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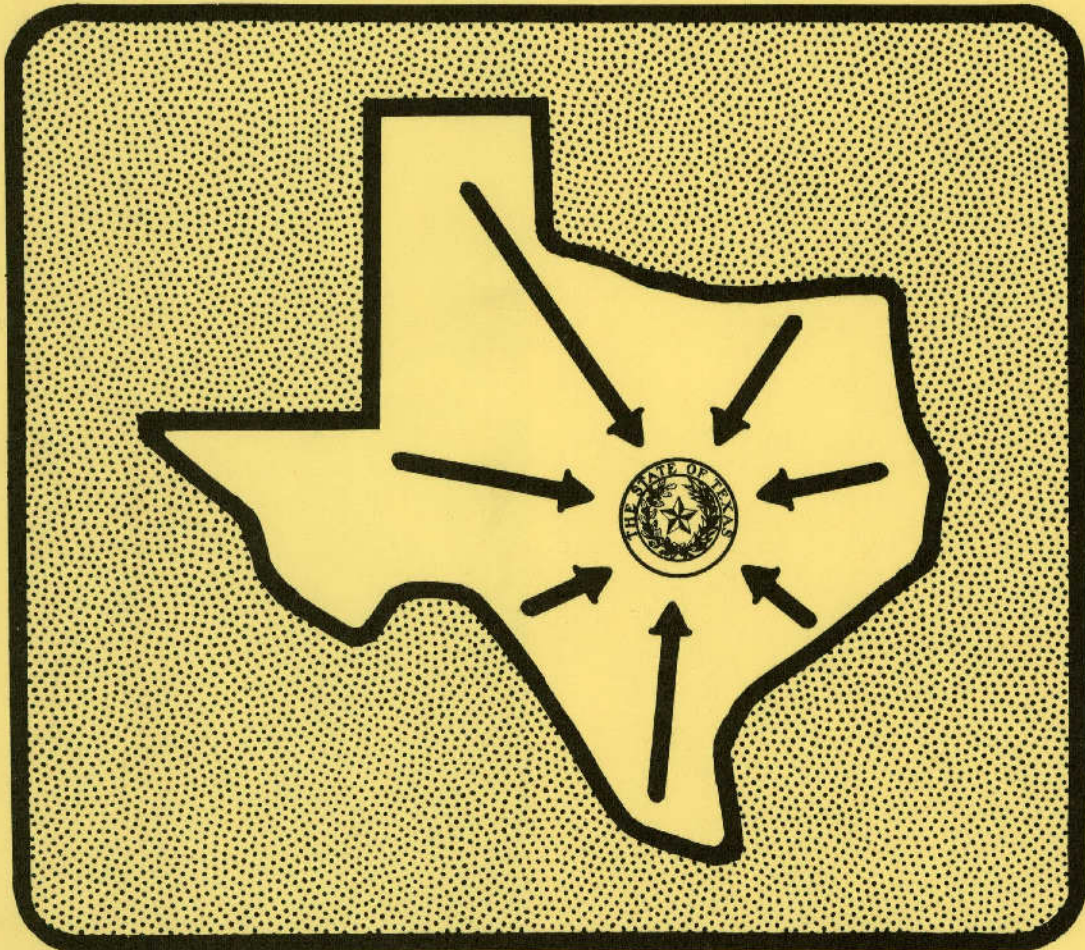
**THE GOVERNOR'S CONFERENCE
ON TECHNICAL-VOCATIONAL EDUCATION
IN TEXAS**

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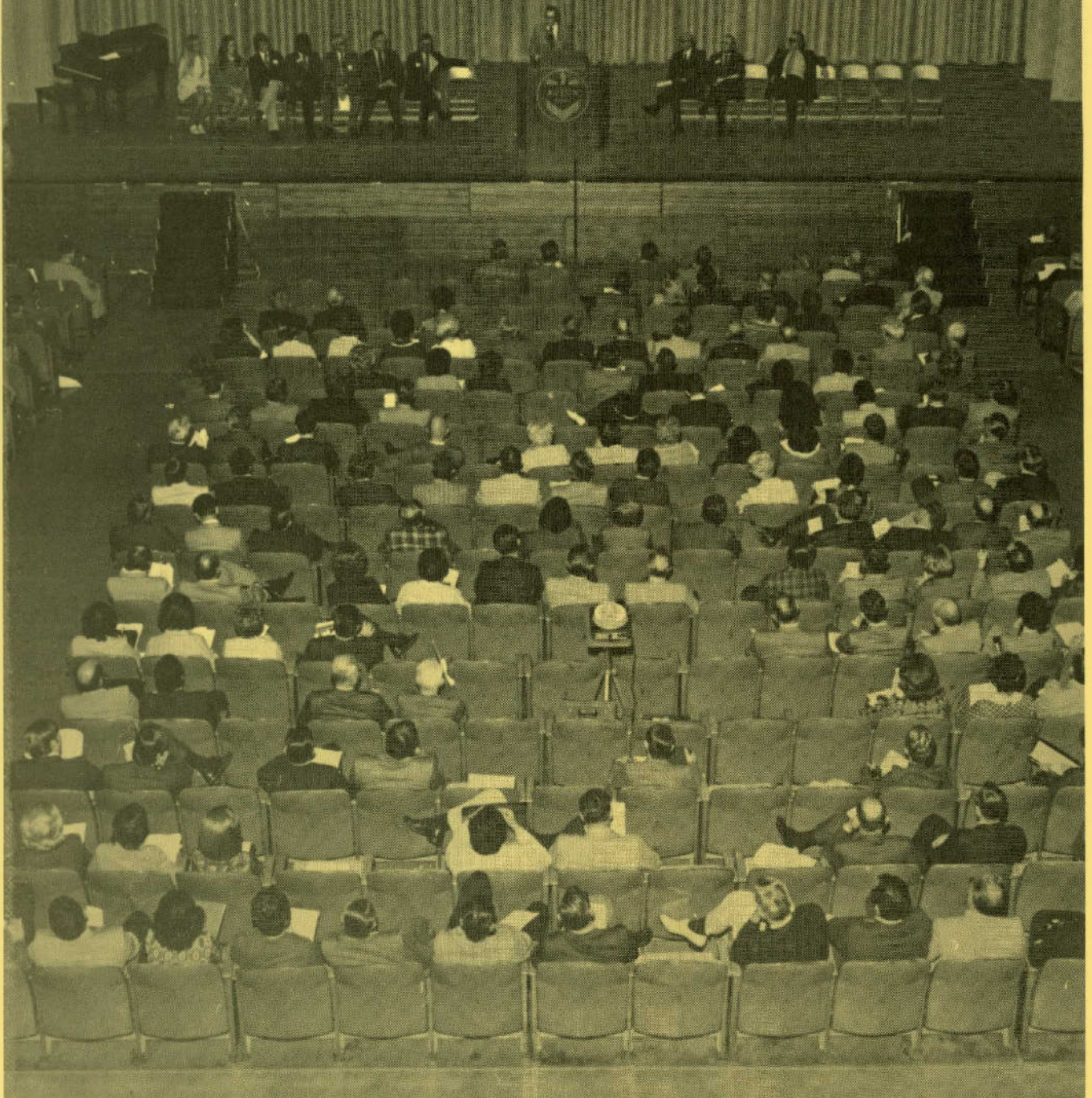
February 27-28, 1973
Austin, Texas

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EDUCATION

FOR LIVING AND MAKING A LIVING



“Education for Living and Making a Living”

**A Report
of the
Governor’s Conference on
TECHNICAL-VOCATIONAL EDUCATION**

The Advisory Council

for

Technical-Vocational Education in Texas

February 27-28, 1973

Austin Municipal Auditorium and Convention Center
Austin, Texas

Published June 1973

Introduction

The Governor's Conference provided representatives of government, education, business, industry, labor and the general public an opportunity to exchange ideas in education for the betterment of Texas citizens and the economy. "Education for Living and Making a Living" was the Conference theme.

Formal registration numbered 1,584. There were also several groups and individuals that attended part of the Conference or visited the excellent exhibits without registering which pushed the total count to about 2,000.

An analysis of the 1,584 registered participants shows that 56 percent were educators representing every level of education within the state. The remaining 44 percent were non-educators with the largest representation from this sector coming from business and industry with 12.5 percent.

Texans were not the only ones at the Conference. Ten other states in addition to Canada and Mexico were represented.

The Conference was broken into two general sessions, a banquet and 11 seminar/hearings enabling participants to confront many key education issues. In addition, business firms, associations, educational institutions, state and federal agencies, and others joined forces to give a visual presentation through exhibits of the NEEDS for trained Manpower and the RESOURCES within the State to meet those needs.

A number of firms and organizations also became Associate Sponsors of the Conference making possible the financial resources needed to support many of the expenses of the Conference.

The Conference proceedings contain an abundance of evidence of the concerns on the part of citizens for the further expansion of technical-vocational education, and for the continuing need for updating and improving present programs.

The Advisory Council has received through the Conference, the input of citizens as to the direction and priorities to be assigned technical-vocational education in the State. Lines of communication have been established between educators and those they seek to serve resulting in concerted efforts at the local level for new avenues of cooperation.

The Conference provided a forum for exchange of ideas on the subject. There is strong evidence

of stimulation of the public awareness of technical-vocational education and its role in the life of citizens. Specific examples of Conference benefits were reported to the Council.

Every effort was made in this publication to express the principal points made by Conference participants in the hearing sessions. No doubt some were missed and others misrepresented in the manuscript. Even though the hearing sessions were assigned different topics, many threads of commonality persisted through the 11 sessions.

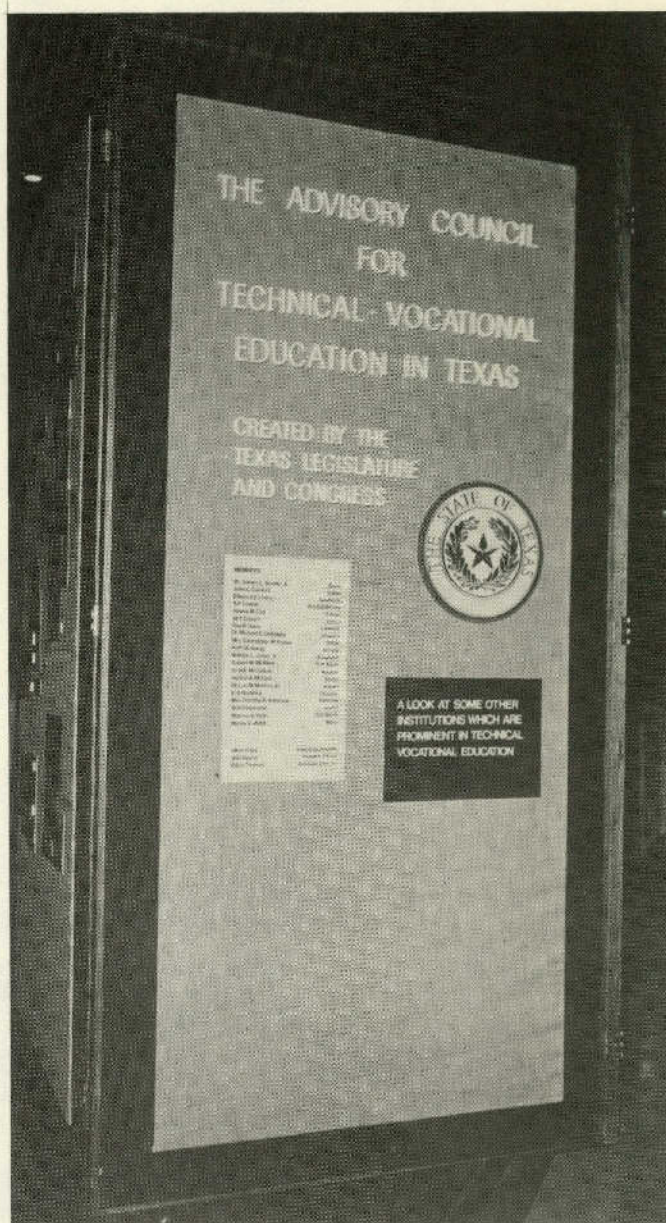


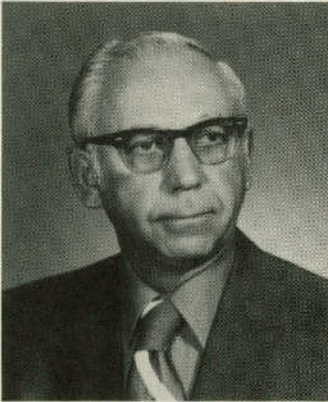
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Opening General Session

Welcome to the Conference



William L. Jones, Jr.*

Good afternoon, I am Bill Jones, Chairman of the Advisory Council for Technical-Vocational Education in Texas. On behalf of the Governor, the State Legislature, and the Advisory Council, it is my sincere pleasure to welcome you to this Conference. Many of you have come a long way to be here, and for this we are grateful. We will do all that we can to make your visit here both beneficial and enjoyable.

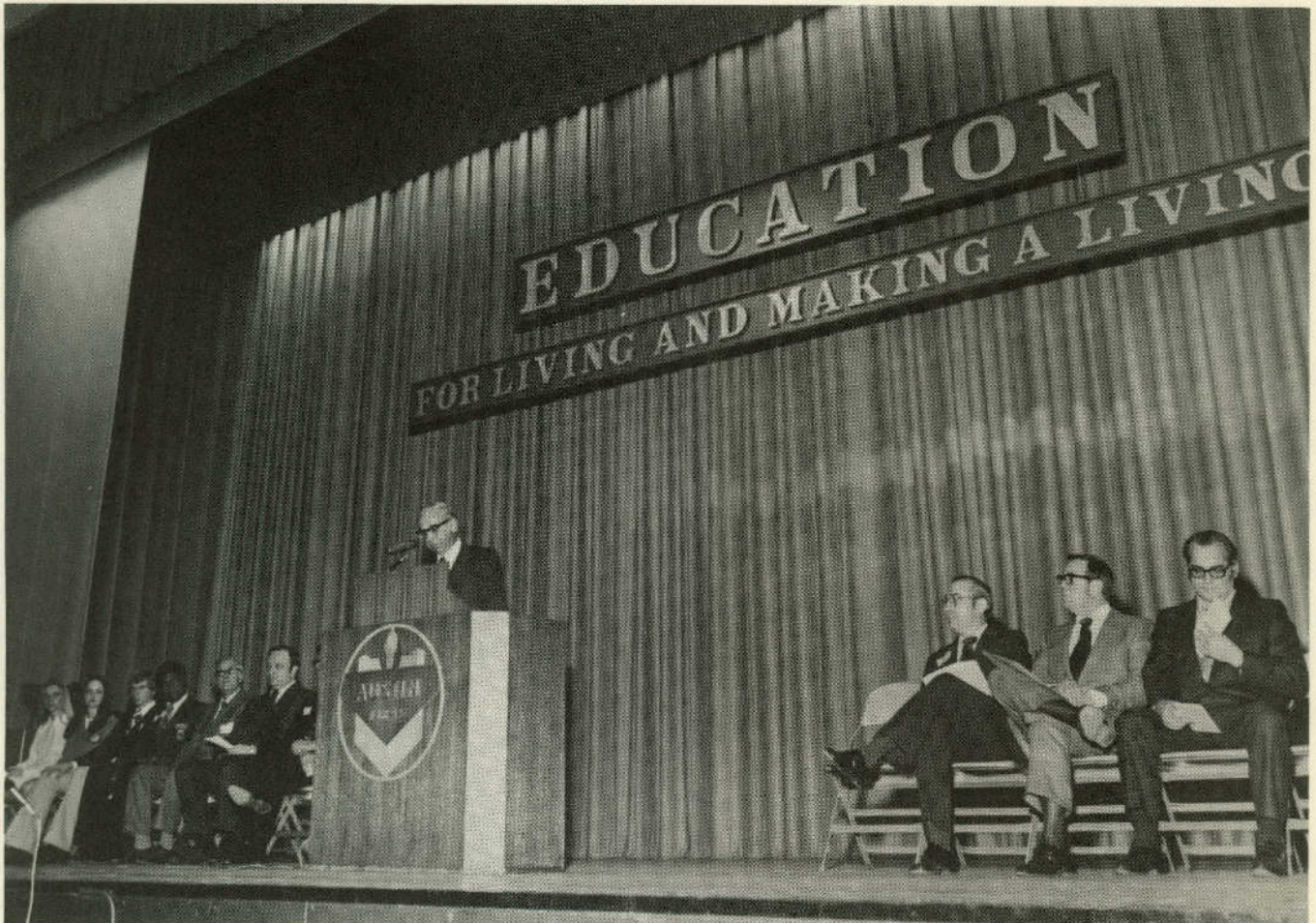
This Conference affords each of us an opportunity to exchange ideas for innovative change in

**Chairman, Advisory Council for Technical-Vocational Education in Texas.*

education for the betterment of Texas citizens and the economy. We feel the calendar of events for the Conference are varied enough to meet each of your individual interests, and to encompass the key education issues that have brought many of us here today. We continue to solicit your help in bridging the gap in education between what has been done, what is being done and what needs to be done to insure that all Texans are useful, productive citizens. We appreciate your help.

The results of this Conference will serve as the foundation for the Advisory Council's Fourth Annual Report to the Governor. We encourage you to speak out, voice your concerns. You are where the action takes place.

Every effort has been made to assemble citizens broadly representative of all interests and viewpoints. Educational experiences that effectively serve all individuals must involve the home, school and total community. We thank you for coming.



W. L. Jones, Jr. of Austin, Chairman of the Advisory Council for Technical-Vocational Education in Texas, welcomes participants to the Conference.

The Keynote Address



Dolph Briscoe*

*(I think all of you who know Governor Briscoe's attitudes relating to vocational education realize his distress at being unable to be here today, and I say that for the Manager of this Symposium, it has certainly been a difficult problem, because first....they wanted the Governor this evening, but he had to go to Washington, then they

decided that he could come in the afternoon. And now this eye infection has prevented that. However, I would like to read for you some remarks which he had made to give to you. These are the Governor's remarks and they are his feelings. And this is his address:)

"It is an honor for me to have this opportunity to meet with you today. I am pleased to join the State Legislature and the Advisory Council for Technical-Vocational Education in Texas in sponsoring this Conference. I want to add my welcome to that of Chairman Jones and to express to you my personal appreciation for the interest you are demonstrating in this critical area of education.

I have followed with interest the work of the Advisory Council, and I support the concepts that have been developed through the many contacts with citizenship throughout Texas. Technical-Vocational Education involves the individuals, business and labor and educational institutions throughout our state. To achieve a meaningful program, all elements must be involved in the planning and implementation processes. While progress is being made in technical-vocational education, there is still much to be done as evidenced by the many problems that still concern all of us. These include but are not restricted to:

- Unemployment and underemployment, especially among our youth.
- The continuation of the alarming dropout rates from our schools.
- The disturbing level of functional literacy among our adults.

**Governor of Texas--due to illness, the Governor's speech was delivered by his Executive Assistant, Charles Purnell.*

- The need to serve many special groups and to prepare the educationally and physically handicapped.
- A lack of career orientation in our educational experiences.
- And what is probably the most difficult problem of all is the "attitude" that many parents, citizens and employers have developed in the last generation or two regarding technical-vocational education...it is often called educational snobbery.

I have long supported career-oriented education and it is my objective as Governor to see that technical-vocational education is developed as a full-partner with our academic programs down to the eighth grade level. I will work with the Legislature and our State Board of Education and others in bringing our education experiences in line with the needs of individual citizens as well as the needs of business and industry. I believe the Advisory Council refers to this as a "Redirected Education System." The theme of the Conference sums it up quite well, "Education for Living and Making a Living."

Our citizens, both young and old, must be trained in career oriented skills that are necessary to obtain jobs in our highly diverse economy and the education programs must be designed to meet the existing and projected labor needs of business and industry. I feel confident that the detailed needs in technical-vocational education in Texas will be fully explored today and tomorrow by this fine representation of citizens from throughout the State. I am very pleased that you have members of the 63rd Legislature in the discussions. This participation by the legislators and the first-hand knowledge they gain will be helpful when the Legislature begins deliberations on the crucial concerns identified in this Conference.

I want to urge all of you to take advantage of the opportunity to have your say when you attend the seminar/hearings later this afternoon. You will be asked to discuss the "now" and the "future" of technical-vocational education. And we need your thoughts on the problems and possible solutions. I look forward to having a full report on the discussions you will hold during the Conference.

A number of critical concerns will be discussed. For example, "Financing and Priorities in Education." I hope we will continuously examine our priorities and reorder them as necessary to meet the needs of citizens and the economy of

our State. We must develop programs that are realistic in light of individual needs and that can fit our resources.

In the very near future, I will be presenting my budget recommendations to the 63rd Legislature for the coming biennium. We have studied the recommendations from the various state education agencies and institutions and are striving to provide equitable state financing which will provide the necessary monies for our schools.

In reaching these decisions, we must find the best solutions for the taxpayers of Texas...and for continuing quality education in our schools, colleges and other educational institutions. The budget recommendations which I will present will provide additional funds for technical-vocational education in Texas. I will also recommend increased funding for manpower "start-up training" programs. I believe this pre-employment industrial training program conducted through the cooperative efforts of the Texas Industrial Commission and the Texas Education Agency can contribute greatly to meeting the industry's demand for trained labor.

We are proud of our wide open spaces in Texas, but they present problems in the "Delivery of Education Services." However, space is not our only barrier--one of the great barriers is a lack of commitment to muster all of our resources to meet the needs of that individual man or woman we are attempting to assist. For too long we have tried to fit people to our system and the results have not always been successful. A redirection of our system may erase unnecessary barriers to make meaningful educational experiences readily available to all of our citizens.

I will be particularly interested in your discussions about guidance services. I believe these services can be made helpful to us in gaining efficiency in educational experiences.

At the present time, we have many citizens in Texas that are not participating as a full partner in our educational resources and we must strive to implement techniques that will reach these special groups. The prospects to make the State a full partner in reaching one of these groups appears very bright at this time. The Adult Education Bill has passed the House and

will soon be considered in the Senate. This action is long overdue, and I fully support this measure that will enhance the educational opportunities for a very large segment of our population.

Dollars invested in adult education services and the services that are made available to many of our special groups, the handicapped, the disadvantaged, and other, pay an almost immediate economic dividend to the individual and the state. And what is even more important--many of these men and women experience personal fulfillment and the personal pride that they have never before enjoyed. This is another way of effectively relating education and economic development which is an important part of this Conference.

I am glad that students are taking part in this program and discuss with you their own educational experiences. Who could have a more direct and immediate concern about our educational processes than these young people.

Each of you has shown your interest and concern for technical-vocational education through your attendance here, and I know you will work diligently throughout the sessions. I urge you to express your ideas on developing a career-oriented education program that will more effectively fill the needs of our citizens and of our economy.

While you are here, look for new good ideas that you can take back to your own communities. For it is on the local level where action will take place. I strongly believe in a close working relationship between the home, the schools and the community. And I believe this Conference is a demonstration at the state level of what must happen at every level to improve communications and to obtain the desired results.

We in state government are pledged to assist and support you, but it is in the local community, at the local level where today's ideas will be turned into tomorrow's realities.

I know you will have a successful Conference, and I wish you success as you return to your communities to implement the plans that will be developed for improving technical-vocational education throughout Texas. Thank you."

Challenge to the Conference



Frederick McClure*

It is indeed a pleasure to be asked to represent the Vocational Student's Organizations today at the Governor's Conference on Technical-Vocational Education. It is an extreme pleasure to present the Challenge to the Conference.

No matter what we say, what we do, or what we plan to do during this Conference, they will

not do us any good whatsoever unless we benefit from the Conference and put these plans and ideas into use which will help to increase the effectiveness of our educational programs.

The great problem in all educational systems is how to attempt to educate everybody. The world has never had to face this issue directly however it will also no longer be possible to evade it.

For centuries the test of admissibility to various levels of an educational system, and the standard by which progress through the system was measured, were set by the system itself. The word of the system was taken about qualifications for entrance, about graduation, and, of course, about the curriculum.

But if everybody is to go to school, some school must welcome him. If everybody is to be educated, the school must in some manner hold onto and interest him. As the notion spreads that education is the key, and the only one, to a useful and productive life, discrimination among students in regard to their abilities must break down, for who can be denied the chance to become useful and productive?

For centuries the West believed that the attempt to educate everybody must end in the education of nobody. The task would be so great and the differences in ability so confusing that the dilution or dissolution of any intelligible program was inevitable.

In earlier systems of education, the practice of "streaming" or pushing off into separate schools was used for those regarded as academically inferior. Different courses of study were

designed for those who were, in Thomas Jefferson's phrase, "destined for labour." Vocational instruction was supposed to be easier for them to grasp and more directly interesting to them. However, this has drastically changed over the past years. There is a definite need for these individuals. Technical-Vocational Education was and has in some instances been separated from our major educational objectives, that is, this has seemingly crept in in our attempt to educate everybody. This might seem like an impossible task and even unreasonable thought, however, Comenius, a theologian and educator describes our possibilities quite well. He once said, "Do not imagine that we demand from all men an exact or deep knowledge of all the arts and sciences. This would neither be useful of itself, nor, on account of the shortness of life, can it be attained by any man. For we see that each science is so vast and so complicated that it would occupy the lifetime of even the strongest intellects if they wished to master it thoroughly. It is the principles, the causes, and the uses of all the most important things in existence that we wish all men to learn. For we must take strong and vigorous measures that no man, in his journey through life, may encounter anything so unknown to him that he cannot pass sound judgment upon it and turn it to its proper use without serious error. Some men have such weak intellects that it is not possible for them to acquire knowledge and I answer, it is scarcely possible to find a mirror so dulled that it will not reflect images of some kind, or for a table to have such a rough surface that nothing can be inscribed upon it."

In other words, Comenius is saying that there is something that every individual can do. The challenge to this Conference and its participants is to help find these things FOR everyone TO do and to show these individuals how they can use these opportunities effectively.

I personally think that one of the biggest problems in education is to show the individuals involved in the educational system that their education should be and can be relevant to them as individuals. I have heard many young people comment that they find no reason for studying some courses of study because they cannot see where it can apply to them in their future. They need to be shown their various endeavors at work in later life. When the relevance is not shown to some weaker individuals who have not searched for an insight into their future, it sometimes helps result in our dropout rates.

Yes, like it or not, we are still faced with

*President, Texas Association Future Farmers of America.

high dropout rates and unemployment. The unemployment of youth in the 1960's was twice the adult rate. In an advanced industrial country such as ours, one that has achieved since the middle of the 20th century the power to blow up the world and the power to take off from it into outer space and land on the moon, one of the most acute embarrassments of the social order and the educational system is the dropouts, young people who leave school as soon as they can. In 1962, the New York Times carried the following report from Gaffney, South Carolina: "Four youths appeared in General Sessions Court in connection with a series of breakins. Judge Frank Epps, learning that they had quit school, gave them the choice of returning to school or going on the chain gang. Without hesitation, all four chose the chain gang."

Certainly no interested and qualified student should be compelled to give up his education because his parents cannot afford to do without his earning power. The dropouts cause concern where there is unemployment precisely because they have no earning power. Neither they nor their parents will be any better off if they leave school.

The principle appeal that has been made to them is they will acquire earning power if they stay in school. If they will stay long enough, they will qualify themselves for jobs. This argument has a very sound statistical foundation--the individual may well feel that it does not apply to him--and the causal connection between education and jobs has not in any event been established.

Governor Briscoe in his address to the 63rd Legislature on January 17th said that we find ourselves in the untenable situation of having a great demand for those trained in mechanics, electricity, plumbing, and the many other skills upon which civilized life depends--and a shortage in Texas of those who are trained in these skills.

He also mentioned what he told one of his attorney friends, the fact that many Texans will go through life without the need for a lawyer, but they will all, at some time or another, need a plumber. He continued by saying that these honorable trades suffer from the false pride of parents to whom it seems that a college degree, with a little income, is more supportive of the ego than a skill which produces plenty. But, he also thought that this attitude is disappearing and will continue to disappear more and more--because the truth is that our modern, highly mechanized economy would grind to a halt unless there are those who have the skills to create and maintain it.

One particular thing that I feel the vocational student organizations that I represent all

stress in their programs is that they can SHOW how these particular vocational trainings can be and will be used in our society if they are applied. Instruction MUST be useful in life.

Our FFA motto, Learning to Do, Doing to Learn, Earning to Live, Living to Serve shows our ultimate goal. That is, learning by actually doing and reaching toward a final goal of earning to live in order that we might serve ourselves AND our society.

We must all have a purpose, one much like that in the following quotation.

"This is not primarily the place where we have to be, it is the place where we are. This is not our prison but our home. It is the road we must walk and the walking of it is called life. Because we will walk it only once, then how important it is that we should walk it with some purpose that we can call our own."

A father was once trying to read his newspaper but his little six year old son kept interrupting. Finally the father took a page of the newspaper and tore it into small pieces. It happened to be a picture of the map of the world. Handing it to his son, he said, "Take this puzzle and put it back together." Then he settled down in his chair, expecting to have some peace and quiet for a while.

But five minutes later, the boy called, "Daddy, come see what I have done."

Sure enough, there on the floor was the completed puzzle. "How did you do that so quickly?" the amazed father asked.

"It was easy, Daddy. There was a picture of a little boy on the other side and when I got the little boy put together right, the whole world came out okay."

When our individuals are properly trained for the future, the whole world will come out okay.

A tremendous challenge confronts the educational systems in providing something for everyone. However, every individual should have the opportunity to have some purpose in life based on his or her choice and his or her ability, regardless of the financial status.

Many things face our educational programs and it can be changed to fit the needs of our society.

We must make sure that our educational programs in Technical-Vocational Education be challenged by facing up to the task of training each individual to have some purpose in life. When we get not only the little boy and little girl right, but every individual prepared to face the future, then OUR whole world will come out okay.

Charge to the Conference



Roy Evans*

Most of the groups I talk to are labor groups or groups of people that have some political ideology common to mine. I have the problem of being sure that I am dealing with every group and I go through a litany of what I am trying to reach---trying to communicate with the young, the old, the in-between, the black, the white and the in-between, the rich, the poor, and the in-between, the liberal and the conservative and the in-between and the male and the female.

