Each of the teams is composed of a representative of the Department of Health, Education, and Welfare; the Department of Labor; and the Office of Economic Opportunity. Their announced purpose is to examine the functioning and interrelationships of all agencies involved in skill centers and other projects aimed at aiding the disadvantaged. The

recommendations of the teams just might influence the allocation of funds by Congress.

The men assigned to Los Angeles are George Davis, H.E.W., Chairman; Richard Amador, O.E.O.; and Vernon Sheblack, Labor.

The San Francisco team consists of John Walsh, O.E.O., Chairman (Not the John Walsh formerly with H.E.W.); Albert DeMond, H.E.W.; and Don Roney, Labor (detached from California State Employment).

I might note that since the Leadership Development Conference I have met with the Los Angeles team and have established frequent telephone communications. It is too early to guess what the report will be like. When we're being watched by this many people, it seems as if we'd better start thinking about some "Common Considerations." If we in vocational education can agree on what we want and where we want to go we can be an important agency for a change. Basic to an effective coordinated effort is an agreement among the bureaus on a reimbursement pattern. Such a pattern was one of the first matters to which we regional supervisors in Southern California addressed ourselves when we started holding periodic informal meetings some two years ago. We found more similarity than we had expected. The homemade chart attached will give you an idea. Let's take a look at the commonality of the reimbursement patterns for some major items, starting with teachers' salaries. The Bureau of Agricultural Education reimburses in terms of units of instruction -- plans A, B, and C. It also

reimburses teachers' travel expenses and extra summer employment (the summer duties are similar to what the Bureau of Industrial Education calls coordination). The Bureau of Business Education did not reimburse business teachers before the passage of the Vocational Education Act of 1963. Distributive education instructors are reimbursed 50% for the first three years of a new program. New teachers in distributive or business classes draw 25% reimbursement under VEA. In Home Economics, day teachers draw reimbursement in terms of full-time teaching units; evening teachers by class hour. Under VEA, districts are reimbursed 25% of the salary of new instructors, as in all other bureaus. In Industrial Education, new VEA instructors draw 25% of salary. Practically all others are reimbursed by class hour. (For last year this was approximately $1.00 per hour.) In all, across-the-board projects under VEA districts are reimbursed 25% of the salary of new teachers.

Bureau patterns regarding other reimbursable items may be read from the chart. Currently all bureaus pay up to 50% of supervisors' salaries under VEA. The Bureau of Industrial Education, in other than VEA programs, has for years paid 27% of the supervisors' salaries.

From the chart it should be apparent that it would not be impossible for all bureaus to conform to a common pattern of reimbursement. This would make it possible to use one set of application forms and annual reports. Local administrators would have to learn only one set of reimbursement rules.

Reimbursable Items	Agriculture	Business	Home Economics	Industrial	Across-the-board
Teacher's Salary	Unit of Instruction (3 different places) VEA 25%	50% for 3 years VEA 25%	Evening Classes by Hour Full-time Unit VEA 25%	Per Hour VEA 25%	25%
Coordination	Summer Employment of Instruction for Non-instruction duties	50% Teacher Coordinator 3 years	No	% of Salary	VEA
Supervision	In 3 Districts Only	VEA	No?	% of Salary	VEA
Equipment	VEA	VEA	VEA	VEA	VEA
Guidance	VEA	VEA	VEA	VEA	VEA
Curriculum	Contract	VEA and Special Projects funded with Barden Money	VEA & Regular	VEA & Regular	VEA
In-service	State Supervision	Workshops Conducted by State Staff or Other Specialist	Not Using VEA	VEA & Regular	VEA
Special Project	VEA	VEA	VEA	VEA	VEA

CONTEMPORARY PROGRAMS

JANE MILLS: CHAIRMAN, COASTAL AND CENTRAL REGIONS

DOROTHY W. STONE: CHAIRMAN, SOUTHERN REGION

BUSINESS EDUCATION

Brenton R. Aikin

We can define business education more handily if we divide it into three categories. The first of these is office occupation education, by which we mean occupations involving collection, reproduction, processing, storing and dissemination of business data. Distributive occupation training includes occupations involving distribution and merchandising of goods and services from the manufacturer through to the consumer. Finally, management education involves the decision-making function applied to business enterprise. There have been many and varied changes in all of these areas.

In the area of office occupations, we are re-examining the curriculum in terms of its current adequacy. Through complete analysis of labor markets and student population, and through use of advisory committees, we are identifying the cluster or family of occupations to which training will be oriented. We are also defining the occupation or occupations in terms of the skills and competencies involved. Implementation of the program within the school framework is the natural corollary to this process. In the so-called "Big 3" office occupations (clerk-typist, stenographer, general office clerk), for example, an instructional program is being developed around the "core" of common skills. The development of special skills on an individual basis and the creation of

programs for low-ability students are being emphasized.

We should take note also of the trends in programming in office occupations. In the first place, there is a tendency to place vocational curricula close to graduation. Also, articulated programs for grades 10 through 14 jointly with the junior colleges and advanced placement programs with the junior colleges are beginning. The area of specialized programs, too, has been expanding. High schools and junior colleges are evolving medical (high demand), legal, and technical clerk-typist programs. Data-processing programs at all levels are on the increase, as are work-experience programs; the latter means experiential education at its best, from the standpoint of vocational skill as well as counseling advantage. The horizontal coordinated curriculum (pre-tech) is in the order of things to come.

The area of distributive occupations, too, is undergoing change. There has been a definite increase in the number of cooperative method and project method distributive programs. By cooperative method, we mean a one-hour control class coupled with on-the-job experience; by project method we mean a one- or two-hour control class coupled with individual assigned projects in the student's area of interest. Also increasing are merchandise-handling occupations (shipping, receiving, warehousing, etc.). There are more and more short-term skill courses in sales and merchandising areas for both the in-school and adult populations. Special programs, e.g., service station attendant, grocery checker, are on the increase.

In the area of management training, there are many more junior college and adult programs than ever before, and we expect the number to increase substantially.

In all three areas of business education, there are new trends in methods of instruction. One of these trends is the increased emphasis on individualized instruction at all levels in all courses, including programmed base-programs (both written and sound/sight) and programming of students in specialized areas of skills. Another innovation which breaks traditional patterns is the increased use of blocks of time, e.g., 2-3 hour sessions which combine instructional units into flexible programs (office machines, office practice, clerical practice, advanced skills seminar, transcription combined into one block). Also conspicuous is the more sophisticated use of the audio-visual approach to instruction. The overhead projector, film-strip projector, tape recorder, etc., are seeing more extensive use, as is the steno-lab, which research indicates may reduce shorthand to 180 hours for job-level proficiency. The lab is being used in other courses in a variety of applications (remedial, specialized individual instruction, etc.). Finally, more attention is being paid to basic skills such as communication, mathematics, and personality development.

We should also mention innovations in equipment and facilities. Equipment in use is constantly changing; more districts are leasing more sophisticated equipment. The electric typewriter is established

now as a necessity. There is increased mobility with equipment within the district, even within the county, on a rotating basis. In facilities, the keynotes today are flexibility of rooms and lay-outs for multiple-use applications and realism in terms of actual working conditions.

