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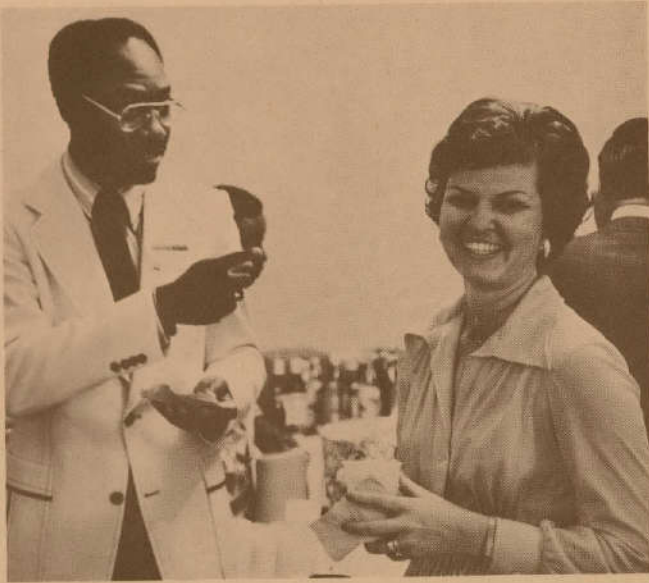


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STATE FORUM  
ON  
TECHNICAL-  
VOCATIONAL  
EDUCATION  
IN TEXAS  
TO 1980

FEBRUARY 25-26, 1975  
Austin, Texas

BY THE  
ADVISORY COUNCIL FOR  
TECHNICAL-VOCATIONAL  
EDUCATION IN TEXAS



STATE FORUM  
RECEPTION

*(Continued inside back cover)*





THE ADVISORY COUNCIL FOR TECHNICAL - VOCATIONAL EDUCATION  
IN TEXAS

(Advisory Council to the State Board of Education)

P. O. Box 1886  
Austin, Texas 78767

CHAIRMAN

Vernon A. McGee  
Austin

July 1, 1975

VICE-CHAIRMAN

Mrs. Dorothy R. Robinson  
Palestine

TO THE CITIZENS OF TEXAS:

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Brownsville

Many decisions related to the educational activities which will be available to our youth and adults in 1980 are being formulated now.

It is hoped that this report on the "State Forum on Technical-Vocational Education to 1980" will be helpful to local leaders as they strive to develop policies and programs to prepare our Texas citizens to "live" and "make a living."

Even though communities are different, there are sufficient commonalities to render this report useful to all communities.

Numerous suggestions have been made to state leaders by citizens throughout Texas. This report will provide guidance for the continuous review of the planning and management of vocational education resources at the state level.

The Council is aware that public forum activities providing grass roots input is valuable only to the extent that lines of communication are established and state and community leaders are responsive to the input.

The initiative for improvement in lines of communication rests at all levels. Our effectiveness will be measured by how well we work together in serving the needs of our citizens of all ages.

Sincerely,

A handwritten signature in black ink that reads "Vernon A. McGee".

Vernon A. McGee,  
Chairman

*PURPOSE: "To establish a climate conducive to the development of technical, vocational, and manpower training in educational institutions in the State of Texas to meet the needs of industrial and economic development of the state."*



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## ABSTRACT

They came from all corners of Texas to share their concerns and ideas for a better day in the social and economic development of the State.

People like Billy Roeder, a Fredericksburg rancher, Weldon Peoples, a Midland manpower planner, Mary McLaughlin, a Beaumont career education specialist, John L. George, a Weatherford upholstery craftsman, Arnaldo Cantu, a San Juan "Jobs for Progress" director, and Kimberly White, a Spring Branch National Office Education student president.

All told, nearly 400 Texans came to Austin to listen and be heard. The occasion, of which this report is about, was the "State Forum on Technical-Vocational Education to 1980," sponsored by the Advisory Council for Technical-Vocational Education in Texas.

They heard a distinguished roster of speakers call for an education system in 1980 which "focuses on the 'real world' of work and one that optimizes individual career development, self-direction and self-actualization."

Echoed was the importance of programs that foster an awareness, orientation and exploration of the work world so students can have hands-on real world experiences to base career planning.

An additional half million jobs will be created by 1980 and "the vocational teacher's challenge is to stay abreast of the work world and teach these new skills to students."

To meet employer needs in 1980 and beyond, "the number of vocational students in Texas needs to double over the next ten years. This will mean that more facilities and equipment will be needed, more trained teachers, and more funds for vocational education at the state and local levels." Presently, "only 3.2 percent of every dollar spent on education goes to vocational-technical education."

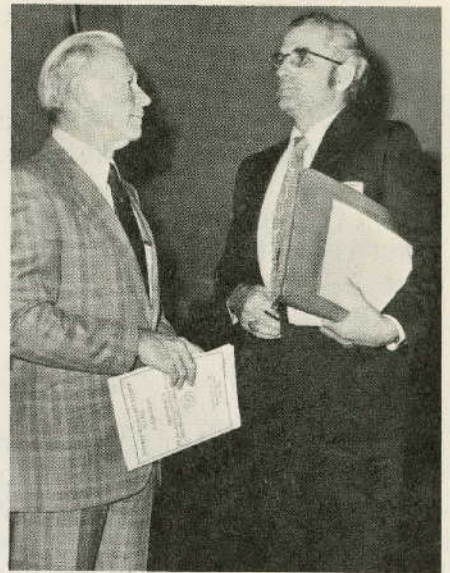
Over 830,000 youth and adults were enrolled in vocational programs in 1974-75. That figure is expected to increase to over one million by 1980.

Participants themselves, while voicing and reinforcing most concerns echoed by the roster of speakers, called for a "coalition" in 1980 "between the public schools, colleges and industry to optimize the use of available resources in meeting the needs of our economy and society."

Vitally needed as we move toward 1980 is a "data and information system" to support the planners and managers of education programs."

This report is a mixture of progress and projections, of real people and their hopes for the future as we move toward 1980 and beyond.

The state forum was divided into three general sessions, six workshops and a reception for members of the State Legislature. Vernon A. McGee of Austin, and Dorothy Robinson of Palestine, chairman and vice-chairman of the Advisory Council shared the honor of presiding over the general sessions. The workshops were chaired by members of the Advisory Council.



PART I  
SUMMARY OF STATE FORUM PROCEEDINGS



*SUMMARY OF REMARKS BY GENERAL SESSIONS SPEAKERS*

The many speakers who shared the podium during the three general sessions of the State Forum had diverse backgrounds, but their concerns and aspirations were mutual.

In their own words and in different ways, they called for "an education system which focuses on the 'real world' of work and one that optimizes individual career development."

OPENING GENERAL SESSION  
Hooker Discusses Finance and Renewal System

Dr. Richard Hooker, Director of the Governor's Office of Education Research and Planning, discussed public school finance while emphasizing an accountability and renewal of educational priorities toward the "real world" needs of our society.

Hooker noted that the "weighted pupil cost approach," which recognizes that some programs cost more than others and should therefore receive more money, lends itself best as a system which will provide greater impetus to the development of programs which focus on preparing students for productive careers.

"We are talking about significant increases to vocational-technical education," he said. "The current budget (State) plans an expenditure of about \$111 million. We are advocating a 58 percent increase to about \$175 million."

"A \$122 million expenditure is planned for the next year; however, we advocate a 69 percent increase to about \$206 million."

Hooker emphasized a "renewal system" to get away from institutionalizing the status quo. He mentioned "accountability," a reevaluation of what our schools are presently doing as a means of realigning educational priorities.

He asked for management information services, research and development, and improved accreditation standards. He said the Governor's Office is advocating five percent of the current operating cost of the Minimum Foundation Program to support these kinds of activities which are vital to the renewal process.

Taylor Emphasizes Career Development

Dr. Robert Taylor, Director of the National Center for Vocational Education at Ohio State University, told participants that public education should focus on the "real world" of work and career development.

Students should leave the public schools with an availability of several options, he said. "Career choices should be viewed not as circumstantial but a result of particular training."

He emphasized the importance of developing and expanding programs that will foster an awareness, orientation and exploration of the world of work so that students can have hands-on real world experiences as a basis for career choice and for career planning.

Taylor also emphasized the need to increase and expand programs of career preparation such as vocational, technical and adult education at the secondary and post-secondary levels as a means of broadening opportunities and alternatives.



The importance of careers in determining lifestyles, and the importance of instilling in each individual a sense of self-direction and self-actualization, were discussed by Taylor.

"It is important," he said, "for students to understand their own motivations, aspirations, aptitudes and limitations, and try to weigh these against the labor market and the realities of the economic world, and to prepare for their careers."

Taylor also said there is a place for structured "disciplinary" knowledge (history, English, literature, etc.) but that "utilitarian" knowledge (job skills) should be the focus of primary and secondary education.

#### Job Skills, Social Competence Subject of McClure Speech

Frederick McClure of San Augustine, 1974 National Student Secretary for the Future Farmers of America, emphasized the development in each student of job skills, leadership ability, social competence and civic awareness.

He noted the importance of each student possessing determination, a positive attitude and enthusiasm.

The rewards reaped through participation in vocational youth organizations were also a focal point of McClure's address. He said, "one of the greatest assets of vocational student organizations is that young people have the opportunity to gain not only skills that they can use to work, but also skills that they can use as citizens."

#### Highly Developed Skills Needed in Future--Hampton

Larry Hampton, Vice President of the Gordon Jewelry Corporation in Houston, told forum participants that "during the next five years an additional half million jobs will be created. The majority of those jobs will require more highly developed skills than in the past.

"The vocational teacher's challenge is to stay abreast of the new methodology and techniques and to teach these new skills to students in order that they may enter or compete in this job market.

"Teach not only entry level skills," he said, "but also develop 'attitude' and the ability to communicate effectively in a work oriented society. The ability to communicate effectively is no less important in the world of work than skill or attitude.

"The teaching and training of students should be along the lines of projected occupational availability," he added. "The number entering an occupational field, the quality of their education, their general knowledge of our economic system, and their attitude about themselves and our American free enterprise system, reflect directly on the foresight, imagination and ability of our educators."

#### Hubbard Supports Extension of Free Public Education

Harry Hubbard, President of the Texas AFL-CIO, emphasized the concept of free public education for two years beyond the high school level. "This would give every interested young person a chance for some significant job training as well as training in economics, government and all other areas of learning that produce good citizens."

Hubbard noted that he has a misgiving about the current emphasis on career education. He said, "it is good for our schools to work with career awareness programs from kindergarten on, but we are uneasy about the tendency to put youngsters out into unskilled part-time jobs and call them job trained.

"We still believe in the benefits of a flexible basic education with lots of chances to try the water before diving into the work for life. This is why we continue to support all legislation needed to extend vocational-technical education downward in our schools."

#### Provence Cites Rising Popularity in Vocational Training

Harry Provence, Chairman of the Texas College and University Coordinating Board, noted that the Board's posture is to encourage and foster occupational and career education in post-secondary institutions.

In 1973-74, he said "the number of students in general academics and vocational-technical training were almost equally divided. The expansion in vocational training is continuing and we see the time coming when more vocational students will be enrolled than academic."

He observed that senior colleges and universities are getting into vocational training. "As the hunger for skill training increases, the academic snobbery that has kept four-year universities out of vocational-technical training in the past, is going to diminish."

#### "Occupational Competency for All Students"--Butler

Joe Kelly Butler, Chairman of the State Board of Education, told participants that the SBOE "has set a goal of occupational competency for all students. The goal is for every high school graduate in the state to be started on his or her way toward preparation for a career.

"Texas public schools have a great challenge for the future," he said. "There will be thousands of employers searching for prospective employees with specialized skills, and over a million youngsters and adults who want to learn these skills.

"Presently, only about 45 percent of the students in Texas high schools are enrolled in vocational courses. The number of vocational students in Texas needs to double over the next 10 years," he added.

"This will mean that more facilities and equipment will be needed, more trained teachers, and more funds for vocational education at state and local levels."

#### McAbee Summarizes Council Activities

Robert A. McAbee, a member of the Advisory Council for Technical-Vocational Education in Texas and a Deputy Associate Superintendent for Occupational Education with the Fort Worth Public Schools, presented a summation of the role, scope and activities of the State Advisory Council.

McAbee touched on much of the evidence that has led the Advisory Council to recommend to the State Board of Education that the "education system be redirected to better serve the needs of our society and economy."

SECOND GENERAL SESSION  
Hobby Emphasizes Key to Vocational Education Success

Lt. Governor Bill Hobby told participants that "the success of technical-vocational education depends on effective efforts to reach those who benefit most from improved job skills."

"It is time for closer liaison between industry and the technical-vocational facility so that our institutions can keep abreast of changing job requirements," he said. "Industry must assume a larger responsibility in serving the community by identifying present and future job opportunities."

"To coordinate jobs and training," he went on to say, "the relationship between educators and industry should be steadily improved. The development of appropriate programs should be a joint effort that can be strengthened by local, regional or state educational and industry organizations. The exchange of information is vital in meeting educational needs."

He also said "there should be an organized approach to keeping legislators abreast of the changing needs of industry and the technical-vocational facility in the area of career education. The resources are available to do the job, but if we are to strengthen appropriations for technical training, we must have a clear demonstration of their success."

Hobby concluded by saying, "if we are to meet the educational challenges of the contemporary world, we must realign our priorities and return to the concept of education as career preparation. Technical-vocational education must be taken into account, planned for and reflected in all major educational decisions and priorities at the federal, state and local levels."

"Getting There"---Vocational Student Experiences

People have different roads to travel in life, different goals to achieve, and different means of getting there.