Part of our system of democracy is not to leave anybody out, and I think one of the things we have today is that more people are included than ever before and some people are afraid of this, but Texas Labor is not. We are tired really of dealing with politicians and tired of dealing with leaders that have the feeling and it reminds me of a story that Mr. McClure told...the politician that was the grand man--he knew just exactly how to deal with all these groups -- he said just like growing mushrooms. You feed them a lot of manure and keep them in the dark. The students of today are not going to be kept in the dark. I imagine that is one of the reasons they are leaving school. They want to see a little light. One of the reasons they end up sometimes where they should not be - in the Texas Corrections System. By the way, in that respect, I talked to Alton Ice and others about it, and it is one of the best educational systems throughout the state and started by Dr. George Beto, and one with which we cooperate - on a pre-release program for the prisoners. Those who are released from prison, we help them get jobs. If we did just half as much for the students and let them see what the outside world was going to be, the students when they get to the outside world would be a whole lot better off.

We have a great topic here...EDUCATION FOR LIVING AND MAKING A LIVING. This is a great theme. I couldn't think of a better theme, especially for a Labor guy, to talk about. We have a good climate now, and that is something we did not have a long time ago. People like Chet Brooks and other leaders you have here help make this

good and you have helped make it good. Years of effort have gone into creating this favorable climate that exists in Texas today for vocational and technical education. Governor Preston Smith made improvement of vocational education as a keystone in his program. His Secretary of State, Martin Dies, Jr., referred in almost every speech he made - to the need for change in our government's emphasis in basic education. He frequently said that Texas is educating 80% of its students for what 20% would be able to do.

Due to this new emphasis by the Governor and many state officials, and with the assistance of many vocational and technical educators, and the Labor movement, the Landmark Technical Vocational Act was signed into law by Governor Smith in April 1969.

The State leadership of the Briscoe administration, including Lieutenant Governor Hobby and Price Daniel, Jr., as well as Attorney General Hill, and most of the other leaders on the state level, all are committed to developing the right kind of career education. The Act passed in 1969 was a good law and designed to meet the federal guidelines. Subsequent legislation has made Texas among the best states in the country in the field of Occupational Education, but we can't rest on our laurels. Things are changing too fast around us. If you don't believe it, look at some of the militant movements. They keep you on your toes - that is what the Women's Lib does. We have had enabling legislation and funding looks more favorable...certainly it is not yet to that 80% figure Martin Dies was talking about so much.

Then how do we deliver the skills? And how do we keep vocational education high on the list of state priorities? One way is for both community colleges and technical institutes to continue to get the support they deserve.

As representing Texas Labor, one of the things we do is lobby. We are always caught in that bind between the institute, vocational institute and junior college. We take the Alban Barkley way out - we are for both of them - we think they both do a good job. Our legislative program has always included in it programs, items, bills that will advance occupational and vocational education. Another important question: How do we improve the public image of vocational education so long considered the dumping ground for less able students?

I know previous conferences have taken up this subject. Your other conference three years

*President, Texas AFL-CIO, Austin.

ago did. I think there has been some alleviation, but when you put workers down, when you put workers' education down, and when you put workers' organizations down as the whole society does, it is a little tough to improve the image of somebody going into the world of work with their hands. That is still probably the most important question that we have to face.

We have learned some good lessons from the apprenticeship programs. We have seen the quality of training improved. We have seen public esteem increased. We know the product of this education system is good. It serves both the worker and the industry.

Labor has had a lot to do with this. Most of the instructors are from our ranks. Our leaders serve on advisory committees. Without question, there is input from working people into these programs.

So, too, have we been involved in the development of community colleges. We have worked politically to create them. We have served on many college boards.

We have a continuing interest in the newest phase of the vocational education effort - Texas State Technical Institute. We have applauded its growth. We have had a say about the direction that growth takes. We have been represented on the Board of Regents--presently by Charles E. Wright, who is the business agent here in Austin. All of these things we have discussed are good but they are not sufficient to meet the needs of today and tomorrow. There are much more basic changes that we must work together to bring about. This is what we are charged with as leaders in our society. The specifics such as delivery and funding are going to be dealt with this afternoon, and I want to lay out only a broad philosophical approach to it.

From the beginning of educational process, our schools must reflect a respect for the dignity of work and for workers. They will give the student a positive attitude about himself and his future.

From the earliest grades, our schools must integrate basic economic lessons into their teaching. All through the grades, young people should hear about labor and management as co-equals, not simply as antagonists. The emphasis should be on the way unions and management work together to keep the process orderly and productive.

We talk so much about "relevant" education. Mr. McClure talked about it and I imagine every person speaking here will talk about it. It is very relevant economics to describe the steady

increase in productivity. Students should learn the facts of our real work style: that unions and management both want profitable enterprise. It is my feeling that unions are an extension of the Democratic processes in government to the lives of workers within industry. Without unions, workers have no effective voice in their wages, hours of work, or working conditions. All the power surrounding these decisions would be in the hands of management and because of management's major responsibility to maximum profits in his role as manager, will be judged by this yardstick, but not in all honesty can we say that he would be able to represent the workers' interests in the areas of wages, hours, working conditions, fringe benefits, etc. The Supreme Court in upholding the Wagner Act and the Jones-Laughlin Steel Case in 1937, pointed out that since the companies were organized, workers had the same rights. It was further pointed out that a single employee was helpless in bargaining with his employer and that union was necessary if workers were to have equal basis with the corporations at the bargaining table. The textbooks I have seen point out that development of unions by describing the great strikes. The textbook, plus what the average student reads in the newspaper gives the impression that strikes are equated with unions. Nowhere do they get the real picture. For example, in the AFL-CIO, where we have 60,000 local unions and over 100,000 contracts, 97% of these are negotiated without resort to strikes or lockouts. Some who may raise the question whether our free system can afford collective bargaining because of strike loss do not know that nationwide less than 3/10 of one percent of man hours are lost due to strikes. Common colds cause seven times more losses in man hours.

Dealing with history nowhere do students get the picture in the average textbook on a worldwide basis where you have free trade unions, dictatorship of the right or left cannot survive. There is no country today where you have a dictator and free trade unions. In Germany prior to World War II, Hitler felt the necessity of destroying the free trade unions in order to rule without fear for being challenged. This was true in Italy and in the last 10 years it was true in Greece. In Spain a good number of thrusts of challenge to Franco's dictatorial powers are made by trade union leaders, so it is important for the students to understand that a healthy pre-trade union movement in the United States is a force for maintaining democratic institutions. It goes without saying that in the political fields, unions are people's lobby. An examination of the AFL-CIO legislative programs or platform demonstrates this. This of course holds true for Texas AFL-CIO and its program before the Texas Legislature. You can raise the question: if

there were not trade union movements in America and what little there is in the State of Texas, what organized force is there that could effectively represent the people in the Legislature?

The long trade union fight for civil liberties for the extending of suffrage to blacks and other minorities, and women, needs to be pointed out. Unions have always been on the right side pushing for extension of Democratic rights to more and more people.

History should also record that Labor's fight for economic change has been tremendous. The benefits we take for granted today were first fought for and instituted by unions. To mention a few: vacations with pay, holiday pay, private pension programs, health and accident benefits, and hospitalization insurance. Few, for example, recognize that a group of Auto Workers working for General Motors struck for the first Blue Cross Plan. After they won it, only one doctor would practice under the plan because AMA called it "socialized medicine." This was within our lifetime, my friends. As a partial answer to our earlier question, we are writing a short textbook and hope we will get

into the 7th grade curriculum. We outlined the history of Labor, not as a series of strikes and confrontations, but more as an account of our positive aims and accomplishments.

While we are teaching about unions and management, we should also be teaching about all the rights, responsibilities, and privileges of working people in our Democratic society. Children can and should be taught these values as a part of the much heralded way of life early in their education and they will come to grips with the difference between liberty and license. They will know each sector of our society must respect the other, by law if not by moral conviction.

In conclusion, our "charge" today is to recognize our opportunity as Texas leaders. While acknowledging that we have made great strides, we must accept our challenge as responsible citizens--to work together in the effort to make today's education relevant to the students, the teacher and to the working community. Texas Labor pledges its cooperation in this great task.



The Apprenticeship and Training Association of Texas was one of several exhibits at the Governor's Conference representing business, industry and labor.

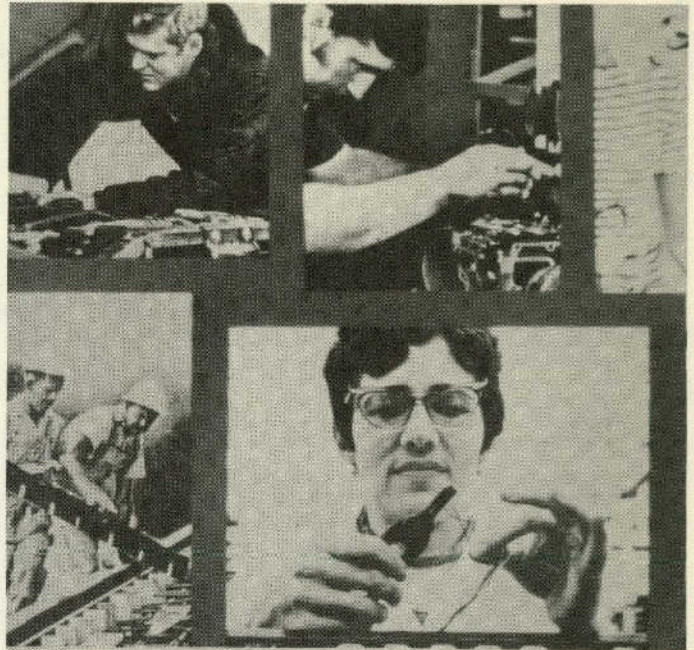
'A Redirected Education System---A Plan for Action'

*All of us have a desire to create...to produce ...to be an individual...a person who can give of himself. We all need to do something in life, no matter how large or how small, something we can turn to and say "I have done this."

Doing our own thing can be accomplished through a job on an assembly line, in an office, in the home, on a large tract of land, or in a very restricted place. Jobs are important to people.

Aside from being an avenue of expression, jobs influence people's mode of living, their associates, their personal fulfillments, and often their attitude and relationships with the society in which they live.

From the earliest days of America, public education has been looked upon as the "vehicle" for self-improvement and opportunity. It has had a lot to do with the types of jobs for which we qualify.



Public education for everyone has been a prime factor in making this country as great as it is today. The role of education, however, in preparing people for life must take on a new dimension.

Primarily because the society and economy in which we live today is fast changing in response to advances in science and technology. Man's genius or creative ability has reached a pace at least a thousand fold that of our fathers and grandfathers resulting in a highly automated and computerized work world.

In the past decades we have experienced a movement from an agrarian society to an industrial society and we are now well on our way into the post-industrial era. These changes have brought tremendous responsibilities upon our education system.

The employer today is looking for a worker who has a combination of basic or what is traditionally called academic skills as well as a wide range of specific vocational, technical or occupational skills.

In addition, the employer is looking for a worker who must have acceptable employability skills to include dependability, honesty, promptness, job appreciation, initiative, and the worker must be able to demonstrate his responsibility.

It must be the role of education through a united effort of the home, school, and community to insure that each individual has the skills necessary to survive in today's complex work world.

Presently, however, there exists a great imbalance between the education experiences students receive in the classroom and those needed to most effectively function in our present society and economy.

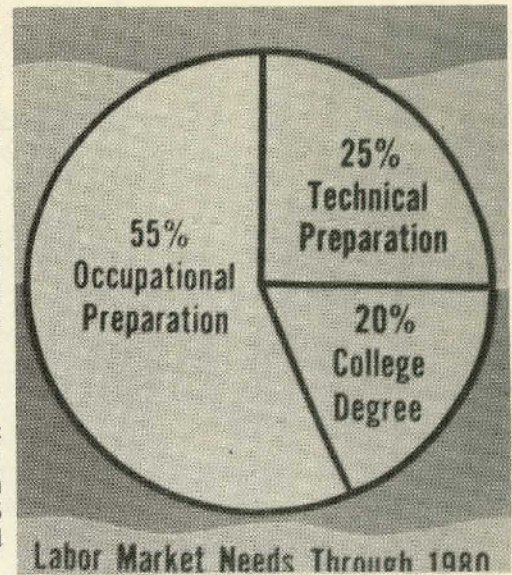
"A Redirected Education System---A Plan for Action," concerns itself with this imbalance which has become one of the most critical issues of our time. This presentation is produced by the Advisory Council for Technical-Vocational Education in Texas, that is composed of twenty-one citizens recommended by the Governor, appointed by the State Board of Education and confirmed by the State Senate.

*This is the script of a slide/tape interpretation of the Third Annual Report to the State Board of Education by the Advisory Council for Technical-Vocational Education in Texas.

The Advisory Council was formed administratively under Federal statute in early 1969 and reconstituted under state statute in September of that same year. The Council is responsible for evaluating, planning and making recommendations. In fulfilling these responsibilities, your attention is directed toward rationale for a plan for action for our state....

U. S. Department of Labor studies indicate that the educational requirements for our labor force are for 55 percent with vocational or occupational preparation, 25 percent need technical training, and 20 percent need college degrees. And yet, right now, 75 percent of our high school youngsters are in programs preparatory to college and 20 percent of the jobs.

A closer look at the programs students are pursuing in school reveals that the majority of them are getting the academic training but not the occupational or employability skill training needed for most jobs. A survey of 12,000 1972 high school seniors from across Texas revealed that less than 15 percent of their credits for four years study can be related directly to preparation for work.

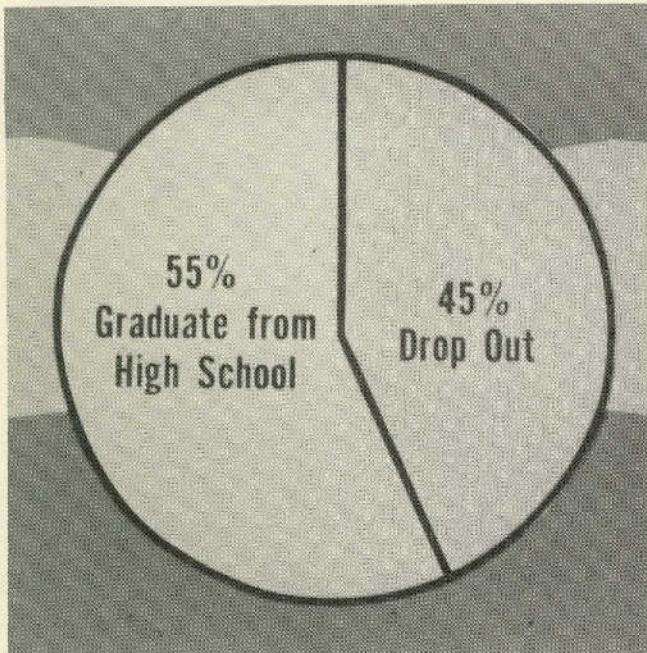


This mismatch is due largely to the education system still operating on the outmoded principle of college or failure. Academic studies have been made mandatory and vocational offerings optional in order that high school graduation standards relate closely to college entrance requirements.

There exists a useless snob appeal that we apply to people who have college degrees as opposed to those who don't. Now that doesn't make sense when a college degree has little to do with whether a person is performing a useful task, or is successful in terms of self-satisfaction and achievement.

This lack of relevance of education in light of existing and projected job market demands was no doubt responsible in part for an unusual paradox in our nation last year. We had the largest college enrollment in our history and the largest number of unemployed college graduates.

We are also faced with another problem...our school dropout rate. Forty-five percent of all children who enter first grade in Texas drop out before high school graduation. Of the 55 percent who do graduate, less than half go on to pursue a college degree and less than half of those get a degree. This means, ultimately over half of our young people are entering the job market without adequate career preparation or direction. They arrive in the work world by default...not by design.



In light of our employment requirements and school dropout rate, perhaps it's time that we face up to the fact that a Ph.D., a master's, or baccalaureate degree is not always necessary to accomplish what we want to do.

That doesn't mean we stop learning or even going to school. It simply means that all of us do not have to learn in the same traditional ways. Those who want to go to college should have the opportunity to do just that.

But look at our school dropout rates again. What about those who don't want to go to college...and what about the tremendous variety of occupations for which college training is not necessary or applicable?

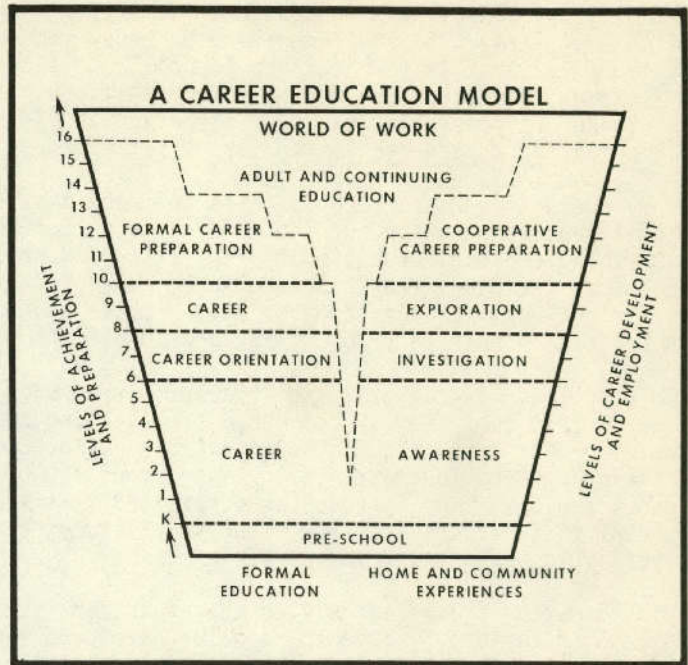
To insure that all people are properly prepared for both living and making a living, we must redirect the education system. This redirection should look at the needs of our society and economy...and most of all at the individual. What does the individual want to do...and how does he

want to do it?

The Advisory Council for Technical-Vocational Education in Texas recommends and supports the Career Education Concept as a viable "plan for action" toward redirecting the education process.

Career education is not a new name for technical or vocational education or any other educational experiences...nor does it exclude a college education. But rather it is the involvement of all educational experiences...academic and occupational...at all grade levels into career development.

Dr. Sidney P. Marland, Assistant Secretary for Education, Department of Health, Education and Welfare, says one of the prime objectives of career education is to insure that each individual obtains the skills to get a job prior to or upon high school graduation and/or to go on to further education or work and go to school at the same time.



As the career education model depicts, career development involves a close interaction between the formal education system, the home and community. To the left of the model are levels of achievement and preparation attained in school...to the right of the model are levels of career development and employment taking place in the home and community. Career development is continuous throughout one's life, beginning at a preschool age and continuing through adulthood.

During the preschool and career awareness years, the individual develops an awareness of what the world of work is all about. It is not the intent, by any means, at this early stage to force a child into an early career choice, but rather to enlighten the child as to just how big and beautiful the world really is.

In early childhood, a youngster becomes aware of the world around him through activities with his parents or at a day care school.

From the time he enters school, career development becomes a part of all of his educational experiences.

Students learn how their subjects such as math or reading and writing are related to the many ways in which adults live and earn a living...and also they learn that all work is not drudgery or something undesirable...and that man is more than a machine.

Such activities as role playing in the classroom and workers coming into the classroom to explain their jobs serve to reinforce the awareness phase.

During the career orientation, investigation and exploration years, grades 6 through 10, the student gains a wide exposure to a variety of careers, their requirements and rewards as well as "hands-on" experiences in some careers.

The student learns that occupations are grouped into basic clusters such as Health Careers, for example.

A youngster begins relating the many occupations within these basic clusters to his own interests, abilities, aptitudes and circumstances. This exposure will help the student make a later career choice, whenever it might come, best tailored to his or her needs and the needs of the economy.

The student also gains simulated or actual work experiences in laboratories, shops and/or community resources in as many clusters of occupations as possible to further validate his own personal interests, aptitudes and abilities.

During the career preparation phase with the previous phases of career development as a background and guide the individual should be prepared to give more specific direction to preparation efforts.

The student should be provided with the opportunity to develop basic academic skills and specific occupational and employability skills which will enable him to work upon graduation from high school or go on to further education and training.

Adult and continuing education may occur at all levels of achievement and career preparation depending upon the individual's needs.

Some people once they have departed the formal education system may want to go back to school, upgrade their skills or retrain, in an effort to find meaningful employment or to progress within their field.

Successful implementation of career education concepts is dependent upon many actions. After many months of study and exposure to citizens throughout the State, the Advisory Council suggests the following actions:

For example, if we are to effectively relate what we learn in the classroom to the world of work, then we must revise our school curriculum guides to insure that career education concepts are incorporated into all subject matter at all levels of educational experiences.

To tie the educational experiences of the student together into a career development goal as the student progress up the education ladder rests primarily with guidance counseling services. These services must exist and be well organized at all educational levels to provide maximum opportunities for meaningful decisions by the individual within the career development process. Ample guidance personnel should be provided to meet the needs of each student.

Counselors should maintain a close rapport with both students and teachers...and should undergo in-service training, temporary employment and other experiences to keep them up-to-date on the work world.

Guidance services should utilize vocational teachers and facilities as much as possible in career information, orientation and exploration for more effective career development in all education experiences of the individual.

Vital to counselors as well as the planners and managers of education programs is current and projected job market employment opportunity information. There is nothing more frustrating than to prepare for a career only to find no opportunities for employment. A supply/demand system for Texas must be established and state and local agencies, groups and organizations should be involved in both collecting and disseminating labor market information.

Our planners and managers of education will also want to find out what happens to our students once they leave or graduate from secondary, post-secondary and adult education programs...and then adjust curriculums and activities as needed to better serve students needs. This follow-up should be done for five years following the student's departure from the education system.

While on the subject of planning and management, the writers of the State Plan for Vocational Education must involve greater input from more people at all levels of education and give greater visibility to the resulting plan.

If our young people are to have the options upon graduation from high school of getting an immediate meaningful job or going on to further education, then we must revise our graduation requirements to insure that occupational offerings, like academic offerings, become an integral part of the student's course of study.

To insure that each individual attains the skills necessary for meaningful employment, we need to make the occupational offerings at the secondary and post-secondary levels as comprehensive as possible. This will require the redirection and expansion of some occupational programs. We also must not forget those individuals who have "special needs" when we design our programs.

Because every school campus in Texas cannot economically have comprehensive occupational offerings to meet the needs of all of its students, we need to establish area school jurisdictions.

This means that one or more school districts in one or more counties would form a jurisdiction and occupational offerings in one school would be made available to students in another school nearby that does not have the same offerings.

This can be achieved by transporting students, as needed, between campuses and districts. Efforts should also be made to reach sparsely populated remote areas through extension centers, mobile facilities and other means.

To insure that the occupational needs of all people are met, we need to utilize our facilities at times when people are available to attend. This may require opening schools after regular hours or during the summer. Appropriations should be made to insure that these facilities are fully utilized.

Public facilities are not the only ones available for providing preparation. The State has many fine private or proprietary schools available to prepare people for jobs. Recent legislation has set forth guidelines to insure that these schools function in the best interest of the general public.

Occupational programs and training facilities can serve no useful purpose without qualified technical-vocational instructors.

Agreements or other relationships should be further developed and implemented between institutions that prepare teachers in order that sufficient vocational-technical teacher preparation programs can be established to meet the growing need for teachers of occupational education.

Teacher training institutions should also establish and maintain a close rapport with industry and employers to insure that their professional development activities are realistic.

Institutions who hire industry people to teach should consider the number of years these people have had in industry and pay them based on that experience rather than start them out with beginning teaching salaries.

The Council has emphasized the importance of economic development. An important element of economic growth in Texas is trained manpower. To meet these special needs, the regular resources may need to be supplemented by special efforts of the community, industry and education in what we refer to as "start-up training."

For example, an industry moves into a community requiring special job skills the community cannot readily supply. A special funding reservoir should be available to provide the start-up training.

Instructional resources, specialized tools, equipment and materials would be supplied to be used in an existing school or some other facility within the community. Once training is completed the resources are relocated as needed.

The special needs of our adult population and out-of-school youth are continuously brought to the attention of the Council. Secondary and post-secondary institutions must share the responsibility of establishing programs to meet the needs of these people. The Council recommends state legislation and money to meet these special needs.

The recommendations made by the Advisory Council in this presentation are in keeping with an education system not necessarily constructed around semesters, ages, credit hours, grade levels and traditionally defined teaching methods.

If this state's education system is for all its citizens, then we must insure public education for everyone, regardless of age, race, color, culture, interest or ability. We've come a long way in making public education great, but we have a long way to go and YOU can play a part in insuring that education meets the needs of all people.

You can start by going to your local school boards and urge them to establish systems of placement and follow-up. Talk to others and get them to assist the school officials in studying the jobs available in the community.

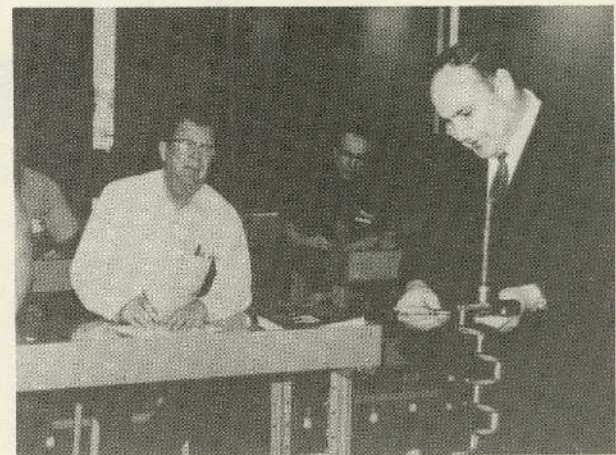
Ask them to compare jobs with the kinds of programs offered in the schools. Do they match...what will your community need in the future? Are your schools preparing your youngsters to meet these needs?

Do your schools have dropouts and graduates who disappear...going elsewhere for employment?

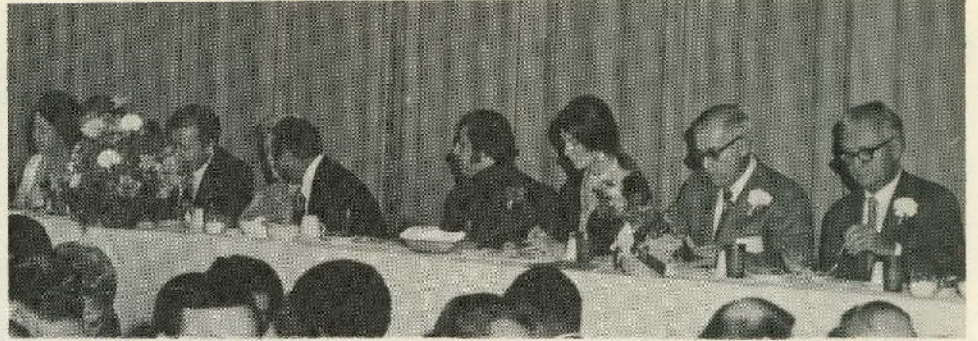
Work with your local boards and officials in setting up advisory committees involving citizens with backgrounds in specific areas of preparation. Most of what needs to be done...has to be done on the local level...and that means it has to be done by you and people like you.

We need a public education system that is flexible and changeable...a system that offers opportunities to all people in all types of life, for all kinds of occupations.

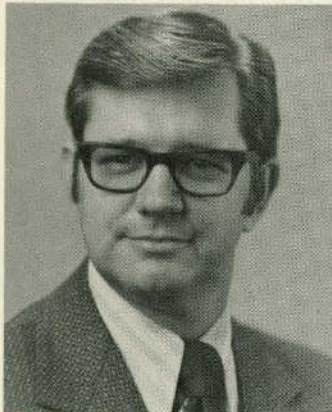
That means an education system responsive...not to a mass of people...but to each individual.



Banquet



The Banquet Address



William F. Pierce*

or congressional command performance could very easily affect that acceptance. In this case, it was the latter. The Congressional Committee that controls the U.S. Office of Education's budget last week announced the scheduling of its hearings at what was for Dr. Ottina and this audience, a most inconvenient time.

For my part, however, I am indeed honored to appear before you. How many former Texans can boast of leaving this great state to see the world beyond, and then have the honor of returning "Home" as it were to speak at a function as important as the Governor's Conference on Technical-Vocational Education. My Texas citizenship stems back to the Panhandle town of Borger, where I was born and raised until I was seven years old. I'm forced to admit that my memory of Borger during those days grows dim over the years even though I've returned to visit on a number of occasions. Actually, my most vivid memory of Borger results from a story my father likes to tell. My family moved to Borger when it was still a boom town. The sidewalks were wooden planks and the streets were unpaved. As a young teenager, my father bought his first car. Like all young teenagers before and since who find themselves owning their first automobile, my father was very proud. One Saturday shortly after he got it he spent most of the day washing, cleaning and shining it. That evening he drove very slowly down the main street as much to keep the mud, which was several inches deep, from splashing up on it, as to allow everyone to admire it. Spotting a young lady on the sidewalk he called to her "Going my way?" Much to his horror she said yes and began to wade through the ankle deep mud to dad's clean and shining car. So my father, being a true

Texas gentleman said, "I'll bet I get there before you do" and drove off as quickly as dignity and mud would allow.

As a result of that story, my memory is more of a Borger, Texas, that I personally never knew than of the one I lived in. As I think of Texas, I remember the carbon black plant outside of Borger, Phillips, Texas, a true "company town" in every sense of the word and a one room schoolhouse, where each row 1 thru 8 was a different grade and where I got my start in education.

After today, I'll have a number of new memories to add to the storehouse. My first helicopter ride, my first view of a college fully surrounded by a military base and the fact that my first public address in my home state was before this audience this evening. I rather suspect I'll, therefore, remember you and this evening long after you've forgotten what I say on this occasion. And that's really too bad because I have been asked to share with you the latest thinking and developments concerning the career education movement from the perspective of the U. S. Office of Education. I say it's too bad that you perhaps will have forgotten because, in my opinion, career education is the most important concept to appear on the educational scene in a long, long time. If properly implemented, career education will literally revolutionize education. From that standpoint, my topic is an extremely important one.

If I remember Texas fondly, I suspect that the Assistant Secretary of Education, Dr. Sidney Marland, does also because it was only three years ago in a speech at Houston that this education concept, which has caught on like wildfire, was given its first impetus as a national priority by Dr. Marland, who was then the U. S. Commissioner of Education.

In the short intervening time, the concept has been endorsed by President Nixon, the Council of Chief State School Officers, the U. S. Chamber of Commerce, and organized labor, to name a few. Endorsement by those groups and individuals is important. But their endorsement is not nearly as important as the installation of the concept into classrooms where children, youth, and adults study and learn.