Of course, the process of change has its attendant problems. They include the need for far more in-service teacher-training, for more and better counseling, for current research in curriculum and methods to be disseminated at the operating level, and for more involvement of community resources (advisory committees, public relations, etc.).

HEALTH OCCUPATIONS

Celeste D. Mercer

Since I have recently made several presentations related to the expansion of health careers, I have a feeling that this audience might soon echo that old refrain of "It seems to me I've heard that song before." But this time I'm going to focus on the theme of this series of conferences and get down to brass tacks.

Just what is it you need to know to develop some of these programs? I think by this time you know, for this is 1966 -- the year of our Lord, Medicare and the Casey bill. You have been alerted by such publications as Bob Kinsinger's Health Occupati ns -- An Overview and by the recent Manpower Study by the State Department of Employment. If you are not familiar with these publications I will share the source of the supply during the section meetings, but all of you do know the need is now. The questions that still provoke us relate to:

1) Which programs need to be developed in my community?

2) Where should these programs be developed? In the junior college? In adult education? And increasingly I am asked, "What can be developed at the high school level?"

3) Why do we meet resistance from the professional group in some instances? A need is identified and MDTA funds are available, but program development lags or continues to meet obstacles.

I have some thoughts I would like to share with you on all three

questions.

In answer to the question of which programs need to be developed in your community, there is no specific reply which applies to everyone. The answer can only be found in the community itself, but it need not be limited to what your community can tell you. An advisory group can provide an opportunity for dialogue between the health services group and the educational resources of the community. Planning should be regional as well as local. I'm in the process of learning more about the kinds of information the educators can provide to the community myself. At the C.I.E.A. convention, recently, I had the opportunity to talk with Dr. Franklin Keller -- a delightful gentleman, semi-retired, who is currently serving as consultant to a Stanford research project which is titled "Flexibility for Vocational Education Through Computer Scheduling." Thru Dr. Keller I learned more of what is being done at the high school level in other states. He tells me that vocational education at the high school level in health occupations is highly developed in North Carolina; I've written to this state for more information. We know New York has practical nurse education at the high school level. The U.S. Department of Labor has a publication called Future Jobs for High School Girls (Pamphlet #7) that you may wish to review for other ideas. I would like to ask you what information you have about new programs. This area is one that we in education need to develop in order to demonstrate leadership in the community. The community does not always know what the

potential for program development is; vision may be limited by vested interests and traditional programs. Any expansion in health careers implies an expansion of traditional concepts and requires interpretation of the program as a primary step in its development. It might be most profitable for our section to explore:

1) Where we can get the information we need

2) How we can communicate it most effectively

In relation to which educational resource can best provide the program, there are other areas to explore. We know the R.N. program is limited to the junior college, but could the high school offer a curriculum which might help to recruit for this program? This possibility applies not only to the R.N. program, but to other health occupations developed at the junior college level. So we must think about program articulation for transfer to the junior college as well as about the occupationally-centered curriculum leading to a job for the high school graduate. Bush and Allen have written a book titled A New Design for High School Education which provides the base for the research project I mentioned at Stanford. It encourages experimentation and change. I have a copy of this text with me; you may want to look at it for other ideas.

Another question I mentioned relates to the resistance offered by some professional groups to program development. I had an experience this past week that may show you what I mean.

A gentleman called on me and said, "Can you help? The need for more LVN's is identified, money is available. But the community has said a flat "NO" in the past. I don't like to see us fail again. Why can't we promote a program here?" Then he proceeded to show me some data related to the development of LVN programs in another community. As we explored the nature of these two communities, it became quite clear to both of us why the program lagged in the one area and expanded in the other. The key to the resistance was linked to the number of other students already in the hospital arena as well as to the kinds of specific experience needed by student vocational nurses (in fact, all nurses), namely, the care of maternity patients. This experience is becoming increasingly difficult to obtain because of emphasis on planned parenthood and the development of more effective pills and devices necessary to achieve this goal. In a few words, the resistance is linked to program understanding. Data related to "other" communities serves as a red flag to the professional, unless in its interpretation there is a demonstration of this understanding to the professional groups concerned. This then opens the door for better communication, as there could well be gaps in understanding on both sides.

Do you have a gaposis? Come to the section meeting and perhaps the members of the group can provide the thread of understanding that may make the difference in your own community.

HOMEMAKING EDUCATION

Similarities and Differences

Among Vocational Education Programs

Maurine Vander Griend

Most of you attended the first meeting for vocational directors in Fresno last February, and subsequently attended a series of leadership training meetings to hear formal presentations and to meet and work with regional supervisors of the Bureau of Homemaking Education. In the few minutes I have, I would like to call your attention to some similarities and some differences in the various vocational education services. You are aware that the Vocational Education Act of 1963 is forcing educators to think of vocational education as a whole, rather than to limit it to the traditional subject matter areas.

All of us work within the same framework of federal acts. However, the law states that ten percent of the George-Barden funds allocated to home economics must be used for gainful employment education. This helps clarify two major objectives for home economics: Training for useful employment and homemaking education and gainful employment education related to home economics. In all phases of our work -- in-service instruction, pilot and experimental programs, and research -- the existence of two programs with basically different purposes must be kept in mind. At present, the law also states that the Smith-Hughes monies allocated to home economics education must be

used to train out-of-school youth in classes which consist of 144 hours or more. This is our program for homemaking education ("useful") for adults.

The philosophy of vocational education is to train people for a particular job -- in agriculture, in trade and industry, in business, and in homemaking. It has been traditional in homemaking education to train people in the skills needed for family living, but now homemaking education is concerned with training people for jobs related to home economics.

Although vocational education is offered in high schools, in junior colleges, and in adult classes, there are different emphases at different levels. Currently, homemaking education courses are given mainly in the high schools, as are trade and industrial education courses, formerly almost exclusively taught at junior college for adults or out-of-school youth. We are challenged, therefore, to look closely at the two-year home economics program of the junior college, and especially at that phase concerning gainful employment.

Curriculum should be selected with the changing conditions of the modern world in mind. The number of women workers has increased, homes have changed from producing to consuming units, mobility has increased, and leisure time is more abundant. There are more young marriages and more divorces. We are in the midst of an explosion in population and in knowledge. Curriculum selection should also be

based on labor trends and the occupational outlook. Course work is planned around job analysis, job market, job description, location of work, working conditions, qualifications required of employees, and fringe benefits. Aid from advisory groups from the community should be sought in the planning and operation of any program. These facts are true for all services.

These changes mean that homemaking education must place greater emphasis on relationships and management. Thus, the year-long senior homemaking class in the high school deals primarily with human development and consumer education (relationships and management). There is increasing interest, premised on the expanding needs of families, the professions, and business and industry for services, in the homemaking curriculum as it relates to gainful employment.

All vocational education services recognize the importance of some type of pre-employment training or education. Agriculture education, for example, is most effective when projects on the farm are included in the training plan. Trade and industrial education requires some apprenticeship training. In homemaking education, students materially benefit from various home and community experiences.