For two young women, unlike in backgrounds and lifestyles, their goals in life are to help people. For one, it's helping the sick become well; while for the other, it's helping young children to understand love and trust.

Vocational education to both young women has proven to be a means to an end--an end not quite reached, but a means of getting there.

My Health Training Will Always Be With Me--Sanchez

Gloria Sanchez, who will graduate from Dickinson High School this spring, is working as an EKG technician at Clear Lake Hospital through a health occupations cooperative training program in which she works a half day and attends school a half day.

Although young in years, Gloria has had some tough times. She dropped out of high school in the ninth grade due to her mother's illness. She married at the age of 15.

In 1971, after much thought about the road she wanted to travel in life, she went back to school as a freshman.

Now a senior, she is president of her local chapter of the Texas Association of Health Occupations Students.

"The most important thing to me is my job," said Gloria. "Health Occupations Cooperative Training has given me the opportunity to learn worthwhile skills and something that I will carry with me for the rest of my life.

"In addition to job skills, I have learned many leadership qualities that I was not obtaining from any other high school course that I was taking in school," she said. "Also my experience through our vocational health club has helped me grow as a person, to gain confidence and responsibility.

"I have found in my job that I must get along with many different kinds of people, not only patients, but also the people in my department. We must all work as a team with one goal in mind, and that is to make the patient feel better.

"Whether I go on in my education, I know I can go to any hospital and work as an EKG technician." (An EKG is a process of monitoring the heart to detect any abnormalities in the heartbeat.) "My job is rewarding and it has made me feel important as a person."

#### Ellis--Children Will Receive Raggedy Ann

Portraying the universally known and trusted character of Raggedy Ann, Debbie Ellis, a freshman at Howard Payne College at Brownwood studying the Bible, has for the past three years shared her love and trust with young children from Houston to Mexico. She eventually plans to work with children in India and Bangladesh.

Debbie, who graduated from Spring Woods High School in Spring Branch in 1974, became extremely interested in working with children through a vocational homemaking child development course.

Many children, through abuse, neglect or a lack of understanding on the part of parents, do not receive the proper education in the home on how to love and trust which is so vital to the child's total development, said Debbie.

"Home economics is where I learned really total child development. Child development I believe is the most needed development of all mankind," she said. "I believe when I accept children, I accept all personalities.

"I chose the character of Raggedy Ann to work with children because a lot of children, who are abused or who don't know how to love or trust, won't talk or open up with people, but they will receive Raggedy Ann."

Debbie has worked with children at Texas Children's Hospital, at the State School for Delinquents, and with children in San Benito, Texas, and Matamoros, Mexico.

"My main goal is to someday be a teacher in India. I truly believe this is where I am destined to be and I probably will have Raggedy Ann with me all my life.

"Home and Family Living introduced me to child development in a very unique way and this is where I reached my desire for the goal of going to India one day."

THIRD GENERAL SESSION  
Summary of Forum Workshops

Jim O'Shea, Executive Director of the Career Education Advisory Board for the Dallas Chamber of Commerce, and the chairmen of the six state forum workshops spent the entire third general session summarizing what was said and done in these workshops. (See summary of workshops beginning on page 8.

In his concluding remarks prior to the forum's adjournment, O'Shea noted "that education can no longer be an island unto itself. Education must link itself with business, industry, labor, government and the home community.

"Education must be a collaborative effort, a collaborative responsibility. We can no longer have education for education's sake," he concluded.

*SUMMARY OF COMMENTS, SUGGESTIONS  
MADE DURING STATE FORUM 'WORKSHOPS'*

Benjamin Franklin once wrote "the informed citizen is the cornerstone of a democracy." The six state forum workshops enabled participants to share concerns and ideas for a better day in the social and economic development of Texas.

Each of the workshops, which ran concurrently, had a central topic which had emerged as a major area of concern through previous contacts with Texas citizens by the State Advisory Council. These contacts had been through hearings, conferences, forums, and informal meetings.

Delivery Systems for Technical, Vocational, Adult and  
Manpower Education in Texas

Concerns and recommendations ranging from a closer work community/school relationship, to schools having sufficient funds to compete with industry for quality vocational teachers, were focal points of discussion.

It was suggested that public schools, community colleges, and industry form a triad or coalition in order to optimize the use of resources like facilities, instructors, and money.

A flexible scheduling of "prime" and "slack" time should be worked out by this coalition to insure that the best use is being made of existing resources.

It was claimed by one participant that if the public schools are not utilizing their buildings a minimum of 12 hours per day, they don't need to ask for more buildings.

There was one suggestion for dealing with the cost of financing school buildings and school construction. It was suggested that a private contractor build the buildings and lease them to the schools.

In this manner builders could benefit from tax breaks and schools benefit because they would not have to obligate themselves for the capital outlay involved in constructing buildings.

A student noted that more money is needed not for facilities, but for the schools to compete with industry to get good teachers. Students want good teachers, and unless the schools have the funds to compete with industry, students are not going to have the quality teachers they need and want.

Effective Involvement of Citizens in Identification  
of Needs and Resources in Education

In this workshop it was noted that more business and industry people are needed in school classrooms and laboratories as resource people.

A representative cross section of people should serve on advisory committees, including management and labor. It was also noted that school people should serve as ex officio members of committees.

Inservice and staff development activities are needed to orient new committee members to the role and scope of advisory committees, and specifically to what their committee should do.

Advisory committees should also assist the schools in teaching students how they can market their skills when they have completed their training. Skills in how to look for jobs, fill out job application forms correctly, conduct oneself in a job interview, and the importance of proper grooming, were mentioned.

It was suggested that advisory committees comprised of both secondary and post-secondary people need to be formed in order to eliminate duplication in programming between these two levels of education.

#### Education Program Effectiveness as Viewed by Forum Participants

The major recommendation which grew out of this workshop was that in order to become effective, education needs to strive for balance. Extremes, such as everyone should go to college or everyone needs vocational training, should be avoided.

It was noted that academic subjects need to be taught in order that people can become productive and useful citizens. Students also need to be taught proper attitudes about work and life, respect, patriotism, and the importance of productivity.

#### Information & Data Systems & Their Relationships to Guidance Services & Other Planning & Management Needs

There is an urgent need for regional and statewide data and information systems to provide accurate and reliable information to schools for management and planning, as well as for student counseling and guidance.

Such systems should be compatible from region to region and on a statewide basis, because as students leave school they often are "quite mobile" in their efforts to attain jobs. The dissemination of information must be timely and current.

There is a lack of information on occupations getting into the hands of students which they can use in formulating career and occupational decisions.

Counseling is entirely inadequate as far as employers are concerned. The schools do not involve employers enough in their planning of guidance programs.

#### Serving Groups With Special Needs

The many tools of the "public relations" industry should be utilized in selling the people of this state that vocational-technical education is a viable approach to the education of young people.

There were strong feelings that local education agencies should be required to report to state officials exactly what LEAs are doing in the whole area of trying to meet the needs of special groups, and also their recommendations for improving ways to meet those needs.

Texas is able and has the resources to provide greater per pupil expenditures; however, Texas continues to rank in the bottom third among states in per pupil expenditures.

Vocational-technical education should be available to all young people in order that they can achieve a kind of independence and can support themselves and their families in meaningful and dignified work.

#### Alternative Ways of Creating Meaningful Work Opportunities

A student noted that meaningful public service jobs cannot be created in great enough numbers to do lasting good. The economy must need workers before jobs can be created. We shouldn't create jobs for the sake of creating jobs.

The school should instill in students good work attitudes, the idea of good attendance whether in school or on the job, regularity, profit motive, etc. Industry can then take such young people and teach them specific job skills.

An employer noted that industry likes getting young people with entry level skills; however, the schools should first teach them to read, write, and how to adapt to change. This employer noted that young people he was employing couldn't read and write sufficiently well, although they were high school graduates.

Employers in this workshop agreed that they could not perceive change well enough in advance to do the schools much good in their efforts to keep programs current; therefore, the schools must instill in students this idea of "change" along with good work attitudes.



*PARTICIPANT RESPONSES TO MAJOR CONCERNS*

Participants at the 1975 State Forum were asked to respond to a variety of statements which have emerged as major areas of concern through previous contacts with Texas citizens by the State Advisory Council.

Thirty-seven percent or 122 of the 331 registered participants responded to the statements.

1. Every school campus cannot economically have sufficient vocational offerings to meet the needs of all students. Present efforts to deliver vocational programs need to be supplemented so that all students will have access to programs which best serve their needs.
  - a. Is it realistic to attempt to supplement present delivery systems for vocational-technical education?

Yes	82.7%	No	3.6%	Undecided	13.7%
-----	-------	----	------	-----------	-------
  - b. Would school districts in your area be willing to participate in the formation of an "area school jurisdiction" whereas programs in one school would be available to students in another school nearby that does not have the same programs?

Yes	56.1%	No	5.3%	Undecided	38.6%
-----	-------	----	------	-----------	-------
  - c. Would your community support the development of a "taxing authority" to finance the establishment and operation of an area school jurisdiction?

Yes	22.4%	No	19.0%	Undecided	58.6%
-----	-------	----	-------	-----------	-------
  - d. Should the state share in the cost of establishing and maintaining an area school jurisdiction?

Yes	90.4%	No	2.6%	Undecided	7.0%
-----	-------	----	------	-----------	------
  - e. Are mobile facilities and extension centers realistic ways of providing vocational programs to students in sparsely populated areas?

Yes	64.0%	No	15.8%	Undecided	20.2%
-----	-------	----	-------	-----------	-------
  - f. Is there a "duplication of effort" between either public or private schools and colleges in providing programs in your community?

Yes	44.8%	No	46.6%	Undecided	8.6%
-----	-------	----	-------	-----------	------
2. If education programs are to be relevant to the changing needs of our society and economy, then a close working relationship between our schools and the community is imperative.
  - a. Are you satisfied with the extent in which the "general public" of your community is kept abreast of the school's programs and services?

Yes	20.5%	No	77.0%	Undecided	2.5%
-----	-------	----	-------	-----------	------

- b. Do the schools of your community have an "open door" policy insofar as listening to the needs of the community and responding to them?
- |     |       |    |       |           |       |
|-----|-------|----|-------|-----------|-------|
| Yes | 56.9% | No | 19.0% | Undecided | 24.1% |
|-----|-------|----|-------|-----------|-------|
- c. Do you consider vocational advisory committees an effective tool in your community for the schools to keep abreast of employer needs?
- |     |       |    |       |           |       |
|-----|-------|----|-------|-----------|-------|
| Yes | 77.5% | No | 12.5% | Undecided | 10.0% |
|-----|-------|----|-------|-----------|-------|
- d. Would "orientation" or "inservice" workshops on the effective use of advisory committees improve the present use of committees in your community?
- |     |       |    |      |           |      |
|-----|-------|----|------|-----------|------|
| Yes | 88.8% | No | 3.4% | Undecided | 7.8% |
|-----|-------|----|------|-----------|------|
- e. Would it be feasible in your community to utilize retired community leaders and volunteer community organizations in reaching people who are in need of but unaware of vocational programs available?
- |     |       |    |      |           |       |
|-----|-------|----|------|-----------|-------|
| Yes | 72.3% | No | 5.9% | Undecided | 21.8% |
|-----|-------|----|------|-----------|-------|
- f. Would it be helpful in your community if the school conducted formal briefingsessions for parents on the education resources available?
- |     |       |    |    |           |      |
|-----|-------|----|----|-----------|------|
| Yes | 90.5% | No | 0% | Undecided | 9.5% |
|-----|-------|----|----|-----------|------|
3. The extent to which a student is prepared to become a useful and productive citizen is dependent upon the ability of our schools to respond to a student's interests, abilities, aptitudes and circumstances.
- a. Do you believe that "required courses" in your high school curriculum prevent some students from pursuing programs best suited to their individual needs?
- |     |       |    |       |           |      |
|-----|-------|----|-------|-----------|------|
| Yes | 77.8% | No | 15.4% | Undecided | 6.8% |
|-----|-------|----|-------|-----------|------|
- b. In your opinion do students enrolled in your high school vocational programs generally acquire a salable entry level skill upon completion of the program?
- |     |       |    |       |           |       |
|-----|-------|----|-------|-----------|-------|
| Yes | 55.4% | No | 16.9% | Undecided | 27.7% |
|-----|-------|----|-------|-----------|-------|
- c. Are employers in your community generally pleased with the preparation of students for entry level jobs?
- |     |       |    |       |           |       |
|-----|-------|----|-------|-----------|-------|
| Yes | 53.8% | No | 18.5% | Undecided | 27.7% |
|-----|-------|----|-------|-----------|-------|
- d. Do vocational programs in your school develop employability skills (promptness, initiative, integrity, honesty, etc.) along with developing specific skills?
- |     |       |    |       |           |       |
|-----|-------|----|-------|-----------|-------|
| Yes | 65.2% | No | 11.3% | Undecided | 23.5% |
|-----|-------|----|-------|-----------|-------|
- e. Are the career counseling and job placement services in your school doing an acceptable job?
- |     |       |    |       |           |       |
|-----|-------|----|-------|-----------|-------|
| Yes | 25.0% | No | 42.5% | Undecided | 32.5% |
|-----|-------|----|-------|-----------|-------|

f. Could vocational programs in your school be improved considerably by further professional/technical development of the instructional personnel?

Yes 84.1%                      No 6.7%                      Undecided 9.2%

4. Reliable "supply/demand" information is critical to the planning and management of education programs and guidance services. If we are not aware of "job demands" it becomes very difficult to plan the "supply" of manpower.

a. Are present efforts in your community to keep abreast of changing job demands adequate insofar as keeping education programs and services relevant to the needs of our economy?