To see an idea as far-reaching as career education espoused and then endorsed by state and local school administrators and community leaders in so short a time is unusual; but to see so many efforts to develop and put the idea into actual practice in so many school districts

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and in so many states, even before it has reached the definitive stage, is truly astonishing and exciting. Obviously, career education is not a fad or slogan, but is indeed as some have said, an idea whose time has come.

We might ask why this particular concept of educational reform has struck such a responsive chord? The accomplishments of America's public schools have been great in spite of the increasing responsibilities heaped upon them by society, yet we hear in ever-increasing crescendo, from students and parents alike, a chorus of complaints concerning educational programs and practices.

We hear charges that courses in the schools are irrelevant to real life needs, that most curricula lead nowhere, that counselors are still concerned primarily with getting students into college when statistics show that only two students in 10 will earn a 4-year degree and only 17-20% of all occupations require one anyway.

We witness growth in student boredom and absenteeism and continuing high dropout rates. There are substantial deficiencies in reading and other academic abilities of a large number of our young people. We see 30 to 40 percent of our students relegated to the so-called "general curriculum," who, as a result usually leave school neither trained to enter advanced education, nor to enter the world of work. This is the legacy left to far too many of our young people by our current educational system.

Obviously, then a substantial reshaping of our education structure, and a rethinking of the attitudes held by individuals and institutions was in order so that education would be more meaningful for the student and would give him--or her--a sense of fulfillment upon leaving school.

Career education provided for many of us the vehicle by which the structure could be reshaped and the attitudes restructured.

Career education is not a program, it is a concept--a different philosophy of education which shifts the focus of education from input to output. In other words, career education as a philosophy says that teachers, administrators and counselors are committed to seeing to it that every bit of knowledge or information imported to a learner is supplied solely on the basis that the learner will be able to use that knowledge as he or she pursues a career, or further education, which itself will lead to a career. Too often knowledge or information is imported to a learner simply for the sake of imparting knowledge with no interest or concern on the part of the teacher over whether it

serves any useful purpose to the learner. The real interest seems to be in the material going into the learner, not in the way the learner turns out. Now that may sound like a rather serious indictment of the educational system, but if it is not true, how do we account for the fact that 850,000 high school students drop out each year, 850,000 college kids drop out each year and 800,000 youngsters graduate from high school without any skill -- either academic or vocational? How could we really have a commitment to the learner and still tolerate that set of facts?

Career education has two major thrusts therefore. First, curricular revisions and second, attitudinal changes. Curricular materials, from kindergarten through graduate school, must be reorganized so that each program and each course relates as specifically as possible to the career education concept.

All educators will, at the same time, need to accept the career education concept as the focal point around which all their educational activities cluster, and that constitutes a rather significant attitudinal change.

And educators are not the only ones whose attitudes must change. For example, parents, civic leaders, legislators and other decision makers also need to take another look at attitudes affecting such things as the degree syndrome. Parents make great sacrifices to put their children through four-year college programs, when in many instances, it really is to the advantage of neither parent nor student. And yet we've deluded both into believing that a college degree is synonymous with success and lack of one equates with failure. Lawmakers vote separate funds for academic and vocational educational programs, as though one had little to do with the other. The point is that at this momentous period in the history of American education it is more incumbent than ever that all members of society rethink their attitudes towards what are acceptable and suitable careers and what constitutes an acceptable and suitable educational system.

Career education offers the best response I know for meeting the educational needs of the individual in particular and society in general. It breaks down the artificial barriers between academic and vocational education and weaves them into a new, finely blended and harmonious educational fabric. It is for all students--the banker's son and the baker's daughter, the 6-year-old, and the 60-year old, for the rich and poor, the black, white, and the brown. It's a total system which restructures the curriculum to assure that a student gets a realistic preparation for the world of work regardless of whether he leaves the classroom at the minimum

permissible age or continues formal education through high school and then at a college, technical institute, or other institution.

Career education is not something a student "takes," like mathematics, literature, book-keeping, or shop. It does not sacrifice thorough academic preparation for occupational skills. Nor does it train students solely in marketable skills at the expense of the intellectual and problem-solving abilities that come with an enlightened study of psychology, philosophy, literature, and the other humanities. It does, however, focus all of these very necessary activities on a common purpose -- that of preparing people to live, to work and to cope in a society who's rate of change has become astronomical.

I trust that by now I have made it crystal clear that we do not see vocational education and career education as being synonymous. Vocational education plays a role, a key role, in career education. In fact, career education without vocational education would be like a car without an engine. But, just as a car needs many other components if it is to be operable, so career education requires vital components other than vocational education, including such essentials as English, chemistry, literature, guidance, counseling--and placement.

Here again business and industry, labor, and many other groups in our society must play key roles if the reform movement of career education is to reach its full potential. The attitudinal changes I mentioned a few moments ago go hand in glove with the enlarged concept of "placement."

The educational community doesn't control the job market, in spite of the growing recognition that those in counseling and guidance should feel at least as great a responsibility for getting students placed in jobs as in getting them placed in "proper" higher education institutions. Business and industry, and labor face a number of great new challenges under career education. One is the challenge of assuring that students, after reaching a certain level of preparation and competence in their schooling, will be guaranteed of a job if they wish to enter the labor market. It is one of the knottiest issues we face, but a problem whose implications are so vast for our society that we must put our brains and hearts together in an honest effort to effectively master it.

Career education is still a concept with a common set of characteristics and not a definitive program. As I've said, we in the U.S. Office view it as being all-inclusive and all-pervasive, ranging from the elementary grades through secondary and post-secondary education, and through the graduate or professional school.

However, we in Washington can't issue a prescription that says: "This is career education. Follow this blueprint." It has to be developed on state and local levels to meet state and local needs.

But just how do we see our role then? In essence, we at the Washington level are persuaders, provokers, initiators; we are funders for the research and development of the career education concept which must get its firing line validation and practical refinements in schools throughout the United States.

Many career education efforts and approaches will be mounted and attempted by creative educational leaders throughout this nation, and from the local educational forces really viable career education programs will emerge.

It is the hope and desire of the U. S. Office of Education to help release this creativity of other people as they hammer out the definitions of career education.

The State of Texas stands as one of the best examples I know about of how education leaders at the local and state levels can meet the exciting challenge of developing and installing career education programs. They are doing so well that I'm tempted to suggest to my Texas friends that the song "The Eyes of Texas Are Upon You" be rewritten to make it clear that "The Eyes of the United States" are watching the career education developments in Texas with intense interest.

For instance, the career development center that the Dallas Independent School District has developed under its own initiative is an outstanding example of what can be accomplished by a local school district when it has the support of the community's business, professional, education, and other leaders.

On the state level, the efforts and accomplishments of the Texas Education Agency under the leadership of Commissioner Edgar also are drawing national attention. The efforts of the Texas Education Agency also illustrate dramatically the point that it is too early to define career education and that it must be developed and refined outside the confines of Washington. For if we had defined it, I'm convinced we would have stifled or, at the very least impeded the developments initiated by the T.E.A. that are drawing national attention. These include:

1. The regional education service centers with their effective delivery system for serving the state's more than 1,000 school districts; their efforts in developing career education in each service center district; and their career educa-

tion staff training and curriculum conferences.

2. The industrial co-operative training program. Its first group of high school graduates will be able to join the municipal water plants of your biggest cities this spring as skilled, licensed workers because of the cooperative training they received under the program.
3. The Partners in Career Education Program, the Career Maturity Inventory and the Assessment of Career Education Projects, as well as a number of others which time doesn't permit me to mention.

The point in citing these efforts and accomplishments is that career education, in addition to being a movement seeking definition, also is a movement whose strength must come from the grass roots of state and local education leadership. It also shows, I believe, that we are in common agreement as to the objectives and characteristics of career education.

Before concluding, I want to touch briefly on the highlights of some of the U. S. Office of Education's efforts to further career education, and mention some of the problem areas we see facing this movement.

In connection with the organization of the new deputyship for occupational and adult education mandated by the U. S. Congress last year, and which I head, we are creating an Office of Career Education. The Office of Career Education will develop and coordinate all career education programs within the U. S. Office.

The newly created National Institute of Education will take over certain research and development functions involving career education, including further refinement of the four career education models, which formerly were under the jurisdiction of the U. S. Office.

The Curriculum Center for Occupational and Adult Education in my deputyship is working with state curriculum laboratories and has funded a number of projects, among them several designed to develop career education curriculums along cluster lines. Pilot testing of five of the clusters will start next September. One of them is the construction curriculum which is being developed by the Texas Education Agency's Department of Occupational and Technical Education under a contract with our curriculum center.

Last year the Commissioner of Education awarded the entire \$9 million in discretionary monies at his disposal under Part C of the Vocational Amendments of 1968 to state boards for voca-

tional education so that the states could establish their own demonstration, testing, and development sites for career education.

Under Part D of the same act, we are funding 56 so-called mini-model exemplary career education projects--one in each state and territory--that today are serving an estimated 700,000 students.

The Office of Education is doing a number of things within the vital area of guidance and counseling. Within my deputyship there is a career development guidance, counseling, and placement unit which we hope to strengthen in the months ahead. This summer, under a contract with the University of Missouri we hope to produce a detailed, illustrated guide which the states can use in helping their local districts design and implement effective career development, guidance, counseling and placement programs.

Another major U. S. Office project dealing in the same area is a contract with the American Institutes for research at Palo Alto, California. The project's advisory panel is now selecting approximately 15 outstanding career guidance sites which will be visited and closely examined and reported on this spring. Ultimately the project will produce a comprehensive manuscript on the assessment of career guidance, counseling, and placement for non-college-bound students in secondary schools.

Some of the immediate problems we see facing the career education movement have been alluded to. There are a number of others.

There is the basic difficulty of understanding the concept of career education and realizing it is not a "program" that can be adopted and adapted and made part of a curriculum, because it is the entire curriculum.

An understanding of this philosophical bedrock helps overcome other problems, such as what is the role of the vocational educator, the math teacher and the English teacher under career education. As I've suggested, there is the need for a number of changes in attitudes by virtually all segments of our society regarding the purposes of our schools.

There is the snobbery that exists throughout our society which seems to say that one type of schooling, or education, or career pattern shall enjoy higher prestige value, and its practitioners shall enjoy greater recognition and rewards than those in other career areas, even though each practitioner performs a service that society needs. There are the problems of counseling and guidance, and of the theories, practices and attitudes of teacher training institutions.

Career education still has a number of critics who enjoy stating, often in what appears to be CONDESCENDING WAYS, THAT the philosophy is too narrow, that there are practical problems of manpower projections, that the forced choice of occupations is too early for many students, that there are questions of pedagogical technique and that properly implemented it appears to cost too much.

Time does not allow me to try to deal with each of these concerns. I mention them here only to alert you to the fact that these criticisms must be faced and answered. At this point, I would only remind those critics that career education is not a new idea. The 12th Century Hebrew scholar, Maimonides, said we should help our fellow man "by teaching him a trade, or by putting him in the way of business, so that he may earn an honest livelihood, and not be forced to the dreadful alternative of holding out his hand for charity."

In 1929, Alfred North Whitehead wrote:

"The antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical; that is, no education which does not impart both technical and intellectual vision. In simpler language, education should turn out the pupil with something he knows well and something he can do well."

In 1961, James Conant wrote:

"I must record an educational heresy, or

rather support a proposition that many will accept as self-evident but that some professors of the liberal arts will denounce as dangerously heretical. I submit that in a heavily urbanized and industrialized free society the educational experiences of youth should fit their subsequent employment. There should be a smooth transition from full-time schooling to a full-time job, whether that transition be after grade 10 or after graduation from high school, college, or university."

If the career education concept is anti-intellectual, so then, it appears, were Maimonides, Whitehead and Conant.

I submit they were not. Rather, it has simply taken a great many of us a very long time to try to honestly respond to what we've been told was our major educational problem since the 12th Century.

I want to thank Governor Briscoe and the other hosts for this opportunity to discuss career education. With the understanding, dedication, vision, and leadership of the men and women in this audience and in this state which has led to the development of the programs I cited earlier you have indeed begun an honest response. One which many of us will look to for direction in the months and years ahead.

Ladies and gentlemen, I've been told today that there's no such thing as an ex-Texan--only Texans who are forced to live somewhere else. Therefore, let me say in closing, the next time you'r in Washington--"ya'll come see us--hear?"



William F. Pierce, Deputy Commissioner for Occupational and Adult Education in the Department of Health, Education and Welfare in Washington, D.C., discusses Career Education during his banquet address.

Economic Development--Start-up Training

The Advisory Council for Technical-Vocational Education in Texas has manifested a continuous concern for economic development since its inception under state and federal legislation in 1969. In fact, the general purpose of the Council is for economic development of the State.

In order to have a place for trained people to work, there must be jobs. The Council has recommended several actions in its three annual reports since 1970 that would enhance economic development. One of these has been "start-up" training which deals with meeting the manpower needs of new or existing industry.

Several state agencies, institutions, organizations, groups and employers have responded and through cooperative efforts have made a good start in developing this "start-up training concept." A film entitled "The Making of a New Craftsman" was shown during the banquet at the Conference.

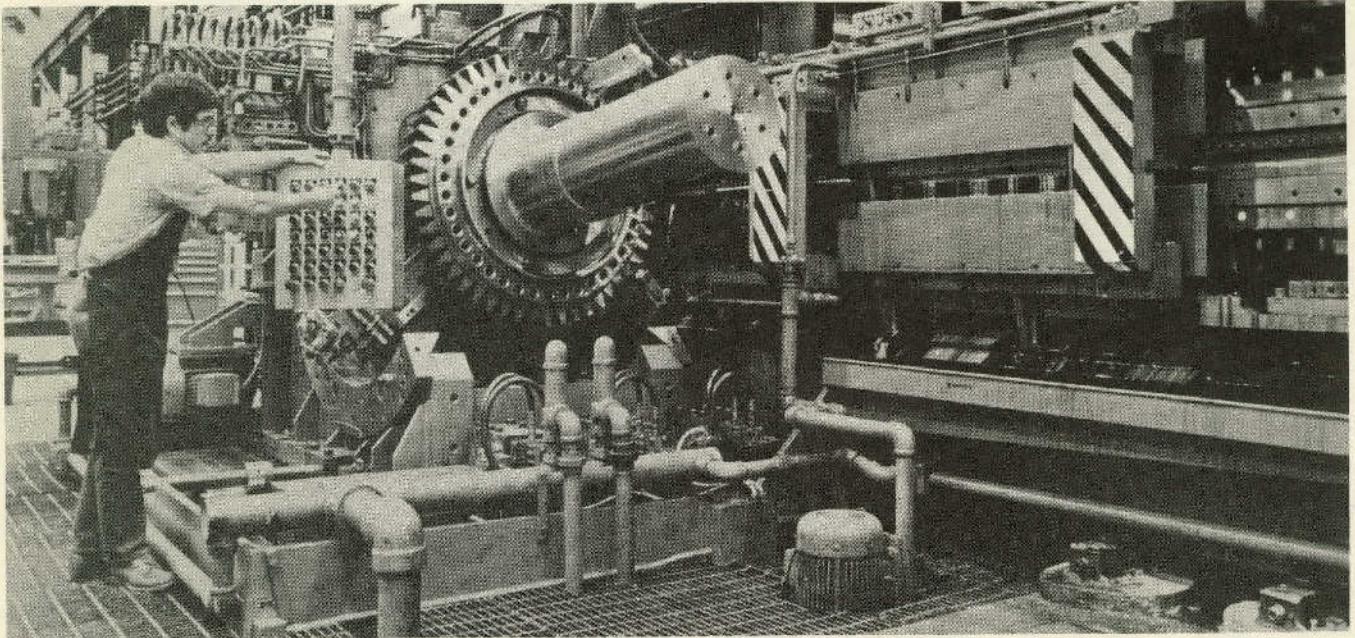
The film depicts a success story of how Texas responded to the needs of an industry which was seeking to locate a gas turbine plant in the community of Round Rock, 20 miles northwest of Austin. The addition of the plant to the "Great State of Texas" would mean jobs and a better life for many people.

The Westinghouse Electric Corporation found Round Rock an ideal place to locate. The community had clean air, land and manpower needing and wanting to work. There was one major hurdle however that stood between Westinghouse saying "yes" or "no" to locating in Texas---there was not a trained work force to handle the jobs at Westinghouse.

The Texas Industrial Commission said, "We want your plant in Texas." The Texas Education Agency said, "We will fund a program to train workers for the jobs required." Central Texas College at Killeen said, "We have the facilities and instructors. Tell us what you want and we'll train workers your way."

The Texas Employment Commission said, "We'll recruit and test trainees for the job training program." The Westinghouse Corporation, hearing all of this, said the most important word of all ---"yes."

But one success story was depicted in the film. There are other success stories in Texas and there will be many more. The film itself dealt with the specifics of the training program that led to the training of people over a 17 week period for "entry level jobs" the day the plant opened. These jobs varied from machinists, welders, mechanical and electrical assemblers, etc.



The Westinghouse Gas Turbine Plant at Round Rock was used as an example at the Banquet of how industry and a state can successfully work together for the betterment of people and the economy.

Second General Session

Greetings to Participants



Dr. Calvin Dellefield*

Good morning. It is truly a pleasure to be here. I bring you greetings from the National Advisory Council on Vocational Education.

As you know, this is a 21 person council appointed by the President of the United States to advise the U. S. Office of Education; the Secretary of Health, Education, and Welfare; and the

President on the broad spectrum of occupational education whether it is conducted by the Department of Defense; the Department of Health, Education, and Welfare; the Department of Labor, and on and on because it has the obligation to then report to the Congress on duplication of effort at the federal level.

I am pleased to say that Texas has two members on the National Advisory Council as you well know. Dr. Luis Morton, who is also on the State Advisory Council of Texas, was one of the original members on the National Council appointed by President Johnson, and he was again reappointed by President Nixon. Also on the Council and just reappointed is Tom Pauken, a law student at Southern Methodist and a very bright young man of real help to our Council.

I am particularly pleased to say that in these times of stress in Washington...and sometimes they call it Disneyland East...just yesterday while we were here I received a call from my office saying that the White House announced the appointment of seven council members. Each year seven members go off the Council and you anticipate reappointments. The question always is: Does the White House want a group of lay people looking over the shoulders of their educators and reporting to the other body...to the Congress as well as to the Executive branch...on the activities of education? Is the money being spent wisely? Are the programs being developed effectively?

Just yesterday President Nixon gave his answer and appointed seven members for three year terms. Now this is particularly important for

*Executive Director, National Advisory Council on Vocational Education.

those of you who know that in the 1974 proposed revenue sharing budget, there were no dollars for either state or national advisory councils. So I believe the President has indicated in this way that he believes that the review by lay people of educators is an effective way of making education, and in our case, vocational education, a better enterprise.

It seems that it was just three years ago that I stood on this platform and Ed Redding was sitting there...and Dr. Edgar was sitting there ...and Mr. Howell was sitting there...and we looked out at a meeting that was just about one-half this size. The state advisory councils were just beginning their operation. They had been in operation just a few months and at the time, Mr. Howell, you gave the group a charge. You indicated, and I won't forget it, that they had a major responsibility for coordinating and advising on the areas of occupational education. As President of the Board, you said you expected these lay people to be of critical support and critical help to you and the vocational educators in this state.

I heard Dr. Edgar at the time say that he was looking eagerly forward to the support of the state advisory councils, and in three years Texas has become a model. Your state law, which establishes the advisory council as an integral part of the state government, is a model that is being followed all over the country. Approximately 14 states have patterned their new laws after Texas. But really far more important than the Advisory Council is the exciting growth and development of vocational education. The meetings that were held around the country...around all parts of Texas last year in which the open meetings brought indications of support from lay people all over the state for their vocational programs, have moved vocational education ahead very rapidly, but maybe not as rapidly as we all like.

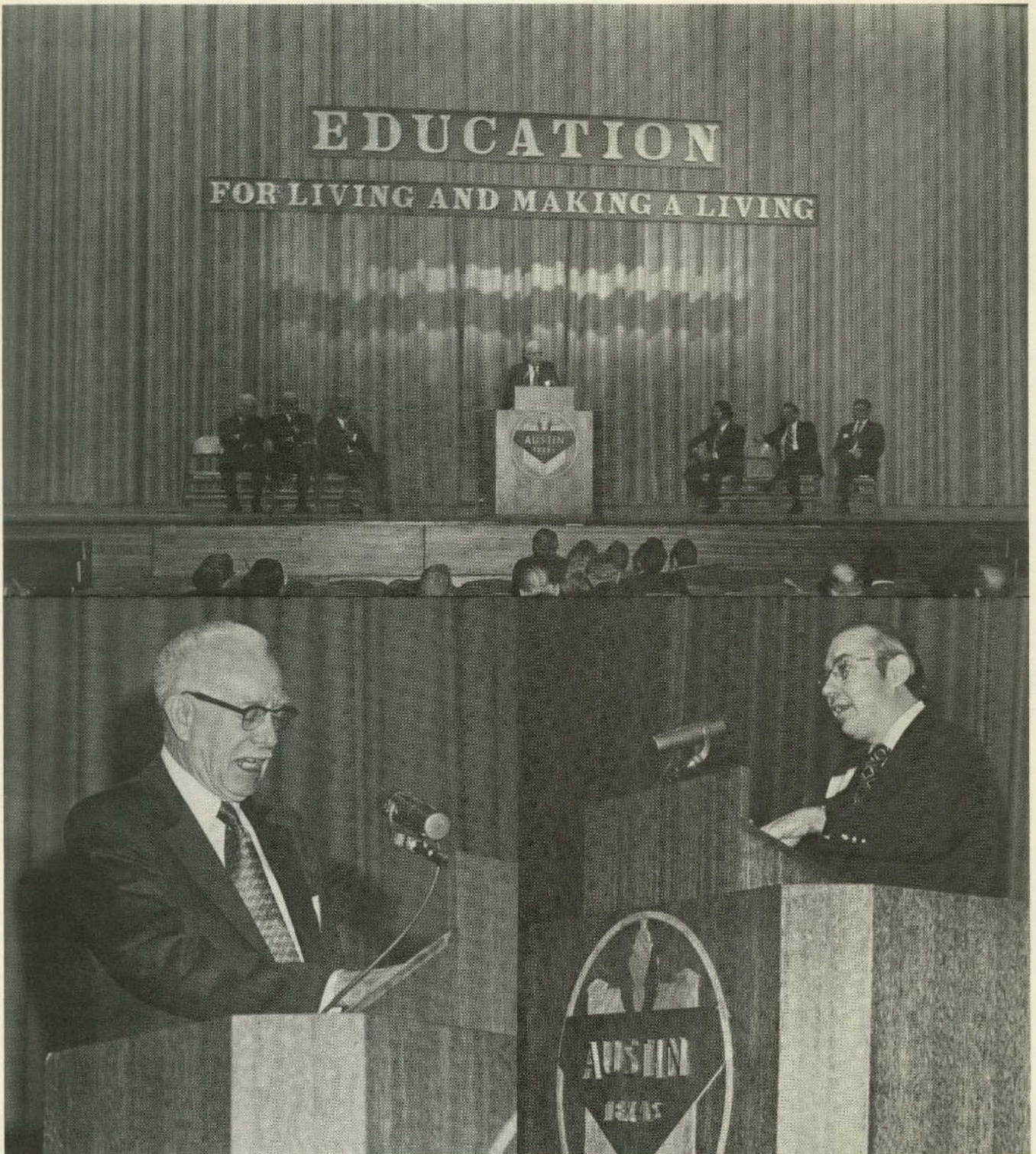
As far as Texas has gone, as fine a program as you have, as many fine models as you have, and as many states that look to Texas for their leadership; you still have a way to go. There are still 50% of the youngsters in this state who don't graduate from high school. There are still about 70% of the youngsters in this state who graduate from high school and don't end up with a job skill.

We have a long way to go. You have moved ahead rapidly and well. The kind of team effort that we see at this conference...the leaders of higher education, the leaders of the community

college movement, the leaders of the technical institute movement, the leaders of public school education...vocational and academic...are working in Texas as a team; maybe a closer knit team than anyplace in the United States, and all

of us look to you for leadership.

I salute your leaders. I salute you for being here in such great numbers. Thank you.



Among the distinguished speakers during the Second General Session, who were speaking to the topic The Role of Technical-Vocational Education in the Coming Decade, were Ben Howell (top & left), Chairman of the State Board of Education, and Chet Brooks (bottom right), State Senator.

The Role of Technical-Vocational Education in the Coming Decade...In the Economy



Charles F. Jones*

At the outset, let me express my appreciation for this opportunity to participate in this conference and to discuss with you some of the problems that face us today and in the immediate future in the area of technical-vocational education. As we think about our problems and opportunities in this area, I feel that it is important to recognize that no individual segment of our total educational system can be singled out for separate treatment without regard for its relationship to the remainder of the system.

In the United States, we are the beneficiaries of a heritage which holds the idea that the availability of an education for all of our citizens is essential to the well-being of our society. Ours is the first nation in history to endeavor to provide education on so grand a scale--mass education to the highest attainable level for every individual. It is a uniquely American idea, and in our country, education has served as the generator of new ideas and social and economic changes that are almost unimaginable.

The idea of education for all has been with us almost since we first came to the New World--although its actual implementation was nearly two centuries in the making. Yet as early as 1642 the Colonial Legislature of Massachusetts passed a law requiring all parents to see that their children were taught to read, learn the major law, know the catechism and learn a trade.

Not everyone was so enlightened, of course. As late as 1670, Governor Berkeley of Virginia was still saying that "I thank God there are no free schools, and I hope we shall not have them these hundred years; for learning has brought disobedience and heresy...into the world."

Neither was there complete agreement about the purpose and quality of education. Late in his life Ben Franklin used to tell a story which illustrated his views about the shortcomings of colonial education. In 1744, the story goes, the Virginia colonists were negotiating a treaty with the Six Indian Nations. As a gesture of

goodwill, the Virginians offered to take six Indian boys and give them an education at Williamsburg. The Indians considered the offer overnight and then declined with thanks. The reason, they said, was that several of their young men had been sent to colonial schools in times past. They had come back, according to the Indians, "bad runners, ignorant of every means of living in the woods, unable to bear either cold or hunger, knew neither how to build a cabin, take a deer, or kill an enemy, spoke our language imperfectly, were neither fit for warriors, hunters, or counsellors." In short, the Indians concluded, "they were totally good for nothing."

The Indians had a point that is still valid today: an education should fit the individual to live and perform successfully in his society. And throughout the development of American education, we can see evidence that our forefathers grappled with this problem.

For example, in his classic series of lectures on "The Idea of a University" in the 1850's, John Henry Cardinal Newman brilliantly presented and defended the principle of education for education's sake. The good Cardinal maintained that "a university, taken in its bare idea...has this object and this mission; it contemplates neither moral impression nor mechanical production; it professes to exercise the mind neither in art nor in duty; its function is intellectual culture; here it may leave its scholars, and it has done its work when it has done as much as this." He went on to say of the man of his time that education "prepares him to fill any post with credit, and to master any subject with facility."

That is no longer true. Forty or fifty years ago, there was a job for nearly any educated man in the United States. But today it is no longer axiomatic that our complex economic system will absorb anyone our educational institutions turn out. In our day it is imperative that we have both "education for education's sake" and education for the sake of the individual. We must prepare him not only for life--but also to make a living.

Inherent in the thinking of the middle of the nineteenth century was the idea that education was a synonym of intellectual culture, and only that. We can understand this limited idea of an education when we remember that our country at that time was largely agrarian, manufacturing processes were few and unsophisticated, the demand for unskilled labor was high relative to the demand for craftsmen and managers, and even

*Dean, College of Business Administration, University of Houston at Houston.

in the crafts, proficiency was attained through apprenticeship rather than formal training. In contrast, let us look at the pattern that has emerged this century. Professor Peter Drucker, in his book The Age of Discontinuity, points out that there has been a massive shift from manual to skilled work in today's established industries. He goes on to say that every one of the new industries emerging in the American economy --such as the computer and data processing industries, and oceanography-related industries --is squarely based on knowledge. Not a single one is based on experience.

"Every single technology and with it every industry before 1850 was based on experience," Drucker says. "Knowledge, that is, systematic, purposeful, organized information, had almost nothing to do with any of them. Even the so-called 'modern' industries...were largely experience-based rather than knowledge-based. Science had almost no part to play in the birth of automobile or airplane...these technologies were still experience-based. And so was the electrical industry in large part; Edison, for instance, was much more traditional craftsman than modern researcher. Only in the chemical industry were there inventors with university training in their science."

"The new emerging industries, therefore, embody a new economic reality: knowledge has become the central economic resource. The systematic acquisition of knowledge...has replaced experience...as the foundation for productive capacity and performance."

This development has the deepest implications for tomorrow's work force and for our educational institutions which train them. The great strength of American society throughout our history has always been our willingness to use human resources, our willingness to put ability, ambition, and dedication to productive use. But now education--and specifically, the right kind of education--becomes the key to the door.

We Americans, sometimes unfortunately, tend to think in absolute terms, and this in turn tends to limit our thinking as we are faced with solving the increasingly complex problems that are being generated in our emerging society. Thus, we are inclined to label an individual as either educated or uneducated, basing our judgment primarily on the questionable assumption that education is acquired only after the completion of a prescribed course of study at an accredited university; and to the extent we make a distinction in the levels of education, we tend to correlate it with the number of academic degrees conferred. This reflects our legacy from Cardinal Newman who equated education with intellectual culture, but in today's world, it is my conviction that we need a broader defini-

tion of education that is more nearly relevant to our times.

I suggest we look at education as the total learning process that begins when a baby first becomes aware of his environment, and hopefully continues throughout his life span. His so-called formal training, that is, the training he receives from educational institutions should be consistent with his abilities, his aspirations, and his ambitions; and we can count the job well done if we have met this criterion and have prepared him not only for life but also to make a living.

In this framework, we see education as a broad continuous spectrum covering the necessary training for all elements of our economy; and distinctions such as "well-educated" and "poorly-educated" take on a new meaning, referring to the quality of training that an individual has acquired for the role he has chosen to fulfill, rather than the number of degrees conferred on him.

As I pointed out earlier, the past few decades have been characterized by a massive shift from manual to skilled work. All forecasts for the next several years lead to the conclusion that the trend will continue, with constantly decreasing demands for the unskilled, and correspondingly increasing demands for the skilled. And, of course, this is where Technical-Vocational education must fulfill a vital role.