All of us in vocational education need to work with many teachers at educational institutions to clarify credential qualifications, to arrive at common understanding of terminology, and to draw up programs for selection of trainees. Teachers in all fields of vocational

education should recognize the need to work with other subject areas and disciplines. Home economics teachers are learning what contributions the health education teacher, the social science teacher, and the art instructor can make to family-life education. Though we are operating on different reimbursement plans and are allied to different teacher organizations which have definite plans within that particular field, there are yet many ways in which we can communicate and work together to strengthen all programs.

What do we see in the future for home economics instruction? Preparation for homemaking and family life, i.e., for the job of homemaker, will remain a major purpose. Surely the need for continued and expanded education in that important area can be seen in the complex and demanding roles of family members today. It seems certain that there will be a rapid development of gainful employment education related to home economics. Both areas demand more creative approaches, more research, and more action.

With cooperation and with understanding of our objectives, similar and different, home economics instruction will continue to move forward and to be a vital part of vocational education.

FIRE TRAINING

Edward W. Bent

Our fire training program is one of the most unique programs in the Department of Education because we do instructional work. In the few minutes I have with you, I would like to give you an overview of this program.

Our state is divided into eight regions, and at present we have an instructor in all but one of them. These seven instructors have numerous instructional responsibilities, specific to their local areas. Each instructor works with instructors in the local fire department, the California Division of Parks and Beaches, and others. Thus, in addition to working with local instructors to build the local program, our men work with the local fire people and even with local government to iron out any particular problems the area may have. We work for the community-at-large, also, speaking to the local schools, PTA's, service clubs, women's clubs, etc. We hold fire drills. We are available for consultation.

Our men can and do go into any organized department. We offer twelve different courses, each of which any of our instructors is capable of teaching. The length of these courses varies from fifteen or eighteen to thirty-six hours, and the courses run the gamut from basic training to fire strategy, arson, fire control, company administration, office training, and so on -- a wide range of activities.

The demand for our services has been tremendous; we have had 615 requests from local departments.

In addition, we run six special statewide fire training programs every year. The last of these programs saw the completion of our fourth fire control school. With 810 registrants, it was the largest program of its kind held anywhere in the world. You might be interested to know, incidentally, that we invited seventy-five Mexican firemen to come to the program at our expense. We told them that if they could get to the Mexican border, we would house and feed them. We only expected one-third of the invited firemen to accept our offer; instead, some seventy-five traveled to participate in the program. And all this cost the taxpayers nothing; the Fire Service donated the money.

We have several more exciting programs in the weeks ahead. This month, we are running our first Fire Alarm School in Fresno, and we expect in attendance two hundred and fifty men responsible for operating and maintaining local fire alarms.

In May, we will have our fourth Fire Training Officers Workshop, in which we will give further instruction to the local training office in order to upgrade it. We expect over three hundred men to participate in this program. In June, our Fire and Arson Investigators Seminar will be held on the Davis campus; we anticipate over two hundred and fifty men, including policemen and firemen. Our Fire Prevention Seminar, in conjunction with the Riverside campus of the University

of California, will be presented to two hundred men in that locality in July. Finally, in October we will be running another Fire Staff and Command School to which we will bring chief officers from all over the state. We will emphasize here the events and procedures in all major disasters -- floods, earthquakes, etc. -- for which the fire chief officer has great responsibility.

This then, in a nutshell, gives you an idea of some of the work our Service does.

SMALL GROUP DISCUSSIONS

Jane Mills, Chairman

Agriculture (No Report Submitted)

Business Education (No Report Submitted)

Home Economics

Question: HOW CAN WE ESTABLISH A MORE MEANINGFUL RELATIONSHIP BETWEEN THE UNIONS AND JOB TRAINING?

Answer: We must include union representatives in the advisory council.

Industrial welfare must be appraised of the job to be done in training future employees. Students in food service, for example, could be paid a minimum fee (50¢/hour and meals = minimum wage). Pay may be put aside for the union initiation fee until the students are ready for employment.

Question: WHAT IS OUR MOST PRESSING PROBLEM IN TERMS OF PROGRAM DEVELOPMENT?

Answer: Curriculum development for occupational training at the high school level, especially for home health aid, is needed.

Health Occupations

Question: WHAT ARE SOME OF THE OBSTACLES TO THE DEVELOPMENT OF NEW PROGRAMS?

Answer: There is resistance against the establishment of several programs, notably that of home health aid. Medicare specifies that the home health aid must be working under the supervision of a health agency. Thus the Public Health Agency must be persuaded, through pressure and/or clarification of needs and provisions under the Medicare program, to

cooperate in the training of these needed personnel.

Question: WHAT IS BEING DONE TO DEVELOP A TRAINING PROGRAM FOR HOME HEALTH AIDS?

Answer: The Home Health Services Committee of the California League of Nurses has defined the role of the home health aid and has developed a curriculum for same which has been approved by both the State Department of Social Welfare and the Public Health Agency. A curriculum and duty list may be obtained from Mrs. Mercer.

Question: WHAT IS BEING DONE TO DEVELOP A TRAINING PROGRAM FOR NURSING AIDS?

Answer: The California Hospital Association and other agencies have developed a curriculum. Information can be secured from the regional offices.

Question: WHAT IS THE STATUS OF THE L. V. N.?

Answer: There is some conflict about the legal authorization of the use of licensed vocational nurses. We should be aware of the attitudes of the medical and nursing professions in this regard.

Question: CAN A NURSING AID PROGRAM BE OFFERED AT THE HIGH SCHOOL LEVEL?

Answer: Yes. Besides providing a pool of trained aids, the program can be an effective recruitment tool for other health fields.

Question: WHAT ABOUT A TRAINING PROGRAM FOR ORDERLIES?

Answer: The nursing aid curriculum can well be accommodated to the training of orderlies.

Question: SHOULD THE PRESENT CREDENTIAL STANDARDS BE ADHERED TO?

Answer: Credential standards must be maintained in the health services because an R. N., for example, will have access to persons and facilities important to the success of the program.

Fire Training

Question: DO WOMEN HAVE MANY JOB OPPORTUNITIES IN THE FIRE SERVICE?

Answer: Women may work as dispatchers and alarm operators. There are also openings in fire prevention.

Question: WHAT IS BEING DONE IN RECRUIT TRAINING?

Answer: In the Foothill district in Los Angeles, eighteen cities worked through Pasadena City College in a recent five-week training program. Each city sent and paid one or more instructors.

Question: WHAT ABOUT THE POSSIBILITY OF CENTRALIZATION?

Answer: I want one central location to teach everybody; in fact, I hope we'll eventually have a state fire academy with housing facilities, etc.

Question: DOES FIRE SCIENCE MAKE INFORMATION AVAILABLE TO COUNSELORS IN THE JUNIOR COLLEGES?

Answer: One of my staff is on full-time for junior college now; his job is to develop information for counselors. We hope to have one fireman in each area who can go to the college and speak to the counselor regarding counseling techniques, etc., -- a man who is trained as a counselor but who is a fireman. The Highway Patrol does this.

Question: WHAT CAN HIGH SCHOOL COUNSELORS DO IN THIS AREA?

Answer: The high school can't do much because most entry-level jobs in fire training require age 21. But there are openings for related occupations such as appraisers, apparatus and equipment salesmen, etc. The high school might move into these areas.