Yes 30.2%                      No 45.7%                      Undecided 24.1%

b. Do you consider "job demand" information gathered at the local level to be reliable?

Yes 40.7%                      No 36.3%                      Undecided 23.0%

c. Would supply/demand information developed at the state level be acceptable to local education planners and managers.

Yes 48.6%                      No 15.6%                      Undecided 35.8%

d. In your opinion do the guidance services of your school effectively utilize labor market and other career development information?

Yes 22.9%                      No 50.8%                      Undecided 26.3%

5. The needs of special groups such as the handicapped, disadvantaged, ethnic minorities, women, veterans, and other groups with special needs have been a continuous concern of the Advisory Council.

a. Would the employment of guidance and instruction personnel by your schools that share the cultural distinctions of ethnic minorities of the community improve existing services to minorities?

Yes 37.1%                      No 31.9%                      Undecided 31.0%

b. Do you believe the administrative policies and operating procedures of your school are sensitive to the needs of special groups?

Yes 59.6%                      No 20.2%                      Undecided 20.2%

c. Do you believe the staff and faculty of your school should have special inservice preparation to further prepare them to serve the needs of special groups?

Yes 74.6%                      No 13.5%                      Undecided 11.9%

d. The mandatory age of 14 for students eligible for CVAE programs has raised some controversy. Should the age be lowered to 13?

Yes 46.8%                      No 23.4%                      Undecided 29.8%

6. Job preparation means little to an individual unless there is a job available. With general economic activity slowing, efforts need to be exerted to develop alternative ways of creating meaningful work opportunities.

Would the following alternatives be feasible in your community:

- a. Reduction of hours per week worked?

Yes	17.5%	No	51.8%	Undecided	30.7%
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- b. An increase in public service jobs?

Yes	47.0%	No	26.9%	Undecided	26.1%
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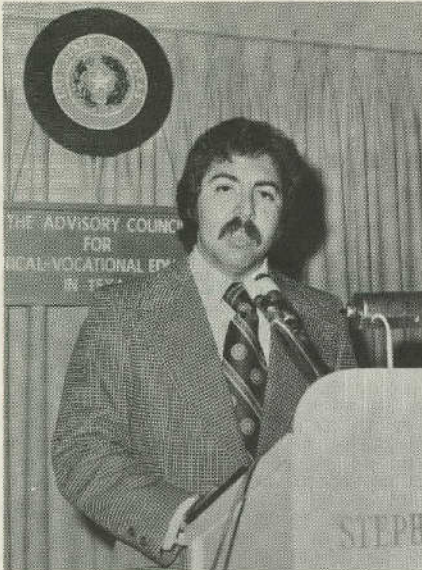
- c. Should training activities be expanded to upgrade the competencies of the work force?

Yes	88.2%	No	.9%	Undecided	10.9%
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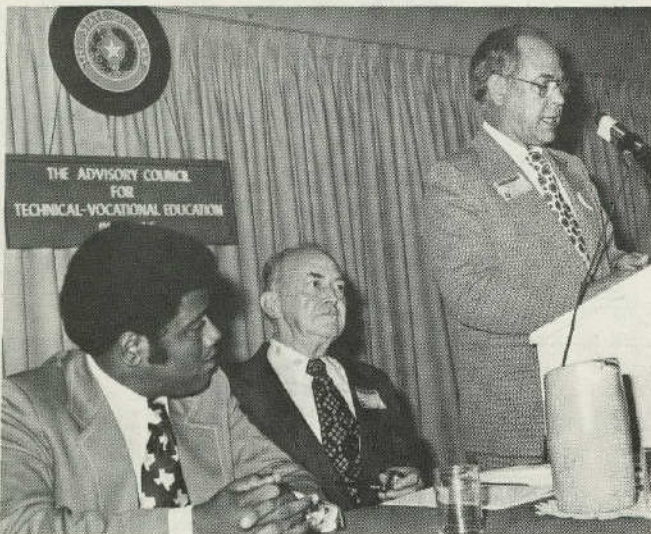
*Classification and Tabulation of Participants\**  
*State Forum on Technical-Vocational Education to 1980*

	Number of Participants	% of Total Participants
<b>LOCAL EDUCATORS</b>		
1. Superintendents	4	1.21%
2. Administrators	10	3.02%
3. Voc. Admin. & Supv.	43	12.99%
4. Counselors	14	4.23%
5. Teacher/Coordinators	13	3.93%
<b>POST-SECONDARY</b>		
6. Administrators Voc.-Tech. Education	5	1.51%
7. Administrators	27	8.16%
8. Faculty	10	3.02%
<b>OTHERS IN EDUCATION</b>		
9. Students Texas Education	10	3.02%
10. Agency Staff Education Service	19	5.75%
11. Center Personnel Senior Colleges	4	1.21%
12. and Universities	28	8.45%
<b>SUB-TOTAL - EDUCATORS</b>		
	187	56.50%
13. National, State Advisory Council Members	23	6.94%
14. Local Advisory Council Members	88	26.59%
15. Local and State Board of Education Members	4	1.21%
16. Labor Representatives Local, County and Reg.	3	.91%
17. Gov. Representatives	5	1.51%
18. State Agency Personnel (State & Field Staff)	15	4.53%
19. State Legislators & Staff Members	2	.60%
20. Federal Agencies	4	1.21%
<b>SUB-TOTAL - NON-EDUCATORS</b>		
	144	43.50%
<b>GRAND TOTALS</b>		
	331	100.00%

\*This tabulation represents participants who completed a registration card. Many people attended all or part of the State Forum in various capacities without registering. Total participation in the Forum is estimated to have been about 400.



PART II  
SPEECHES DELIVERED  
DURING GENERAL SESSIONS



*THE ROLE OF STATE GOVERNMENT IN MEETING EMPLOYER NEEDS THROUGH  
TECHNICAL, VOCATIONAL, ADULT AND MANPOWER EDUCATION*

By Lt. Governor William P. Hobby



Lt. Gov. Hobby

It is a pleasure for me to participate in this State Forum on Technical-Vocational Education sponsored by the Advisory Council for Technical-Vocational Education in Texas, and I thank the Council for its kind invitation.

I hope that I can add some state level perspective on technical-vocational education that might not ordinarily be brought to your attention.

Meeting the diverse educational needs of the public is among the top priorities of state government. In the 1974-75 biennium, 48.2% of the state budget was allocated to support the various agencies and programs of education. The share of the public dollar that goes to education is a good measure of the importance the Legislature attaches to this area.

The state budget is a statement of public policy. An examination of the distribution of state dollars to specific educational programs is a good way to understand Texas' total educational policy.

The process of establishing educational priorities and levels of support is very complex. But, when the democratic system responds appropriately to the many signals of need that come from all sectors of our society, the pattern of educational expenditures should read like a blueprint for constructing an educational system which offers an appropriate program to each citizen.

Let's examine the Texas blueprint for effective education. In 1974-75 59.6% of all educational funds went to elementary and secondary education. 18.4% was allocated to senior colleges; teacher retirement received 7.2%; medical education 5.7%; administrative and research units such as the Coordinating Board and Agricultural Research Centers received 3.3%; junior colleges 2.6%; and technical-vocational education 3.2%.

The distribution of education funds suggests that technical-vocational education ranks close to the bottom as a state priority, in total dollars, the 3.2% amounts to over \$150 million for two years. It should be noted that educational experiences are so interrelated that some of the elementary-secondary program should be viewed as supportive of technical-vocational education.

The fact remains that the state effort is not very large, and the unmet need is either provided from local funds, industry training programs, or not at all.

At one point in our development, a good education was all that was required to obtain a good job. In the last few years, entry level jobs in many industries have become highly technical, requiring special job skills. The pattern of educational expenditure that I outlined should be revised, in an orderly process, to accommodate changing job market requirements, and individual preferences for greater personal development.

In this age of mass media, everyone is aware that there are significant opportunities

for constructive use of individual talent. I do not believe, however, that the citizens of our communities are adequately aware of the resources that are available to serve the needs of individuals in the community.

The success of technical-vocational education depends on effective efforts to reach those who benefit most from improved job skills.

It is time for closer liaison between industry and the technical-vocational facility so that our institutions can keep abreast of changing job requirements. Industry must assume a larger responsibility in serving the community by identifying present and future job opportunities.

To coordinate jobs and training, the relationship between educators and industry should be steadily improved. The development of appropriate programs should be a joint effort that can be strengthened by local, regional or state educational and industry organizations. The exchange of information is vital in meeting educational needs.

There should also be an organized approach to keeping legislators abreast of the changing needs of industry and the technical-vocational facility in the area of career education. The resources are available to do the job. But if we are to strengthen appropriations for technical training, we must have a clear demonstration of their success.

Although the success grows more evident with each passing year, the proponents of technical-vocational education are still few in number, compared to other educational interests. It should be made clear that technical-vocational education is what all education should be.

It is an education which enables an individual to develop his creative potential, and which guides him in the constructive use of his talents. It is an education which prepares a person to apply his skills, both mental and manual, in the ever-changing world of work.

We have, for too long, compartmentalized education. In all our high schools, we have two curricula, one for the college-bound, and vocational or industrial arts programs for the rest.

Such compartmentalization is encouraged by the stigma which continues to attach itself to technical-vocational education. Why a people who built a nation with their hands as well as their heads now are biased against technical-vocational professionals is a frustrating mystery.

A high school education which fails to equip the graduate with job training or direct him to a suitable form of post-secondary education, and a college education which does not prepare the graduate for a career are not really education.

We are wrong in thinking that college attendance is a prerequisite to success. We have forgotten the dignity of work and the pride in craftsmanship.

Former Secretary of H.E.W., John Gardner said, "An excellent plumber is infinitely more admirable than an incompetent philosopher, the society which scorns excellence in plumbing because plumbing is an humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."



Today, there are too many youngsters in our colleges that simply should not be there. We should not force our youth to believe that a person cannot get anywhere without a college education. It has been estimated that, of students currently in high school, only 3 out of 10 will go on to academic college-level work, and one-third of those will drop out before getting a baccalaureate degree. That means that eight out of ten high school students should be getting technical-vocational training of some sort, but only two of those eight are getting such training.

The answer does not lie in encouraging or pressuring high school students to overcrowd our colleges. We need a frank assessment of a student's interests and talent, and the provision of education and training appropriate to his ambition.

This is career education. It lies at the heart of equal educational opportunity. We owe this kind of preparation for life to every student.

Career choice involves a number of factors. It includes putting the right student in the right place at the right time. It means that the choices and programs actually exist which will meet his or her needs and aspirations. This must be our goal at all levels of education.

If we are to meet the educational challenges of the contemporary world, we must realign our priorities and return to the concept of education as career preparation. Technical-vocational education must be seen within the total context of education, kindergarten through graduate school and continuing education.

The concept of technical-vocational education in the restricted sense of skill preparation for immediate entry into the work force must be broadened to include the cluster approach to career preparation necessary for orientation to the gainful occupations and career planning much earlier in the education process than is now generally the case.

Technical-vocational education must be taken into account, planned for and reflected in all major educational decisions and priority determinations in local, institutional, state and federal settings, now and in the future, if the educational objectives and strategies for revitalizing the nation's educational system are to meet the needs of the contemporary world.

It is my hope that we can all continue to work together to insure that this important concept of education is made available to all Texans.

VIEWPOINTS OF TECHNICAL, VOCATIONAL, ADULT AND MANPOWER EDUCATION TO 1980

By Dr. Richard L. Hooker\*



Dr. Richard Hooker

I would like to bring you greetings from your Governor and tell you that he very much is interested in the work of the Advisory Council and is interested in career education in the State of Texas.

I don't think that I need to tell you that because he has evidenced this in many ways in his commitments to programs to move career education forward in this State. I think it appropriate since he is not with us today that I read from one of his major policy addresses on public education.

"Career education is an idea whose time has come. The State Board of Education has declared it one of its three top priorities. Somehow we must integrate into our curriculum more opportunities to explore the world of work and better programs to aid the student in exploring his own interests and abilities so that we can stop forcing square pegs into

round holes.

"We must make our programs relevant to the needs of the child, the needs of society and the needs of the business world. Some of the most dejected individuals in our society today are the girls who have completed the baccalaureate degree and find that their only employment opportunity is in a typing pool.

"Our researchers tell us that a college degree will be needed for only 20 percent of the career opportunities available between now and 1980 and probably well beyond. They also remind us that 30 to 40 percent of those who are enrolled in the first grade never graduate from high school because the curriculum is simply not meeting their needs. Then when they leave public education, they have few if any employable skills.

"When many of those who complete college degrees have no employable skills, it should be obvious to all that the whole system of public education needs reorientation toward the concepts of career education. Such a reorientation does not require massive infusions of new funds.

"Some persons in government have come to the conclusion that the answer to all problems is a dramatic increase in appropriations. They never stop to consider the redirection of resources and the more effective use of the taxpayer's dollar. Certainly a total reorientation of our system will require increased funding and it is my opinion that increased funding to public education must foster career education and offer needed reorientation of the curriculum to meet the needs of each child."

The Governor believes this quite firmly and discusses it with vigorous enthusiasm. In addition to these kinds of policy statements on the part of the Governor, I think you will recall that during the last session of the Legislature, the Governor was an advocate and supporter of HB 147 (Adult and Continuing Education Bill).

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\*Dr. Richard L. Hooker is Director of the Governor's Office of Education Research and Planning.