One has only to look at the want ad section of our daily newspaper, as I did a few weeks ago, to document the shortage in our work force today of vocationally trained people. Job opportunities of every sort abound: craftsmen in all fields, clerical and stenographic help, and so on. The list seems endless and as we look down the road, we can see that the needs will continue to multiply. It seems obvious that health care services, telecommunications systems, electronics, and automation in manufacturing will continue to expand, and if history serves as a valid guide, these developments will continue the growing demand for skilled workers while providing fewer and fewer opportunities for the untrained.

A brief look at a few of the statistics that characterize our performance in the vocational education field will cast some light on the reasons for our present situation and point the direction we need to go. Over the past years we have invested some \$14 of public money in higher education for every dollar spent for teaching down-to-earth skills. Among other things, this has reflected the extraordinarily strong support of the hard sciences and engineering during the past decade when we had a stated national

objective of putting a man on the moon. At the same time, advancing technology has brought about an elaborate specialization in jobs, and has had the effects of pinpointing, more sharply than ever before, the relevance of the education received by the individual. The obvious mismatch of science and engineering graduates with job opportunities is now being reflected in college enrollment, with the number of students involved in these areas decreasing, and those studying in areas such as technology and business administration increasing. Thus at the University of Houston, when we compare this year's enrollment with that of the 70-71 academic year, we see that over this two year period, engineering enrollment is down by 16% while enrollments in the College of Technology and the College of Business Administration are up by 44% and 19%, respectively. Further, of the total increase over this two-year period in semester hours taken for credit at the University of Houston, 21% are accounted for by the College of Technology and 27% by the College of Business Administration. The rather obvious conclusion to draw is that today's college student is aware of and is reacting to the law of supply and demand, with the result that increasing numbers of students are building more flexibility into their programs as a hedge against future job requirement. It is obvious we need to provide a similar insight, particularly while the student is still in high school, into the growing opportunities in the technical-vocational area.

It seems appropriate at this point to recognize that the market place is reflecting the growing need for technicians through the rapid escalation of salaries for these jobs. It is important for the young people who are about to enter the work force to know this, since it reinforces the idea that each person should train for the type of work he will enjoy and will do well. With the narrowing of the economic gap between the various entry jobs in the market place, the incentive to mismatch ability, ambition, and type of job is minimized to the obvious benefit of the individual planning his career.

Another set of statistics gives us a strong incentive to encourage a larger portion of the entering labor force to choose vocational education. On the average we can expect not more than 25% of our high school graduates to complete a college course leading to a degree. At the same time, not more than 20% of our high school graduates have adequate work skills. Taking the most optimistic view and assuring that these two numbers are additive we can say that more than half of our high school students will, on graduation, enter the work force with no particular skill. And we should keep in mind that we are faced with the following problems: not more than 40% of the positions for tech-

nicians in the health field are being filled with qualified people; by 1980, the shortage of skilled technicians in the health area is estimated to be at least 400,000; and the need for technicians in the solution of major problems facing the nation, such as environmental control, the energy shortage, and rapid transit, will continue to provide unparalleled opportunities for skilled members of the work force.

Without belaboring the point, it seems to me that we need to develop more overt ways of indicating to the young people who will enter the work force that any job is dignified and worthwhile if it is well done. There is unfortunately a belief in some quarters that a college degree is the only road to success and happiness. But the important thought to get across to the young person is that he should choose a career in an area where he can do well and enjoy doing it. If that choice leads to a college degree, well and good; if it leads to vocational training, the individual should be proud of his decision in the secure knowledge that he will become a valuable contributing member of society. There is no room here for any invidious comparisons of the professional and non-professional. By way of illustration, I expect all of us hope that the medical technician who draws our blood samples and runs our laboratory tests is just as much a professional as the doctor who interprets the data and prescribes the treatment.

While a major thrust of Technical-Vocational Education must be directed to the students and graduates of high school, we must also keep in mind the older worker.

Industry is rapidly creating new jobs that require skills and training which did not exist when most of today's work force left school. We are facing the problem of process or system obsolescence. The need for the work itself frequently disappears due to improved methods or replaced processes. A man may devote 10 to 15 years of his life to becoming proficient in something that is no longer needed. We must, therefore, be concerned with the continued education of adults. We must discard the notion that a person can acquire in the first 20 years or so of his life all the formal training he will need to carry him through a working career of 35 or 40 years. No longer can we talk of completing our education; it is becoming a life-long process.

It is in this area that the two year community colleges can be particularly helpful. Not only can such a college give the youthful student skills which coincide with those required in the marketplace; it can also re-educate him as technology changes. And, incidentally, we should discard the idea that if an individual

by some mischance did not have the opportunity to get enough education in his youth, he is forever forbidden such an opportunity.

I can think of no better example of the changes education can bring to a mature adult's life than the program Lee College at Baytown helped my company (then Humble Oil) devise a few years ago. At that time there was a need and a desire to help some long-time employees in Baytown to qualify for company apprenticeship training in skilled crafts. Yet these men lacked the necessary fundamental educational underpinning.

Lee College was approached with this problem, and the school recommended special classes designed to upgrade reading comprehension and math skills.

These men, who averaged 46 years in age, attended classes in the evenings for more than six months, and studied outside class to keep up with their assignments. During all this time they carried on with their regular jobs. Twenty-two of these people passed apprenticeship entrance tests and enrolled in formal training programs of various crafts. These men, with the help of Lee College, pulled themselves up by their bootstraps. The combined increase in their career earnings will total more than a quarter of a million dollars. They proved that it's never too late if you give a man a chance.

The flexibility of the community college, and its ability to fit the student's education to his specific needs as in the case I just mentioned, will become even more valuable in future years, as we move into what has been called the "knowledge economy" in which the "knowledge worker" will prevail.

Three years hence, we will observe two very significant occasions. One will be the 200th anniversary of the signing of the Declaration of Independence in 1776.

Another, less-known event will be the 200th anniversary of the emergence of economics as a

formal discipline. The great Adam Smith published his major work, An Inquiry into the Nature and Causes of the Wealth of Nations, in the same year--1776. For Adam Smith, the human factor in economic life was central. He built much of his analysis around the forces governing the acquisition of skill and its effective utilization. According to Smith, it was the skill, dexterity, and competence of individuals which were the basis of individual and national wealth.

How appropriate that the development of knowledge in all its phases has made Smith's ideas so timely today! And how appropriate that when we celebrate the signing of a document that made us politically free, we can also contemplate our high degree of economic independence--with the knowledge that both our political freedom and our economic freedom are based on the worth of the individual and his right to develop his talents to the fullest extent.

The Southern newspaper editor Ralph McGill has written that "We cannot, any more than past generations, see the face of the future. But we know that written across it is the word Education." We also know that the field of Technical-Vocational training must be an important and necessary part of that future.

If we can integrate our total educational system so that the capabilities and ambitions of our citizens are more closely matched to the needs of our society I believe we can remain worthy of that encouraging description of our country given by Alexis de Tocqueville - that perceptive European--so long ago.

De Tocqueville said of us: "They have all a lively faith in the perfect ability of man, they judge that the diffusion of knowledge must necessarily be advantageous, and the consequences of ignorance fatal; they all consider society as a body in a state of improvement, humanity as a changing scene, in which nothing is, or ought to be, permanent; and they admit that what appears to them today to be good, may be superseded by something better tomorrow."

The Role of Technical-Vocational Education in the Coming Decade...In the Public Schools



Ben R. Howell*

What will be the role of Vocational-Technical Education during the next decade in the public schools? There will be much activity. Some of the actions may surprise us, but we can make reasonable predictions of others. Additional vocational-technical programs will be started. Methods of teaching and training should be improved. The universities and colleges should graduate better qualified counselors for vocational-technical education. I could read off forecasts of the increasing numbers of students, additional programs and teachers, but I prefer to leave those details to be gleaned from the state plans as they are published annually. I think the most significant development in the coming decade will come from start-up of "career education" in the public schools.

"Career education" is a term that needs explanation. To some people in education career education means only a new, more glamorous, term for vocational-technical education. The State Board of Education and Texas Education Agency understand career education in a much broader and more vital sense.

In 1970 the State Advisory Council for Vocational-Technical Education recommended to the State Board that a curriculum be established in both elementary and secondary schools to provide for occupational-career orientation for all pupils. For several years pilot programs seeking to find a means of this orientation had been tested in school districts in an effort to develop teaching materials and to train teachers to do that job. On June 5, 1971, the State Board gave the "GO" signal for development of career education in all Texas public schools.

The result desired is that every student shall develop competencies necessary for living and for making a living; also appropriate attitudes toward work, and an appreciation of the worth of the worker. To reach that result requires starting in the kindergarten and continuing all the way through grade 12. This means revising the entire curriculum to bring into the traditional three R's an understanding about the ways

to make a living, the relationships that exist between education and career opportunity. Career opportunities cover the entire range of unskilled, semiskilled, skilled, technical, and professional work. This means teaching the economic and social structures of our system and the ways our people support themselves, so that, at the proper time students may make informed decisions concerning how they will earn a living and take the responsibility for those decisions. With this background the student can prepare himself, or herself, and be qualified for employment upon finishing the high school, or be ready for further preparation in technical college work, or professional education in the university.

The State Board has proclaimed among the Goals for public school education in Texas the following:

"...all students should achieve:

1. Knowledge of the fundamental economic structure and processes of the American system and of the opportunities for individual participation and success in the system.
2. Occupational skills prerequisite to enter and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.
3. Competence in the application of economic knowledge to practical economic functions such as planning and budgeting for the investment of personal income, calculating tax obligations, financing major purchases and obtaining desirable employment."

It will be no easy task to review textbooks, curricula, and teaching materials for all twelve grades and to find the best spots for inserting and including career education concepts. Nevertheless it will be done. It is not a task for vocational teachers alone. The teachers of academic subjects must become aware of the goals stated and must participate in making children aware of the dignity of work and of the manner in which our system supports itself. It will take time to change the attitude of some school people. There will be some errors, some failures, but the coming decade can and will provide a change in attitudes. More and more students will have the opportunity to discover the satisfaction of doing a

*Chairman of the State Board of Education--
El Paso.

job to the best of their ability and the dignity of honest work.

Success of this effort will depend largely on the extent of participation by business and industry. School people need the experience and know-how of both management and labor. This participation becomes most important during the latter stages of "career education." School people plan a four stage program: career awareness from kindergarten through grade 6; career orientation and awareness in grades 6 to 8; career exploration in grades 8 to 10; and preparation for careers in grades 10 through 12. Men and women actively engaged in the world of work can make that world attractive during the years when decisions are being made.

Let me pay tribute to those of you who have contributed greatly to the "cluster" concept of occupations. Environmental Technology, a 4 year high school program, trains students for jobs related to the pipe industry, such as plumbers, pipefitters, welders, air conditioning and refrigeration workers, etc. This joint effort with industry has attracted and held the interest of students since 1968. Another cluster called "Environmental Science" was started this year to meet manpower needs in providing water and handling waste water. Another cluster in the planning stage relates to law enforcement.

Perhaps I should mention briefly the problems of funding education in Texas. During the school year 1971-1972, Texas citizens taxed themselves to the extent of about \$2 billion for elementary and secondary education. Legislation already on the books will require an additional \$464 million per year by 1978-1979. These authorized increases result from making kindergarten available to all five-year-olds, \$90 million; additional vocational education programs, \$75 million; special education for children with handicaps or special problems, \$145 million; authorized increases for teachers' salaries, \$157 million; and other costs, \$2 million.

Local property taxes furnished more than \$800 million of the \$2 billion expenditures, breaking down approximately into \$200 million for debt service and capital construction; \$200 million for the local share of the Foundation School Program costs; and \$400 million for operating costs over and above the provisions of the Foundation School Program -- sometimes referred to as "enrichment." The evidence is clear that the Foundation School Program designed to provide the necessary funds for operating - but not for building - elementary and secondary schools

does not cover the expenditures that are being made. Although the Rodriguez case has highlighted defects in our present system of funding, the State Board recommends a program for funding, regardless of the outcome of the Rodriguez case.

Time does not permit a detailed discussion of the Board's plan, or of any other plans that have resulted from study by other groups. The Board's plan seeks to expand the Foundation School Program to a realistic level covering a comprehensive basic education, leaving to the local school districts the power to control and pay for the building of schools. The costs of the expanded Foundation School Program would be divided between the State and local school districts. The local share would be determined by an index of the market value of taxable property in each school district; provided, however, that a workable system of determining taxable property values in each school district can be obtained by the Legislature. If such a system cannot be established, the State Board plan would provide for expansion of the Foundation School Program to a less expensive level, funding all Foundation costs from State taxes, but leaving to each local district the power to add enrichment. Either alternate, as recommended by the State Board, would be phased in over a six year period.

Let me assure you that no matter how difficult may be the path of funding public education, Texas Education Agency is committed to the principle of making career education a part of the educational experience of every child. By the end of the decade, we shall have an opportunity to see how effective this program has been in erasing the resistance to meaningful training for earning a living. Hopefully a generation will emerge from our schools with the restoration of some of the values that made this nation great and Work will not be a dirty word.

This emerging generation of career aware youth offers a challenge to business and industry. The actual job training will be usable to the extent that you make it so. Your participation can prevent training for jobs that no longer exist. You have a greater responsibility to provide the jobs for the students completing their job preparation. The schools aren't equipped to be employment offices. Providing the jobs and matching skills with jobs is your responsibility. The results of the decade will depend on how well you and the school work together.

The Role of Technical-Vocational Education in the Coming Decade...In Post-Secondary Institutions



Harry Provence*

Thank you. I foresee that Commissioner Reed has a long and rosy prospect in his present job. How could anybody find fault with a man like that?

Dr. Reed, it was only two weeks ago this afternoon, if we want to get accurate, when Dolph Briscoe called me from Waco into his office and asked in Commissioner Reed; and the upshot of that meeting was that I

said "Yes" to the Governor and as we walked away, Commissioner Reed said, "Now the first thing on your agenda, Mr. Chairman, is to speak to the Governor's Conference on Technical-Vocational Education." My predecessor, I believe, already had a speech; but he is not here so you are getting the first performance of the new Chairman of the Coordinating Board, but it is not my first visit to a meeting of this organization. I was here as a member of the Coordinating Board as an observer at the previous Governor's Conference, and I found it a rewarding experience, an enlightening experience, and an encouraging experience. I am delighted that the fates and the coincidences and the gods of chance brought me back to this one because the chances are if I hadn't had to be here today, I wouldn't have made it.

I feel optimistic about the next decade principally because of the things that have happened in the last decade in technical-vocational education in Texas. It was just ten years ago, as most of you remember, that the Manpower Act in Congress really started the engine for concentration and for development of what is now being called "career education" and I like it. I don't know whether I could define it to your satisfaction, but it is so much more understandable to me than technical-vocational occupational training. Incidentally, Dr. Reed, I think we ought to advocate and promote a simplification of language in education. It is a tongue twisting profession; and as an editor, I find that there must be a better way to say some of the things and I like "career education" as the label. But following 1963, the vintage year in Texas in post-secondary education has to

be 1965. Not only was the Higher Education Coordinating Act passed, but the Technical Institute System was started and the first emphasis and the first widespread use of federal funds for occupational career training really began. I am privileged to have been a participant and sometimes an observer, and sometimes a participant in the whole process that has gone on since that time.

One of the first problems that came to the Coordinating Board when it was charged with taking over administration or supervision or riding herd on the community colleges, was the fact that Dr. Edgar's agency had been designated as the state agency for vocational education. This was a requirement of the federal act.

One state agency had to handle the money, and here we were charged with developing or encouraging and approving community college work, and another agency had the money for half of the programs...or what is now about half of the programs. Thanks to the statesmanship of Dr. Edgar, Mr. Howell, and Dr. Reed, and our people on the Coordinating Board, we worked out a joint membership involving your Advisory Council, the Coordinating Board and the Board of Education to bridge over the dichotomy and to coordinate the coordinators.

One result of that, as most of you know, is that a new method of calculating costs and calculating reimbursements for costs in all occupational training has now been worked out. I believe I am correct in saying that the Governor is going to urge that this contact hour method be extended to academic courses. That took a lot of time to do, a lot of experience, and some stumbling around; but the result in my mind is that we have come quite a way down the road in doing what the Coordinating Board originally wanted and said in its first policy statement, to give career training equal status on all of the community college campuses. We even went so far as to say that there should be no separation of physical facilities. All of them should be together so that we would not have the career training people going to one part of town and the academic people to another part of town.

This is easier said than done, as most of you know, because facilities are not always that easy to coordinate. We still have this divided jurisdiction. We still have problems to work out in methods, in systems, and in patterns, and my optimism about the fact they will be worked out is based on your participation, the State

*Chairman, Coordinating Board, Texas College and University System.

Board's participation, and the Coordinating Board's participation, to serve the people.

It is so easy to get involved in the mechanics and the hierarchies and the nuts and bolts of how you are going to deliver a service, that you forget that after all service is what it is all about. Service to people...and I hope we can keep that goal in front of all of us, and I believe we will.

There is going to be this year - machinery has already started - the first attempt to revise the Constitution of Texas since 1876. This is a golden opportunity and a great challenge to those who will do the work in this revision process to provide a unification and a coordination pattern for education of all kinds, not only for the next decade, but for longer than that, if it can be done. You will recognize at once when you start changing anything as large and far-reaching as our educational system, there is bound to be a lot of friction and disagreement; but to my mind this constitutional revision offers us as citizens the first opportunity we have had to bring into balance our system of education.

Other speakers this morning have referred to this disparity between what is spent on academic education and what is spent on career education, and it is not as bad as it was. That is all you can say at this time. It may comfort you to know that nobody on the Hill that I have talked to is considering reducing career education appropriations or even holding them where they are for this year. The only argument that I have heard is how much more are we going to increase state spending for career education, and I think that is a hopeful sign. It certainly wouldn't have happened eight years ago.

However, whether or not the constitutional process contributes to a better coordination of our education system at all levels, we have many questions to answer, many questions that some people have not even asked themselves. Let me touch on them briefly, so at the future Governor's Conferences on Career Education we may be able to gauge progress or lack of progress.

Will we really in our collective and separate wisdom think ahead far enough to take full

advantage of the new day in communications that is coming? This seems to me especially when the satellite communications system comes into full bloom which is certain within a few short years, it will be possible to deliver into the homes or into the classrooms the very best information, the very best teachers, the very best illustrative procedures, so that in the place of spiraling cost of facilities and a tremendous overhead that now seems almost ready to sink some parts of our education system, through these electronic miracles, we can achieve results at a reasonable cost and that must be a concern of all of us.

Will we take into account the changes in family lifestyles? This is a period of change beyond anything that any of us have ever known. Our families have a freedom now and a new approach to life and the institutional idea does not appeal as it once did, and yet it is our obligation to see that education is furnished. This is a new ball game. We have bright young people beyond anything that history has ever known before---in every campus in Texas, and not only in the campuses, but in the shops and in the factories and the mercantile enterprises. They are bright young people whose knowledge surpasses anything that I should ever hope to attain. Can we deliver to them the stimulation and the further knowledge and the further skills that will enable them to use their fullest talents for the benefit of society. Are we getting ready for a post-industrial economy? The emphasis has been and still is of course on industrial development, but if you look at your labor market breakdown you will find it inevitable that the largest field of employment is in services and it is growing and it is not services of the old plantation style, either. It is services performed by people who know how to handle these new devices, new methods and new processes and you don't learn that just accidentally or even watching somebody else do it. It is a great challenge to career educators... one among many. I can say to you only, that in all of this prospective change and redirection and flux and turmoil that is ahead of us in higher education, the Coordinating Board and its staff will do the best it possibly can to contribute to your effectiveness as people who serve the people who need you. Thank you very much.

The Role of Technical-Vocational Education in the Coming Decade...In the State of Texas



Price Daniel, Jr.*

in the communities of Texas in this coming decade.

I am particularly impressed with the theme of this Conference, "Education for Living and Making a Living" and the fact that there is a broad representation of the various interests from throughout the State of Texas. I believe we are at last joining hands to make education experiences meaningful to every individual and to find a meaningful and productive role for every individual in our economy.

I am pleased that you have involved so many state legislators in this Conference, giving them the benefit of the thinking of this fine group of citizens on a subject that is of concern to all Texans. During the last decade our eyes have been opened to the needs of many that have been passed by in previous decades. All of us have suffered because of this neglect.

The Advisory Council has now challenged all of us to join together in planning and execution to redirect our educational system to give balance to "Education for Living and Making a Living." I think the members of this Council are right in saying that this effort must include the home, community and school in an open communication relationship. For too long each of these elements operated independently with little regard for what the other is doing or how they are doing it.

For example, at the state level we have not been responsive to the educational needs of adults. But I am pleased to report that the State of Texas has taken a substantial step in this critical area. Just a few days ago the

Thank you.

It is a real pleasure to be with you all this morning. I am glad that I have this opportunity to straighten you out on my profession while I was at Baylor University, as it was not that of bookie. I hope this conference will be helpful to each of you in charting the course of technical - vocational education activities

House of Representatives passed H.B. 147 by Representative Carlos Truan which is the adult education legislation that has never before received serious attention in the Texas Legislature. For too long we have ignored the needs of this large segment, our adult education needs. We have good reason to believe that this legislation passed by the House of Representatives in the last few days will be finally passed in the Senate in the next few weeks and that funds will be appropriated in this session to adequately rebuild the lives of many disenfranchised adults throughout our state. I know this has been a continuing concern of the Advisory Council.

In opening the gate of opportunity to our under-educated Texas adults, I believe we will also provide an expansion of opportunity for our youth. For too long many of our citizens have been locked into dead end jobs. Now, as they move up the job ladder, they will provide opportunity and encouragement to those who are entering the job market.

I was particularly impressed with the example of cooperation demonstrated in the film "The Westinghouse Story" that you saw last night at the banquet. Even though this particular example isn't the only time this has happened in our state, I am encouraged to think that it will be a more frequent occurrence in the coming decade; and in fact, that it will be a common attitude of cooperation and coordination between state agencies, business and industry and agencies and groups at the local level that will enhance the educational and employment opportunities of our citizens throughout the State.

One of the exciting aspects about the "start-up training" concept is that every participant does his share for the benefit of our state through economic development that provides productive jobs. The state has a responsibility, but not all of the responsibility. I guess you would say we will be providing "seed money" and as the state and local public and private groups join hands in launching these various efforts, they become the responsibility of the local communities and a part of the regular "day to day" objectives of doing business.

We have seen many changes in our state in the last few years and probably some of the greatest changes have been in our economy and these changes have brought many pressures upon our citizens and particularly upon our education system. We have seen our cities grow. Many of

*Speaker, House of Representatives

our people have moved from rural areas to urban areas creating problems for both. I believe we are seeing a moderate reversal of this trend with economic development in many of our rural areas which will help immensely in giving us a reasonable balance.

Most of our school districts and individual communities are too small to provide comprehensive technical-vocational education opportunities. We must pool our resources to meet the needs of our individual citizens while also serving the needs of our economy. These two needs are inseparable, and I am pleased that the Advisory Council and this Conference have considered them as inseparable. We have many valuable resources throughout the state, principal among which are our people. I like the concept the Advisory Council has supported that all of our resources must be flexible and responsive to the needs of the individual. By having the school, home, and community join hands in determining individual needs and wants and then supporting them, we can achieve our goals.

This means that there must be coordination between campuses, districts and even counties to provide a consolidation of resources within economically feasible jurisdictions to provide well coordinated responsive resources in the area of technical-vocational education.

The Legislature in the last two or three sessions has provided opportunities for contracting between public secondary and post-secondary institutions and between public and private institutions. This is a move in the right direction toward total resource utilization.

I recognize that we need this session to amend our student transportation laws to make provision for full utilization of these various resources. This is a much more sensible approach than expensive duplication of resources. This approach also gives us more flexibility in redirecting programs and doesn't lock us into programs that have outlived their usefulness.

Another concern that has been expressed in this Conference that will again require the full effort of the home, the school and the community is that of "guidance services." We might liken this concern to the old cliché about the weather

---everyone talks about the weather, but no one does anything about it. Well, I think there is one important difference between the weather and guidance services---we can do something about the latter, and I believe we will see in this coming decade, effective guidance services developed. I recognize that we must have more personnel in this area. But that is not the only approach to the solution of this problem. There must be a new approach to the preparation of personnel. Their objectives must be adjusted frequently. The professional personnel in this area are simply catalysts to stimulate the total activation of all influences of the home, school and community in support of what the individual wants to do and how he wants to do it. This will be a challenge, but if we keep in mind the theme of this Conference, I believe we will zero in on the center of the challenge.

Closely related to this area and challenge is that of personnel development. As I mentioned in the beginning of my remarks, there have already been changes, but meaningful change in education can come about only through upgrading, retraining and redirection of our instructional personnel and those who provide leadership in education. In the last decade we have embraced inservice education a little more as change has stimulated us, but during the coming decade I believe we will see a real "love affair" in the matter of change and personnel development. It must become an even more sensitive area to education than in the past if we are to be on the "cutting edge" of change in the future.

There are other areas of concern, but perhaps I had better leave some of these to my colleagues, my good friend Senator Brooks and my good friend Representative McAlister who have talked to many of you on the subject of technical-vocational education as they have chaired Interim Study Committees at the House and Senate on this subject.

You have effectively involved your state leaders --your legislators--in this Conference. You have communicated your concerns to them. I believe we have a responsive...I know we have a hard working 63rd Texas House of Representatives and Texas Senate, and we want you to keep your elected representatives in state government fully informed, and we thank you for opportunities such as this today.

The Role of Technical-Vocational Education in the Coming Decade...In the State of Texas



Senator Chet Brooks*

One bright side to our program this morning is that it will be brief and to the point, hopefully, because both Representative McAlister and I have to get back to the Capitol where both Houses are soon to go into session. In fact, I think the Senate has started and the House will start very soon.

There are a couple of things that I think are critically important for us all to remember as we wind up this conference. One I think is to look at the road we have yet to travel and to see what needs to be done. Of course, the seminars that were held yesterday and the address by the Deputy Commissioner for Occupational Education last night pointed up some things that are really in the minds of all of us; but perhaps we, through this Conference, can better arrange our priorities. By that, I am speaking principally of those of us in the legislative process who must find the money...appropriate the money...to fund the programs on a priority basis and must make the ultimate decision about what kind of educational system we are going to have in Texas and just how relevant and how effective that system is going to be.

The input of this Conference is extremely valuable to those of us in the legislative branch, as well as to the Governor and the agencies in the Executive Branch...your input as experts from classrooms, from businesses and from all walks of life, who have come here with a common interest in education with which to make a living. Education that is not only rewarding but also satisfying is clearly demonstrated...I think clearly demonstrates the long way we have come since 1969.

In Texas in 1965, occupational education, or then it was more commonly and ordinarily known as just simply vocational education, was at a low ebb. It was at a low ebb generally throughout the United States, but particularly in Texas. We had no ongoing programs. We had academic snobbery that was atrocious. We had people in administrations even of secondary schools and junior colleges who not only had no

interest, but would make some of the most unbelievable expressions and responses to our questions before the Education Committee that you ever heard.

One time, and this was brought back to me last night by a gentleman who spoke to me briefly at the banquet, in a conversation with the head of the university in this state funded by taxpayers money, he had suggested that perhaps the university might consider taking a greater interest and a greater role in the training of occupational or career education teachers to give them...not only to better equip them for their jobs or their particular professions, but also to increase the public acceptance or the public respect or the public support for occupational education to which he received a reply not long ago from a college president. "I just don't believe that is the role of Higher Education." Remarkable...stupid, but remarkable. We have made great progress since that comment was made. I don't know that we have done any good with that one particular individual, but we do have retirement programs so perhaps that will save us.

We have come a long way since the initial legislative steps of 1969. Progress we have made...by the attendance here...twice the attendance that we had at the first Governor's Conference on this subject in 1970. I feel we have more enthusiasm than in 1970 although we had many who joined us in 1970 really who came to work and to be a part of it. We also made some progress last evening, thanks to the Governor of Texas. We now have a Texan as Deputy Commissioner for Occupational Education in the HEW. As that Deputy Commissioner said in his address to us last night, the eyes of America are indeed on Texas and they are not just watching what we do in one particular specific conference or in one area. They are looking to see the public response to the programs we develop in Texas, and of course, in turn the Legislature's response to the needs for these programs. They are looking at how business reacts, and industry reacts, and labor reacts, and education and government react to those needs. I hope what they see will be as encouraging to them as it is to me at this point and time.

Less than 14% of our total work force in this country hold particular positions that require a college degree. Over 86% of the American work force is manned by men and women who do not have and do not require a college degree. Of course, in Texas we have 80% of our young people going into life or going from the secondary schools... and sometimes sadly from the junior high

*State Senator; Chairman, Senate Committee on Occupational Education, Sixty-Second Legislature.

schools...to face life...to try to earn a living and fight their way through without having been touched by effective, responsive, relevant educational programs with which they can hang on, find an interest and develop a skill with which to make a living, with which to improve themselves, and with which to work themselves through higher education if they have that interest and that opportunity.

We are doing something in Texas gradually of which I am extremely proud. We are gradually, and perhaps rather swiftly in some areas, bringing the focus of career education right out on the table for everyone to see to overcome the old attitudes, the old prejudices and the old biases we have suffered so long. We are bringing career education, occupational education and the supporting funds and supporting programs for it up to an equal par with higher education.

Why should 100% of your secondary education resources be geared only for 20% of the young people? Why should not it be geared for the entire 100% to try to not deter or not to take away from the academic programs headed toward a college program; but to instead enhance, improve

and bring effective occupational education and career education that can at least be on the same par and have the same consideration as the 20% of young people who are college bound and bound for degree programs?

I know Representative McAlister wants to share some thoughts with you, and I will take no more of your time except to tell you that what you are doing here is critically important. We are not at the embryo stage any more. We have come out of that. We have developed programs now. We have a baby in the oven as it were, but the baby is not yet grown and it is going to take your continued support, your renewed and redoubled and dedicated efforts to help us in the Legislature, in the Advisory Council, in the Texas Education Agency, in the Coordinating Board, all of us in education, and all of us who have any remote connection with the education system in Texas, to accomplish what we all hope to see; and that is an effective education program, a relevant education program that is not only enlightening and culturally valuable, but also is practical and relevant to today's needs. Thank you for your participation in this Conference.



Among the 54 exhibitors at the Governor's Conference was the Gary Job Corps Center at San Marcos.