Question: WHY DON'T WE RUN MORE PRE-SERVICE ADULT CLASSES IN LIEU OF JUNIOR COLLEGE CLASSES?

Answer: We would have to run them in the evening because these men would have daytime jobs. But more than that, the teen-ager has the interest; we try to capitalize on this fact.

Question: HOW MANY JOBS ARE AVAILABLE?

Answer: In fire science today, we are hiring 1000—1200 firemen each year. This figure includes both expansion and replacement (many firemen retire each year). We have less than a 2% turnover.

Question: HAVE THE REQUIREMENTS FOR ENTRY-LEVEL JOBS BECOME STIFFER?

Answer: Several fire departments require an A.A. in fire science before the applicant can even take the entrance exams. Several departments are establishing higher requirements for promotion. I'd like to see area planning so we can guarantee jobs.

Question: CAN THOSE WHO GO INTO A RELATED FIELD BEFORE AGE 21 EXPECT TO GO INTO THE FIRE DEPARTMENT LATER?

Answer: Yes. What's more, their former experience, e.g. equipment sales, is very useful.

Question: WE NEED INFORMATION ABOUT HOW THE PACKAGE FITS TOGETHER.

Answer: A few years ago, the California fire chiefs and deans of instruction got together and worked out a curriculum which is doing a beautiful job all over the state. The junior colleges are getting cooperation from the local fire people in stepping up this program.

Question: ARE THE INSTRUCTORS AVAILABLE FOR THOSE JUNIOR COLLEGES THAT WANT TO START A PROGRAM?

Answer: This is a problem. We don't have instructors in the quantity or of the quality we would like. On the state level, we are having an institute at our May workshop for teachers to develop a pool of instructors in each area. Then the junior college people can simply write our office, and we will send the name and address of a credentialed instructor in that area.

Question: ARE THE INSTRUCTORS CREDENTIALED THROUGH TEACHER TRAINING?

Answer: The problem is that the junior college can't offer teacher training. Our staff is put on the payroll of the University of California without pay. Thus the student has taken instruction from the university.

Question: WHAT CREDENTIAL DO JUNIOR COLLEGE INSTRUCTORS HAVE NOW?

Answer: Most have only part-time credentials.

Question: ARE THEY ALSO PART-TIME INSTRUCTORS?

Answer: Most of them.

Question: ARE INSTRUCTORS EMPLOYED BY YOU OR BY THE SCHOOL?

Answer: By the school. We only coordinate.

HOME ECONOMICS DEFINED

Pat Kamm

When we thought about making this presentation to you today we tried to decide what information in this short time span would be most meaningful to you as coordinators of vocational education. Yesterday, Bruce introduced the program as the score card, Bob Moses spoke of the educational team, and this will be a frank attempt to influence you as players because we are all playing on the same team and we need to be playing the same game. We decided not to emphasize some of the fringe benefits of homemaking education in favor of concentrating on the ground rules for the secondary program. I would like to step up to bat and make the first home run with a play called "What is Home Economics Education."

Home Economics is the name of the study concerned primarily with homes, families, and the individuals within these families. Thru the years, a body of subject matter and skills has been developed by applying the principles of the physical-biological sciences, the behaviorial and social sciences, and art to the problems of family living. An analysis of these problems resulted in the development of the following areas of home economics subject matter: Family relationships, child development, home management and family economics, housing and home furnishings, food and nutrition, clothing and textiles, and family health and safety.

Though home economics is not the only professional field dealing with one or more of these aspects of living, it is the only field concerned with all of them, with their interrelationships and with the total pattern which they form. It is the only field concerned with helping families shape both the parts and the whole of the pattern of daily living. The emphases that it gives to various aspects of living are determined by the needs of individuals and families in the social environment of their time.

Wesley Smith, in a speech titled "Why Homemaking Education," states:

> Homemaking education is part of the general education of all, just as essential as learning to read, to write and to cipher. The real salvation of this world will not be found in mastery of mathematics and science, but will be in the kind of human beings which populate the world, and to an ever-growing degree the kinds of human beings depend upon the family in which they are reared.

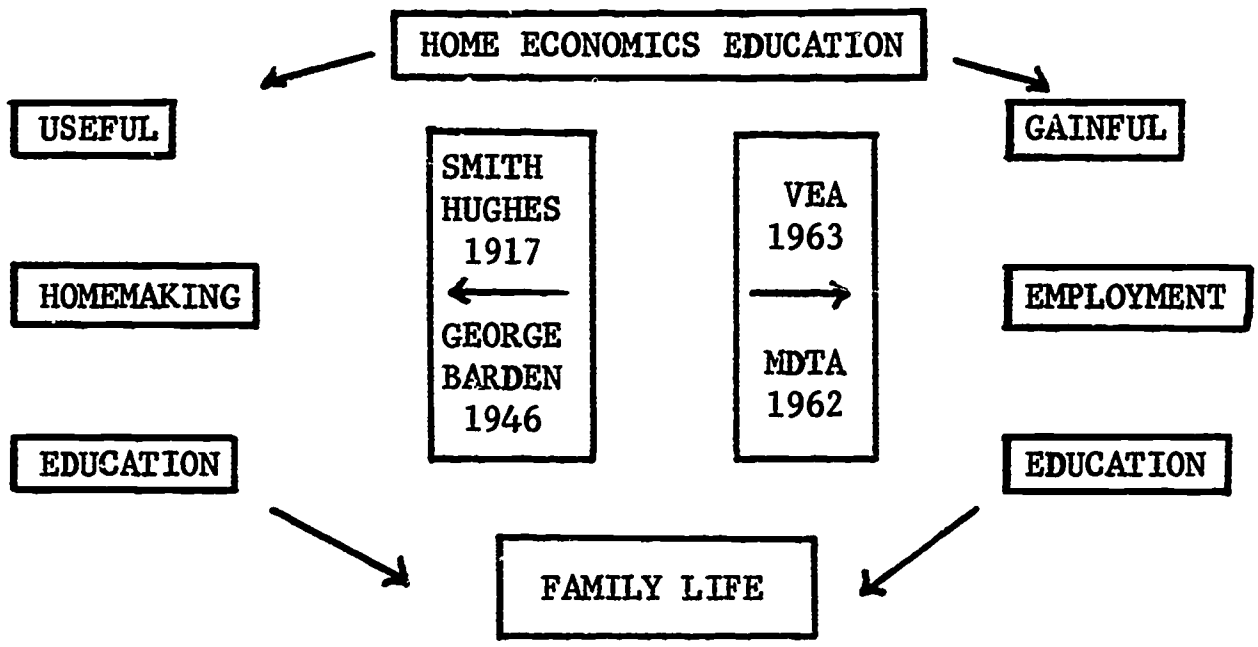
We think of homemaking as preparation for the universal job because we will all be concerned with the aspects of living included in homemaking education, if only for our own benefit. Our modern society, however, has identified the need for another kind of program we call "gainful employment;" a term taken directly from the VEA 1963. The VEA 1963 has provided the incentive for the development of courses that will prepare persons for gainful employment in recognized occupations that require the use of home economics subject matter and skills.