He was a vigorous supporter of vocational education spending which moved vocational-technical education spending upward dramatically. He has assumed responsibility through the Governor's office in the administration of CETA (Comprehensive Employment Training Act) and MDT (Manpower Development Training) programs. He was very instrumental in assisting the junior colleges in achieving what almost amounts to full state funding of current operations.

The Governor, of course, was instrumental in creating a Governor's Office of Educational Research and Planning. He charged it with the responsibility of developing a new state system for financing public education that would foster the development of career education in this State.

I think that we have a track record on the part of our Governor in support of the kinds of things that you are supporting by your very presence here. I think you can count on his cooperation in the future as you have seen it in the past.

Turning from that, I would like to spend a few minutes talking with you about our work. The Governor gave us a free range of opportunities to explore alternative funding systems for the State of Texas.

We found, after much exploration, that the weighted pupil approach lent itself most closely to the basic principles that we were concerned about:

1. having the student be the center of the funding system;
2. that the funding system recognize that it costs different amounts to meet the varying needs of students; and
3. that students needing high cost programs do not occur uniformly from district to district.

We tried to design a weighted pupil approach which would meet these criteria.

When we asked the education profession to nominate two school districts in each of six sized categories, we got 120 motile nominees as the school districts that were doing a good job in terms of today's delivery of educational services. These motile nominees were reranked by program consultants at the Texas Education Agency, by Education Service Center personnel, Texas State Teachers Association personnel, etc., so that we wound up with a sample of seven school districts in each of the six sized categories ranging from center city to sparse.

The next step in our process was to do a cost analysis, program by program, of all state and local dollars being expended in each program. We sought out and secured full-time permanent pupil data which simply means the equivalent of one student, all day long, in a program.

In a vocational program that operates three hours per instructional day, that would become a half of a full-time equivalent student. The other half of the day the student is in a regular program so that he or she would be a regular education full-time equivalent.

We divided full-time equivalent pupils served into total state/local expenditures and programs for current operations. We came up with dollar values associated with what it costs to deliver quality education services to a particular type of student.

It is pretty obvious that vocational-technical programming is expensive. We found out that the cost differentials range up to 2.63 times as much to educate a full-time equivalent student in certain types of vocational education as it does a regular elementary student. When people advocate vocational-technical programs in our public schools, and when they talk about goals of having 60, 70, 80 and even 100 percent of our students graduate from our public schools with salable skills, believe me we are talking about a tremendous investment of the state's resources over the next few years in the process of planning for, designing and implementing these kinds of programs.

Such advocacy if followed with dollars is not cheap. The Governor fully understands this. I would hope that the other advocates of such programming fully understand it and are willing to seek, through the political process, the dedication of the funds which are necessary to move us forward toward these kinds of goals.

We found that the dollar value associated with the regular traditional academic education level for the elementary pupil was about \$578 per youngster in 1972-73. Carrying that forward with inflation factors to '75-76, that dollar value would be about \$700 per youngster. So what we are talking about is somewhere in the neighborhood of \$1,500 to \$2,000 for each full-time equivalent pupil to deliver vocational-technical educational opportunities at the secondary school level.

Fiscal restraints have caused us to go in about 10 percent short on our floor but we are still talking about significant increases to vocational-technical education. In '75-76, right now, there is planned an expenditure of about \$111 million. We are advocating \$175 million which is an increase over presently planned commitments of some 58 percent. We are advocating in the second year of the biennium that we expend \$206 million or a 69 percent increase over the \$122 million which had been planned for.

I think you can see that the focus of the finance system, which the Governor will recommend to the Legislature will contain substantial amounts of new funding to go along with his commitment to the development of career education in Texas. Maybe even more important than that is another kind of commitment that shows up in the legislation which did not come from an analysis of the 42 school districts. I am talking about a commitment to a "renewal system."

I don't know whether you have stopped to think about it or not, but what we do in public education in this state and most other states is to institutionalize the status quo. We pay teachers a little more to adjust for the cost of inflation and give the schools just enough funds to do what they did last year. We allow a few funds from the federal government to drip into the processes of accountability, management information services, research, development, and accreditation standards in order to assure that high quality standards are set and that they are in fact met in all of the public schools of the State of Texas.

I contend that we will never move public education forward in this state until we are willing to make a significant investment in the "renewal process" because we will not have the information necessary to make orderly change possible and that is what we need in response to the changing needs of our students and the changing needs of our society. We are advocating a commitment of five percent of the current operating cost of the Minimum Foundation School Program in Texas to these kinds of activities.

Five percent may seem like a lot and it is certainly going to seem like a lot over in the Legislative process because we have never invested any money in this kind of activity. It is no doubt going to be very difficult for them to think in terms of adding a new cost item to the foundation school program.

I think folks like yourselves need to communicate with them and tell them that this is the most cost effective tax dollar that they can spend in terms of increased funding in the area of public education. Such activities will tell us how to wisely invest the other dollars that the Legislature is willing to give us in the area of public education.

I can't overemphasize that this kind of renewal process will cause us to restructure the curriculum in the public schools. It will cause us to drop a lot of deadwood and to stop our great reverence for the unique curriculum which we think necessary to impart to students so they can be cultured and educated.

I used to teach high school English and I think it is ridiculous for us to spend so much time in the public schools trying to teach students an indepth analysis of literature like Shakespeare. What have they missed if they didn't read McBeth?

Some of you could argue with me, and I understand that, but we have all of these disciplines in which, with great reverence, we strive to impart to our students believing that they cannot live without them.

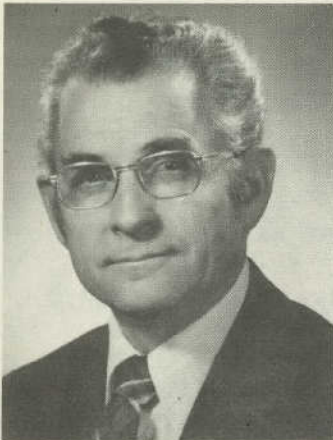
I contend that a large part of what we are presently trying to impart in our public schools curriculum could be cast aside, and we could help students in the process of exploring their aptitudes, developing their aptitudes and moving in an orderly process toward a good adjustment in the world of work so that they are productive citizens in our society and happy ones as well.

So I think this renewal process is our only hope for finding the answers and I hope that you will communicate with the folks in the Legislature that it is worth spending some money on. You know, if they try it, they might like it.

The process of having good information available for decision making will be indeed unique and different because it is not there now. I won't go into all of our problems of gathering data, of finding out who has the right numbers, the right cost and the right estimates, etc. However, I have had a great deal of frustration in the last two months trying to get information and I hope that the people who have to prepare program proposals, as we have had to prepare, will not have that difficulty a biennium from now.

In closing, I would wish you well in your conference and say to you that as far as I am concerned, you are about the most important business in the public schools and thank you for the opportunity to have this visit with you.

VIEWPOINTS OF TECHNICAL, VOCATIONAL, ADULT AND MANPOWER EDUCATION TO 1980  
By Dr. Robert Taylor\*



Dr. Robert Taylor

I very much appreciate the opportunity to be a part of this state forum on technical-vocational education under the leadership of the Advisory Council.

As a research manager, I am interested in a number of things such as design and analysis, target populations, transferability and generalized knowledge, but one of the key things that interests me is the matter of "problems and questions." Particularly are you asking the right questions? One of the things that really impressed me about this particular forum in reading the program was that you in fact are asking the right questions. It is a very forward looking forum.

When thinking about 1980, I see the age of the individual. Now our nation has always been dedicated to the individual. We have tried to optimize individual development, but we have I think, in experiencing and enlightening the social conscience, heightened aspirations trying to improve access and equity in terms of offerings. I cannot help but reflect the interest and the concern of your governor's representative, who spoke moments ago, in terms of a funding formula to assure that the needs of special populations such as the handicapped, disadvantaged, minorities and others are met.

I see as the central focus of the American Educational Enterprise that of optimizing "individual career development," of trying to provide systematic opportunities to create an awareness of the world of work, to provide career orientation and exploration so that individuals can have hands-on real world kinds of experiences as a basis for career choice and career planning.

I see an expansion of the programs of career preparation such as vocational-technical education to create an availability of more options because the design of this program is to increase awareness, and to broaden opportunities and alternatives for individuals. The central concern is the capacitation of individuals for their multiple life role...economic, civil, social, family, aesthetic, etc., and recognizing within this the centrality of careers, and the importance of careers in determining where we live, work, our associates and other factors that go to making up a lifestyle.

Certainly as we move ahead with this kind of a program and design, we are going to be increasingly concerned with the capacitation of individuals to make career choices and to plan and prepare for careers.

We are trying to develop a self-directing, self-actualized individual that will acquire and make data based decisions, that will increasingly understand his own motivations, aspirations, aptitudes and limitations and try to weigh these against the labor market and the realities of the economic world and to prepare for his career.

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*\*Dr. Robert Taylor is the Director of the National Center for Vocational Education which is located at Ohio State University.*

Career choice, I think, will be viewed not as fortuitous or circumstantial, but deliberate and assisted by the broad school enterprise. Additionally, I think, we will be thinking in terms of a state of tentativeness about career choice. That is to say the choice is not final, but rather programmed to prepare an individual to enter the labor market but not closing off the opportunity for furthering his or her educational development.

Emphasis must be placed on expanded programs of career awareness and exploration if we are going to provide and meet the promise of broadening individuals' horizons and actually increasing their alternatives and their options.

Within this particular central focus of individual career development, the entire school enterprise must be concerned that disciplinary knowledge, while it has its place in the furtherance of man's understanding of the universe, may not be the proper approach for the secondary and primary elementary level instruction. We need to teach more for applicative knowledge, for the utility of knowledge, rather than descriptive knowledge.

Certainly education and schooling, and they are different, will be viewed as life-long, recurring throughout life involving more intensive school/community interaction, a more gradual transition from school to community to job and back to school for earlier and frequent interactions between the school and the community toward the end that the transition into employment or economic activities is gradual and natural. We also need to provide for easy access or reaccess into education so that it can be facilitated and encouraged.

We need to greatly expand technical, post-secondary and adult programs toward the end that the career ladder will really work, that individuals can progress and advance through recurring educational and self-development activities.

Furthermore, the school enterprise needs to be viewed as a 12 month activity with students exiting each month rather than dumping all of our graduates or others in the labor market in the month of June. We need to think of the school as an 18 to 24 hour a day operation with substantial evening and early morning activities as the hub of community life and development, a community school, if you please.

Now, when we think about a greater community involvement, then we obviously are confronted immediately with the increasing importance of advisory councils to assure relevance to the real world and to the economic tasks that are provided as options and alternatives for graduates and those leaving programs. Advisory councils can help assure quality of programs and help assure placement and transition as well as to be advocates of programs of career education, career development and vocational education.

We need to expand cooperative type programs and we need to find ways of incorporating more adult role models into the schools. We need to provide more involvement of advisory groups. We need to have more resource people assisting our schools, personnel exchange between our schools and industry, and we need young people in more active contact with individuals who are fulfilling a broad range of adult roles.

Furthermore, we need to think about moving away from a "time served" concept (keeping all students in a class for its full duration regardless of the ability of some students to complete the course work in a shorter time span than others) toward perform-

ance majors and performance outcomes so that our schools will become more responsible as placement agencies, and so that they can assist students in making the transition from school to work.

We need this for several reasons. One reason is that it needs to be done, and secondly, it needs to be done for our schools' own self-renewal in order to provide a feedback mechanism from employers of how our school's products are fairing in the real world.

This feedback can tell us what corrective measures are needed in our programs if we in fact are going to be successful in helping young people succeed in the real work, if we are going to provide follow-up kinds of learning and development activities. This feedback is also needed to provide inservice kinds of linkages to the real world for vocational-technical education and again to provide recurring education so individuals can advance and the career education ladder can work.

We also need to think in terms of alternative delivery systems. I was immensely pleased to note that one of the workshops in this state forum is focusing on alternative delivery systems.

Now it may seem that these goals in which I have expressed viewpoints, might sound like high in the sky minded meanderings of the university professor. I am reminded of the story of the university professor who dreamed that he was lecturing to his class and woke-up and darned if he wasn't. However, I don't think that these are unrealistic expectations for our society as we approach the 200th year.

As we look around and note the substantial progress that we have made in attaining these kinds of goals and these kinds of dimensions in our American education, we see that we have experience in many of these areas. I think what is probably central to getting it all together is planning, coordination, an analysis of the governance of education and most critically perhaps is professional leadership coupled with enlightened public policy in consultation with citizen groups such as your state and local advisory groups, industry, and other representatives that are here.

Now, if we are going to attain these areas of service and performance in the 1970's, and the 1980's, then first and foremost, we are going to have to accept and in fact impose on ourselves a new level of accountability. We are going to have to assure that we are planning and delivering educational experiences that meet real needs.

We must insure that programs are implemented only after we have ascertained the labor market implications, and when we have considered alternative ways of delivering on those needs and when we have developed sharp objectives with the outcomes specified.

We have to be concerned with the payoff, with the unit costs, with the cost per enrollee, with the cost per graduate, and with the cost per placement so that we have data for comparative kinds of purposes. We must be concerned with more than whether the program is just good or of some value. Is it cost effective? Will it, when considered against other alternative investments of society or other alternative investments of education, provide the greatest payoff and provide the greatest good for the greatest number of students.

Additionally, as a part of an accountability process, we have to be concerned with program effectiveness and economic efficiency in the delivery of educational services.



We have to become more cost effective. We have to be concerned with productivity within the educational enterprise as well as in the business and industry sector.

Advisory councils could play a key role in helping sharpen objectives through their own objectivity, through the unique and diverse perspective that they can bring to bear on program planning. We need that kind of input from the advisory councils.