The Role of Technical-Vocational Education in the Coming Decade...In the State of Texas



Rep. R. B. McAlister*

Gracias, Senor. Ladies and gentlemen, I come without notes this morning because I just told Speaker Daniel and Senator Brooks I would listen to what they say and then rebut or reaffirm.

The only thing I have is the New Testament, and I always ask the Lord to help me in these occasions and I hope to drop a few spiritual thoughts. I

know during the meeting of the Subcommittee on Intergovernmental Affairs last night I had my aide bring me reports on the Arkansas-Texas Tech championship basketball game. I was praying along with some of our Raider exes there and when they showed me Tech leading 64 to 63 with eight seconds to go, I told the Lord to turn them loose and I would bring them on in.

I would say I come to you with a deep hearted gratitude to the Advisory Council...Mr. Alton Ice and all those on the Council...my good friend Roy Davis in Lubbock. The Advisory Council has been our right arm in our eight interim committee meetings. I feel that the input and the advice that they have given us have been tremendously important in the things that we hope that we have accomplished.

I would take for the moment tri-focal vision on the subject of vocational-technical education. I guess being from an area where we have a strong influence from the rural development group, I would try to address my remarks to something philosophically for the moment...then something practically.

It is my thought this morning that America today wants to go to work. We have a lot of people who have gone through maybe three decades of what we call affluency. Sometimes prosperity builds mediocrity, and I can't think of anything more boring than having nothing to do.

In our seeking a relief to this tension, we have gone into fantastic recreation and there is nothing evil about this. This is good. But as a person sets a challenge and meets it and sees the accomplishments, this to me is about the only ingredient of happiness that we have

**Vice-Chairman of the Education Committee, Texas House of Representatives.*

this side of eternity.

It is so sad to me to see so many young people who desire to have a job to do and no opportunity to do it. Through our frustration, we haven't been able to lend them the efforts. We have so many people who are what you would call poor that are not the affluent. I get discouraged when I hear people say, "well these people don't want to work, they want to live on welfare." This is, in my opinion, untrue.

There is imperfection among man, but I truly believe that in every person there is that touch of human dignity that causes him to get a pride out of being something...something to where he can stand up as head of the family... something to where he can be one who will draw respect from his wife, his children, as well as his fellow man. We can damn the darkness all we want to, but I guarantee you among the minorities, among the young people, among all those who are not working today and are underemployed or unemployed, there is a deep down desire for them to be given a chance to do something and be something.

I would say that as far as industry is concerned and the Rural Development Commission, we might as well cut the cat open and lay it on the line. As I was having breakfast this morning with Neils Thompson, President of the Chamber of Commerce in Austin, he and I were sharing the belief that no community is going to make any great advance unless there is initiative reflected by local leadership. I have been so impressed and encouraged with the Texas Industrial Commission and the tremendous processing data computer printout material they have on every community.

I went over to Morton, Texas, to make a speech and I carried them information about every man, woman and child in Cochran County. I will guarantee you that if I were dictator of Cotton Center, Texas, starting tomorrow morning, I would try to rally some of those farmers around there. I would say, "what can we do to help this community?" Maybe we could take those cottonseed hulls and build a ski lift. Who knows? Creative thinking is needed, and I can promise you that the Texas Industrial Commission and the Advisory Council are not going to take the sweet old lady across the street unless she wants to go.

We have got to have the enthusiasm and the initiative by you. This is a crucial problem in that I feel that our vocational-technical education programs must get set physically. We

are geared beautifully in Amarillo with TSTI and Amarillo Jr. College. If industry comes in as Westinghouse did and says, "we need 1,000 people trained within 12 weeks," we are geared to do it in Amarillo. We are not geared to do it in Lubbock. We have some fine little programs there, but we do not have the program. In Amarillo we have the junior college program plus Texas State Technical Institute, and if we will get set as far as our hardware is concerned and decide our game plan, then we are in a position to go after major industry.

Again, talking to Neils Thompson about football recruiting today, I think that many of us underestimate the fact that this world has shriveled up. I am here only about...less than three hours from New York, or 45 seconds by telephone. There were projections in our seminar yesterday afternoon about there being 1,500 potential industries.

I would doubt that figure to be completely accurate if you consider Europe and the Orient ...and in my opinion if we are smart enough, if we are innovative enough, if we are industrious enough, if we have this second eye ingenuity, then every one of these major countries have firms that will be prospects for industry.

And again, echoing what we reflected yesterday, as Shakespeare said, "pamper thy purpose as piffle." And if we drive up and fail to unload, our vocational-technical program is meaningless. In other words, if we don't have a job on the end of this career training, then it's like cotton candy...it fades away. This is not going to be easy. In other words, we are going to have to take every tool that is available and sell a better product than Oklahoma or South Carolina.

I became intensely interested in the vocational-technical programs from the post-secondary standpoint when I spent two days fellowshipping with a genius by the name of Wade Martin, who has since passed away. He set up 12 technical centers in the State of South Carolina with a statute written on the back of a yellow pad by the now Governor John West who was then Lt. Governor.

By taking these 12 technical centers starting with an unpainted situation, they were able to bring 700 million dollars worth of industry to South Carolina through the ingenuity of Wade Martin. With the tremendous industry and the hard work of people in Orangeburg and some of the others from even smaller cities they have gone over the billion mark. The same game plan has been used in Alabama and North Carolina. It's being used in the southern states.

This is what we call the industry startup pro-

gram, and I am so excited about it. We have made our pitch to the appropriations committee and I personally feel for the benefit of Texas there is nothing more crucial and critical in this Legislature than doing it.

Now let me say one thing further as just a legislator sitting in seat 26. If I were to try to reflect the present feelings of the Legislature, I would say this. The Legislature is in a mood to perform major surgery on education in Texas. There has been somewhat of a diagnosis. There may be a prognosis, but we feel that, as has already been said on this microphone, there has been a lack of sense of direction.

All at once we have decided that we do want to work with our hands as well as our head and that we do want to find some way to invest our dollars that are fantastic but still well invested in most cases in education..in giving people a chance to learn to be something. Unless the people who are now in education can recognize this philosophical shift and join us, it could be critical surgery and I would hate to see it.

I get discouraged once in awhile when someone comes to me and says, "boy am I mad because this group set up a little training school over here in our community," and I guarantee we are supposed to do that. And I will say, "Lord help me to keep from saying the wrong thing," but I ordinarily say...well hell it reminds me of my two grandchildren. Mindy comes over and says, "Gregg got one of my crayolas." She has 17 crayolas over there and Gregg has 20, but I said, "well Honey you got three blues already." "I know," she says, "but he got one of mine." We are a long way from saturation in vocational-technical education.

There is room for Texas State Technical Institute in Texas. Even though there are some problems connected with defining the boundaries, I would say as far as I am concerned, it's here to stay and I am one who is going to do my best to see that.

There is room for a fantastic, phenomenal, outstanding, community college program. And I would say that we have some tremendous administrative people who are well informed on vocational-technical education. They know how to administrate it, they know how to give the expertise, and they know how to go to our Litton farm and train the people. They can turn to sophisticated industry and come up with the answers.

There is room for a tremendous secondary education program. Our schools are doing a great job with the area programs, and we are just beginning to delve into this going back into the 9th, 10th, 11th, and 12th grades into career

education...trying to motivate people.

I know there are some who say...and I believe Mr. Marland has said on this microphone, that maybe we are going back even to kindergarten to try to let a person decide what he wants to be. I am not sure that is true, but at the same time, I feel it is highly important that we in the Legislature get a broad concept of what we are trying to do but it must be based on this third eye which I call integrity.

Integrity has one little ingredient called unselfishness and I personally have never had the luxury of being able to renounce people. It's like when I was on the airplane and we were having trouble and the preacher leaned across the aisle and said, "Sir, do you renounce the devil?" I said, "this is no time to renounce anybody." When a person starts trying to say I am against this program because this guy is for it, that turns me off.

I feel that we have got to deal in cold blooded objectivity. But at stake are some fine cities throughout the state that can be given a balance for...to rediversify with industries. I know how it is to be done. I can draw a graph on it

today. All we have got to do is to convince the people in the right positions that we must do it. But the momentum that can come out of this group, from a local initiative can give us a power of projection that can wrought miracles in the 70's and the 80's. I think it all comes back to the one simple statement and that is, we've got to care.

Out at the airport the other day, I had a youngster pick me a car rental and he said, "you know, I came out of a welfare family. My mother is trying to handle us kids, 4 or 5 of us on \$200 or \$300 a month. I went without plenty of food. I know what it is to be hungry. I dedicated myself that I was going to pay whatever price to see to it that my family was well taken care of and that I had a job and I didn't have to depend on welfare." That young black by the name of Kenneth works at night at the car rental. He works at day at one of our state programs, and he has a lovely wife and two wonderful children. I am sure that he is a proud product of what vocational-technical education can do. Even coming to an individual example, to me that is what makes it all worthwhile. Thank you and God bless you.



The Texas Department of Corrections was one of the many exhibitors at the Governor's Conference.

Conference Wrap-Up



E. D. Redding*

I find that my assignment to wrap this program up is an easy one. It has been done, I think, by large degree by the speakers we have had this morning, starting with Dr. Jones, who gave his historical perspective to the members of our Texas Legislature.

We have had many hours yesterday and today here in Austin bring-

ing you people knowledge on the subject and more importantly listening to you in the various seminars. I will not try at this time to report to you what we heard in the seminars. That all has to be digested. But you will have this very shortly in our Fourth Annual Report to the State of Texas which goes to the Legislature, the Governor, and the State Board of Education. We will have that in good order.

As you well know, I am a rank layman in this educational business, and I can only give you the highlights of a few impressions. As our speakers have stated, this thing really got started in the mid 60's...this effort. They mentioned some of the legislative efforts of Congress, and so forth, which got us started. I am not knowledgeable about that and I get thoroughly confused when you people talk about the day this act and that act passed. I don't understand all that. But it did get started in the 60's and the time has come where the idea has its place in the sun. Since we were here last, the earth has made three orbits around the sun. This is but a speck of time, but it's an important three years in our work. We have been all over the state since those three years, and we in the Advisory Council have been most heartened by the recognition of the support the State has given us...given to this effort.

In wrapping this Conference up, I just have one or two points I want to bring out again and emphasize. First, the theme of our Conference is straight forward. This is what it is all about. Many of our speakers have hit upon this theme one way or another. I think there is one other very important facet we all want to look at. We have had members of the Legislature,

members of industry, members of education here; but let's get back to where it all must have its greatest support, and I use the phrase "grass roots." I am talking about the communities where we all live, back in the counties...the towns of Texas...people like yourself. This is where the real strength of this program has been and where it must come and must thrive in the future. I can tell you as a member of our Council that it is thriving.

I believe Senator Brooks used the phrase "we are past the embryo stage, but the baby was in the oven." I think that is what he said. It is alive, it is moving, and we heard all messages of encouragement. We are particularly pleased to hear messages of encouragement for our good friends in the Legislature, because their viewpoints, their opinions are very important in what we have to do here.

But don't leave the pressure off the Legislature, ladies and gentlemen. Go back to the "grass roots." Talk to your legislative people...your State Representatives....your State Senators. Never let up for a moment. We have to keep pressure on all the time in all sectors.

By just sitting here listening to these three gentlemen from the Legislature something came home very clearly to me. It was my experience about 10 days ago to witness something that had all the elements of what we have been talking about in one little tiny, tiny incident in this nation. I just came back from the Arctic regions of Alaska. As you know, there is a lot of interest in getting that oil off those slopes up there, and it is not resolved yet. But I spent a few hours with a man up there who was a superb craftsman. A man of great skill, of great intellect. He is a very intelligent man and a man of great personal charm. The story he told me encompassed everything that we are talking about in this Conference. Let me tell it to you.

The story he told me, and he was a skilled craftsman, involved impacts of change and the dignity of the work. It involved the grass roots effort and it involved the basic community. And what was his skill? It's an age old skill that is one of life and death in those parts of the world. He was a trainer of Alaskan sled dogs. That is a matter of life and death. It has been up until very recent years. The ability to have a fine team of sled dogs was important. It provided their food, their shelter, and communications up until about 10 years ago. The airplane in that part of the world

*Vice-President, Brown and Root, Inc., Houston, and member of the Advisory Council.

has solved some of the communication problems, but even up until 10 years ago the sled dog team was extremely important in that vast and frozen wilderness up there. Incidentally, don't you go up there...don't bother to tell people that you are from Texas because you are going to get... you know what they will say..."well our state is twice as big as yours," and it is. But in getting back to this story, about 10 years ago a technological change hit those people that were in this business of providing that type of transportation to the interior of Alaska. And what was that impact? It completely disrupted them. It was the invention and adoption of the snowmobile. This little gasoline powered device that you have seen in our northern states, that we use as recreation, completely wrecked the Alaskan dog sled business because it was much faster, cheaper, more efficient; and I don't know if it was more reliable, but it was certainly as reliable.

Here was this craftsman now in middle age and the world was crumbling about him. He had the dignity about him. He was a man that I just thoroughly enjoyed knowing. So what did they do? They realized the world was changing so they responded to the change. They said, "the sled dog business is going."

In the valley of the Yukon, the sled dog industry...that is the training and breeding of the sled dog...is a big industry. In these little villages of the Yukon, there were 100 sled dog teams 10 or 15 years ago, but there are just a few today. So they had to solve the problem at the grass roots.

They organized to save what was left of their industry and change it. They took the grass roots solution and involved the community. They created another industry. What is that industry? It is racing sled dogs.

Today, 10 years later, you will find these same superb dedicated craftsmen who are now in sled dog racing. They solved their technological problem. They did it with the grass root support back in these little villages. They did it with the help of the Chamber of Commerce in these communities and today sled dog racing this time of year is the professional football mania up there. So this small particular man was a member of the Athabaskan Indian tribe. That tribe taught me a lot about technical-vocational education and how to solve the problems of impact, of change, survival, and more important the dignity of their work.

So, we have had the conference wrapped up for you in our speakers. And let me conclude in several points. First, we want to thank all of you for joining us here because you have to take the message back to your communities and keep the support growing and thriving.

I do want to pay a tribute to our staff here who did all this work in putting this on. I can't tell you what a fine job they have done, and are doing all the time.

So it brings us to the end and let me leave you with a question as it affects the Advisory Council. I think we have made progress in the three years and perhaps we will need to work on it some more the next couple of years. But what is the future of this Advisory Council? My one thought about it is that hopefully in a couple years you will not need this Advisory Council, certainly in its present form. We will have been helpful in bringing...in our efforts. Perhaps the greatest tribute you could pay to this Advisory Council is do something with them. Give them some new work. Hopefully, you won't need our help in the future.

Thank you for coming and God bless all of you. Maybe we will see you again in a few more years.

Seminar Hearing Sessions

Seminar/Hearing Format

The titles of the seminar/hearings depict areas of concern expressed by citizens of the State to the Advisory Council for Technical-Vocational Education in Texas during its many activities and journeys since its inception in 1969. Input from participants served as the background of the Council's Fourth Annual Report to the Governor in April.

Each seminar/hearing was slated for two hours with the first hour used by presenters and resource panel members to bring conferees up to date on recent developments in the area of concern related to that session. The second hour afforded conferees an opportunity to ask questions and make statements on the subject under consideration.

Chairmen of the sessions were legislative leaders while co-chairmen were members of the Advisory Council. Presenters and resource panel members represented a broad cross section of educators, business, industry and labor people as well as students.

Every effort was made to record all that was said during each session. However, due to acoustical problems and a few defective tapes, some of the valuable input was lost. The tapes of the sessions have been reviewed and the high points were cited on the pages that follow.

Seminar/Hearing One

'A Redirected Education System'



Senator Chet Brooks

Chairman:
The Honorable Chet Brooks, State Senator,
Pasadena

Co-Chairman:
E. D. Redding, Vice-President, Brown and Root,
Inc., Houston

- Recorder: Richard E. Pulaski, Texas A & M University, College Station
- Presenters: *"Goals, Priorities and Objectives in Education in Texas,"* Alton Bowen, Assistant Commissioner of Education, Texas Education Agency, Austin
- "The Education System as Viewed by An Employer,"* Oscar Castillon, Director, Program Development, Texas Electric Service Company, Fort Worth
- "Redirection of Education as Approached by a Board of Education,"* Eleanor Tinsley, Member, Board of Education, Houston
- Resource Panel: *"Career Education Activities in Texas,"* Walter Rambo, Director of Career Education, Texas Education Agency, Austin
- "Partners in Career Education,"* Elvis Arterbury, Project Director, Arlington
- "Occupational Awareness - K-6,"* Mary Huckabee, Consultant, Houston Independent School District, Houston
- "Specialized Programs in Support of Needs of Industry,"* Robert Roush, Director of Education, Baylor College of Medicine, Houston
- Background: The Advisory Council has called for a redirection of the education system to give balance between "education for living and making a living." There is some evidence that some meaningful changes are underway. Is there a universal commitment to the need for redirection? Are present efforts in the right direction? What additional actions must be taken?

COMMENTS BY SPEAKERS:

- We must make education relevant to the real world, the world in which children will go after graduation, to the real world of work.
- In my 30 odd years in education, I have not seen a finer concept of education than "Career Education" as a means of making education relevant to the real world.
- Too often, educators don't really want any help at all from their boards of education or the outside world. Their answer to any suggestion of change is that it has always been done this way. We must never forget that in the public schools, the citizens are the stockholders and their children are the products.
- The future of our communities depends on assessing the needs correctly and spending every available dollar wisely.

- School boards should have a commitment to bring citizens in to take a close look at our education system.
- In regard to high cost vocational programs and the problems that come with keeping equipment up-to-date, the school should get business and industry to provide the training stations and much of the equipment that is necessary for students to learn and earn at the same time.
- We must find new answers to the students being turned off by the so called traditional academic courses. One way of doing this is to have alternative schools from all over the district relating to specific areas of preparation such as the performing arts, medical careers, applied sciences, etc.
- Schools must be relevant to the needs of business and to the interests of students. There must also be counseling of students on how to apply for a job. We also need to set up job placement and follow-up centers to help students get either a part-time or a full-time job and then we must check to see how they are doing in an effort to see how we might better serve the current and the future requirements of business.
- Each citizen within each community should ask of your prospective as well as your current school board members and your legislators about their desire for and their commitment to the whole area of occupational and career education and then hold an accounting in that voting booth.
- Employers should be willing to take students and pay minimum wage to provide on-the-job training and experience.
- In regard to health careers, I would urge you to look at what you can do at the high school level in conjunction with community colleges in surrounding areas and with clinical facilities because training for many of the health professional jobs today can be done at the high school level.
- If you are going to implement career education, we are not talking about buying machinery nor are we talking about buying big buildings and those kinds of things. We are talking about teachers doing something with kids about their attitudes and their philosophy toward life.
- We are told that 80 percent of those presently in the education system are being trained for professional careers and we are told by the educational statisticians that by 1980 only 20 percent will be needed. So 60 percent of the people being formally trained in our colleges and universities should also be involved in career education and it doesn't end with the secondary level.
- I do not see a great deal of money necessary in order to carry out this concept of career education. I think it is a redirection of education. I think it is using of the teaching and monetary resources that we are now using, but using them in a little different way.
- Career education, which runs basically through the 8th grade, doesn't cost one penny. All it takes is a dedicated teacher or teachers who can see or get the idea. Now your vocational training when you reach a point in high school is a different matter, but career education is not expensive.

COMMENTS BY PARTICIPANTS:

- While planning a redirection of the education system, let us not forget the 40 or 45 percent of our children who will not finish high school.
- One of the key reasons for the "lack of image" for vocational education in the high schools and elementary schools is because vocational teacher education in the universities has practically no image at all. A strong vocational teacher education program to provide competent teachers is needed.
- Until the universities of Texas accept their responsibility to develop strong vocational teacher education programs, we are going to be fighting the continual struggle of the poor image of vocational education in the high schools and grammar schools. When universities accept their responsibility, then we will truly have a redirected education system which will benefit the taxpayers, the employers and most of all, the students.
- The school and business community must work closely and constantly together in updating vocational education if vocational programs are to avoid becoming outmoded.
- Industry, as well as the Legislature, needs to look at many of the child labor laws. Our society

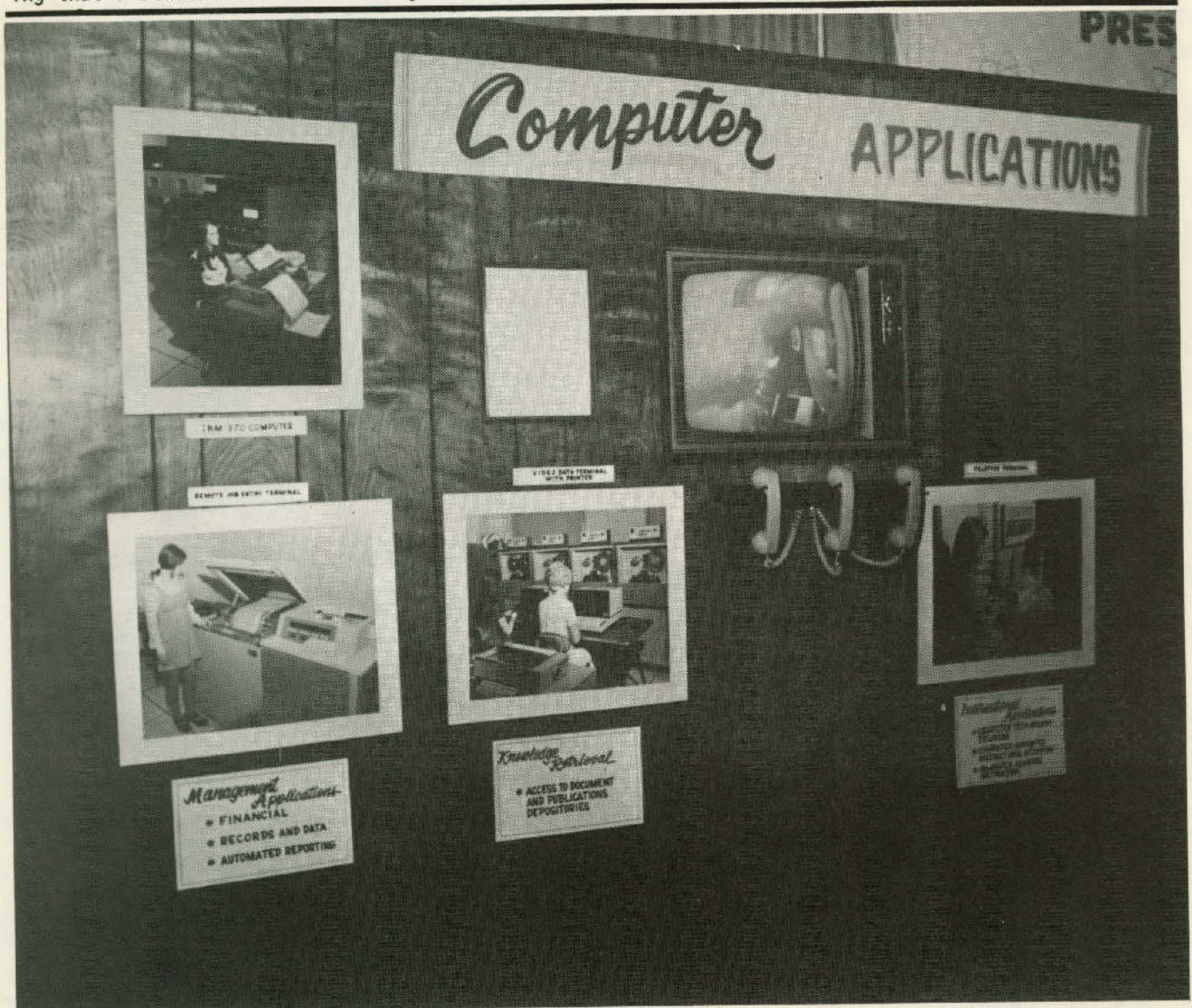
has changed a lot and some of these laws pertaining to age requirements, insurance, etc., need updating.

• What can we do at the college level to get good career programs going for students? I think we need college programs in career education because I sort of question the quality of students at the high school level when there have not been very many colleges willing to teach this and to work with students.

• A preliminary evaluation of 40 demonstration sites around the U. S. relating reading, writing, and arithmetic to the work world revealed that kids involved in the projects learned to read, write, and do math problems better and that is a peripheral benefit from it.

• I am concerned that we don't have a parallel counseling program to parallel the career awareness program in the public schools. I am concerned that we are still going to have students coming out of the public schools into training programs in the community colleges that still don't know where specifically they belong. The counselors at the community college level cannot handle them all.

• We need to revamp high school graduation standards to meet individual needs instead of insisting that a student must have four years of English, so many years of math, etc.



Central Texas College's Telecomputer Grid System was another of many exhibits on display during the Governor's Conference.

Seminar/Hearing Two

'Delivery Systems for Education Services'



Senator Jim Wallace

Chairman:

The Honorable Jim Wallace, State Senator,
Houston

Co-Chairman:

Robert M. McAbee, Associate Assistant Superintendent
for Vocational Education, Fort Worth Public Schools

Recorder:

Val Anderson, Council Secretary, Austin

Presenters:

"A Review of Present Delivery Systems," John R. Guemple, Associate Commissioner for Occupational Education and Technology, Texas Education Agency, Austin

"Education Services and Economic Development," Frank Alagna, Texas Industrial Commission, Austin

Resource Panel:

"The Skyline Center for Career Development," B. J. Stamps, Associate Superintendent, Dallas Independent School District, Dallas

"Multi-District Area Vocational School," C. A. Lemmons, Superintendent, La Grange Independent School District, La Grange

"Contracting Between Secondary/Post-Secondary," Howard Duhon, Assistant Dean, Technical-Vocational Education, Lee College, Baytown

"Contracting Between Public/Private Schools," Tom Truman, Truman School of Beauty Culture, Waco

"Utilizing Community Resources," Don Taylor, Director, "Partners in Education," Fort Worth Independent School District, Fort Worth

"University/Air Force Cooperation," Hal Layhee, Director, Inter-Institutional Programs, Midwestern University, Wichita Falls

Background:

The Advisory Council continues to recommend a "total resources" concept through formation of "jurisdictions" with sufficient population and resources to provide education services that are comprehensive and accessible. What will be required to achieve this goal? Is our need for more resources and/or more effective coordination and utilization of present resources? Is such a system of sufficient priority at state and local levels to become a reality?

COMMENTS BY SPEAKERS:

• Participants were briefed on industrial start-up training. It was cited that Texas has made great progress since a 1969 survey which revealed that Texas was at a relative disadvantage compared to other states in its inability to provide start-up training.

-- There is great competition among states and communities today for industry. One of the major questions asked by an industry seeking a place to locate is "where am I going to get a trained work force or what is the work force availability in the area?"

This is where start-up training comes into the picture.

-- In 1971, the Texas Industrial Commission (TIC) and the Texas Education Agency (TEA) signed an interagency agreement. TIC identifies the training needs of a new or existing industry as well as the available resources to meet those training needs. TIC then translates an industry's needs into a proposal and forwards it to TEA. TEA then prepares a training agreement and designates an institution to handle the training. Once an institution is designated, a contract between TIC and the institution is effected in order to get a training program for an industry underway. TIC will then continuously monitor the program to insure that it is accomplishing the results the company wants.

-- Funds for start-up training programs is of great concern. Presently, there are few funds available to make start-up training what it should be and unless the Legislature appropriates much needed funds to make start-up training effective on a statewide basis, Texas will continue to lag behind other states in economic development.

• Another concern expressed dealt with the improvement of education. "If you are constantly tearing down labor and people who work for a living, then there is not much use in trying to improve the image of a style of education that is preparing people for entry into the world of work.

• Participants were also briefed on the Skyline Center at Dallas which is a part of the Dallas Independent School District. The Skyline Complex is comprised of three schools--a regular high school, a center for career development and an adult education complex.

-- It is possible for a student to go to the career development center full time and take regular academic courses at the high school. It is also possible for people to attend adult education classes during the day.

-- The career development center has identified 28 clusters ranging from music to art, machine shop to building trades to computer science.

-- One of the strengths of Skyline is that the total community is committed. Industry has been in constant support of it and the students like the setup.

• A report was given on a unique educational program concerning the utilization of community resources assigned to private, state and federal agencies in the Wichita Falls area.

-- A health science study group was established in March 1971, with representation from the Air Force School of Health Care Sciences at Sheppard AFB, the county medical and dental societies and Midwestern University, for the purpose of developing programs and training military and civilian people in health fields such as radiologic technology, laboratory technology and dental hygiene. Base, university and community resources are used in these programs.

-- Specifically the agreement stated that both MU and Sheppard would make available their resources: to provide instruction for those who qualify for entrance to Midwestern utilizing the facilities and resources of each; to arrange mutually agreed upon programs of instruction, schedules and associated administrative matters; to designate offices of contact for matters of mutual concern; and when required, prepare individual interinstitutional agreements for each cooperative program subject to the approval of reviewing authorities of each institution.

-- By approval of the Midwestern Board of Regents and the Coordinating Board, the following degrees are now offered: B.S. in dental hygiene with certification at 82 hours; A.S. and B.S. in radiologic technology; A.S. in medical lab technology to go with a B.S. program previously established at Midwestern.

-- A concern, applicable to many military-civilian training agreements, which came out of the Wichita Falls programs is "we should seek relief of the non-resident fee for veterans who started their career education in Texas institutions and would like to return to complete it." It was suggested that perhaps there should

be a relief of the non-resident fee for all health science personnel in general.

- It was mentioned that "recognizing service training and channeling its recognition to meet civilian accreditation and registration standards is a tremendous success.

. Another briefing that participants received dealt with the La Grange Independent School District "Multi-District Area Vocational School."