Perhaps you may see in the presentation today some ways that we, as coordinators, may work together to build better programs. You, in your T&I, Agriculture, and Business programs, have already been very generous in your assistance to us and we do appreciate your help.

If I haven't made a home run in this definition of home economics, I hope that I am at least safe on first base and that another member of our team can explain the differences between the two problems.

HOME ECONOMICS EDUCATION

Esther Caldwell



Training for the Job of Homemaker	Training for Gainful Employment
PURPOSE	
To train people to perform the activities and assume the responsibilities involved in making a home life for family members.	To train people in the specific skills for which employment opportunities exist.
PARTICIPANTS	
For everyone -- boys as well as girls, men as well as women -- because everyone is a contributor to homemaking.	For those with characteristics of trainability for a particular job.
CURRICULUM	
Instruction is given in all areas of homemaking education.	Only the information and skills needed to meet definite standards of performance on specific jobs are taught; this would seldom result in the use of more than one segment of homemaking education.

INSTRUCTOR

The instructor must have professional training and an appropriate credential.

The instructor must have professional training, an appropriate credential, and be occupationally competent.

DURATION

Instruction covers a semester, a year, or a succession of semesters or years.

Instruction may be given for a few weeks, a semester, or a year. The length of time is usually set by an advisory committee.

DEPTH

Skills and understandings are developed in depth sufficient for personal benefit and for use of each student as a family member and homemaker.

Skills are developed in sufficient depth to meet standards of performance for entry-level employability in particular jobs.

PLACEMENT SERVICES

None.

The school may establish a placement service, or make arrangements with the nearest office of the State Department of Employment.

EVALUATION

Follow-up of students is advisable for purposes of continual, thorough curriculum development.

Follow-up of trainees is essential. Follow-up and continual work with an advisory committee are two bases for on-going evaluation and program development.

TEACHING HOMEMAKING IN HIGH SCHOOLS

Myrtle Shrewsbury

Why Do We Teach Homemaking?

All young women will be homemakers whether they marry or stay single, become parents or remain childless, are career women or are unemployed outside the home. The major objective of the Homemaking program, then, is to prepare young women to assume the responsibilities of being homemakers and parents, in anticipation of their becoming both.

How Do We Prepare Students To Assume This Task?

Teachers help students develop attitudes, understandings, and capabilities for effective participation in the home and in those community activities that relate to food, shelter, clothing, child care, health, family life, and management.

What Is Taught In This Department And Who Decides This?

Many schools use the Curriculum Guide in Homemaking that each state department of education publishes as a primary reference for planning the units of study. This guide recommends for study the following areas: Family Relationships, Child Development, Food and Nutrition, Clothing and Textiles, Management and Family Economics, Housing, Home Furnishings and Equipment, Family Health and Safety.

These broad areas offer a tremendous scope of teaching possibil-

ities and therefore of necessity can only be treated superficially; in most cases, those areas that can be studied in depth are limited. Thus, we try to give the students a well-rounded background of understandings or concepts as a foundation for future application in new and different learning situations.

Some schools follow the requirements for Vocational Home Economics when planning to qualify for reimbursement under the George-Barden Act of 1946. This program authorizes annual appropriations to the school if the state plan is followed. The requirements are:

1. A two-year program (minimum) covering all areas of Homemaking.
2. Adequate provisions for space, equipment, and instructional supplies.
3. Properly credentialed teachers (major in Home Economics).
4. Released time during the school day for teachers.
5. A home-project requirement for each student in class designed to relate the Homemaking program with the home (teacher-supervised).

Information on this program may be obtained through the State Department of Education.

What Is The Scope And Sequence Of The Homemaking Classes?

Most schools go beyond the minimum standard in their planning and extend the Homemaking program to include three or four years. It is becoming increasingly popular to make the fourth year a Senior

Homemaking class open to any senior, boy or girl. The pamphlet, "What is Senior Homemaking?" (available from the State Department), suggests that the units of study should cover consumer education, home management and family living. The reaction to this co-educational class has been very favorable with the new awareness of need to prepare our youth for the responsibilities of marriage, home and family life.

Our school at Oceanside offers a four-year program in Homemaking with the first three years built on a system of prerequisites that involve laboratory facilities in the clothing and foods areas. The fourth year is a non-laboratory course open to other seniors as well as to Senior Homemaking majors, with no other prerequisite.

Revisions in our curriculum to meet the changing needs of our times are urgently needed. We are currently working towards a basic two-year program that will provide the background for the development of skills and understandings the students need, four new semester-classes in special areas that can be studied in more depth, and a Senior Homemaking class for senior students with no previous Homemaking background. More and more, we want these classes to become coeducational as funds are available for more facilities and more teachers.

<u>What Facilities Are Needed To Teach Homemaking?</u>

We begin by recognizing that adequate and functional facilities will aid learning. For the Homemaking department such facilities should include flexible rooms that can accommodate several areas of

instruction, adequate storage that is carefully planned and arranged so that materials are readily accessible, and specialized equipment that is up-to-date and, whenever possible, portable. The emphasis on food and clothing in past and present Homemaking curriculums has required th special laboratory facilities in these areas be provided. As modern technology changes our living habits, however, more attention is being given to the other areas of family living and their equipment needs.

Our problem at this time is to secure the funds as well as the facilities for new courses we hope to start. Regular classrooms and special laboratories are not available until a bond issue is passed. Likewise, limitations to the budget can handicap an expanding program such as ours. Each local school makes its own provisions for the method and amount of instructional materials that the Homemaking department will receive. Funds must be available for specialized study in such areas as foods, sewing, play-school for children, etc. Also, maintenance and replacement of the furniture and equipment must be budgeted if the department is to function efficiently.

How Do We Evaluate What Is Being Taught?

There are many ways during the school year to evaluate the course content. Survey students as to interest and need, check new textbooks in the field of Homemaking for direction, ask teachers from other schools what they are doing, exchange ideas by attending the conferences and workshops for teachers and curriculum people, request

the services of a curriculum consultant from district, regional or state offices, read up on new trends and recent research findings, and as a result of your efforts the curriculum will be continuously up-dated.

We had an opportunity this year at Oceanside High School to use another method for evaluating the effectiveness of our department. A film was made of the many learning situations that occur on the campus by our head gardener, Mr. Charles Ledgerwood, who has won several film contests. The film was made with board approval, was PTA-sponsored, and is being used as a public relations instrument to inform the community of the many services and activities of our school. All the scenes are completely unrehearsed and represent live activities as they occur in the laboratories. The scenes of the Homemaking department show students working in the clothing laboratory, working with children in a party situation, decorating the living/dining area as a part of a Sears-sponsored interior decoration unit, preparing and hostessing a guest luncheon, modeling during a fashion show, etc. This film has proved to be a very effective way to see the strengths and weaknesses of the program. Growth in habits, skills and poise is reflected as the students advance in their studies.

What Changes In Our Society Challenge Homemaking Curriculum?

Research findings indicate the population increase is continuing, more youngsters are marrying as teen-agers, more broken homes are occurring, more mothers with children under seventeen years of age

are working, and more people have a higher income and more leisure time to fill.