Additionally, I would hope that advisory councils would continually be raising the question or the issue of are we asking the right questions and do we have data for decision making? Are we making data based decisions? Can we consider alternatives in terms of groups to be served, cost benefits, etc.?

If we are to attain the level of service and performance that we need to attain, I think we need to continue to improve the linkage between technical-vocational programs and economic development. I feel a bit apologetic saying that in your presence because Texas has such tremendous leadership and activity in this area now. I am thinking generally of the nation as a whole.

Vocational-technical education is irrevocably intertwined with the economic sector. Job development and job availability are all an essential part of the planning process in career and vocational-technical education.

Furthermore, we must be increasingly concerned with real job performance. We must be concerned for worker productivity as well. We must be aware of the need to remain competitive in the economic system in the world marketplace.

And certainly in my view it is time, in the face of recession and other economic constraints, to be expanding vocational-technical programs, not pulling them back. Education can also be a type of public employment.

Now if we are going to move in these directions, then we need to think in terms of the kind of support that is going to be needed for the renewal, the transformation and the new development in education.

I don't think each school district can do it alone. It is not cost effective. It is not efficient. We are going to need to provide support through curriculum centers and through statewide and regional personnel development programs. It may not be unrealistic to think of five percent of an educational staff being on professional leave for upgrading activities, both in the professional dimension and in the occupational dimension.

We need to more effectively use management, evaluation and information systems. We need to avoid redundant cost and perhaps recognize that while we are unique, we also are similar and that there are many activities, many items of curriculum staff development programs, etc., that are useful, that are applicable in your state and in your district.

Now I would like to just build on Dr. Richard Hooker's emphasis on a renewal system. I plead for a strong and consistent investment in research, development, evaluation and dissemination. I want to applaud the fine efforts of your state research coordination unit in this particular area and to recognize that this may become a strong vehicle toward helping solve problems and to engineer solutions based on the knowledge base and to test them and to make them available throughout the state.

I would like to just share with you briefly a few of the things that are happening at the National Center for Vocational Education that may be of interest and use in your state.

First, I would like to point out that we have a number of sponsors. For example, we are doing contract work for two international unions and national contractors' associations. We have work underway, supported by the U. S. Office of Education, the National Institute for Education, the State Department, state advisory councils and so on.

Some of the products that are coming out of the Center include state management information systems; performance based teacher education; a task inventory exchange for curriculum providing task analysis for curriculum development; the operation and availability of abstracts to provide you access to the curriculum and the research in the fields of vocational-technical education.

Other products coming out of the Center include concurrent information and analysis products; secondary level career planning systems for use in secondary education; and curriculum units and curriculum products for career education k-12 as well as staff development activities.

Now looking at the horizon broadly, I think we can maintain a positive outlook in terms of where we have come since the 1963, '68 and '72 amendments. I think we have made tremendous progress and I would like to again commend the state and the local advisory committees for their role in this particular development.

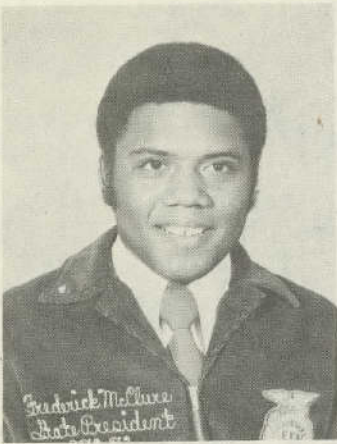
I hope we are not disheartened as we make progress against an idea. One of the continuing problems that we have had in vocational and career education is that we have tried to repeal the second law of aerodynamics. The second law of aerodynamics, as stated several years ago to me by Boss Kettering who was then Director of Research for General Motors, is that you can't push on something moving faster than you are.

Certainly we are dealing with ever receding horizons and aspirations as a society, as educators and as vocational-technical educators.

Let me again commend you for your program, applaud your goals and pledge our support as you move towards helping individuals become fully capacitated and to reach, to receive and be a part of the promise of America. Thank you for including me on your program.

VIEWPOINTS OF TECHNICAL, VOCATIONAL, ADULT AND MANPOWER  
EDUCATION TO 1980

By Frederick McClure\*



Frederick McClure

I would like to speak to you from an individual standpoint, from a student standpoint, from an almost completed product of our education system, from not only our elementary and secondary schools, but also from our institutions of higher learning. I am speaking as a young person, as a product of a vocational program in a high school here in our State.

Vocational education has for the last number of years and I hope will continue not only into the 1980's but all the years to come, to prepare young people to assume roles of responsibility. In other words, to prepare young people to face the world of work.

Last year in traveling as National FFA secretary, I had the opportunity to visit with businessmen across the United States...individuals that are involved in and support our FFA foundation financial program. These people expressed

their faith not only in our vocational programs, but their faith in our young people in America today.

I talked with these people and asked them what type of ideas and what things they looked for in young people before employing them. I asked them what things did they think, as businessmen and as industry leaders, that our vocational programs and all of our educational programs should prepare young people to be able to do.

They mentioned, first of all, usable skills. Usable skills that are necessary to perform job functions, to be viable and useful to the system that they are involved in. They asked for young people who had some type of training as far as leadership ability was concerned.

They asked for people who had social competence, individuals who could get along with the people that they were not only living around, but individuals that they were working with.

They asked for people who had civic awareness, some ideas and thoughts of how they could live and be a useful cog in that wheel that helps America to keep turning.

So in essence, what society needs, what business needs, what industry needs, what America needs are educational institutions that will continue, that must produce young people that have these qualities---civic awareness, leadership ability, usable skills, and social competence.

Last week I participated in a student conference on national affairs at Texas A & M University. We asked such questions as who is going to be surviving in 1975? How

*\*A student at Texas A & M University, Frederick McClure was the National Secretary for the Future Farmers of America in 1974. In 1973, he was the state FFA President.*

are we going to cross the obstacles that are in our pathways? How are we going to solve the problems that American institutions face?

Will these problems be solved by the individual, as Charles Darwin once said, that is the fittest? Will it be the survival of the fittest? Or will it be the individual who is willing to sit back and complain and gripe and find faults about the system that we are now a part of and involved in as individuals?

We have got to be able to solve these problems. We have got to be able to overcome these obstacles. To solve these problems, there are certain qualities that our vocational-technical programs are going to have to give to students in order to meet those four criteria I talked about earlier (civic awareness, leadership ability, usable skills, social competence). But we have also got to have people training these people who have the qualities I am about to mention because if you don't have it, it is kind of difficult to give it to someone else.

One of the most important qualities that we must possess is determination to face not only 1980 but all of the years to come in vocational-technical education.

Determination kind of reminds me of this story that I would like to relate to you. Two gentlemen were going down a country road one day and they saw this young boy out standing close to a barn.

They noticed on the side of this big beautiful barn that there were three perfectly short bullseyes from a bow and arrow. They saw this little kid with a little quiver of arrows on his back and they wondered if there was any way possible that this young kid could have done something like that because it was so perfect.

They walked up to the little boy and asked, "son, did you shoot those arrows into that barn?" The little boy said, "yes sir, sure did!"

One of the gentlemen then said, "now fellow isn't that a little bit difficult for a little kid like yourself, 10 or 11 years old, to be able to do something so perfect, so accurately as that?" "No sir," said the little boy, "it's easy."

The gentleman said, "well would you mind showing my friend and I." "Sure, I would be happy to."

So the little boy paced off about 30 yards from the side of the barn and he reached into his quiver of arrows and pulled out an arrow and put it in his bow and pulled it back, and let go. It went into the side of the barn. The little boy laid his bow down, walked over to the barn, picked up a paint brush and painted a circle around it.

Now this young man was definitely determined to achieve a goal that he had set for himself. You see, he realized that he was an individual and that he was the pilot, the key to his own successfulness. Like that same situation, we too are the key to our successfulness.

Those of you in vocational-technical education, whether it be administration, actual teaching, or research or whatever the situation might be, must be determined and this determination too will rub off on other people.

It is kind of like a giant log floating down the Brazos, Colorado, Sabine or Red

Rivers with 10,000 ants on it and each and every single one of those ants thinking that he is the pilot, he is the captain of that ship.

Well you see, we have got to have an attitude and realize that we have got to be able to compete and train young people who are determined to compete so that they can stand up against the pressure as they strive to attain their goals.

Secondly, we have got to have young people in America today, products of our vocational-technical education programs, and instructors in these programs who have the correct attitude. I guess, if there is anything that bothers me more than anything else in the world today, it is to see young people and adults as well who have poor attitudes.

We have got to continue to have positive attitudes because this is the only way that any program that we are ever involved in will ever continue to survive.

When I think about attitude, I think back to high school and how a coach always would ask us to give 200 percent even though he knew good and well we wouldn't be able to do it. But he wanted us to give the very best that we could, to develop the positive attitude.

Think about Cassius Clay, Mohammed Ali. Now in my personal opinion, I think he has one of the worst attitudes on the face of this earth, but I do agree that he does have a positive attitude and that is the important thing.

Can you imagine Cassius Clay going in to fight a world championship boxing match thinking well maybe I am not the greatest. He wouldn't have a good enough attitude, a positive enough attitude to accomplish the goals that he set for himself.

Think about Terry Bradshaw, the football player for the Pittsburg Steelers. Imagine him going into the game for the second time to play the Dallas Cowboys or the Washington Redskins. The team is in the huddle and he is talking to his boys. He says, "fellows, they are bigger than they were last year and they are going to stomp the devil out of us this time!" That would be a poor attitude. We have got to have a positive attitude.

Some astronauts were asked as they were about to blast-off in their spaceship to go up to the moon as to the thoughts that run through their minds as the final seconds tick away. One of the astronauts said, "and to think, this spaceship was built by the cheapest bidder." We have got to have a positive attitude.

Thirdly, I think it is very important too that we have resourcefulness. We have to have individuals who are in capable leadership positions and training positions who have the ability to get the job done, and who have knowledge that they can share and ways in which they can share this knowledge.

As I traveled across the U.S., I noticed something that so many times we tend to neglect in our educational systems. In training young people, we say something is good for young people but are we actually looking at the young people and seeing if it is good for them.

Are we actually asking young people if we think the programs are good for them? We cannot overlook the most important thing in vocational-technical education. We cannot overlook our students. We have got to have resourceful enough people to look at

these individuals and help them in the way that they can.

I think one of the greatest things that our vocational student organizations in America offer today is the opportunity for young people to gain not only skills that they can use to work, but also skills that they can use as useful citizens in our state and in our country.

The fourth and probably most important quality of all for people, who are innovators in education and who are administrators in education, to possess is that little thing called enthusiasm. It has been my experience over these short 21 years of my life that there is nothing in this world at all worth doing that can be done without enthusiasm.

You are either enthusiastic or you are not. There is no halfway mark. Eleven years of hard work and \$27 million went into the first pound of nylon ever developed by DuPont, and people said things couldn't be done. People say day-to-day that things can't be done, but ladies and gentlemen, I am here to tell you today that things can be done because America is changing, and it is changing because we are preparing for the future.

A gentleman named Charles Kettering once said that he was interested in the future because that was where he was going to spend the rest of his life. Well I agree with Mr. Kettering, but I want to add one other thing to that thought. The only thing constant in America today is change.

We have changed and we have got to continue changing if we expect to meet the needs, solve those problems and cross those obstacles that not only vocational-technical education will face in the 1980's, but also that we as individuals will face.

Now if you take those things that I have talked about that people have got to get from our vocational-technical programs---determination, an attitude that is positive, resourcefulness and enthusiasm, and you take the first letters of each of those four words, you come out with the word DARE.

Folks, we talk a lot about dreams, but I think it is time for us to wake up from these dreams and turn them into realities. We have got to change to meet the needs of our society. We have got to close that gap that exists between our educational programs and the world of work. We have got to close that gap.

We have got to make young people prepared for where they will be spending the rest of their lives because, whether you want to believe or admit it or not, the young people of today are the individuals who are going to step into the shoes that each and every one of you are now holding. If you don't provide a good example for us, don't blame us for the way the world turns out.

You have got to continue to provide some examples for us, provide the determination, a positive attitude, resourcefulness and enthusiasm.

Yes, America will change, and yes vocational-technical education will change because that is the only thing that we have constant today. But through these changes, we will get the most important thing of all, and that is growth. The only reason we grow is because we believe. We believe not only in vocational-technical education, but we believe in America and in our young people.

If you ask me the question, how do I feel concerning America's future, I think it is going to continue to grow because as a product of vocational-technical programs, I know that there is a possibility. I know and I hope that every young person in America will be able to gain the best benefits that he can from what vocational-technical education can provide for him. Thank you very much and God bless you.

TECHNICAL, VOCATIONAL, ADULT AND MANPOWER EDUCATION IN TEXAS  
AS VIEWED BY THE ADVISORY COUNCIL FOR TECHNICAL-VOCATIONAL EDUCATION IN TEXAS  
By Robert M. McAbee



Robert M. McAbee

My presentation will have at least two approaches since it was felt by the Council staff that some information should be presented concerning the Council as well as some of the Council's viewpoints concerning technical, vocational, adult and manpower education as a whole in the State of Texas.

The State Advisory Council is a result of both national and state legislation. It presently consists of 21 members. These members are recommended by the Governor, appointed by the State Board of Education and confirmed by the State Senate.

The term of membership for each Council member is for a period of six years. Council members are representative of business, industry, labor, government, education and the general public.

The Council is an advisory group to the State Board of Education. I would like to emphasize the word advisory as there is no regulatory power vested in our group. The Council does have an advocate role and perhaps sometimes the recipients of our advocacy feel like we are in a regulatory position, but this is not the case.