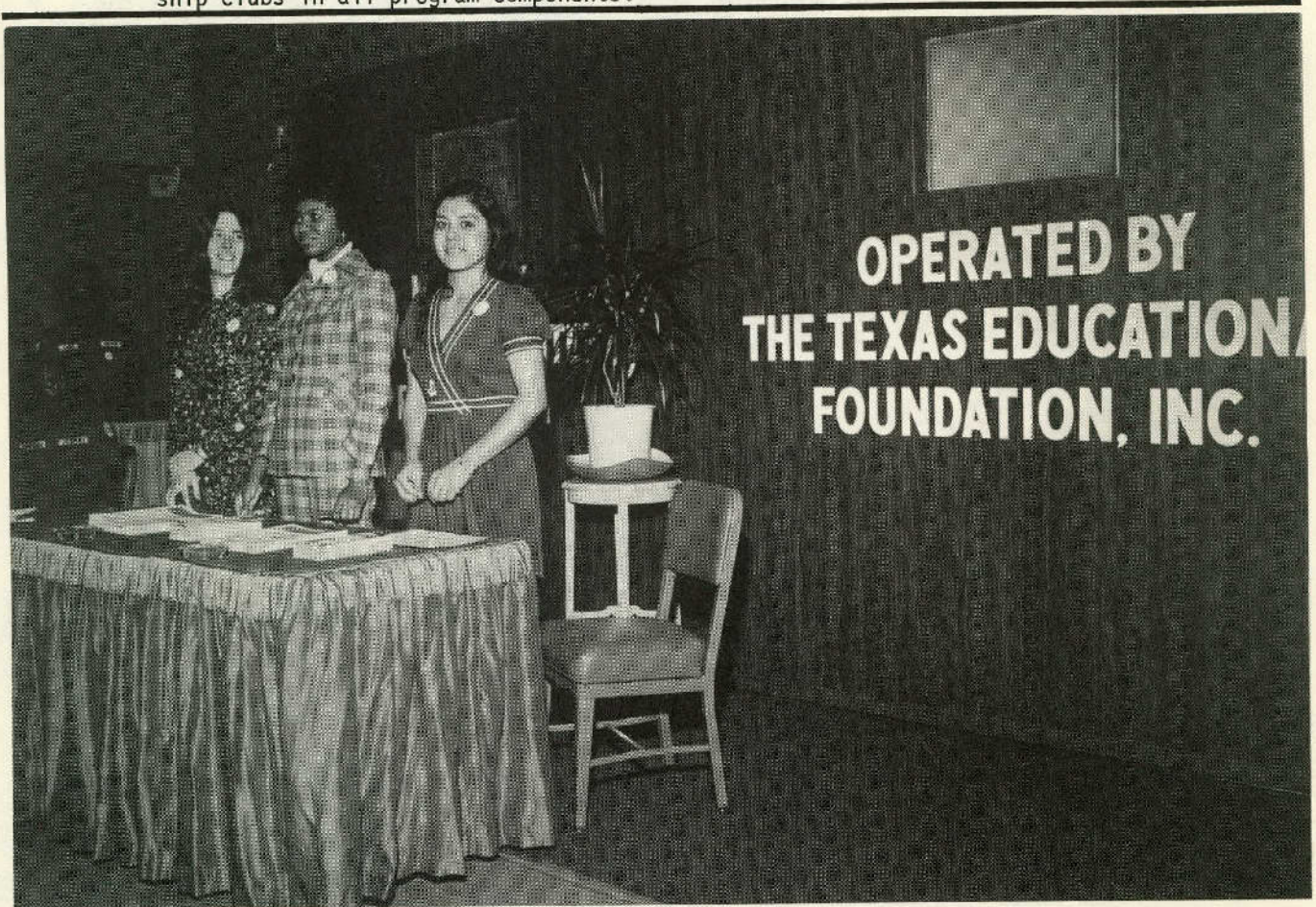
- In 1965, La Grange made a formal application to the Texas Education Agency for an area school. Subsequently, they went to and received assistance from the Chamber of Commerce in conducting a survey of local labor needs that would necessitate an area school. The needs were there and the school was approved. The community gave 100 percent cooperation and the facility was built and occupied in 1967. Since that time, the area school has grown to serve the needs of three other counties.
- The greatest strength of the area school is that it provides technical training for kids in the rural areas that would normally be deprived of such training if the area school did not exist. Another strength is the school's holding power. Kids, not interested in academics who would normally drop out, are staying because they have found an interest. Another asset is that students are insured their employability.
- The biggest mistake made when the school was started was that "other Chambers of Commerce in other communities were not involved in the project." When La Grange sought to serve the needs of other communities, they had trouble bringing students to La Grange primarily because the other communities, not being familiar with the area school concept, feared that La Grange was seeking to consolidate schools. There was no problem once the concept was explained to the other communities, but it took three years to get the message across.
- A great problem with area schools is "transportation." Transportation costs money and it is very time consuming especially when you must bus students from communities or rural areas many miles away. The problem of transportation is a great concern and must be alleviated.

. Another speaker talked to participants about cooperative agreements between secondary schools and community colleges in the training of students in vocational-technical program areas not offered at a high school.

- The Texas Education Agency now contracts with public schools and community colleges for training purposes. TEA now allocates \$397 per student per nine month year for contractual training.
- The successful working relationship between public schools in the Baytown area and Lee College was cited. The contract programs in the Baytown area have proven that the public schools and community colleges can indeed work together for the benefit of students.
- The chief beneficiary of contract agreements between public schools and community colleges is students because they are able to pick up training in their area of interest. Another asset is that such agreements have proven to reduce school dropout rates because students have found an interest in something.
- One of the biggest weaknesses of contract agreements that Lee College has found is the "inadequate counseling on the part of some schools in screening people who are interested in pursuing training at Lee College." Some schools are sending problem students instead of those who are actually interested in training. In other words, some schools look at the contract agreement as a "dumping ground."

• Participants were also briefed on the "Partners in Education Program" in the Fort Worth Public Schools.

- In existence since 1970, the program consists of a cooperative education venture between the schools and local business and industry. The purpose of this program is to provide opportunities for on-the-job orientation of the world of work and in many instances in-depth training for students in the 11th and 12th grades.
- Students enrolling in "Partners" elect a general occupational area of their choice. Students are grouped by their level of interests and a teacher-coordinator is then assigned. There are five program components as a result of the grouping of general interest areas--office education, health occupations, industrial, home economics and distributive education. (All are cooperative.)
- Students in the program take regular courses toward graduation and spend half a day at some local business establishment. Occupational training experience also includes group and individual instruction in consumer education, employee-employer relationships, job applications, human relations and leadership, etc.
- The primary objectives of "Partners" is to: establish strong and effective community advisory committees; develop and update course outline in each program component; emphasize the related instructional phase of cooperative education through teacher inservice education programs; and establish effective youth leadership clubs in all program components.



An exhibit operated by the Texas Education Foundation, Inc. attracted many viewers to the exhibit hall during the Governor's Conference.

Seminar/Hearing Three

'Information and Data Systems for Planning and Management of Education'



Rep. John Poerner

Chairman:

The Honorable John Poerner, House of Representatives,
Hondo

Co-Chairman:

W. H. (Harrell) Townsend, Chief of Special Programs,
Texas Employment Commission, Austin

Recorder: Carrie Faz, Secretary, Advisory Council

Presenters: *"Employer's Role in Employment Information,"* Terry Thompson, Manager of Training, Brown and Root, Inc., Houston

"Information and Data Needs for Planning in Public Schools," J. B. Whiteley, Assistant Superintendent for Vocational Education, Houston Independent School District, Houston

"Information and Data Needs for Program Development in Community Colleges," Dexter Betts, Director, Program Development, Dallas Community College District, Dallas

"Tele/data Communications Systems in Data Development," Alton Ashworth, Director of Research and Development, Central Texas College, Killeen

"Report on the Development of a Supply/Demand Information System for Texas," Jack Carmichael, Manager, Health and Human Resources, Division of Information Services, Office of the Governor, Austin

Background: Top priority has been assigned to this project by the Advisory Council in its 1971 and 1972 reports. The preparation of people for jobs that do not exist is frustrating to the individual and a waste of resources. Effective establishment of the system will require the cooperation and coordination of public and private resources. Are there acceptable alternatives? What happens if the system is not developed and utilized?

COMMENTS BY SPEAKERS:

• We are facing one of the most critical skilled manpower shortages this country has ever seen and business, industry, and labor people are scared to death. There is a very severe professional, technical and craft skilled manpower shortage.

• It would be hard for industry to predict or determine absolute job openings in the years ahead, but industry would be able to indicate where those openings might occur. Perhaps this should be the coming relationship between industry and education groups. Through advisory groups, determine where jobs may be so that education can move toward preparing students to work in the jobs in industry.

• There needs to be a coordinated system for the gathering and dissemination of labor market information. Such information is available right now and most employers in Texas and the nation will support a system that will take this vitally needed information and channel it into some meaningful route and disperse it out to the teachers, counselors and students in the classroom.

· Labor market information is available right now and yet the State of Texas does not have enough mechanical, civil or electrical engineers, but yet it does have more baccalaureate people in the field of education than can be put in the classroom.

· I think that many employers are in doubt as to whether guidance counselors have the adequate preparation for personnel guidance for all the students in secondary schools, particularly the non-college bound students who are going directly to employment.

· People being prepared for guidance services must be well versed on employment opportunities. It is a fact that it is the role of education to provide employers with the work force of tomorrow. If the role of education was simply to give students an appreciation of the finer things of life, then perhaps we wouldn't need such a system, but this is not the case.

· There is a growing need for the schools to become involved in placements, successful transition from work to school, and I think a data gathering dispersement system might be the answer to this.

· The young people who graduate from high school but don't go to college is the group of people that industry had better start talking to the public schools about because this is the sort of young people that industry can attract...that will enter the labor market and contribute to industry growth. We are going to have to find a way to attract them.

· Educators stay in the house too much. Business and industry stay in the house too much. Both need to get out and work together.

· A placement and follow-up division in our district for that youngster who wants to enter the labor market rather than go to college has done more for bringing industry and educators together than anything that I have found in 25 years in vocational education.

· Business has finally found their source of young people that they can tell that have entry level skills. It is not on a computer. It is not on a data retrieval system. It is right in the public schools...available by a phone call. So sometimes if we are thinking of a supply/demand system, we don't need to think of innovative processes within a community.

· Industry needs to recognize job entry level people, with the entry level skills, and accept them as such. We are not getting into the work force this group of young people who are ready to enter and have the skills that they can perform and move up. This is strictly a management and labor process.

· As we plan educational programs, it is just as much a right for an individual to be trained or educated as a machinist at taxpayers' expense in the public schools as it is to train a school teacher, lawyer, or a doctor. The majority of jobs require vocational or technical training so why should we have priorities just on spending educational dollars on professional people when we have a tremendous need of a skilled entry level person. We need to keep that in mind when we plan and finance our education programs.

· We need vocational training programs at the high school level for that early decider who wants to enter the world of work. This is where we are going to have to develop a similar cooperation between business and industry for jobs at the entry level.

· We cannot fly by the seat of our pants when we are doing program planning and spending taxpayers money and trying to get a student into a program that will give him a career that will last longer than when he just walks out the door. That is one of the reasons why we cannot in the field of education respond to information that is not good but for about two or three years.

· We need a more flexible funding system where the vocational education of Texas would allow the schools to hire a coordinator to work with business and industry. It should be the function of the State, through the Minimum Foundation, to pay for a coordinator.

· In regard to placement coordination, I think the schools are missing a bit in one area in terms of placement and job information by not having job banks and job bank reviewers available to counselors and students.

· Vocational education programs must be long range. Vocational programs should enable students to develop specific skills but also a broader base of skills that will be applicable to occupations

that may be developed 20 years from now.

COMMENTS BY PARTICIPANTS:

- Somewhere along the line we are going to have to get ready to provide some facilities for placing students on the job out of high school.
- Industry has a very hard time looking ahead further than two years in terms of absolute job offerings, and I think this is a reality we have to face. I think we can strain and look ahead five years but anything past that I would tend to distrust. It might be more misleading than helpful.
- We must encourage industry to raise entry level wages because in some occupational areas, people cannot make a living on entry level wages.
- We must survey where the jobs are and find out the needs of industry and direct our programs toward meeting those needs. Some of us have programs in our schools unrelated to the needs of industry, and these programs are preparing our young people for jobs that aren't there.
- Industry requirements for many jobs are unrealistic. Some personnel managers won't hire people for some jobs unless they have a high school diploma or a college degree when in fact that diploma or degree has little to do with the actual skill requirements needed to perform those jobs. Industry needs to take a closer look at "employment requirements" and hire people based on the skills needed for the job at hand instead of tacking on additional requirements that show no real relationship to the performance of a job.



Brown & Root, Inc. of Houston had an exhibit at the Conference which depicted several facets of training.

Seminar/Hearing Four

'Economic Development and Education'



Rep. R. B. McAlister

Chairman:

The Honorable R. B. McAlister, House of Representatives,
Lubbock

Co-Chairman:

Roff W. Hardy, President, West Texas Utilities Company,
Abilene

- Recorder: Will Reece, Program Officer, Advisory Council
- Presenters: *"Education and Economic Development,"* Harry Clark, Vice-President, First National Bank, Midland
- "A General Overview of Economic Development,"* Bud Reed, Assistant Director, Texas Industrial Commission, Austin
- Resource Panel: *"Economic Development in Rural Communities,"* Ray Prewett, Executive Director, Rural Development Commission, Austin
- "Start-up Training at the Westinghouse Plant,"* Don Leonard, Westinghouse Plant, Round Rock
- "Start-up Training Activities of TSTI,"* Morris Webb, Senior Vice-President, Texas State Technical Institute, Waco
- "Support of Continuing Economic Development by Community Colleges,"* Ted Boaz, Dean, Technical-Vocational Education, Del Mar College, Corpus Christi
- Background: Without jobs, education and training have little economic value. The Advisory Council has recognized the critical need for Education and Economic Development together and has made recommendations on this subject. Is Texas in a competitive position with other states in this area? What actions are needed in education to strengthen economic development?

COMMENTS BY SPEAKERS:

• In the 35 years of economic development in which I have been a part as a businessman, I do not recall a single incident where education---all types of education---was not a major concern of industry seeking a community in which to locate.

• The "scope of education" within a community has a definite bearing on whether or not economic results are achieved. Industrial development is highly competitive among communities and whether or not new industry is attracted often hinges on the "scope of education." Academic education is a vital part of this "scope," but we need to develop vocational training in our communities if we are to progress---if new industry is to be attracted which in turn creates jobs.

• In attracting new industry, a 1969 survey revealed that Texas is at a relative disadvantage compared to several other states in its "inability" to provide start-up training. Progress has been made since this survey, but Texas will continue to lag behind other states in economic development unless the Legislature appropriates much needed funds to make start-up training effective on a state-wide basis.

· To preserve our rural areas, to stop the out-migration of people, we've got to get more jobs out into the rural areas, and we can't get them without training. A solution is to have "mobility of training programs" so we can gear immediately for a job anywhere the need for training arises.

· We need to know what kinds of careers are in demand at the local level so that education and training programs can be geared toward meeting those needs.

· We don't really have school problems in our communities but rather we have community problems in our schools. In other words we can't separate the schools from the community.

· We as educators don't really know the needs of industry; therefore, the "advisory committee" can be a great tool in bridging the gap between education and industry.

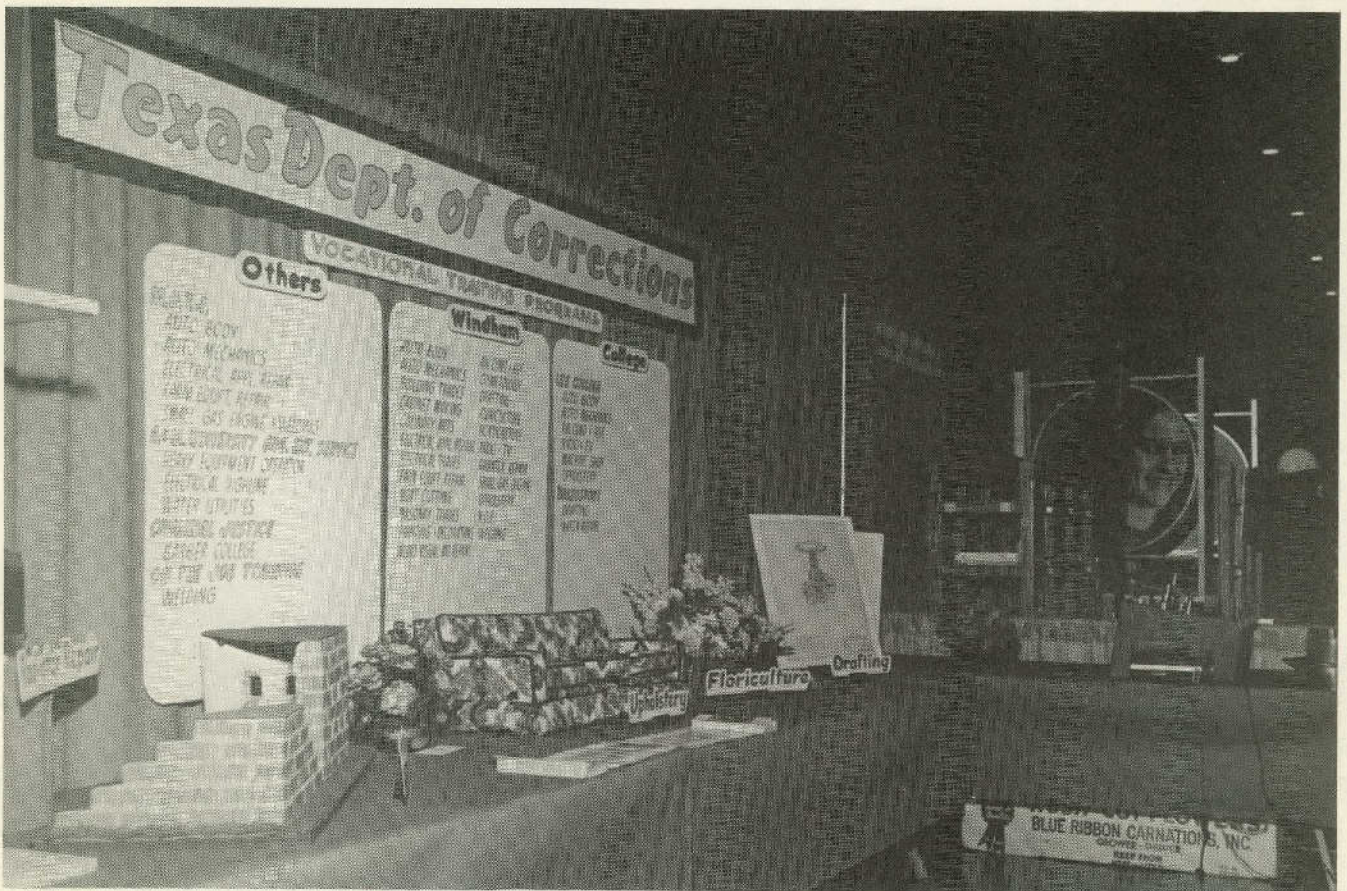
COMMENTS BY PARTICIPANTS:

· What say does the Texas Industrial Commission have insofar as the allocation of funds for start-up training? I believe TIC should have some say when it comes to disseminating funds.

· Because the work world is constantly changing and methods of getting the job done are being extremely complicated, we are going to have to have training programs available to upgrade what we already know.

· Manufacturers would feel much more comfortable if they employed properly qualified people or at least partially trained people instead of starting from a scratch in a training program.

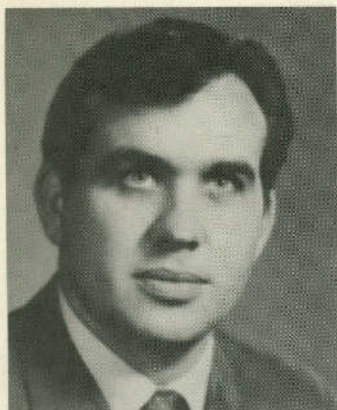
· In educating young people, we should be concerned with developing their mental and physical dexterities "together." We need to get across the basic elements of manual training as a prelude to more sophisticated training. This should be done at the same levels where basic academics are taught as a prelude to more advanced academic training.



Many participants at the Governor's Conference stopped by to see the exhibit produced by the Texas Department of Corrections.

Seminar/Hearing Five

'Guidance Services'



Rep. Dan Kubiak

Chairman:
The Honorable Dan Kubiak, House of Representatives,
Rockdale

Co-Chairman:
James L. Boone, Jr., Head, Department of Industrial
Education, Texas A & M University, College Station

- Recorder: Phil Miller, Consultant for Dissemination, Texas Education Agency, Austin
- Presenters: *"An Overview of Guidance Services in Texas,"* James Clark, Director of Guidance Services, Texas Education Agency, Austin
- "Guidance Services as Viewed by a School Superintendent,"* James Bailey, Assistant Superintendent - Special Services, Fort Worth Public Schools, Fort Worth
- "Guidance Services as Viewed by Institution Preparing Personnel,"* Chris Borman, Department of Educational Psychology, Texas A & M University, College Station
- Resource Panel: *"Guidance Services Viewed by an Employer,"* Larry T. Hampton, Vice-President, Gordon's Jewelers, Houston
- "Guidance Services Viewed by Employment Counselor,"* Bill Grossenbacher, Training Officer, Texas Employment Commission, San Antonio
- "Guidance Services Viewed by the Profession,"* Bob Percival, President, Texas Personnel and Guidance Association, Richardson
- "Guidance Services Viewed by a High School Counselor,"* George Smith, Counselor, McCollum High School, Harlandale Independent School District, San Antonio
- "Guidance Services Viewed by a Student,"* Harold White, President, Texas Association, Distributive Education Clubs of America, Wichita Falls
- "Guidance Services Viewed by a Community College,"* Norbert Dettman, Director of Student Services, Eastfield College, Dallas
- Background: The Advisory Council supports the concept that career direction of all individuals is an interaction between the school, home and community and that guidance services within the education system serve as the catalyst to bring into focus and reality meaningful career decisions. There is considerable variation of the perceived roles of counselors within guidance services by parents, boards of education, school administrators, faculty and students. What actions are needed to render guidance services more effective?

COMMENTS BY SPEAKERS:

- The number one thing that has to be overcome in education is this image that every youngster has to go to college and that anybody that goes into a vocational or technical field is a second rate student. That isn't true. You don't want a second rate student working on your automobile, or working on your home or any areas that we need people so vitally today. So we as legislators or educators or whatever our profession might be, must change this image because there is a tremendous need for people in the vocational-technical field.
- Counseling should be a cooperatively developed guidance program throughout the school system, grades K-12, which is an integral part of the education process. It should be a developmental program attuned to kids as they enter school rather than a program which waits for problems to arise and then trying to cope with them. It should be a team approach with the involvement of administrators, teachers and the community.
- Counseling should be a diagnostic rather than normative appraisal program. A criterion and reference tests setting which doesn't particularly care whether one student knows more than another but one that identifies what a student can do and what he needs to learn next if he is to stay up with his school.
- From an administrators viewpoint, counselors are not counseling. Many say they don't have time. They are too busy doing clerical work or principals and administrators assign them every kind of duty in the world that has nothing to do with counseling.
- We in education, and particularly counselors, are going to have to get off being thing oriented and get to being "people" oriented. If counselors or any educators are not "people" oriented, then they should not be in the school business.
- Counselors too often don't know enough about the world of work. A lot of us educators have never done anything except be educators. We need inservice programs that will get counselors out into the community to find out about the world of work rather than have someone tell them about it. Counselors should have work experience by perhaps spending a summer or maybe a year or two earning their living outside of the education field.
- The emphasis in the preparation of counselors or any educator in college should be on these people demonstrating what they can do rather than the emphasis being upon the completion of x number of course hours at which time they are considered counselors or teachers, etc.
- There should be coordination between "vocational counselors" and "so called regular counselors." More often than not, one is working in one corner and the other is off in another corner without being aware of what is going on between the two of them.
- We cannot afford not to have a good guidance and counseling program in our public schools. But we must improve its effectiveness. We cannot just plod along being willing to accept mediocrity.
- Many employers are in doubt as to whether guidance counselors have the adequate preparation for personnel guidance for all the students in secondary schools, particularly the non-college bound students who are going directly to employment.
- Colleges involved in the preparation of counselors should strive to bridge the gap, if there is one, between counseling and guidance services and preparation and vocational education. They should try to work very closely throughout the college of education.
- One of the main problems in counselor preparation programs is trying to communicate the counselor's role to our trainees and also getting them to communicate this role to administrators, teachers, students, etc. There are many studies that indicate that there is a wide difference between the role as perceived by students, parents, teachers and administrators as compared to the role perceived by the counselor. Many times, it isn't anything alike at all. There has to be better and proper communications if guidance services are to be improved.
- We are going to have to train counselors so that they can work through large groups of students to have an affect on the environment of the students.
- We must not confuse counseling or guidance as being another name for career education. It is a

very important aspect of career education but it alone is not career education.

- In preparing counselors, we are going to have to change our course offerings so that they can have more training in that area of career education. In implementing career education, counselors should concentrate on helping youngsters match their abilities, attitudes and opportunities.

- Until a more sophisticated system for guidance counseling becomes available, the guidance counselors should become knowledgeable or at least aware of job availability within their immediate area over the foreseeable future. Armed with this information, counselors may develop the interests of qualified students along the lines of potential availability. Furthermore, on a local and individual basis, counselors should accept recommendations and directions from the teacher coordinator who is working with the student and the coop employer on a day-to-day basis.

- In determining interests and aptitudes, I should hope that somehow educators will develop and widely use a testing instrument that relates more to matters affecting our Gross National Product where approximately 50 percent is attributed to sales, service, and information.

- As career and occupational education embraces the "cluster" concept, I certainly hope that the effectiveness of Distributive Education and the other fine "on-going cooperative programs" will not be diluted.

- A vital component of career education is the gathering and dissemination of labor market information to the schools and especially guidance counselors. There is a definite lack of this information out in the schools.

- The schools and specifically guidance service programs must be concerned with helping students get jobs. There needs to be much more contact between the education institutions and the employment service.

- To make guidance services more effective in community colleges in terms of technical-occupational programs, we need better involvement of the university and businessmen around the state to train and develop these professional and student services and guidance programs. The dimensions that we have to add to those programs is group processes, human development courses, and human development facilities in those colleges, particularly the students.

- The training programs at the universities are usually 5 to 10 years behind where we really are in our society today. We need to develop inservice training programs on campus in conjunction with the graduate school.

- Colleges and universities need to become more flexible in Texas, particularly in the area of articulation--to allow people who are entering a technical-occupational training program, if they decide, to move into a college, to be able to transfer, to move on.

- The authority that needs to be vested in our Coordinating Board in this State, together with the Texas Education Agency, is lacking in the area of articulation. They are going to have to have more authority to move into the universities in the state if people are to develop as they want to develop.

- If one in every four planes crashed, the world would be in a lynching mood, and if one in every four automobiles were involved in an accident due to a mechanical failure, Detroit would soon be out of business. But yet our present education system as it exists today fails to meet the needs of one out of every four graduating high school students.

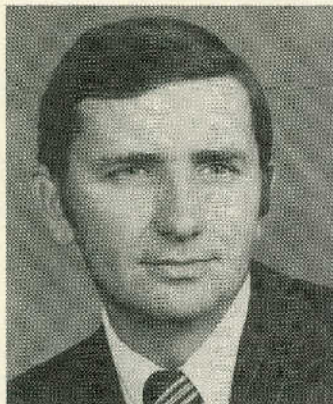
COMMENTS BY PARTICIPANTS:

- Counselors cannot possibly know enough about all occupations to provide adequate occupational guidance to students; therefore, they should call on business and professional people. Business and professional people are the ones that are going to hire students, and I think that they are the best counselors that you can get.

- An academic counselor and a vocational counselor have similar duties, but they are not completely the same. We, as counselors, have the job and responsibility of telling the administration exactly what our jobs are.

Seminar/Hearing Six

'Personnel Development'



Rep. Bryan Poff, Jr.

Chairman:
The Honorable Bryan Poff, Jr., House of Representatives,
Amarillo

Co-Chairman:
Hugh E. McCallick, Dean, School of Technology,
University of Houston, Houston

Recorder: Elton R. Thomas, Program Officer, Advisory Council, Austin

Presenters: *"An Overview of Developments and Continuing Needs in Personnel Development,"* Hugh E. McCallick, Dean, School of Technology, University of Houston, Houston

"Issues in Personnel Development as Viewed by an Employer," John L. Cockrill, President and C.E.O., L.T.V. Ling Altec, Inc., Dallas

"Personnel Development for Industrial and Technical Teachers," Robert Patterson, Director of Vocational Industrial Education, Texas Education Agency, Austin

"Coordination and Leadership in Personnel Development in Texas," Ben Teague, Education Program Director, Texas Education Agency, Austin

Resource Panel: *"Teacher Educator Response..."*, Frank Hubert, Dean of Education, Texas A & M University, College Station

"Teacher Educator Response...", Webb Jones, Coordinator of Vocational Teacher Education, East Texas State University, Commerce

"Teacher Educator Response...", Glen Bounds, Acting Dean of Instruction, Mountain View College, Dallas

Background: The concern of the Advisory Council in the area of Personnel Development has been expressed in all reports. Specific concerns are voiced with regard to coordination, leadership, availability, viable laboratory experiences and cooperative activities with industry, inservice activities and others. How can these concerns be most effectively developed into responsive personnel development activities?

COMMENTS BY SPEAKERS:

• In regard to personnel development, we need a recommendation to develop a more contemporary nomenclature, something which has an umbrella term. One which covers the preservice and inservice educational processes for occupational personnel whether they be instructors, supervisors, administrators or counselors.

• If occupational education in Texas is to meet the needs of our society, we need to design and implement a professional development program system which should include at least some of the following:

- Programs which provide for the preparation of all occupational education personnel.