In light of these findings, those people who are working in education foresee serious problems. Curriculum changes need to be made so that more people are served, new and up-to-date information is introduced, more time can be spent studying relationships in light of the shift in family size, and more time may be devoted to careers and vocational guidance.

Those of us teaching Homemaking today are trying to meet the challenge. Ours is a big job and we need your help!

A SLIDE PRESENTATION OF THE VEA FOOD SERVICES PROGRAM AT SANTIAGO HIGH SCHOOL

Rosemary Smith

Surveys completed June, 1965, by the C.S.E.S. and Orange Coast College indicate that a concerted effort must be made to prepare personnel for entry into occupational fields of food services. Entry-level positions go begging for lack of skilled workers. The purpose of our project is to implement, on an experimental basis, a homemaking occupations preparation curriculum in food services at Santiago High School. Under the auspices of the State Department of Education, such instruction will offer students an opportunity to prepare to gain and hold entry-level positions in the occupational field of food handling.

An advisory group was formed to help in establishing requirements for a successful food service program. The committee feels that the food service worker should be able to adapt himself readily to change, should be able to follow detailed instructions, and should be able to produce for a full working day. Advisory group members also emphasize that the worker should have a background of basic communication skills, i.e., math, science and English. Stressing that employers are interested in youth who have experience and competency, they offer active encouragement for the employment of graduates of this program.

The instructional program began in September, 1965, and will end in June, 1967, after a total of 1260 hours of instruction, 540

in the junior year and an additional 720 during the senior year, in the course of four semesters. A total of 96 students, 48 at the junior level and 48 at the senior level, will be trained this fiscal year. The students will have intensive work in quantity food preparation, work experience in the community, and extended experience in the various operations of a restaurant. Extensive training will take place in our newly-equipped faculty restaurant, made possible by VEA funds, where food prepared daily in the advanced sections will be served. Baked goods from the Food Service II classes are now offered to students at snack from "Perry's Pantry;" over 200 hot rolls are sold daily.

Supervision of this project will be a multilateral responsibility, for success is dependent upon the full cooperation of both supervisory personnel and teachers. Assistance has been requested to provide two people to work half-time in vocational counseling and vocational coordinating. The counselor will help the student select occupational direction through testing and counseling. In addition, he will conduct follow-up studies immediately preceding graduation on all occupational students, will coordinate placement by the State Department of Employment and by our advisory committee, and will maintain contact wherever possible with students for at least two years after graduation. The vocational coordinator will be assigned to coordinate all occupational programs in operation, to research and prepare new coordinating programs, to plan and assist with in-service training of staff, and

to encourage conference participation and observation of new experimental research projects. It is imperative that occupational projects be assimilated and integrated with the entire high school curriculum.

Placement of graduating students will be accomplished through the cooperative efforts of the vocational counselor and coordinator, the State Department of Employment, and advisory group members. Liaison will be maintained with local employers and state employment facilities. The needs of industry will be met with the assistance of the follow-up study mentioned above, and in terms of the standards of performance set by C.S.E.S., the advisory committee, and representatives (employers) of industry.

In-service education of personnel involved in the program include county workshops, enrollment in related college courses, related summer employment, field trips to restaurants and other food service facilities, plus visits to food training institutions.

The following methods will be employed to evaluate this program:

1. The number of students placed.
2. The number of students taking further education and training.
3. The number of students either working or continuing their education who do not continue their specialization in one of the food service areas.
4. Community reaction to the vocationally-oriented curriculum.
5. C.S.E.S. feedback, comments, and recommendations.

6. Advisory committee comments and recommendations.

7. Orange County schools' vocational education unit's comments and recommendations.

8. Supervisory evaluation and assistance during the operation of the program.

9. Student skills, knowledge and performance through written examination, manipulative tests, and teacher evaluation.

HOME ECONOMICS EDUCATION AT FULLERTON JUNIOR COLLEGE

Betty McKown

The aim of home economics has always been to help individuals and families meet changing conditions affecting family life. It continues to be important as the multiplicity and complexity of choices today call for continuous expansion of information and clarification of values.

At Fullerton, we do not feel that our purpose is only to train homemakers. We are primarily concerned with the relationships and resources involved in meeting the needs of everyday living. There is great need for women to understand themselves and others, to clarify values, and to develop competencies in order that they may work if they desire or need to do so and at the same time manage a home in terms of family values which strengthen the individual and the family.

Any success that we have enjoyed at Fullerton Junior College cannot be attributed to any one factor but rather to a combination of factors. The administration has demonstrated its belief in home economics education in the following ways:

1. By providing excellent facilities and equipment.
2. By granting a reasonable budget allowance for the operation of the program.

3. By supporting experimental classes.

4. By granting the division equal status with other divisions of the college.

We have been able to attract competent and enthusiastic instructors who believe that what they are teaching is important and reflect this attitude in the classroom. To build a good program, teachers must be more than adequate.

The facilities are located in the home-fine arts building, and in addition to the usual foods and clothing laboratories, lecture rooms, all-purpose room, and offices, we have an apartment which includes living-dining area, kitchen, dinette and patio. It is used as a laboratory for home management and interior design students and is maintained by the home management classes. Our facilities also include a child study center, and the college operates a pre-school for three and four year-olds. It is cooperative, and mothers of the children participate in the program and attend parent-education courses. Home economics students also participate and assist in planning activities for the children. An observation area provides an excellent opportunity for students to study the behavior of pre-school children and the methods and procedures followed.

Our newest program is a two-year occupational training program for nursery school assistants. Students meet the requirements for an Associate of Arts degree and complete courses in child development which will qualify them to assist directors of nursery schools.

Students participate in the college pre-school and have work experience in nursery schools in the community. The program meets the requirements for a regular permit authorizing service in the care and guidance of children in a child care program and complies with the recommendations of the Department of Social Welfare.

Occupational training programs have also been established in interior design and food service management and we plan to offer additional occupational training programs planned with the assistance of an advisory committee in the near future.

SMALL GROUP DISCUSSIONS

Richard C. Payne, Chairman

Group Leaders

Joseph Berruezo
Leroy Hill
Richard Page
Lester G. Swartz
Arlin G. Taylor
Russell Tibbitts

Editor's note: The material from this session was put into question and answer form because this was the mode of discussion adopted by most of the groups. The information contained herein represents the views of the participants as reported by the recorders.

Question: HOW CAN WE MORE READILY ACCOMMODATE ALL STUDENTS?

Answer: We can provide an open-ended curriculum so that students can terminate their training at various levels and still have the skills necessary for employment.

Semi-skilled as well as exploratory training should be the goal of a high school vocational program.

We can initiate special projects, e.g., field trips for drop-outs to various occupations.

We can make requirements more realistic, e.g., business English, math, and science.

Homogenous grouping is needed.

We must train students for a job so that they can work themselves through college. If they must leave school to work, they will be able to continue their education later because they have the means to make the necessary money.