Sometimes we advocate, so strongly, that certain changes be made that we are looked upon as perhaps being regulatory and this is not so. We are an advocate. We believe strongly in what we have been able to decipher from the general public and we have passed this information on to the Texas Education Agency and through the agency to the Governor.

Recommendations to the State Board of Education are made from information gathered from all levels of industry, education, government and the general public. This information is gathered through regional meetings, governor's conferences, special hearings and from organizations such as the Texas Employment Commission.

Now I couldn't attempt to name all of the organizations this Council depends on to secure information. The Texas Employment Commission is a good example and a very important organization. I mentioned them to emphasize specifically that recommendations are not generated by the Council members and staff in closed door sessions. It comes from you at the grass roots level. (Mr. McAbee mentioned many of the reports published by the Council which are listed on page 78 of this report under activities of the Advisory Council.)

Now at this point I would like to discuss briefly a few specific responsibilities of the Council and then get into a few Council viewpoints relating to technical, vocational, adult and manpower education.

As I noted a moment ago, Council recommendations are submitted to the State Board of

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*\*In addition to serving as a member of the Advisory Council, Robert McAbee is the Assistant Superintendent for Vocational Education with the Fort Worth Public Schools.*



Education through annual reports. These reports are forwarded to the U. S. Office of Education.

Recommendations requiring legislative action, if accepted by the SBOE, are then forwarded to the Legislature by the State Board. The Council also submits annual reports to the Governor and biennial reports to the Legislature.

Under law, the Advisory Council is charged with recommending and evaluating the role and scope of secondary institutions, public junior and community colleges, technical training institutes and public senior colleges and universities. The Council recommends appropriate subjects to be taught at each level of training and in each of the above institutions.

Furthermore, the Council recommends and evaluates a list of courses offered by these types of institutions. One thing is emphasized very strongly by the Advisory Council and that is that all of these courses be freely transferable from one institution to another. Also, the Council suggests and evaluates pilot projects and presents recommendations for implementing cooperative programs among the several types of institutions named.

The Advisory Council makes recommendations to the SBOE relating to the many facets of adult education. The Council was designated by the State Board in 1973 as the "State Advisory Committee for Adult Education."

Now for some viewpoints of the Council. I want to talk about "it is time for action... the evidence." Some of this evidence is a result of the information gathered from you at the grass roots level as well as information gathered from national reports such as those published by the U. S. Department of Labor and the U. S. Department of Health, Education and Welfare.

Earlier, Dr. Richard Hooker mentioned the fact that only 20 percent of all jobs by 1980 will require a college degree. I would like to emphasize the word require because it doesn't preclude the fact that an individual might want to go on to college.

However, if an individual goes to college with the idea that this is the only road into a good job, then he is going for the wrong purpose. If he wants to go to college, that is great, but if he has the idea that it is a guaranteed lifetime job situation, then perhaps he is being misled.

Seventy-five percent of the secondary experiences of our schools are for the most part geared toward college degrees. In 1972, there was a very comprehensive survey conducted of high school seniors in Texas which revealed that less than 15 percent of their credits earned during four years of high school could be related directly to work preparation.

This merely substantiates the fact that college entrance requirements heavily influence elementary and secondary curriculum and that student evaluation is normally made in support of further formal education activities.

The Texas Education Product Study, completed in 1973, revealed that high school graduates and leavers of the classes of 1963-64 and 1968-69 viewed the guidance services of their schools negatively. Of course this is not totally the fault of

the guidance services. There is an average of 1,900 students to 1 guidance person so you see this is one good reason that it is viewed from a negative point of view.

Another Council concern is that education programs are "time-based" meaning that all students are assigned to programs for a specific amount of time without regard to their achievement of a specified level or their ability to perform.

As Dr. Robert Taylor noted earlier, it is evident that the time has come for instruction to be based upon performance based objectives. If one student can perform at a faster rate than another student and is capable of completing a course of instruction in a much shorter span of time, why should that student be required to spend a full semester in a program?

There is also a misconception of just what is a "quality" education. Hopefully our attitudes about what is a "quality education" will change. A recent study at Marshall University showed that relating instruction to career objectives increased levels of achievement by 11 percent in language, 24.5 percent in mathematics, and 18 percent in occupational awareness.

Also "traditionalism" renders our education system unresponsive to change. All of us are unresponsive to change. We are all afraid of change and education is certainly no different. Our education system must focus upon the needs of the INDIVIDUAL and our society and not upon the needs of the institutions or system.

Flexible, individualized instruction is lacking. Respondents in the Texas Education Product Study, numbering over 5,000, concluded that the curriculum must be flexible and the instruction individualized. Instruction which is not flexible and responsive to individual needs has and is pushing a lot of our young people out of our schools.

Another concern of the Council is that the unwillingness of the education system to relate education experiences to "life coping skills" has produced many students with attitudes of "rebellion," and "frustration," resulting in "unemployment," and "a life that will contribute something less than it could have." Again, frustration on the part of students has caused many young people to say what's the use and quit school.

Fortunately in Texas, we are moving into a total comprehensive education program. We are able to follow-up and talk to these people as adults and offer them an opportunity for the continuation of their education.

Now in summary, the Advisory Council recognizes that the education system in Texas has experienced a tremendous transition in recent years in an attempt to meet the various needs of individuals; however, through the grass roots information that has been gathered by the Council, it is evident that there is much to be done.

As Frederick McClure mentioned earlier, America is changing. This change must include changes in teaching methodology, in attitudes, in the physical structure of our schools, in the financing of education, and in the total delivery system as it relates to the supply/demand of education.

Now you, as representatives of your local community will have an opportunity in this forum, through six workshops, to offer input that can be passed on to the State Board of Education which can strengthen the total educational program in our state. Your guidance is solicited and the Council is depending greatly upon you. Thank you.

EMPLOYERS NEEDS TO 1980 IN TEXAS

By Larry T. Hampton\*



Larry T. Hampton

The subject "Employer Needs to 1980 in Texas" brings to mind the word clairvoyance and whether this subject should be introduced as a vocational retraining program for our economists is a question that I certainly have.

In 1973 most professional economists predicted no recession at all in 1974. The automobile industry is the sickest part of our economy today. In 1973 they simply could not foresee the energy crisis in 1974 and refused to believe that the consumer would either not buy or would trade down to compacts and subcompacts.

Presently unemployment nationally is in the neighborhood of 8% and most of these unemployed are centered in the big cities. Most are unskilled production workers with the lowest seniority, but a surprising number of middle management executives and young college and high school graduates find themselves among the unemployed.

Recession, of course, acts to purge economic inefficiency. Those who are being laid off or discharged first are the youngest workers and those among elder workers who are the least efficient. The American pre-occupation with the unemployment rate is a case of keeping the eye upon the hole, instead of the doughnut. Although the economy is presently down and unemployment up, there are still almost as many Americans employed as there were about a year ago.

According to James A. Ambrose, Secretary-Treasurer of the International Consumer Credit Association, the current recession may be longer and harder than any since the great depression. But that is not what is expected. The predictions for the year ahead are not likely to be any further off than those for each of the last 10 years.

Projections made by the research division of the Texas Education Agency reflect that during the next five years there will be 817,223 high school graduates. That's about 161,000 high school graduates per year over the next five years who will be entering the job markets, higher educational institutions or who will become home-makers.

Currently in Texas there are about 2.8 million students in our public schools and we have approximately 205,000 in secondary schools directly enrolled in a vocational program designed to prepare them for gainful employment. In five years the overall enrollment will drop slightly, however, the number of secondary students in the vocational programs will almost double to 389,000.

Over this same five-year period there will be approximately 1/2 million additional jobs created according to the statistics released by the Texas Employment Commission. The majority of these jobs will require individuals with more highly developed skills than in the past. The vocational teacher-coordinator's challenge is to stay abreast

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of the new methodology and techniques and to teach these new skills to his or her students in order that they may enter or compete in this job market.

Teach not only entry level skills but develop attitude and the ability to communicate effectively in a work-oriented society. The ability to communicate effectively is no less important in the world of work than skill or attitude.

The prime purpose of speaking is to communicate ideas effectively; every other purpose is secondary. Grammar is a nicety, but it is no more essential to communication than schooling is to education.

You can be grammatical and say nothing in an ineffective or boring manner; or you can be very ungrammatical and very effective. When a truck driver bellows, "get the hell out of the way," it may be poor grammar, but it's certainly effective communication.

The Texas Employment Commission projects the total occupational employment in eight different categories ranging in 1975 from 4,759,800 to 5,239,900 in 1980 or an increase of almost a half million new jobs over this five-year span. These new jobs will develop within programs like Project Independence which is encouraging the development of energy sources other than oil.

In the petro-chemical industry which is moving from primarily base products manufacturing to the production of chemical building blocks and up-grading to consumer products, like the oil and gas industry which will expand into manufacturing operations rather than depend solely on the extraction of the raw material. And the production of fertilizer in answer to worldwide food shortage; like the demand for steel by the energy related industries and the pent-up demand for houses and commercial building work, along with the public works projects, and yes, consumerism and computerism, all will require countless employees over the next five years who will speak a new occupational language to match new technology. By 1980, to fill those half million jobs we need to train:

- a. 85,000 persons to enter the technical and professional field.
- b. 79,000 persons to become managers, officials and proprietors.
- c. 44,000 sales workers.
- d. 112,000 persons to enter the clerical field.
- e. 61,000 persons as skilled workers, craftsmen and foremen.
- f. 78,000 service workers and
- g. 10,000 laborers.

Currently there are divergent views between our consumer society and business and there is an attempt by both to seek out our law-makers to shape the laws by which one may have a better advantage. Legislators or law-makers, who in turn seek their respective office are inclined to favor the one with the greater voting strength --- a sound democratic lesson in strategy, majority rule!

But let me remind those law-makers and legislators that a mis-guided, unchecked and unbridled majority (to mention a very few incidents) --- provoked the Spanish inquisition --- considered Columbus an idiot --- and voted for prohibition.

The political connotation of consumerism is not only demeaning towards certain industries, products, companies and business procedures, but under the guise of

protection, new terms and tactics by certain governmental agencies, such as "trial by news release" and "agency blackmail" are promoting consumer distrust and tainting the credibility of the entire industrial and business community. I am not only concerned about consumerism's credibility effects on products, industry and business procedures, I am also concerned about future personnel requirements and how consumerism is affecting young people considering a career, in a specific industry or business.

If business and industry are to be freed of the political pressures of consumerism, we must together develop methods of self-regulation, in the manufacture and presentation of our products and service, in a more realistic quality control, and at the same time initiate and support more effective public and personnel relation programs. However, it will not happen unless business and industry are able to attract employees who have a proper education and on-the-job vocational and technical training and more important who move into their occupation by election rather than by default.

But how do we know which student or potential employee to fit into each slot. The answer of course is counseling.

The question that is being sounded out by parents across our country is --- "I have a son who's about ready to enter high school and he's never received vocational counseling. Isn't there anyone, or anything, that can tell us what he would be good at in the world of work and what he should point toward?" "What can be used to counsel our boy and his mother and me about what career he should consider?"

What can be used is a state of technology that is becoming more and more refined, but has simply not found its way into most vocational counseling---like using computers and sophisticated statistical techniques to tease out factors about the individual that are based on the inter-relationship of not just things like interests and aptitude, but also on how the individual sees himself and other people.

Now, a computer program, available from Willowbrook High School in Villa Park, Illinois, where it was developed, is helping students at more than 75 high schools across the country with career guidance. Using the program, called computerized vocational information system, students can compare their own attitudes, interests and academic records with information on some 500 different occupations.

After answering questions about themselves, the students can see, on a tv-like screen, a list of careers which are most suitable for them. Counselors then personally assist the student in making the best vocational selection.

At Proviso Township High School near Chicago, the program is helping the counseling effort immeasurably, according to Dan Heintz, vocational counselor. "This program gives our students a chance to see the number of careers available to them and helps them focus on their own potential and interest," he says. "And, instead of spending time hunting for information, our counselors can now concentrate on counseling."

The program also provides information on some 1,600 colleges, as well as specialized and technical schools.

If you ask employment managers the one general qualification above all others that he or she looks for in an employee, invariably the answer is attitude. They say,

"you can depend on the employee with the proper attitude to continue his learning and development."

Prompted by some negative attitudes about business and the American economic system as shown by various published surveys, the National Management Advisory Council for Distributive Education, of which I am a member, sought the answers to the following questions.

"What are the attitudes of secondary school seniors toward the American business and economic system?"

"What is the extent of their knowledge concerning the working of the American economic system?"

The research was conducted by a national merchandising research organization where 1,540 completed survey forms were received from high school seniors located throughout 38 states. By highlighting the results of a few of the questions I am sure you will be as surprised and concerned as I.

Concerning "raising living standards," the students were asked their conception of the best single way to raise the standard of living; 42 percent said, "reduce the prices of the products," 17 percent said, "increase employee wages," 14 percent said, "increase productivity," and 23 percent didn't know. Very few students chose "increasing productivity" (the best answer of these listed) as the best single way to raise the standard of living.

Concerning "profits on a sales dollar," the vast majority of students over-estimated profits per sales dollar. An accurate answer to the question of profits per sales dollar taken in by the average business would be around 4¢. In total, only 18 percent of the students gave a reasonable answer of between 1¢ - 7¢. When asked what they felt profits on a sales dollar should be, the average (median) answer was 16¢.