- Inservice programs for those who are already in the system. Up-to-date knowledge which assists in the understanding of developing new methods of new economic, social and industrial factors affecting education.
 - We need programs which establish and maintain an effective, positive relationship with business and industry, local schools and the designated state agencies which have responsibility for the maintenance of minimum standards in occupational programs and for occupational teacher preparation.
 - We need programs which obviously provide for graduate study and coordinated research efforts which relate to local, state and national occupational education problems and issues.
 - We need programs which arise directly from the cultural and the vital needs of our people in our very demanding technologically oriented society.
- There are several implications to a contemporary professional development system:
- We need a coordinated statewide approach to occupational professional development programs. An approach which is complete...which is related to the world in which we live and an approach which is aimed directly at the needs of society. We need to re-evaluate programs which seem to be fragmented among and within institutional and teacher education agencies.
 - We each must recognize ourselves as being a part of a bigger community with a very definite and vital contribution for each to make within these coordinated efforts.
 - We need to establish and to maintain a coordinated approach to occupational education personnel development with our institutions and with our agencies. Not only would such an approach provide for a comprehensive program on the part of each candidate but also such an approach would mean that we would have a way of organizing the critical mass of talent which is required within any program and in any institution within an agency. Such an approach would obviously minimize the tremendous amount of duplication that we seem to have at this time.
 - This new conceptual approach of occupational education suggests the need for advisory bodies for the development of programs. To increase this kind of input from advisory bodies ought to include representatives elected from alumni, school administrators, business and industry, labor, the general public and the cooperating state agencies.
- No program in education, if it is to be successful, can function in isolation. It cannot take comfort in past accomplishments. It must look to the future and contemporary occupational education programs or personnel development must dedicate themselves to this.
- There is a strong positive correlation between low educational attainment and low income... between low aspirations and low education attainment...between two successive generations there seems to be a strong relationship between the low educational attainment of parents and low aspirations of children. If it is not possible to break into this self-perpetuating circular chain of relationships, then most of the current poor and their prodigies seemed doomed to poverty.
- This circular chain of relationships is a major problem and challenge to educational leaders. The traditional approaches have clearly failed. New approaches based on a more perceptive understanding of the relative roles of the parents and the schools in developing the aspirations and capacity for learning must be forced and for this...new training for leadership is required.
- We must upgrade the overall performance of the product of our school system in the basic areas of verbal skills, reading ability, and the use of elementary concepts of mathematics and science which are all fundamental to the world of work.
- As jobs requiring nonpre-employment training decline in number, the transition and adjustment to the work world for youths will become increasingly difficult. The complexity of problems has given rise to the approach of making information on careers and the adult world of work the central focus on elementary and secondary education. Only in this way can education become relevant to many

facets of our educational system. To pursue this approach constructively also requires new types of leadership both in general education and in vocational and technical education.

- The coming changes in personnel development must necessarily be done in conjunction with the employer and industry. Such support of employer and industry is necessary if we are to do more than muddle through another decade.

- Teacher education programs should be designed and rest upon some form of measurable unit that would provide a better indication of the requirements of the teacher and a way of indicating the teacher who is ready for initial entry into the teaching profession.

- Vocational educators have been, insofar as degrees are concerned, noncredentialed in a very credentialed professional education society, and it has to some degree served to a disadvantage... particularly in terms of interacting and communicating with other phases of the education community and in terms of blocking some vocational people from moving into leadership positions even in vocational-technical education.

- We cannot bring off this career education idea unless we have vocational-technical educators with the credentials at the drag level and so on who can interact and be with the regular administrators as well as other people in the educational community and communicate with them on an equal basis.

- If we are to have within technical-occupational programs, the capability of allowing students' interests, aptitudes, abilities and circumstances to be wrought on an individual basis in our curriculum, then we must have the capability of meeting that with an occupational staff capable of designing, planning, and implementing materials and strategies which will encompass them.

- Vocational-technical teachers should be upgraded not from a professional standpoint nor from a competency standpoint in their particular area, but rather from a teaching standpoint.

- I don't think every student needs to follow the same high school preparation pattern and also there needs to be some discriminating influence on the high school diploma. I think the students themselves who are finishing some of the real top flight programs that exist today would prefer to have some recognition of that type.

COMMENTS BY PARTICIPANTS:

- When we train students, we need to emphasize to them they are not finished draftsmen or finished technicians but rather they are beginners and they can't start out in the work world with a salary paid a journeyman.

- The majority of students, whether they go to college or get vocational-technical training, get very little, if any, on-the-job experiences or exposure to the world of work. Few of them know how to open a bank account, fill out an application form or apply for a job. I've had people with Ph.D's apply for a job wearing no shirt or shoes or even socks. There needs to be a program in the schools that will expose students to occupational information as well as teach them proper work habits.

- If we are going to attract people from industry to teach, then we are going to have to revamp our salary structures. You can't expect a diemaker making \$20,000 in industry to take a \$6,000 teaching job.

- Industrial and business people should take a look at high school, junior colleges and university diplomas and not recognize them as being diplomas but rather look at the input that has gone into a degree or diploma.

- We are going to have to do some sort of selling job to our Chambers of Commerce, etc., that vocational training is just as important, if not more important than higher education and somebody needs to start spending some time and some money on it.

- There needs to be a program in the schools to teach students job appreciation. We employ a number of people from the 7th grade through the 12th grade at our steel plant. Our problem is we have nearly a 100% turnover weekly. In some cases, we give a man a \$75 physical examination. We equip him with all the safety gear--hard hat, safety glasses, shoes---and we schedule him for a two day orientation program and he never comes to work. Their attitudes are not right. They come in saying,

"I'm ready to go to work," but when you try to put them to work, they disappear.

- In regard to universities being interested in offering vocational-technical courses, you have got to have the proper attitude on the part of the university people before you can make a vocational program work in an institution.

- Some colleges and universities should not be engaged in technical-vocational education. Many colleges and universities are doing a great job at "doing their thing," but unless they have an institutional commitment toward vocational-technical education, they should not be in it.

- Not all colleges or universities are going to have an institutional commitment toward vocational-technical education. What we need to do is start spending money on the ones who have shown the willingness to do this.

- Several people have commented about attitudes toward work. Industry has a big responsibility here. Maybe we are at fault for not making our job attractive enough. Maybe we need to examine our policies and the way we are set up. We seldom see ourselves as others see us.

- The key to any kind of an education is that instructor in the classroom. We have got to do something to attract better caliber vocational-technical teachers.

- People talk about work attitudes. The school cannot teach students attitudes about nothing. We have to have something to teach them attitudes about, and career education solves this problem by incorporating the world of work into all classroom instruction. We need the help of the academic teacher in implementing career education. They need to be trained along these lines and they need to be aware of all the opposition and have some respect for all the opposition.

- It is going to take a lot of inservice education if we are going to get the idea of career education over to our general academic teachers. Teacher preparation programs at our universities do not expose eventual teachers to career education concepts and a semester of student teaching sure won't get the job done; therefore, we need more inservice training.

- Someone commented that we are going to have to revamp our salary structures if we are to attract people from industry to teach. I think there are some state ties on the public schools that won't allow them to be competitive in salary. We need to get the Legislature to change that.

- To get a program that requires legislative approval, you've got to get someone to propose the program. If you want something, develop a strategy to get it done. You need to work through the legislators. The problem is that you are dealing with a very complex area, and everybody knows what they want but nobody knows how to go about getting it.

Seminar/Hearing Seven

'Financing and Priorities in Education'



Rep. Fred Head

Chairman:
The Honorable Fred Head, House of Representatives
Troup

Co-Chairman:
Vernon A. McGee, Executive Vice-President
Management Services Associates, Austin

- Recorder: Alton D. Ice, Executive Director, Advisory Council
- Presenters: *"An Overview of Education Financing Studies,"* Marlin L. Brockette, Deputy Commissioner of Education, Texas Education Agency, Austin
- "An Overview of Expenditures in Education,"* Tom Keel, Director, Legislative Budget Board, Austin
- Resource Panel: *"Financing of Occupational Programs in Community Colleges,"* C. A. Roberson, Vice-Chancellor for Administration, Tarrant County Junior College District, Fort Worth
- "Financing of Apprenticeship Training in Texas,"* Jack Stubbs, President, Apprenticeship Training Association of Texas, Houston
- "Financing of Industry/Education Cooperation,"* Robert E. Layton, Jr., President, Layton Engineering Company, Tyler
- Background: Financing of Education is a most frequent topic of conversation and closely related is priorities in education. The Advisory Council has identified several needs in the field of technical-vocational education that require funding. The Council continues to seek support of programs that serve the needs of individuals and the economy. What actions are needed in both the public and private sectors to develop the most effective and economical system of job preparation in support of the needs of our society and economy?

COMMENTS BY SPEAKERS:

- Much of the discussion in seminar/hearing 7 centered on public school finance. One speaker briefed participants on the numerous studies that have been conducted regarding the financing of public education. He stated that three formalized plans have been developed by the State Board of Education, the Texas State Teachers Association and the State Senate. Discussions touched on projected costs in education, market values of property and the issues and differences of the three plans.
- Under the present level of state funding for junior colleges, which is \$21 million for the present year, it is becoming increasingly difficult for the junior colleges to meet the needs of all the students and offer all the programs that should be offered. With a funding level of \$36 million next year and \$42 million the second year of the biennium, junior colleges believe they can assume the role in the vital area of vocational-technical education that they should assume.
- The construction industry is going to have to rebuild this country between now and the 1980's

and with the supply of manpower we have today, I don't think we are going to be able to do it. We need to upgrade our system of apprenticeship training, and we need to do more across the State. We need to put much effort and as much as we can toward our lawmakers to impress on them that vocational education and apprenticeship training is a number one priority for the State of Texas.

• It is apparent today that the attrition rate in skilled labor is such that the supply is not meeting industry's demand and the situation is getting much worse.

- The problem today is getting young people interested in a field and then drawing them into it. Industry and education must work together and career education is the answer.
- In the construction industry, which has been a pioneer in the field of career education, we were just not finding people who were interested in it who wanted to stay in it; so it became apparent to us that we needed to reach these young people before they became employable, to at least let them know what our industry had to offer. Through the cooperation of local public school districts, we have had a pilot program aimed at acquainting young people with what our industry as well as other industries have to offer. The program has been very successful.

• Texas spends nearly \$2 billion a year on education in all fields and at all levels from kindergarten up to graduate school and also on some very sophisticated research projects. About 51 percent of this \$2 billion goes into secondary and elementary education. About 18 percent of the \$2 billion goes to our senior colleges and universities. We spend about 5 percent on medical and dental schools, about 3 percent on junior college academic programs, and about 3 percent on technical-vocational education programs outside the regular state aided effort and outside the foundation school program.

- In 1967, the cost per pupil in foundation school program was about \$436. This 1973 year, we are spending about \$773 per student in the public schools. The increased cost in the foundation school programs this year over last year alone is \$69 million.
- Where in 1967, state appropriations amounted to about \$325, more or less, for each full-time student, last year we spent about \$625 or almost twice as much.
- In the senior colleges and universities of which we have 26 at the moment, appropriations in 1967 for the then 22 colleges and universities totaled \$144 million and 1973, this year, we have spent about \$315 million, more than doubled. On a per student basis, we have increased our support of higher education in the senior colleges and universities from \$797 in 1967 to over \$1,200 this year.
- In judging vocational-technical education, it is necessary to judge progress not by where we are right now, but where we have come from. In 1955, the state, local and federal support of vocational-technical education in this state totaled \$12 million and it touched 120,000 students. Today, including foundation program spending, over \$131 million a year is being spent in this area involving over a half million students. This increase in level of support has more than doubled the rate of growth in other areas of education.
- Programs themselves have undergone some remarkable changes. In 1955, the scope of vocational-technical education was generally limited to agriculture, home-making and distributive education, but now it involves many hundreds of different programs since the enactment of the Vocational Education Act of 1963.
- In the junior colleges prior to 1963 and that enactment, only 13 of the then 30 public junior colleges had programs in occupational education and they enrolled a few more than 2,000 students in about 45 programs. This year, 43 junior colleges of the total of 48 or 49 have enrolled over 54,000 students in hundreds of programs. Financial support in this area has increased from about \$4 million in this area, 5 or 7 years ago, to about \$21 million in this current fiscal year.
- Labor market report projections for the 1980's signify the importance of continued support in this area of vocational-technical education. By the late 1970's, it is

anticipated that over half of those in the labor force will need vocational skills and only about one-fourth or less will need college degrees in general academic institutions. The approaches employed in recent years necessarily have been geared to a rapidly expanding student population overall. We have probably peaked out in overall level of enrollment except in vocational-technical education where we can expect a continued strong demand for this kind of support.

· In the planning and management of education, there needs to be more attention given to the supply and demand factors and some kind of follow-up system where we can see the results and have no doubts in our minds as to the direction we are going.

COMMENTS BY PARTICIPANTS:

· The question was asked the panel, to explain the difference and implications of changing from the economic index base to the true market value base for financing public education.

· A participant expressed concern that HB 243 would attempt to fragment the funding of technical-vocational education by putting an office in the Governor's Office to give direction to technical-vocational education in the state. The youth of today are striving for self-realization, self-fulfillment, and they desperately need a career and it is doubtful that this can be accomplished in a sequential and developmental manner with a fragmented program administration.

· The State Board of Education did not include in its public school finance plan any recommendations for change in administrative structure, but sent recommendations to the Legislature in separate recommendations to: (1) declare dormant all school districts that are not offering a full twelve grade program in the state. This would affect 154 districts in the state, if the Legislature adopts the proposal; (2) phase out the county school superintendent's offices in the state; (3) ask the Legislature to give the State Board of Education the authority to develop a plan of school district structure for the state and report to the 64th Legislature.

· The need for funding of apprenticeship training systems was emphasized, with special emphasis on areas of high priority in the state.

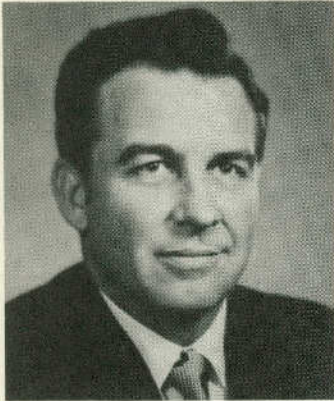
· The question was asked if the state could appropriate money directly to a private school, and the response was negative.



The Gary Job Corps Center at San Marcos drew many Conference participants to their exhibit.

Seminar/Hearing Eight

'Preparing Special Groups for Work'



Senator Oscar Mauzy

Chairman:
The Honorable Oscar Mauzy, State Senator,
Dallas

Co-Chairman:
S. P. Cowan, Superintendent, Rio Grande City
Public Schools

- Recorder: Vaughn Aldredge, Office of Dissemination, Texas Education Agency, Austin
- Presenters: *"An Overview of Employer Response to Employment of Special Groups,"* William H. Niland, Metro Director, National Alliance of Business, El Paso
- "A Special Study on the Needs of the Handicapped,"* Judy Meyer, Office of the Mayor, Houston
- "Texas Vocational Education Research Project,"* J. Earl Williams, Director, Human Resources Center, University of Houston
- Resource Panel: *Report on Special Services...*
- T. R. Jones, Chief Consultant, Texas Education Agency, Austin
- Jo Ann Scott, Consultant, Texas Education Agency, Austin
- Richard V. Russell, Program Specialist - Corrections, Texas Rehabilitation Commission, Austin
- Gwen Foster, Director, Opportunities Industrialization Center, Dallas
- Roy Beck, Director, Manpower Skill Center, Fort Worth Public Schools, Fort Worth
- John Miller, Administrative Assistant, Program Evaluation & Development, Texas Educational Foundation, Inc., San Marcos
- Matt Taylor, Dallas County Community College District, Dallas
- Charles Whitson, Director, Vocational Education, Texas Department of Corrections, Huntsville
- Robert McRoy, Veterans Placement Services Officer, U. S. Department of Labor, Austin
- Background: Many of the citizens of the state have circumstances that require special attention to prepare them for useful roles in the society and economy. The purpose of this seminar/hearing is to identify successes and problems encountered in working with special groups. How can special groups be more effectively involved in the mainstream of society and the economy?

COMMENTS BY SPEAKERS:

· In speaking for the National Alliance of Businessmen which works with and helps get jobs for people classified as "disadvantaged," we have found absolutely no reluctance on the part of any private sector employer to hire anyone "merely" because they are a member of a "special group." However, we have found that too many people in these special groups have few skills. They have little or no training to speak of. They have improper work attitudes, improper work habits and discipline. They don't know how to work; and consequently, it is very difficult to get people like them on the job in private sectors.

· A one year study (1971-72) on vocational programs for the handicapped conducted in the Houston area has revealed "the students were highly motivated. Special education students were most enthusiastic plus the vocational and special education teachers learned for the first time that educable mentally retarded children do have vocational potential."

- As one of the authors of a report on the study, I came across pretty hard on special education in the academic part because we found that it was not very much related to the vocational training, and this was not only vocational people saying this, but people in special education were very critical of their own academic education.
- The report revealed that state schools and state hospitals are not under Minimum Foundation Funding. The report recommends that state schools and state hospitals go under MFP in order that vocational money can be going into these areas on a regular basis.
- The age restriction of 21 is a detriment in the state schools and should be removed. It is very difficult in the state schools to have to say to somebody 22 that they are too old.

· To provide adequate vocational education for the handicapped, the first thing that must be done is for the three involved parties...vocational education, special education and the Texas Rehabilitation Commission...to get together and try to come up with one unified delivery system and not expect the kids to fit into each one of their particular structures. Presently, most vocational teachers and directors are caught in a cross fire.

- Special education is going to have to take a great deal of responsibility in the preparation of these students for vocational training.
- Vocational teachers at the high school level should not be expected to teach special education students at that level to read and write from the very basic things up to their potential for learning. The students should have some kind of self-discipline built in before they go into vocational education. Vocational educators should pick them up at that point and teach them vocational skills.
- I feel like in the next two or three years the top is going to blow off because we don't have enough vocational facilities. So the time is now that we have to plan ahead five years, ten years for the vocational facilities we are going to need and plan now as to how we are going to put the "special needs" students in with them. One way to do this is to set up special vocational education adjustment centers within area high schools. These could serve both disadvantaged and handicapped youth, and we can place them in the mainstream when they can be put in.
- Specialists will be needed to help fit these kids into the mainstream and that is what Plan A is all about. Plan A, however, emphasizes the mainstream "academically" and sorely ignores "vocational" education.

· The schools must accept responsibility of graduating vocationally competent students whether they be labeled disadvantaged, handicapped or whatever because the government programs which pick up a lot of the failures of the schools are drying up. They are being cut drastically and there are not going to be that many second chances for the students if the schools don't do their work right now.

. I don't feel that we can afford to divert the desperately needed vocational money to develop a totally separate vocational system for handicapped or a totally separate system for any group. We must be thinking in terms of a total system and the "say so" or leadership must come from the top--- from our state administrators.

. A special project to determine the experiences of Mexican-Americans in vocational education in Texas conducted for the Texas Education Agency by the University of Houston Human Resources Center revealed that the Mexican-American vocational students (1,056 interviewed) are in areas that were declining such as vocational agriculture and homemaking while other vocational areas are moving up very rapidly.

- Anglo students in large percentages were in the better white collar jobs, the health jobs, etc., right down the line to a greater extent than the Mexican Americans.
- The project revealed that the Mexican American would be more likely to wind up in some semi-skilled or common labor job or related somewhat to the blue collar.
- It was discovered that in every school district, without exception, the Mexican American and the vocational training that he was getting was consistent with his poor position in the labor force and was a continuation of the same inequities that have existed for a long, long time.
- The project revealed that a large percentage of the Mexican American vocational students surveyed went to work right out of high school and less than 50 percent of them felt that the work they were doing at that particular time had anything to do with the kind of training they had gotten in the past.
- Ninety-five percent of the vocational students in the project said, "We need some kind of a course that tells us what it is like out in the work world... what kind of training we need...what kind of jobs are there and the way we should prepare ourselves to get out there." Six hundred thirty-seven non-vocational Mexican American students were surveyed and they said the same thing in almost every case.
- Of the 62 vocational education graduates surveyed in the project, about two-thirds had gone on to some kind of advanced vocational-technical training after high school or on to college. But less than 50 percent felt that the training they had gotten, whether it be college or vocational-technical, related to the kinds of jobs they had gotten.
- The project also revealed that in such areas as the blue collar highly skilled area, they had never heard about apprenticeship programs. Not a single graduate had moved in that direction and also none of the students had ever heard of talk that this was a kind of option that they might choose.
- The project also revealed that the one person at the high school level who helped them most in getting basic information about jobs and about the only one who helped them in getting a job was the vocational teacher. They received almost no help whatsoever from counselors in regard to obtaining information about jobs or securing employment. Even the Texas Employment Commission was zero.
- Of the employers surveyed in the project, most favored vocational education as a concept, but most felt that the vocational training Mexican American students were getting was not directly relevant to the job they had and that some changes had to be made in terms of the offerings if they were going to be able to take these vocational education students and move them into the job.

. In addition to teaching disadvantaged adults a skill, we must also teach them the proper work "attitudes" if they are to become employed and if they are to keep their jobs.

. One thing that we lack in teaching secondary education is "attitudes and work habits." We must

put it in our curriculums and make it a habit each day to teach proper work attitudes and work habits.

- We can teach students the basics of a specific skill and then bring them into industry and industry will finish the job. But unless that person has proper attitudes and proper work habits, they will not hire them, or if they do hire them, they will fire them very shortly.

- Many of our skill centers, such as the Manpower Skill Center at Fort Worth, wouldn't have to be in existence if in early life our public schools would train all students properly and see that everybody has the same opportunity. We better take a look again at how we are doing our secondary education. Are we teaching to prepare a person for work? Prepare him for work and he won't have to come to us.

- Eighty-five percent of the students that we get at the Department of Corrections, Windham School District were unemployed at the time of arrest and we know that most of them are unemployable.

COMMENTS BY PARTICIPANTS:

- We need to teach students how to conduct themselves in interviews for jobs, as well as how to fill out job applications. We also need to teach students proper work habits.

- Two-thirds of all people who get fired do so because of improper work habits and attitudes. So something must be done in the schools on a regular basis to teach these skills.

- Some vocational or technical training is geared to help or place a man for one particular person or one particular plant. They are not taught a trade so they are going to have problems and they are not going to do a job.

- I have heard a lot about attitude. There are a lot of problems in making people understand that if they are going to work, they have got to produce for the employer. If not, there is no job. If the employer doesn't make any money, then there is no employer and there is no job. That is how simple it is.

- We have a problem among many employers that if you are a Mexican-American, you just can't do anything.

- I feel that one of the places we are falling down on is the follow-up of students.

- We talk about job attitudes and I think that probably is too limited because in my mind, you have to think about the whole spectrum of interpersonal relationships with job attitudes being only one facet.

- We should teach our students the importance of good grooming. Their grooming should be applicable to the environment for which they will work.

- The Advisory Council for Technical-Vocational Education in Texas should point out that vocational facilities should not be duplicated...that special education students and regular students can work together...and should work together.

- When we start talking about a redirected education system, and we speak of attitudes, perhaps we had better start looking at it in terms of the "attitude" of the educational system.

- The attitudes of students have been the easiest to change, but parents and educators, primarily, have been the problem in redirecting the education system. They are encased in concrete.

- In speaking of school dropouts, we asked the school district to do a study and they didn't. A member of the board pushed for a committee to study the athletic program and it was approved. I think that what we may have is sort of a warped sense of direction.

- In talking about special groups, the main problem is to get them jobs that have some future to them. Problems related to special groups seem to disappear if these people can get into a working environment where they are recognized as productive members. The solution is getting them jobs. To determine where the jobs are, we need to bring in private business. Private business is going to hire these people or not hire them. If you don't call in private business or at least let them be heard, then I can guarantee you, people from special groups won't be hired.

Seminar/Hearing Nine

'Adult Education Services'



Rep. Carlos Truan

Chairman:
The Honorable Carlos Truan, House of Representatives,
Corpus Christi

Co-Chairman:
Marcos A. Vann, Regional Director, Office of Civil Rights
General Services Administration, Fort Worth

- Recorder: John Cook, Resource Center, Texas Education Agency, Austin
- Presenters: *"Review of Adult Education Developments and Needs,"* Bob Allen, Director, Adult and Continuing Education, Texas Education Agency, Austin
- "Adult Education Needs as Viewed by an Employer,"* John Babicki, Area Manager for Operations, Westinghouse Gas Turbine Plant, Round Rock
- "Adult Vocational Education and Apprenticeship in Meeting Employer Needs,"* B. C. Cox, Director, Adult and Continuing Education, Dallas Independent School District, Dallas
- "Adult Learning Centers and Administrative Structures at the Local Level,"* Harvy Owen, Director, Adult and Continuing Education, Lubbock Independent School District, Lubbock
- "Special Projects for Adults,"* Marion Vann, Director, Special Adult Education Projects, Fort Worth

Background: The Advisory Council considers Adult Education as a critically important element of the Education System in the state to provide the opportunity of mobility within the work force. The absence of legislation and appropriation for Adult Education at the state level leaves this important activity to local and federal initiative. How can all levels of government, business, industry and labor join together to enhance the full development of human resources through Adult Education Services?

COMMENTS BY SPEAKERS:

• Of the 11.2 million citizens in Texas identified during the 1970 census, about one-half were over 25 years of age and three out of ten had less than a 9th grade education.

- Whether we are in industry, in public education, as vocational educators more specifically, or what have you, if a person that is an adult is functioning at less than the 9th grade level, it is very difficult to assist that individual to gain the skills that he or she needs for living or for a career for gainful employment. So, that is the job that is cut out for us in Texas.
- In terms of the mandate in our state law, in the Texas Education Code for adult education and in the support in Congress for adult education, there is one big gap. Support is just not there. The public law is silent in the place of whether or not public education has any responsibility for this particular group of out of school youth and adults.

-- There are 3 million of our 5.5 or 6 million adults over 25 who do not have a high school diploma. Figures on those under 25 and out-of-school without high school diplomas are not kept, but we know there are quite a few. This is a pretty critical problem in a technological age.

-- The federal funds in adult basic education to take the individual past the 8th grade are way too short. There is no allowance for providing high school equivalency or training at the secondary level. Adults are on their own at that point in time as far as state or federal aid is concerned.

-- While a certain percentage of disadvantaged adults are motivated, I don't think that every individual ought to have 100 percent free education. I think many of the individuals that are paying tuition in night school are in effect disadvantaged adults who have assigned a high priority to improve themselves. They ought to be supported. I believe the Legislature is willing, at last, to give us that direction.

-- It is not just the Legislature's responsibility, however. They need to give us a direction, give us a charge and we can tell them what these needs are so that they can provide the proper legislation, but we in public education have to assign a much higher priority to adult education than we have in the past. We have to take a closer look at the very real needs of these adults. We have to be much more enterprisingly committed than we have in the past to provide for these people.

- People must be trained for existing jobs. Why train people for jobs that aren't there?

- Education must be "quicker" to respond in meeting problems in curriculum changes or in developing resources to meet needs.

- I think everyone is realizing that children have to be forced to go to school. They don't want to go to school. If they find out about this vocational-technical training, they are going to take advantage of it.

- If you are going to meet the needs of employers, you first have to find out what their needs are.

- When marketing or promoting a program, you want to go to those people who have some need for what you have to offer. If you are making buggy whips, you wouldn't try to sell them to the machinist trade.

- Everything has to have a good foundation and everything has to have a start. The starting place is adequate basic education to enable a person to enter skill training, higher education or whatever type of further training or education that they need.

- In most schools where adult basic education exists, the responsibility for the adult education program is loaded onto the back of a fellow who simply doesn't have the time to give it the priority attention that it needs. A basic need is for every program to be directed by a full-time director who does have the time and the professional know-how for the promotion of the program...the operation, the instructional leadership, the teacher training, the evaluation and that sort of thing.

-- Adult education is different. It is not the type of education for boys and girls. It does need a different approach and a different technique. This is something that can be done and it can be done economically.

-- Another need that we have is for coordination of educational services. As a person starts with us, we should be able to move him up through the adult education program and feed him into the skill type training where he can develop a salable skill. There again, we are somewhat handicapped in trying to do that through our present setup because the only tangible goal that we can offer in most cases to people is their GED.

It seems that under the current vocational funding, at least 15 percent of our regular money must be spent to meet the needs of educationally disadvantaged persons in the State of Texas. I would

encourage you to work with your local districts to be sure that they are applying for their fair share.

- Because many of our community colleges are either looking at or have open door policies for admissions, it is very important that we invite the total community onto our campuses and that we show our feelings so that we don't dilute our standards.

- It is time to act for adult education and I can assure you that if we don't act together now, then there is nobody to blame but ourselves.

COMMENTS BY PARTICIPANTS:

- If you don't meet the individual need of the adult, then we are not going to have much of a chance of serving that person.

- There is not enough communication to the vocational directors in our schools as to what is available in adult education. We need a full-time administrator who knows these things and can get this information out. A person who can spend 100 percent of his time in directing adult education programs and disseminating information is the kind of person we are talking about.

- Counselors that are counseling our students in our adult education programs don't have a sufficient amount of information on what industry needs and also they don't have enough information ...that welders, for example, looks like an honorable occupation.

- There seems to be an education gap between the degree people and the people in the technical fields. At our university, we turn out Ph.D's each year who know absolutely nothing about the highly technical equipment they are using. Is there some sort of a vocational program or an addition to our big program that we could take on that would teach this man who is a scientist something of his general mechanical skills? Like a man who knows how to take care of his car. He is not a qualified mechanic, but he has developed these skills.

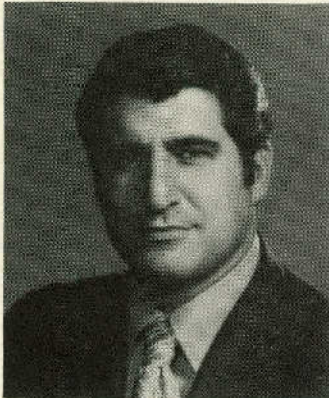
- Texas is not meeting the needs of its citizens in the area of bilingual education. We have an average of 80 percent dropout rate among the Mexican-American people of Texas. This rate is terrible especially in a time and age when a basic education is so necessary.

- Adult education is a "community effort" and not just a program for the public schools or community college or university. So when you set up shop, you had better have the capability to steer the adult to the university when he has a university need or the community college or the independent school district. Also the community must get together and determine who is to take the funds and who is to send adults over to whose back fence.

- Senior and junior colleges must adjust their thinking to the fact that everybody who enrolls there does not necessarily have to be put in a degree program. Now this is the thing that turns a lot of the people off. People who are 25, 27, or 28 years old are not really too much concerned about the degree. They are concerned about the knowledge that they can gain to upgrade themselves in the industry in which they are working.