We can diversify our programs. For example, the auto mechanics program, revamped with the help of an advisory committee composed of nine service station owners, formed the basis of a work-experience program in San Jose. The program also staffed a counselor, a business

education teacher, a math teacher, and an industrial arts teacher. The students formed a club and printed a newspaper which carried the banner of the program; the service stations carried the banner also. The students learned many different skills; in lubrication, for instance, they learned not only the mechanics of an oil filter but also the way to sell one. They also learned first-hand the importance of good grooming by having to apply for a job to the service station owners and being told they could not be hired until they improved their appearance.

Question: HOW CAN WE GET THE RIGHT INFORMATION TO THE STUDENT?

Answer: By providing occupational information in those subject-area classes where skills are being developed anyway, e.g., initiating the typing of occupational information in typing classes.

By providing occupational information for elementary school students, e.g., in the form of a textbook on vocational education opportunities.

By encouraging elementary schools to use available film.

By encouraging counselors to rely somewhat on subject-matter instructors to provide much of the occupational information since preparation for the counseling credential is not necessarily vocationally-oriented.

By establishing an information center in each school.

By encouraging students to participate in work experience programs.

By tying together the academic and vocational programs.

By giving realistic exposure to job problems and work realities through field trips.

By encouraging teachers with a background in trade and industrial education to get a pupil personnel credential.

Question: IS THE ACADEMIC COURSE STRONGER OR WEAKER THAN THE TECHNICAL COURSE IN THE JUNIOR COLLEGE PROGRAM?

Answer: Weaker in many areas. The technical engineering course, for example, has more students than the transfer engineering course.

Question: WILL THESE STUDENTS HAVE A SALEABLE SKILL BY THE TIME THEY LEAVE JUNIOR COLLEGE?

Answer: Yes; that is the purpose of this technical engineering course.

Question: HOW CAN WE GET THE RIGHT INFORMATION TO THE PUBLIC?

Answer: By using professionals rather than "ham operators."

By involving community leaders in advisory council groups.

By sending a vocational education newsletter in some form to the public.

By strengthening public relations in the direction of the parents, who supposedly apply the most pressure on the student to enroll in college prep.

By using TV coverage in the same way that physical education has used the physical fitness campaign.

By selling the fact that work is not as bad as some make it out to be.

By having statewide direction of our public information program.

By defining our programs (we often say vocational education when we really mean industrial arts) for ourselves, our students, and our communities.

Question: WHAT CAN THE COUNSELORS DO TO SELL VOCATIONAL EDUCATION?

Answer: The counselor must combine vocational and college guidance. One possible solution to the problem is the development of a program that is flexible

enough to contain both those courses that will fulfill requirements for a four-year program and those that will give the students occupational skills; thus, the student has the option of changing his objective.

More time should be provided for counselors to work with parents.

Counselors must know where to get up-to-date information on jobs.

Question: WHAT ARE WE DOING ABOUT RESEARCH?

Answer: We cannot prove our case until we have the facts. Industry invests 10% of its profit in research and gets 20% in return. Education must do this also.

Question: WHAT IS BEING DONE TO MAKE TEACHERS AND COUNSELORS MORE AWARE OF THE REALITIES OF INDUSTRY?

Answer: San Mateo Junior College has a pilot unit which brings counselors and teachers into industry so that they may become more acquainted with job-oriented training needs. Course credit is given. Seventy-five of the people at San Mateo will be employed on the job; they must seek the job themselves, and there is the concomitant possibility that they might not be hired.

CONVERSATION GROUPS

High School: Gaylord Boyer
Junior College: Russell P. Journigan
County: Lawrence Edler

Editor's note: The material from this session was put into question and answer form because this was the mode of discussion adopted by most of the groups. The information contained herein represents the views of the participants as reported by the recorders.

HIGH SCHOOL

Question: HOW CAN WE HELP COUNSELORS INTEREST STUDENTS IN VOCATIONAL EDUCATION?

Answer: By getting parents in the community to consider standards other than the University of California's A-through-F requirements.

By getting the Central Labor Council to furnish speakers to the P.T.A. These P.T.A. programs can then be coordinated with a junior college articulation program which will help parents see the possibilities of a junior college program.

Question: WHAT ARE THE REALITIES, AS THE COUNSELOR SEES THEM, OF SELLING VOCATIONAL EDUCATION PROGRAMS TO STUDENTS?

Answer: We can sell vocational education programs in business education to girls very easily; vocational education is harder to sell to boys, and nearly impossible to sell to their parents. Vocational education teachers are not proud of what they do and thus have difficulty selling their programs.

Question: HAS THE DUAL TRACK IN COLLEGE PREP AND VOCATIONAL AGRICULTURE ENCOURAGED MORE STUDENTS TO TAKE AGRICULTURE?

Answer: It hasn't lured others into the field, but it hasn't kept college-prep kids out either.

Question: CAN WE ATTACK THE PROBLEM AT AN EARLIER STAGE?

Answer: We should start approaching the problem of occupational choice at the seventh-grade level. We should use the GATB at the ninth-grade level and use ninth-and tenth-grade counselors for interpretation.

JUNIOR COLLEGE

Question: WHAT CAN WE DO TO KEEP OUR VOCATIONAL COURSES FROM BECOMING OBSOLETE?

Answer: Advisory committees will help keep our programs up-to-date.

While specific jobs may disappear, basic education will provide the means of coping with the fluctuating skill market.

Question: HOW WELL ARE JUNIOR COLLEGE STUDENTS PREPARED FOR TRAINING IN THE HEALTH OCCUPATIONS?

Answer: In terms of motivation and training, students could be better prepared. Many have unrealistic goals. Also, students should be recruited in high school for courses given in the junior college; perhaps some health services courses should be initiated which lead to established junior college programs. It is noteworthy that the vocational center in San Jose will have a health arts program that will prepare girls for regular junior college health occupations programs.

Question: HOW MANY JUNIOR COLLEGES HAVE A FOLLOW-UP PROGRAM FOR VOCATIONAL EDUCATION STUDENTS?

Answer: Most schools represented do have some sort of follow-up. We can do better; we must know more about drop-outs.

Question: WHAT ARE THE PROBLEMS INVOLVED IN PRESENTING VOCATIONAL EDUCATION PROGRAMS TO THE VARIOUS BOARDS OF EDUCATION?

Answer: This is a difficult matter. The boards have little understanding of vocational education, so that much preparation on our part is required. Programs must pass through many channels before the board reviews them, and many do not survive the trip. Boards will rarely ignore our programs, however, if we do a good job convincing them of the students' needs.

Question: WHAT ITEMS ARE CONSIDERED REQUISITE FOR NEW PROGRAMS?

Answer: Needs, student potential, and facilities.

Question: HOW SUCCESSFUL ARE COOPERATIVE PROGRAMS WITH INDUSTRY?

Answer: Some junior colleges are operating these programs successfully. Coordinators are needed to handle these programs.

THE COUNTY

Question: WHAT IS THE ROLE OF THE COORDINATOR?

Answer: The role of the coordinator is as varied as the number of coordinators. The Arthur D. Little Study will be completed next fall and will have some bearing on the definitions of the role of the county officer.

Question: WHAT IS THE LEGALITY OF THE COUNTY'S OPERATING THE REGIONAL OCCUPATIONS CENTER?

Answer: We don't know. It was pointed out that if the program was county-operated, the county school service fund would remain one a.d.a., and the existing district would receive three-fourths of the a.d.a. The students would attend both the center and the home school for half a day.