Concerning "the best economic system for the U.S.," approximately 3 in 10 seniors selected "capitalism" as the best economic system for the United States. Two in 10 selected a combination of "capitalism and socialism" as the best system. Many, (approximately 32 percent don't know "what the best system would be.")

This survey reveals many areas of relative strength and relative weaknesses in the business world as viewed by students. However, I can't help feeling that if each of these senior students knew for a fact that capitalism was the best economic system, that the profit on a sales dollar was only 4¢ and that the best way to "raise living standards" was increasing productivity, that these students would have a much better attitude about this country and their citizenship. A much better attitude about business and industry and themselves and of their contribution to the general economy, to me, would make each a more desirable employee with a much greater growth potential.

It is my firm belief that teaching and training of students should be along the lines of projected occupational availability and the number entering an occupational field, the quality of their education, their general knowledge of our economic system and their attitude about themselves and our American Free Enterprise System reflects directly on the foresight, imagination and ability of our educators.

In concluding this discussion about "Employer's Needs to 1980 in Texas" I would like to share with you a little poem titled "The Demonstration Way," author unknown.

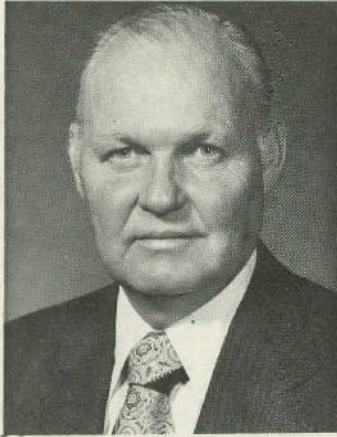
#### THE DEMONSTRATION WAY

I'd rather see a lesson  
    than hear one any day  
I'd rather you would walk with me  
    than merely show the way.  
The eye's a better teacher  
    and more willing than the ear.  
And counsel is confusing;  
    but example's always clear.  
The best of all the teachers  
    are those who live their creeds,  
For to see good put in action  
    is what everybody needs.  
I can soon learn to do it  
    if you let me see it done.  
I can watch your hands in action,  
    but your tongue too fast may run.  
And the counsel you are giving  
    may be very fine and true  
But I'd rather get my lesson  
    by observing what you do.

Author unknown

MEETING EMPLOYER NEEDS AS VIEWED...

By Harry Hubbard\*



Harry Hubbard

I am going to speak to you from my point of view. I am sure the other panelists have and will speak from their points of view. At the same time, I am sure that you are going to listen from your point of view. Hopefully, somewhere in between before this forum is over, you might reach some solutions to some very serious problems confronting the youth, employers and employees of this state and country today.

I am very happy to be here today to consider with you the ways that we can all plan together to bring many young people, as possible, into the meaningful work force which is surely the most important aspect of anyone's life. I am sure most of you are aware that the organized labor movement has a long history of support in public education, from this country's earliest efforts at free schools until the present.

We believe most wholeheartedly that young people belong in school for their own good and for the good of the economy. One of our long time legislative goals is free public education for all of those who desire it for two years beyond the high school level, which would give every interested young person a chance for some significant job training as well as training in economics, government and all the other areas of learning that produce good citizens.

You are probably aware that union members serve on advisory councils on technical-vocational education, on community college boards and on boards for Texas State Technical Institute. You might be less aware, however, of our growing involvement in the whole range of the manpower effort.

To just name a few, union leaders serve on manpower planning councils all over the state, helping to guide the Governor's Office and the Texas Education Agency toward the best use of federal funds for vocational training available through the Comprehensive Employment Training Act. (CETA). Labor's own human development institute works with the State Department of Corrections in developing job training for prisoners and placing released prisoners on jobs.

The employee commissioner of the Texas Employment Commission comes directly from the ranks of labor. We sense some new and welcomed emphasis on job training aspects of TEC's programs. Another labor leader serves as a member of the Texas Industrial Commission which is committed to developing new jobs for Texas, using start-up training to attract industry by promising a trained labor supply by the time a new plant is built.

So labor is a big part of a big jigsaw puzzle that when you put it together, it is called technical-vocational education in Texas, and rightly so. Since we represent about a half million working people, we have some practical ideas on what works in the real world. Some of that half million came into the work force through the best vocational training of all, joint union and management apprenticeship programs.

*\*Harry Hubbard is president of the Texas AFL-CIO.*



These programs, three to five years in length, combine traditional one-to-one on-the-job training with related classroom study. Graduates are highly skilled craftsmen who enjoy the satisfaction of knowing how to carry out a job from its inception to the completion. There is not much worker alienation among graduate apprentices, and indeed many become supervisors and eventually contractors in business for themselves.

Employers are well satisfied which they demonstrate by sharing in the funding of the program. But unfortunately even though the number of apprenticeships has increased dramatically and operation outreach continues to prepare more young people for these programs, apprenticeships account for a small part of the whole manpower training pictures.

They are concentrated, for the most part, in the construction trade and the mechanical trades and printing. But some of the lessons learned from the sources of apprenticeship training are transferable to industry. These include evidence of the best vocational training that is done after graduation from high school which is a strong indication that paying the trainee adequately is the best way to keep him interested.

This leads me to mention one or two misgivings about our current emphasis on career education. It is very fine for our schools to work with career awareness from kindergarten on, but we are uneasy about the tendency to put youngsters out into unskilled part-time jobs and call it career education. Likewise, we are doubtful about the high school's ability to turn out finished craftsmen in the time available to them.

We still believe in the benefits of a flexible basic education with lots of chances to try the water before diving into the work for life. This is why we continue to support vigorously all legislation needed to extend vocational-technical education beyond the high school level and also legislation to improve our public schools especially in the field of technical-vocational education.

Along the way, we hope the educators will include the basic economic facts of life in their career training. Employers stand to benefit greatly from more economic understanding among our high school graduates.

When we talk about economic education, we mean that young people need to know enough about our system to market whatever skills they have mastered. They should understand about unions and the role they play in the labor market.

We are pleased to note that a new high school course on our free enterprise system includes a substantial discussion of unions and the course of their outlines. This is as it should be, with labor and management described as members of a team, instead of the former practice of teaching only the historical aspects of labor struggles. So we commend the people here for their interest and dedication.

We urge caution and consideration for various points of our view and we promise labor's full cooperation in the vital task of training everyone for a satisfying useful life. Thank you very much for allowing me to be with you.

MEETING EMPLOYER NEEDS AS VIEWED...

By Harry Provence\*



Harry Provence

I am just delighted to add a little evidence to the evidence that you have already received that career education, vocational education, occupational education, or whatever nomenclature you use, is really getting stylish.

That was not the case 10 years ago. It certainly was not. At that time the state was spending hardly any money on this sort of thing. The growth and the development of career education opportunities I would say, has been the major change, the major improvement in post-secondary education in Texas.

However, in spite of all of the progress that has been made in creating the Texas State Technical Institute System, and expanding the junior college system dramatically, and other matters that I will go into later, here is the way the state's education dollar breaks down right now:

Of the state spending on education, 59.6 percent, of course, to the public schools, 18.4 percent of the dollar is allocated to senior colleges and universities. Teacher retirement gets 7.2 percent, medical education 5.7 percent, administrative and research units 3.3 percent, junior colleges 2.6 percent, and technical-vocational education gets 3.2 percent.

The name of the game is money. As evidence of that, I will remind you that before 1963, when the federal government really got into vocational funding, there just wasn't any funds for vocational education. There wasn't anything going on. During the next five years, I anticipate that state spending for career education will increase substantially because that is what the people are hungry for.

Let me tell you how I know that. For 8 of the 10 years I have been on the Coordinating Board, I was on the junior college subcommittee of the Board. Part of the duties of that committee was to go to the various communities in the state who thought they wanted to start a junior college. That is not as simple as you might think because there are certain guidelines and criteria to be met.

The job of our committee was to go to places like Orange, Snyder, Vernon, Denver City, Seguin and San Marcos, etc., to meet with the local people. We asked these people why they wanted a junior college, and invariably the first thing they said they wanted a junior college for was to teach their young high school graduates skills --- occupational skills.

Some of these communities met the guidelines and criteria, and some of them didn't. The ones that did are benefitting greatly. However, I will point out to you that there are places in Texas today that cannot support a full blown junior college and they are just as hungry for this career education.

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\*Harry Provence is chairman of the Coordinating Board, Texas College and University System.

The State has to find an answer to this problem. I hope that in the combined wisdom of the State Board of Education, the Texas Education Agency, the Legislature, the Governor, and everybody else from the Coordinating Board, that we can take care and help people in out-of-the-way places where their children are just as important and just as desirous of learning how to make a living as those in the urban areas, and the more fortunate places who have these fine junior colleges and technical institutes.

The Coordinating Board of course is primarily concerned with senior colleges and universities, because that is the big end of the program that is under our jurisdiction. We are equally concerned, and the record will show that the Coordinating Board has done all that it is legally entitled to do, and maybe a little bit more, to encourage, foster and stimulate vocational education in the junior colleges.

This, too, is a comparatively new phenomenon. Until the funding began to make itself felt, the junior colleges could not afford vocational training. It is the most expensive kind. It takes many times more dollars to equip a shop or a laboratory than to teach the academic courses.

So the funding has been coming along. In the Coordinating Board's official policy regarding junior colleges, one of the main standards that we require is that technical programs of varying length leading to associate degrees or certificates and occupationally oriented programs designed to train students for skilled employment, give particular emphasis to the economic, occupational needs and opportunities of the geographic area served by the college and to the industrial and technological needs of the state.

So whenever you see a junior college today, with possibly one or two rare or unexplained exceptions, you will find an occupational program, as they are able to put together, that is justified for their area.

Other excerpts from our policy are pertinent to this same subject. We are keenly conscious as board members of the tendency to look on the occupational students as something a little bit less than the academic students. This is something that is a matter of attitude and leadership and so forth.

In our policy directed to the administrators of these junior colleges, we say vocational-technical education is no less important than the other two categories and curricula should be provided for each one of the vocational-technical programs on an equal basis. Admission to the courses should be permitted by all who can profit from it.

Community junior colleges should insure that all educational programs are given equal status. There should be no dichotomy. Now that is easy for us to say. It has been real hard to encourage, but we see progress being made.

Just by way of illustrating how well the junior colleges are playing this role, five years ago two out of every three community college students were enrolled in the academic courses. In 1973-74, the number of students enrolled in general academics and vocational-technical work was almost evenly divided.

The expansion in vocational training is continuing. We see the time coming when

more vocational students will be enrolled in junior colleges than academic.

Another part of the picture, one that may become one of our most challenging problems is the fact that some of the senior colleges are getting into vocational training. They are offering less than four year occupational courses. In fact, the Board encouraged this in the case of Pan American, San Angelo and one other four year school in the area of two year nurse training programs because of the acute need for nurses. Well, these colleges met the challenge.

Now only recently, we finally cleared a two year program at Midwestern University on the request of the chemical industries in Wichita Falls. We put tight guidelines around it so that any four year school that wants to fit into vocational training is going to have to make some real tough, exacting standards. It won't be a hunting license for all of them.

We see the time coming as this hunger for skill training becomes more apparent that the academic snobbery, which has kept four year schools out of vocational training for so long, is going to diminish. We are going to have to make sure that they have the same standards and the same high criteria that the junior colleges and the technical institutes have.

In percentage growth terms, the largest increases in technical-vocational curricula between 1968 and 1973 were registered in the program areas of adult and related. These programs are ideally suited in the community college role because of the emphasis such programs place on responsiveness to community needs.

We have already seen that the college age medium is going up. It used to be around 18 and 21. Now I think it is around 24 years of age and the senior colleges are again asking the Legislature to fund some adult education that they have not had before. These courses sometimes are just for people who want to improve or enrich themselves and a lot of other courses attract people who want to retrain themselves for better earnings or for more interesting work.

Finally, in a most significant development, model programs have been designed and recommended for 10 allied health fields by the Coordinating Board in conjunction with a lot of advisors. We have laid them out. If you want the books, we have got them, 10 or 11 of them and they tell the educators exactly how to improve such specialties as radiologists, or all the lab technicians, and so forth, in addition to the nursing.

Currently, the responsibility and authority of the Coordinating Board in the area of post-secondary and technical-vocational education are limited. But the posture of the Board has always been and still is to encourage and foster occupational and career education in post-secondary institutions in varied and significant ways.

Primarily, through the adoption of policy statements, the Coordinating Board has encouraged programs in the junior colleges, senior colleges, and in the new upper level universities. Our staff has worked most closely with the Texas Education Agency in regard to the technical institute system and other things.

We feel like, while we may have an image of being interested mainly in college and university academic work, that we are, with all four feet, into occupational training. Whatever the employees and employers require between now and 1980, will most likely be found in one, more or all of these institutions.

*MEETING EMPLOYEE NEEDS AS VIEWED...*

by Joe Kelly Butler\*



Joe Kelly Butler

One of the primary concerns of the State Board of Education is that students graduating from vocational programs will have marketable skills. During 1973-74 over 800,000 students were enrolled in vocational education programs in Texas public secondary and post-secondary schools. But their training isn't very valuable if they can't get a job.

The best way to find out if schools are preparing students with the job skills needed in the work force is to ask employers. Texas schools do ask employers for their help through the use of advisory committees. These committees at the state and local levels are made up of persons actively employed in vocational fields. In working with vocational teachers and administrators, these advisory committees can offer advice and counsel on vocational facilities, curricula, equipment and instructional materials, sources of qualified teachers, evaluation and improvement of programs, and more.

Advisory committee members are especially helpful in keeping the schools up-to-date with current techniques. The advisors can ensure that the techniques being taught in the classroom are the most modern being used in business and industry.