Seminar/Hearing Ten

'Students Speak on Education'



Senator Bob Gammage

Chairman:
The Honorable Bob Gammage, State Senator,
Houston

Co-Chairman:
Dorothy Robinson, Elementary School Principal,
Palestine

- Recorder: Jack Foreman, Texas A & M University
- Presenter: *"An Overview of the Career Opportunities for Youth Project,"* Al Almaguer, Manpower Specialist, Texas Department of Community Affairs, Austin
- Resource Panel:
- Walter Kerr, Executive Vice-President, Construction Industry Council for Education, Manpower and Research, Tyler
 - Craig Blackmon, President, Texas Association Vocational Industrial Clubs of America, Irving
 - Joe Collins, Mountain View College, Dallas (Dallas Urban League)
 - Rosa Elva Medina, McKinney Job Corps Center for Women
 - Manuel Villegas, Jr., Central Texas College, Austin
 - Paula Julian, President, Texas Association Future Homemakers of America, Campbell
 - Susan Hendricks, University of Texas, Austin
 - Gloria Ann Trevino, Neighborhood Youth Corps, Austin
 - Patti Rivers, Nixon Clay College, Austin
 - Moriah Wells, McCallum High School, Austin
 - Michael Herrod, O. Henry Junior High, Austin
 - Frederick McClure, President, Texas Association Future Farmers of America, San Augustine
 - Mario Gomez, Texas State Technical Institute, Waco
- Background: "Ask those who use the product" is an evaluation technique used by business and industry. Education has not been as responsive to this approach as should have been and students have suffered as a result. A broad cross section of students have been assembled to speak from their unique educational experiences and are encouraged to "tell it like it is."

COMMENTS BY SPEAKERS:

· When it is considered that approximately 48 percent of this State's total population is under 25 and that Texas' economic environment is changing rapidly, it is apparent that we need to devote more attention to guiding the young in choosing their life's career of work.

· Regardless of the influences that have directed a youth's thinking up to his mid-teens, each individual needs to be exposed to the diversity of post-secondary offerings (both academic and vocational) that might be pursued. In order to reach a career education decision, a high school aged individual, dropout, returning military service veteran, etc., should have the benefit of a wide range of occupational information and experience that will enable him to confirm his interests, aptitudes and abilities.

· In working with many of the problem youngsters, there was not one youngster who went to a training reform school that we ever rehabilitated unless we trained him for a vocation and helped him find a job.

· If you are talking about development and citizenship responsibility to our young people, you had better be talking about career possibilities for them.

· The construction industry is a 100 million dollar a year industry, but the next full normal year of construction, which we are just about getting to this year, will not do 30 million dollars worth of work for one simple reason...for lack of qualified people to do it.

-- Look at the economic picture. Look at the social picture. Look at the possibilities. The construction industry is pleading for young people to go to work and on the other hand, thousands of young people who need a job. How do we get together? I think by the public school system joining hands with industry and by working together is the answer because the youngsters are in the schools and the jobs are in industry.

· I am a student and many people ask, "Why in the world take vocational education if you are going to go to college?" I have done a little research on that and in vocational education, by the time you get to college, if you go, you know what the overall subjects are and what you really want to do. I can finance my way through college by working and vocational education is one of the things I am proud to be a part of.

· In high school, it is a bit late to try to find out what you want to be. Start as a freshman and work toward it. Add to all you know by knowing and doing. Rely on individual growth. Develop an occupational skill. We are working for a better home in a better world.

· I feel like today our society as it is can't just educate people. When you think of education and of its needs, you are saying all forms of education.

· I think it is horribly wrong for parents to force their children to go to college. It is so wrong for parents to feel that if their dear daughter or son is registered in college his problems are solved. This is not the case. This is not the answer. Each individual has different needs. We need all types of education.

· In my career as a high school student, I have taken ballet, film projector operator, message runner and professional speaker; and I can't believe that any of these things are marketable---not as far as I am concerned. Next year I will graduate and I have no skills that are marketable. I want to learn something. Secretarial work does not interest me. I tried metal crafts and wore myself out, and I didn't get much out of it. I have never gotten really interested in vocational programs because I was rather poor in this area. I am not going to college. I will learn something and something good and not go to college.

· There are different ways to make oneself valuable in society. None of us should be ashamed of work. The biggest problem today is that society will not accept the area of skills where people can be valuable and life can be meaningful.

COMMENTS BY PARTICIPANTS:

· I am black and I think that 94 percent of the students which I teach are from Mexican extrac-

tion . There is not a Mexican American aide in the school nor a teacher or any professional Mexican American person. I cry daily because my Mexican American students have nobody with which to identify themselves.

-- I think every teacher has the need for dedicated people--to make Mexican Americans to feel at home, to feel comfortable, to feel they have close friends as teachers. You need their own extraction to accomplish this. We are woefully lacking in this area, and I think teachers are at fault for we lay the responsibility on the child to learn...and all we are doing is talking.

-- I think as teachers teach, we should set ourselves to the task of making the personal image of Mexican American students--as an image--not different.

· I am a mother with a daughter who, having completed 12 years of school, recently commented that she was going to college. "That's fine," I said, "but why are you going?" My daughter retorted, "So I can do the things you do like embroidering, sewing, decoupage, and cooking." Well, that got me because these things that she wants to do I never learned in school. It seems to me that when you do what the youngsters admire, they sometimes think it was college that did it and in this case it was not.

· In many of the problems confronting us, I would urge you to use your State Board of Education representative as one of the channels of communications as to these problems. In all public education, we cannot do it separately. We have to do it together. The State Board's priority is people and the Board shares in your problems.

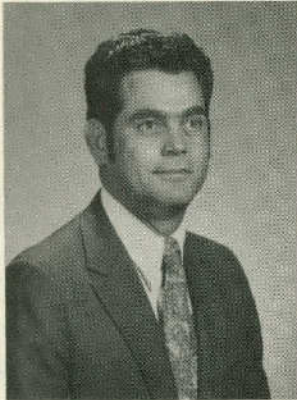
· For 12 years I have been treated like a student. I am a product. I am going to be just what the teachers want me to be. It has done something to my personality. I have not been treated always like I would like to be treated. I think it is important to be treated like a real person.



Dr. Luis Morton, Jr. (far right), President of Central Texas College at Killeen and Dean Dick Wilson (far left) of Central Texas College look over the College's Telecomputer Grid System exhibit with Dick Bobbitt (left), Director of Educational Planning at RCA and Herb Price of Dallas Skyline Center for Career Development.

Seminar/Hearing Eleven

'Utilizing Advisory Committees'



Rep. George Preston

Chairman:
The Honorable George Preston, House of Representatives,
Paris

Co-Chairman:
W. T. Crouch, Rancher,
Itasca

Recorder: Dan Urban, Resource Center, Texas Education Agency, Austin

Presenters: *"Our Experiences With Advisory Committees"*

Jack Andrus, Executive Director, Skyline Advisory Board, Dallas

Ross Alsup, Dean, Applied Sciences Administration, Paris Junior College,
Paris

Cadar Parr, Director, Vocational Education, Irving Public Schools, Irving

George Gabriles, General Manager, Freeport Mallay Corporation, Freeport

Georgia Turner, Coordinator, Home Economics Cooperative Education, Fort Worth

Don Workman, Welding Instructor, Texas State Technical Institute, Waco

Background: The interaction of school, community and home in educational experiences is becoming more critical to effectively relating education to the individual and the economy. Advisory committees have been used effectively by many communities, yet there remain many unanswered questions. The resource panel has been assembled to provide participants the opportunity to hear the views from a variety of experiences in this area.

COMMENTS BY SPEAKERS:

• It is incumbent on the business community to quit criticizing public education because there is now a viable alternative for the business community to participate in the development of public education. That alternative is the Advisory Committee.

• Members of business, industry and labor are vital to any advisory committee concerned with educational programs. They know what skills are needed in the work world and by helping with curriculum design and development they help to insure that students have skills that are "employable" when they enter the work world.

• A prerequisite of any advisory committee is a knowledge of the field they are working in. People can't learn to drive a truck out of a textbook or by driving a car. They have to drive a truck. If a man is going to be a welder, he should be trained with the same tools as used in industry. An advisory committee has to have a little insight as to what the people can expect or will expect.

• An advisory committee should be sure of why it was formed as well as its objectives. It should insure that courses are relevant to the employment of students.

- It is a good idea for coordination purposes to have public school people sitting on industrial advisory committees and vice versa.
- One participant commented that his community leans heavily on advisory committees as a means of securing the finest vocational-technical instructors that can be found.
- It's a good idea to appoint committee members on a yearly basis so there are new members each year. Of course some are used over and over, but by rotating as much as possible you get more people involved.
- Advisory committees would be an excellent avenue toward eliminating the second-class citizen stigma attached to vocational education as well as the "college or failure" image shared by many parents, students and educators alike.
- It is going to take more than a generation to change this second class education stigma attached vocational education unless state laws do something about it.
 - We must change teacher certification. Public school teachers who have done nothing but go to school and teach are not going to direct a boy or girl into anything but going to college. My wife is a teacher and that is all she knows.
 - Counselors do not get around to talk to students as much as teachers do. So we need to educate our teachers.
- I am in favor of what we have done in providing vocational counselors to talk to children in terms of vocational training.
- The needs of each town are usually different from the needs of others. So tailor your needs to fit the community. Set up an objective and work to achieve it.
- Advisory groups should act---not just sit. It is not enough to simply say to kids--don't be a dropout. You have to show these kids that the trained people are going to get the best jobs. We don't have to apologize for being electricians, plumbers or food helpers.
- You are not going to get over to the parents and kids this idea of career education unless we can convince them we are not trying to limit the opportunities of an individual student regardless of their color, sex or I.Q. We must convince them that career education increases options.
- Participants were briefed on advisory committee settings in such communities as Dallas and Paris. It was mentioned that in Dallas they have an advisory committee on career education along with committees on each of the 27 different career clusters identified by the Dallas School District.
- A question was asked as to how the advisory committee on career education in Dallas was put together. The reply was that it was put together by the school district and the Chamber of Commerce.
- Each advisory committee has a vital role it can play. That role is to review curriculums and insure that they are useful and meaningful to the students.

Appendix

General Overview of Conference

The Advisory Council is directed by Section 102.24, Rules and Regulations of the Department of Health, Education and Welfare, Public Law 90-576, "to...provide for not less than one public meeting each year at which time the public is given an opportunity to express views concerning vocational education."

CLASSIFICATION AND TABULATION OF PARTICIPANTS
GOVERNOR'S CONFERENCE ON TECHNICAL-VOCATIONAL EDUCATION

Participants	Number of Participants	% of Total Participants
LOCAL EDUCATORS		
1. Superintendents	48	3.03
2. Administrators	51	3.22
3. Voc. Administrators	131	8.27
4. Counselors	129	8.14
5. Teachers/Coordinators	76	4.79
POST SECONDARY		
6. Administrators Voc.-Tech. Education	42	2.65
7. Administrators	51	3.22
8. Faculty	54	3.41
9. Counselors	14	.88
OTHERS IN EDUCATION		
10. Students	54	3.41
11. Texas Education Agency Staff	64	4.04
12. Education Service Center Personnel	38	2.39
13. Senior Colleges and Universities	135	8.52
SUB-TOTAL - EDUCATORS		
	884	56.00
14. Business & Industry	199	12.56
15. Chambers of Commerce	15	1.00
16. Health Industry	36	2.27
17. National, State and Local Advisory Council Members (Unduplicated Count=UC)	31	1.96
18. Local and State Board of Education Members (UC)	25	1.58
19. Private Schools	39	2.46
20. Labor Representatives	36	2.27
21. Local, County and Regional Government Representatives	26	1.64
22. State Agency Personnel (State and Field Staff)	76	4.80
23. Community Action Agencies	40	2.52
24. Job Corps	19	1.19
25. Manpower Development and Training Personnel	18	1.13
26. PTA & Women's Clubs	13	.82
27. News Media	16	1.01
28. State Legislators and Staff Members	44	2.77
29. Participants Not Otherwise Identified	19	1.19
30. Other	25	1.57
31. Federal Agencies	20	1.26
SUB-TOTAL - NON-EDUCATORS		
	700	44.00
TOTALS		
	1,584	100.00

The 1973 Governor's Conference was the fulfillment of the above requirement for 1973. The objectives of the Conference were:

to provide a forum on technical-vocational education in the State of Texas for the citizens of the State;

to assess the development in technical-vocational education since the 1970 Governor's Conference;

to ascertain an effective role of technical-vocational education in the economic development of the State in the coming decade.

CONFERENCE FORMAT included (1) Exhibits, providing a visual display of "Needs" and "Resources" regarding manpower responsibilities; (2) General Sessions and the Banquet in which a variety of information was provided participants by leaders in the various segments of the economic and social life of the State; (3) Seminar/Hearings were provided for indepth studies of specific concerns and participants were provided the opportunity to give their concerns and input; and (4) Evaluation of the Conference by participants.

WHO WAS INVITED? Over 7,000 invitations were mailed to a broad representation of citizens of the State. Nominations for invitations were made by Chambers of Commerce, labor leaders, professional and trade associations and organization leaders, governmental leaders and citizens in general. Numerous news releases were issued to make certain that all citizens were aware of the Conference and that they were welcome to participate.

WHO CAME? The tabulation of participants shown in the chart indicates the broad representation of the various geographic, economic and social areas of the State.

This tabulation represents participants who completed a registration card. Many people attended all or part of the Conference in various capacities without registering. The total participation in the Conference is conservatively estimated at 2,000.

The 1,584 registered participants were from 225 communities in the state, with 90 communities being represented by only one person. Austin had the largest representation with 284 registered participants. The major cities of the state had the following number of registered participants: Houston 130, Dallas 76, Fort Worth 45, San Antonio 71, El Paso 10, and Waco 41.

Advisory Council Recommendations

As a part of the Conference Evaluation, the basic concepts identified by the Council were placed on the evaluation sheet to which 400 of the 1,600 registered participants responded. A summary of the responses is tabulated below.

An analysis of the responses of participants reveals that they strongly agree with the general concepts identified by the Council but have some reluctance in supporting the specific implementation techniques. Reference is made to items 9a, 9b, 10, 12 and 12a. Item 12a indicates a lack of acceptance of product evaluation and subsequent program redirection.

Even though preparation for work is of little use without a job, there is not the overwhelming acceptance of the "start-up" training activities that are a part of job development.

A separate analysis was made of the responses of "educators" and "non-educators," however, the differences in responses were insignificant.

1. The Council stated that education in Texas should be "redirected" with equal emphasis on education for living and education for making a living. This conclusion was based upon the general practice of approximately 75% of our secondary students being prepared for college entrance leading toward college degrees, while the labor force requires only 20% with bachelor or higher degrees.

Agree	97%	Undecided	2%	Disagree	1%
-------	-----	-----------	----	----------	----

2. The Council believes that education experiences of every individual should: (1) develop occupational awareness and the dignity of work; (2) provide career information, orientation and exploration; (3) prepare for a job and further education.

Agree	99%	Undecided	0%	Disagree	1%
-------	-----	-----------	----	----------	----

3. The education system should be flexible and responsive to "individual" needs in keeping with the individual's APTITUDES, ABILITIES, INTERESTS, AND CIRCUMSTANCES.

Agree	97.5%	Undecided	1.5%	Disagree	1%
-------	-------	-----------	------	----------	----

4. The education programs should meet needs of the individual as referenced in (3) and should be influenced by labor market information in order that the individual can reasonably expect employment in his/her area of preparation.

Agree	93.5%	Undecided	3.5%	Disagree	3%
-------	-------	-----------	------	----------	----

5. The education system in each community should prepare both youth and adults for entry into a job, progressing in a job and/or retraining.

Agree	94%	Undecided	3.5%	Disagree	2.5%
-------	-----	-----------	------	----------	------

6. High school graduation requirements should be revised to provide flexibility to students to pursue preparation for a job, further education, or BOTH.

Agree	97%	Undecided	2%	Disagree	1%
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7. Curriculum guides in all disciplines in public schools should be revised to incorporate career education concepts at all levels.

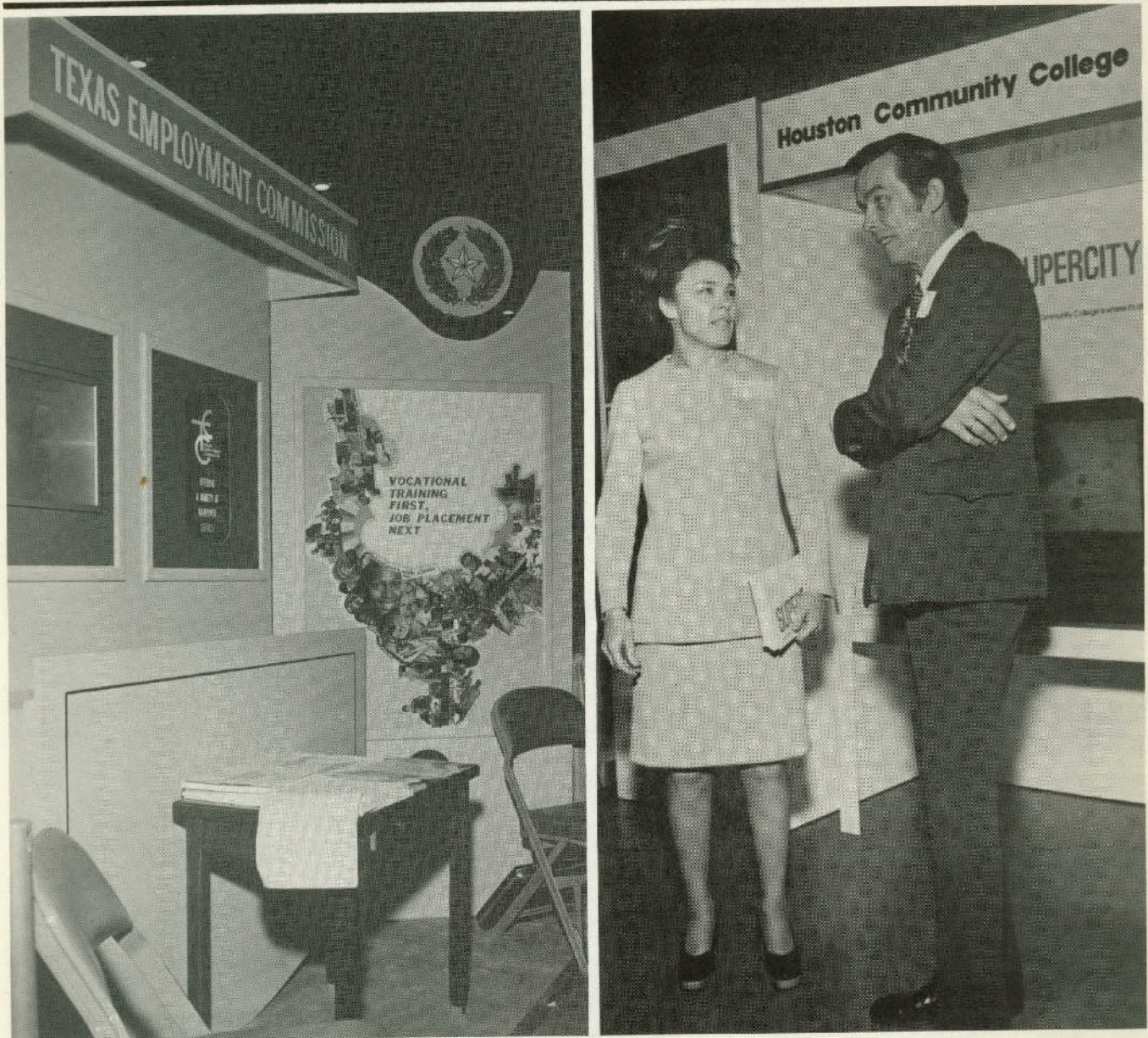
Agree	86.5%	Undecided	10.5%	Disagree	3%
-------	-------	-----------	-------	----------	----

8. The Council believes that the home, school and community must work together to provide experiences that develop (1) basic or academic skills; (2) specific job skills normally developed through vocational programs; and (3) employability skills that allow (1) and (2) to be productively and meaningfully utilized in one's work.
- | | | | | | |
|-------|-------|-----------|----|----------|-----|
| Agree | 97.5% | Undecided | 2% | Disagree | .5% |
|-------|-------|-----------|----|----------|-----|
9. Communities should cooperate through area school jurisdictions or similar mechanisms to utilize their resources to provide comprehensive offerings in technical-vocational programs in keeping with the needs of the individual and the economy.
- | | | | | | |
|-------|-----|-----------|----|----------|----|
| Agree | 96% | Undecided | 3% | Disagree | 1% |
|-------|-----|-----------|----|----------|----|
- 9a. Communities establishing programs as outlined in (9) should receive matching resources from state administered funds.
- | | | | | | |
|-------|-------|-----------|-------|----------|----|
| Agree | 75.5% | Undecided | 21.5% | Disagree | 3% |
|-------|-------|-----------|-------|----------|----|
- 9b. Federally administered resources should be utilized for equipment for high cost programs and would be available for relocation in keeping with priority needs in the state.
- | | | | | | |
|-------|-------|-----------|-------|----------|----|
| Agree | 70.5% | Undecided | 22.5% | Disagree | 7% |
|-------|-------|-----------|-------|----------|----|
10. Discretionary funds should be provided from state administered funds for "start-up" training for economic development and expansion to provide jobs. Local resources should be used for continuing needs.
- | | | | | | |
|-------|-------|-----------|-----|----------|------|
| Agree | 72.5% | Undecided | 22% | Disagree | 5.5% |
|-------|-------|-----------|-----|----------|------|
11. Performance based teacher preparation programs be strengthened and provision be made for updating of teacher competencies in their field, with reasonable availability of program offerings.
- | | | | | | |
|-------|-------|-----------|----|----------|------|
| Agree | 93.5% | Undecided | 5% | Disagree | 1.5% |
|-------|-------|-----------|----|----------|------|
12. The school should be responsible for coordination with local employment agencies, employers and institutions in placing every student in a job or further education.
- | | | | | | |
|-------|-------|-----------|-----|----------|-------|
| Agree | 61.5% | Undecided | 21% | Disagree | 17.5% |
|-------|-------|-----------|-----|----------|-------|
- 12a. The school should follow up on every student, completing or leaving the education system, for a period of five years and utilize the findings for more meaningful planning and management of education experiences.
- | | | | | | |
|-------|-----|-----------|-------|----------|------|
| Agree | 72% | Undecided | 19.5% | Disagree | 8.5% |
|-------|-----|-----------|-------|----------|------|
13. State legislation should be enacted and state funds appropriated for adult education services to assist local schools in their responsibilities to the adult population within the community.
- | | | | | | |
|-------|-----|-----------|-------|----------|------|
| Agree | 87% | Undecided | 10.5% | Disagree | 2.5% |
|-------|-----|-----------|-------|----------|------|
14. The community should have a "task force" of educators and employers to continuously work to resolve barriers to education and employment, involving citizens in the education process in a meaningful way.
- | | | | | | |
|-------|-----|-----------|----|----------|----|
| Agree | 94% | Undecided | 5% | Disagree | 1% |
|-------|-----|-----------|----|----------|----|
15. Community employers should provide opportunities for work experience and cooperative education for students of the community.
- | | | | | | |
|-------|-------|-----------|------|----------|----|
| Agree | 92.5% | Undecided | 5.5% | Disagree | 2% |
|-------|-------|-----------|------|----------|----|

Evaluation of Conference by Participants

Items 16 through 22 and Item 25 asked the participants to rate the Conference on a five point scale as to the usefulness, organization, facilities and similar aspects of the conferences. The combined ratings of the top three ratings in a five point scale ranged from 85% to 97%. On Item 25, 30% said the conference was "extremely helpful," 61% rated the Conference as "helpful" while 8% said the Conference was "of little help" and 1% said the Conference was "not helpful at all."

Items 23 and 24 asked for evaluation of the length of the Conference and general sessions. The general response was that the Conference was about the right length, but it was felt by many that there should have been more time given to seminar/hearings and less time to general session and that provision should have been made for participation in more than one seminar/hearing.



The Texas Employment Commission (left) and Houston Community College were just two of 54 exhibitors at the Governor's Conference.

List of Exhibitors

Texas State Technical Institute
San Jacinto College
Del Mar College
Houston Community College
Dallas Community College District
Central Texas College
Texas Association of Post-Secondary Vocational-Technical
Deans & Directors
Wharton Community College
Texas Southern University, School of Technology
Texas Proprietary School Association
Dallas Skyline Center
Apprenticeship & Training Association of Texas
Texas Department of Corrections
McKinney Job Corps Center for Girls
Gary Job Corps Center
Texas Education Agency, Agriculture Education
Texas Education Agency, Trade & Industrial Education
Texas Education Agency, Distributive Education
Texas Education Agency, Office Education
Texas Education Agency, Homemaking Education
Texas Education Agency, Health Education
Texas Education Agency, Division of Adult & Continuing Education
Austin Independent School District, Division of Adult Education
University of Texas, Adult Basic Education Division
San Antonio Skill Center
Texas A & M University, Agriculture Instructional Materials
University of Texas, Distributive Education Instructional Materials
Texas Tech University, Homemaking Instructional Materials
Texas Rehabilitation Commission

Texas Department of Mental Health & Mental Retardation
Opportunities Industrialization Center
Braniff International Career Academy
Army Corps of Engineers
Texas Environmental Balancing Bureau
City of Austin
Texas Department of Agriculture
Texas A & M University Center for Marine Resources
IBM Corporation
Associated General Contractors
Brown & Root, Inc.
Texas Oil Marketers
Texas Manufacturing Association
U. S. Army
U. S. Air Force
U. S. Navy
Texas Industrial Commission
Texas Employment Commission
Licensed Vocational Nurses Association of Texas
Texas Hospital Association
Texas State Department of Health
Texas Restaurant Association
American Society of Certified Engineering Technicians
Austin Independent School District, Career Guidance & Dissemination Center

**List of Associate Sponsors
for
the Governor's Conference
on
Technical-Vocational Education**

Baylor College of Medicine, Houston
Brown & Root, Incorporated, Houston
H. E. Butt Grocery Company, Corpus Christi
Cameron Iron Works, Houston
Central Power & Light Company, Corpus Christi
Roy B. Davis, Lubbock
El Paso Natural Gas Company, El Paso
General Telephone Company of the Southwest, San Angelo
Gulf States Utilities Company, Beaumont
Houston Lighting and Power Company, Houston
Hughes Tool Company, Houston
Mechanical Contractors Associations of Texas, Austin
Southwestern Public Service Company, Amarillo
Texas AFL-CIO, Austin
Texas Electric Company, Area Development Division, Fort Worth
Texas Power & Light Company, Dallas
Texas Vocational-Technical Association, Austin
West Texas Utilities Company, Abilene
H. B. Zachry Company, San Antonio

Members of The Advisory Council for Technical-Vocational Education in Texas

There are twenty-one members of the Advisory Council. The membership is recommended by the Governor, appointed by the State Board of Education, and confirmed by the State Senate. Council members serve staggered 6-year terms.

The Council membership and the appropriate category for each member is listed below:

...representing a cross section of industrial, business, professional, agricultural, and health service occupations.

Mr. William L. Jones, Jr., Chairman
3605 Steck Avenue, Apt. 1010
Austin, Texas 78756

...person having special knowledge, experience or qualifications with respect to the administration of state or local technical-vocational education programs.

Mr. Marcos A. Vann, Vice-Chairman
Regional Director
Office of Civil Rights
General Services Administration
819 Taylor Street
Fort Worth, Texas 76102

...person familiar with the programs of teachers' training for technical-vocational teachers in the post-secondary institutions.

Dr. James L. Boone, Jr., Head
Department of Industrial Education
Texas A&M University
College Station, Texas 77840

...representing State Industrial and Economic Development Agencies.

Mr. John L. Cockrill
President and C.E.O.
LTV Ling Altec, Inc.
P. O. Box 30385
Dallas, Texas 75230

...person representative of the general public.

Mr. Ellwood E. Collins
Executive Director
Bowie County Economic Advancement Corp.
Local Community Action Agency
1510 Plum Street
Texarkana, Texas 75501

...person representing technical-vocational education at the secondary school level.

Mr. S. P. Cowan
Superintendent of Schools
Rio Grande City Independent School District
Rio Grande City, Texas 78583

...person familiar with vocational needs and problems of labor.

Mr. Dewey M. Cox
Business Manager
Local 587 Boilermakers Union
1702 10th Street
Orange, Texas 77630

...person representative of local education agencies and school boards.

Mr. W. T. Crouch
Route 1
Itasca, Texas 76055

...person representing a cross section of industrial, business, professional, agricultural, and health service occupations.

Mr. Roy B. Davis
1901 - 29th Street
Lubbock, Texas 79411
(retired 7/1/71)
President and General Manager,
Plains Cooperative Oil Mill)

...representing a cross section of industrial, business, professional, agricultural, and health service occupations.

Dr. Michael E. DeBakey, President
Baylor College of Medicine
Houston, Texas 77025

...person actively engaged in technical training institutes.

Mr. Morris S. Webb
Senior Vice President
Texas State Technical Institute
Waco, Texas 76705

...person representative of those school systems with large concentrations of academically, socially, economically, or culturally disadvantaged students.

VACANT

...person having special knowledge, experience or qualifications with respect to the locally administered manpower programs sponsored by organizations having voting representatives of

the socioeconomically disadvantaged in their policy making bodies.

Mrs. Gwendolyn M. Foster
Executive Director
Dallas Opportunities Industrialization
Center, Inc.
3315 Elm Street
Dallas, Texas 75226

...representing a cross section of industrial, business, professional, agricultural, and health service occupations.

Mr. Roff W. Hardy, President
West Texas Utilities Company
P. O. Box 841
Abilene, Texas 79604

...person familiar with the administration of state and local technical-vocational education programs.

Mr. Robert M. McAbee
Associate Assistant Superintendent
for Vocational Education
Fort Worth Public Schools
3210 West Lancaster Street
Fort Worth, Texas 76107

...person familiar with post-secondary baccalaureate technological degree programs.

Dr. Hugh E. McCallick, Dean
College of Technology
University of Houston
Houston, Texas 77004

...representing State Industrial and Economic Development Agencies.

Mr. Vernon A. McGee
Executive Vice President
Management Services Associates
P. O. Box 3750
Austin, Texas 78704

...person actively engaged in the administration of community or junior college vocational-technical education.

Dr. Luis M. Morton, Jr., President
Central Texas College
Killeen, Texas 76541

...person familiar with the vocational needs and problems of management in the State.

Mr. E. D. Redding, Vice President
Brown & Root, Inc.
P. O. Box 3
Houston, Texas 77001

...person having special knowledge, experience or qualifications with respect to the special educational needs of the physically or mentally handicapped persons.

Mrs. Dorothy R. Robinson
Teaching Principal
Rusk Primary School
Palestine, Texas 75801

...person representative of Comprehensive Area Manpower Planning Systems of the State.

Mr. W. H. (Harrell) Townsend
Chief of Special Programs
Texas Employment Commission
Austin, Texas 78778

THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION IN TEXAS
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