Question: WHAT IS BEING DONE IN THE WAY OF PLANNING FOR A VOCATIONAL CENTER?

Answer: One county has developed and submitted a proposal to the United States office under Title 4-c of the VEA. It is a feasibility study to research bussing, scheduling, program development, etc., for a vocational center.

There are numerous programs in process in most counties to study the overall educational needs of persons in the area. Project P.E.P., for instance, has implications for county offices.

APPENDIX

CONFERENCE AGENDA

Coastal and Central Regions: Oakland, California

March 22-23, 1966

Tuesday, March 22, 1966

9:00 a.m.	REGISTRATION AND COFFEE
10:00 a.m.	"WORKING WITH THE IMAGE OF VOCATIONAL EDUCATION" Kenneth Owler Smith
11:00 a.m.	"PROJECT SEARCH" Evelyn T. Donaldson
12:00	Lunch (no host)
1:30 p.m.	SMALL GROUP DISCUSSIONS Richard C. Payne, Chairman
3:30 p.m.	Coffee Break
3:45 p.m.	CONVERSATION GROUPS Gaylord Boyer: High School Russell P. Journigan: Junior College Lawrence Edler: County
6:00 p.m.	Dinner (no host)
7:00 p.m.	"OCCUPATIONAL GUIDANCE IN THE PROGRAM OF PARKS JOB CENTER" Steven Gale

Wednesday, March 23, 1966

9:00 a.m.	TRENDS AND PROGRAMS IN SUBJECT AREAS Jane Mills, Chairman Robert H. Pedersen: Agriculture Brenton R. Aikin: Business Education Maurine Vander Griend: Homemaking Celeste D. Mercer: Health Occupations Edward W. Bent: Fire Training
10:30 a.m.	Break
10:45 a.m.	SMALL GROUP DISCUSSIONS Jane Mills, Chairman

CONFERENCE AGENDA

Southern Region: Anaheim, California

April 19-20, 1966

Tuesday, April 19, 1966

9:00 a.m.	REGISTRATION AND COFFEE
9:30 a.m.	"THE SUPERINTENDENT LOOKS TO THE DIRECTOR OF VOCATIONAL EDUCATION" Norman E. Watson
10:10 a.m.	"THE GUIDANCE PROGRAM FOR VOCATIONAL EDUCATION" Robert G. Moses
11:00 a.m.	OPEN DISCUSSIONS Keith James, Chairman Norman E. Watson Robert G. Moses
11:30 a.m.	THE RAD SCALES Leadership Project Research Staff
11:45 a.m.	CASE STUDY ORIENTATION John L. Buller
12:00	Lunch (no host)
1:15 p.m.	CASE STUDY: THE GUIDANCE PANEL John L. Buller, Chairman Charles Johnson: Industry Clarence Johnson: Counselor Jack Michie: Technical Instructor Shirley Wilson: Department of Employment
2:15 p.m.	CASE STUDY DISCUSSIONS GROUPS John L. Buller, Chairman
3:30 p.m.	Coffee Break
3:45 p.m.	LEADERSHIP BEHAVIOR DESCRIPTION QUESTIONNAIRE Leadership Project Research Staff

CONFERENCE AGENDA

4:00 p.m. SYMPOSIUM AND OPEN DISCUSSION: "The Local Director's Responsibility in Occupational Guidance"
Mack Stoker, Chairman
Lee W. Ralston
Thomas S. Ryan
John H. Stead

5:00 p.m. Dinner (no host)

7:00 p.m. "RECENT TRENDS IN INDUSTRIAL EDUCATION AND HOME ECONOMICS IN EUROPE"
John and Hazel Owens

Wednesday, April 20, 1966

8:30 a.m. SYMPOSIUM: "Moving Forward in Home Economics Education"
Dorothy W. Stone, Chairman
Esther Caldwell
Martha Kamm
Betty McKown
Myrtle Shrewsbury
Rosemary Smith

9:45 a.m. "GOAL-CENTERED CURRICULUM AT NORTHVIEW"
James A. Snyder

10:45 a.m. Coffee Break

11:00 a.m. "PLANNING YOUR FUTURE"
Glen N. Pierson

12:00 Lunch (no host)

1:00 p.m. "PROBLEMS AND PROGRESS IN PROGRAM PROJECTIONS"
or
"COMMON CONSIDERATIONS FOR CONTEMPORARY CURRICULA"
Mack Stoker

1:45 p.m. "STATE PROGRESS REPORT"
C. Kent Bennion

CONFERENCE PARTICIPANTS

Brenton R. Aikin
Roy Apple
Samuel L. Barrett
C. Kent Bennion
Edward W. Bent
Joseph Berruezo
J. Wilson Bilyeu
Lee D. Bodkin
Gaylord Boyer
Edward Bratset
C. Patrick Carter
John P. Conley
Kenneth B. Cutler
Everett Edington
Lawrence Edler
Stanley Everett
Edgar H. Fickenscher
David E. Fleckles
William C. Fortman
Lyman C. Fowler
James Foxx
Edward E. Fuller
Marjorie E. Gardner
J. Lyman Goldsmith
Cecil D. Green
Glen R. Guldberg
Owen Harlan
James A. Herman
Leroy Hill
James Hoerner
Floyd M. Hunter
Gilbert A. Hutchings
Mary Frances Inman
Karl F. Jacobson
Bernice I. Jacubinas
Keith James
Gene Jensen
Velma S. Johnston
Don L. Jones
Russell P. Journigan
Martha C. Kamm
James C. Krebs
Robert C. Kvam
Millard S. Lachman
Curtis E. Lackey
Glen M. Larsen
Francis Larson
Paul V. W. Lofgren
Robert W. Lorenzen
W. James Maynard
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Robert Meisner
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Jane Mills
Cloice E. Myers
Jesse Norris
Robert L. Obrey
Henry J. Opperman
Fred E. Orr
George F. Outland
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AFTERWORD

THE COUNSELOR[1]

The first guidance program in the schools began with the expressed purpose of selecting students for the overcrowded vocational high schools in Boston . . . .

As the guidance movement got under way in the schools, the focus narrowed to the vocational aspects of students and student planning, with secondary attention to educational planning as it contributed to the vocational . . . Vocational workers would tell a questioner that their greatest concern was for the student as a person, but a careful examination of their programs would reveal that the focus, if it was directed toward the student at all, was upon the student as a potential worker . . . .

Thanks to the lack of focus within the guidance area as a whole and the many possible focuses within the specialized area of vocational guidance, the program within any particular school is usually centered upon whatever the counselor in charge considers to be his area of strength. If the counselor finds testing especially interesting and feels secure in it, his program is likely to focus upon measurement and profile sheets. If the counselor prefers information, his focus may be on brochures, career days, and filing systems. Despite a long history of protestations to the contrary, guidance people have never been able to develop, maintain, and implement a focus upon the student in all of his many aspects . . . .

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[1]Ruth Barry and Beverly Wolf, An Epitaph for Vocational Guidance, Bureau of Publications, Teachers College, Columbia University, New York, 1962, pp. 217-219.