Schools are becoming much more sensitive to the transition required from school to work. Most students are 17 or 18 when they graduate from high school, and many of them haven't been emotionally prepared for work.

Today schools put much emphasis on work orientation. Students learn all about applying for jobs, filling out applications, and job interviews. And they also learn such practical information as how much money they can expect to be withheld from their paychecks for Social Security and income taxes.

Schools also are getting more involved in job placement for their students. Today 15 school districts employ 23 full-time placement coordinators, and a request for funding to expand the placement program presently is pending before the Texas Legislature. Such placement services will help employers make contact with graduating seniors who have learned occupational skills.

One way that vocational students train under realistic job conditions is through the cooperative education program. Cooperative education students receive training on the job during part of the school day, and they also study related lessons in the classroom. In the schools students can learn how to repair a tractor, how to sell shoes, or how to take a patient's temperature. But these skills don't mean as much to a student until they use them on a job where there are real problem situations, real customers, or real patients.

In 1973-74 there were over 64,000 Texas students who received vocational cooperative training. Of these, approximately 53,000 were in high school, and nearly 12,000 were in junior and community colleges.

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\*Joe Kelly Butler is Chairman of the State Board of Education.

Cooperative education is not a work program but a training program. Employers actually train students while they are on the job. Many of these cooperative students assume full-time positions with their employers following graduation from high school.

When on-the-job training programs are not practical, then many schools offer pre-employment laboratory training. Simulated work experiences are provided at school in which students use actual equipment and techniques they would use on the job.

In addition to cooperative programs, post-secondary institutions are offering many vocational programs to help youth and adults prepare for vocational careers. Both credit and noncredit vocational courses are offered for adults who are already in the labor force but who need to upgrade their skills or learn new skills.

Enrollments in these adult programs increased by more than 50 percent during the last two years, with an estimated adult enrollment of nearly 90,000. Employers can benefit greatly from adult vocational programs which will help their employees improve job skills.

Educators are preparing now for the 1980's, when a large number of the job openings will require occupational training.

At the state and local levels, educators are analyzing manpower needs for next year and five years from now. They are trying to be sure that jobs will be available for graduating vocational students. Statistics also give school districts an idea of what courses they should be offering. For example, if a district determines through a local survey that there is a need for welders in their community, then the schools could see the advantage of offering a welding course.

It is projected that by 1980 the state's vocational enrollment will be over a million youth and adults. While this is a big step toward meeting employer's needs to 1980, it still is not enough.

Presently, only about 45 percent of the students in Texas high schools are enrolled in vocational courses. In some school districts as many as 80 or 90 percent of the students are involved in the vocational program. But in many urban districts where the costs of facilities construction is high, as few as 6 percent of the students take vocational courses.

The number of vocational students in Texas needs to double over the next 10 years. This will mean that more facilities and equipment will be needed, more trained teachers, and more funds for vocational education at state and local levels.

Texas public schools have a great challenge for the future. There will be thousands of employers searching for prospective employees with specialized skills, and over a million youngsters and adults who want to learn these skills.

The State Board of Education in Texas has set a goal of occupational competency for all students. The goal is for every high school graduate in the state to be started on his or her way toward preparation for a career. Many of these graduates will in fact be able to get a job immediately after high school graduation. If the public schools in Texas can meet this goal of occupational competence for all students, then hopefully we will be meeting the needs of many Texas employers.

*"GETTING THERE"*  
*VOCATIONAL STUDENT EXPERIENCES*  
By Gloria Sanchez\*



Gloria Sanchez

I was asked to be here to speak with you about getting there. Getting there is where I am trying to get.

I am a Health Occupations Cooperative Training (HOCT) student. I was asked to tell you about the experiences I have had in the past two years.

The most important thing to me is my job. I am an EKG technician at Clear Lake Hospital in Webster, Texas. I worked full-time during this past summer and I started working part-time when school started. During the summer, my hours were from 6:00 a.m. until 2:30 p.m. Now that I am in school, my hours are from 6:00 a.m. until 11:00 a.m. I attend school in the afternoon for three classes.

The reason why my EKG's have to be run so early is so that the doctors will have them available when they make their morning rounds. They will have them for observation of their patients.

After getting used to getting up so early in the morning, I found out that my hours worked out quite well for me. I found that I had to open the department by myself in the mornings and if there are any scheduled EKG's or emergencies, I am the one that is there to run them. I feel that this is a very responsible position to be put into.

I can still remember the first time I had to do an EKG. It was on a patient who was having a cardiac arrest. Boy, I was scared!

My first job in the morning is to make sure that my EKG machine is well stocked and is in good working order for the day. I carry a beeper with me at all times to inform me of any emergencies that are in the hospital and to tell me where the patient is so that I can be there.

My responsibility as an EKG technician is to describe to the patients what I am going to do to them. I tell them that an EKG is a test that records their heart beat and it does not carry any electricity into the patient. I tell them this so they won't get scared.

I prepare the patient by rubbing his skin with a conductive jelly. I then hook him up to the patient cable that is connected to the EKG machine and then I run my EKG. When I finish an EKG, I go back to the department and cut and mount the EKG on a card. The doctor then interprets it.

I have found that in my job I must get along with many different kinds of people, not only the patients that I work with, but also the people in my department. I feel that I have learned to work as part of a team and we all work with one goal in

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*\*Gloria Sanchez is a senior at Dickinson High School.*

mind that is to make the patient feel better.

HOCT has given me the opportunity to learn a worthwhile skill and something that I will carry with me for the rest of my life. Whether or not I go on in my education, I know that I can go to any hospital and work as an EKG technician.

My job is rewarding and it has made me feel important as a person. In addition to my skills, I have learned many leadership qualities, leadership qualities that I was not obtaining from any other high school course that I was taking in school.

As a junior, I was elected secretary of our local chapter. Also as a junior I was made secretary of Area II and because of this, I attended a one week leadership conference in Dallas where we had professional people train us to run a club and be able to exhibit better leadership qualities.

As a senior I was elected president of our local chapter and through this I had to get up and watch different people and be able to run a meeting. As an area officer, we also had to run the leadership conference and we also had to help out with the area contests. This turned out quite well for all of us because just a short while ago I don't think I would have been able to get up in front of such a large group like this without actually going into a panic.

The experiences in the club have been a big part of my total HOCT experience. It has helped me to grow as a person, to gain confidence and responsibility.

To conclude, I would like to say that these experiences have given me skills and leadership qualities that I will carry with me for the rest of my life. Thank you.



*"GETTING THERE"*  
*VOCATIONAL STUDENT EXPERIENCES*  
By Debbie Ellis\*



Debbie Ellis

Right now I am Raggedy Ann, and I also do Raggedy Andy. I was asked to speak on vocational education for home economics. I am kind of nervous because the people I am used to speaking to are quite a bit smaller than you.

I have been doing Raggedy Ann for three years now and the reason I wanted to speak on home economics is because this is where I learned really totally child development. Child development I believe is the most needed development of all mankind.

Jesus spoke that when we accept the youngest and the smallest, we accept him and we accept all mankind. I believe when I accept children I accept all personalities.

Child development was a six week course in home and family living that I took last year. I have been working with children for about three and a half years to four years. I started off as a whistling hobo, went to a white faced clown, then to Raggedy Ann, then to Raggedy Andy and now I am back to Raggedy Ann.

The reason I chose Raggedy Ann as my character is because it is a character that not only children but elderly and middle-aged adults can also feel with. So Raggedy Ann has given me opportunities to show my love to children in a way that only Raggedy Ann can show.

Raggedy Ann is in the Family Living Magazine or the Home Life Magazine. They wrote that I said Raggedy Ann was a loving character in a way that Raggedy Ann can express her love to children.

The main reason that I want to be behind clown make-up to show my love to children is because today a lot of times children are really abused and they don't receive the proper education on how to show and receive love.

They won't have any trouble with loving when they receive the proper education in the home and in the schools. A lot of children won't receive your love today, but they will receive Raggedy Ann. They will talk to Raggedy Ann.

I worked this past summer in Matamoros, Mexico, and in San Benito, in the Valley, with Mexican children. It was my first time to work with Mexican children. They loved Raggedy Ann and Raggedy Ann loved them. They saw a real love in me, and through Raggedy Ann I am able to teach children.

My main goal is to someday be a teacher in India or Bangladesh. I truly believe that this is where I am destined to be, and I probably will have Raggedy Ann with me all of my life.

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*\*Debbie Ellis is a student at Howard Payne College in Brownwood studying the Bible. She graduated last year from Spring Woods High School in Houston.*

I am used to entertaining children, and I am used to entertaining special children. In M. D. Anderson Hospital in Houston, I worked on the ward for leukemia. I am used to working at Texas Children's Hospital, mostly on the heart ward there.

Then, of course, I worked down in the Valley this summer. Now I am working at the State School for Delinquents, which is a fabulous, fabulous opportunity.

This is something vocational education is to me. Vocational education is being able to share myself with others in the only talent that I feel that I have and that is love and care.

One thing that has really meant a lot to me is working at the State School. A lot of these juvenile delinquents will be in the State School for a couple of years and they feel like they have nothing to come out to. If I can find this talent in me, as Raggedy Ann, and do this in front of you, they should be able to find their talent and this is where education should be.

Like I said earlier, I wanted to talk about home and family living. Child development has meant very much to me. Home and family living introduced me to child development in a very unique way and this is where I reached my desire for the goal of going to India one day because we were taught about the need of India and Bangladesh children. I have a very deep love for children.

Now I just want to kind of give you a little example of what I do for the kids and don't think that I am degrading you a bit because I am not. I am just trying to do what I think might be interesting for you to see.

I will just pretend like you are a bunch of kids, or like the kids I perform in front of. Are you ready? (Debbie then portrayed the Raggedy Ann character.)

Hi, boys and girls! My name is Raggedy Ann and do I have a message to tell you. You know what I am going to tell you boys and girls? I want to tell you that I love you. I love to tell you that I love you because Jesus has given me a deep love for children. You know what? I am your friend. I am your friend all the time and if you ever have a need, you know who you can see; a big red wig walking down these halls and you can say Raggedy Ann, come in here, I want to tell you something and you just tell me whatever you need to tell me. More than anything boys and girls, you just remember that I love you and so does Jesus.

EFFECTIVE IMPLEMENTATION OF FORUM RECOMMENDATIONS

By Jim C. O'Shea\*



Jim C. O'Shea

I would like to preface all my commentary on one basic thing, that education can no longer be an island unto itself.

Education must link itself with business, industry, labor, and government. It has to be a collaborative effort, a collaborative responsibility and not education for the sake of education.

I would like now to summarize some of the principle concerns and recommendations cited in the forum workshops. I might add I think that what has been said and done at this forum is representative of the concerns of this State for the improvement of education at all levels, whether it be vocational-technical education or academic education.

One of the main recommendations which came out of the workshop on delivery systems for education and manpower programs, is that industry needs to exchange information on training needs with the schools, and also help develop more cooperative training.

I would like to say that education is not for educators. Education is not for business. Education is for our youth and adults who are in need of assistance in becoming useful and productive citizens. If we put this down as the primary objective of our schools and concentrate on that objective, we will be able to bring about what I consider a revolution in education.

Cooperative training programs (students attend school a half day and work a half day) are, I think, extremely important because they provide students with an opportunity to experience what the world of work is all about.

Two other factors brought out in the delivery systems workshop is that we need to optimize the use of all of a school's physical facilities, and our schools need sufficient funds to compete with industry to hire quality vocational-technical instructors.

It was also noted in this workshop that stronger articulation is needed between our secondary schools, community colleges and senior colleges and universities to cut down on a duplication in programming and services and to also smooth out the transition that students make between these various levels. (See page 62 for a comprehensive review of the concerns and recommendations voiced in the workshop on delivery systems.)

In the workshop on the "effective involvement of citizens in the identification of needs and resources in education," it was noted that more business and industry people are needed in school classrooms and laboratories as resource people.

As I mentioned earlier, education can no longer be an island unto itself. The education community needs vital assistance in solving its problems and this assistance

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\*At the time of the State Forum, Jim O'Shea was Executive Director of the Career Education Advisory Board with the Dallas Chamber of Commerce. He has since resigned that position to return to private industry.

must come from the business, industry, labor and government communities.

Communications between our schools and the community can be improved by telling it like it is. The most important facet of the school/community communication link is telling students what it's really like in the work-a-day world.

It was also brought out in the workshop on citizen involvement that a representative cross section of people should serve on advisory committees (including management and labor.) It was also noted that school people should serve as ex officio members of committees.

The importance of our schools utilizing a broad cross section of citizens from the work community in an effort to keep programs relevant to the needs of our economy cannot be over emphasized.

Two thirds of the young people in our elementary grades today will be competing, when they leave high school, for jobs which do not yet exist. This alone tells us of the extreme importance of our schools maintaining a close, on-going relationship with the work community.

Inservice and staff development activities are also needed to orient new committee members to the role and scope of advisory committees, and specifically to what their committee should do.

The orientation of members of the work community as to the role and scope of advisory committees also brings to mind the importance of our teachers going out into the work community during the summer months to upgrade their teaching proficiency.

This is presently being done to some extent with vocational teachers, but I hope that this concept is eventually expanded to include all teachers at all grade levels in all subject areas. A math teacher, for example, might go to work for an insurance company and work as an actuary or work in statistical recording.

People from the education community need periodic industrial exposure, because as I said earlier, industry changes at a very rapid rate.

In getting back to advisory committees, one very important role of a committee, I believe, is to assist the schools in teaching students how they can market their skills when they have completed their training.

Students need to be taught skills in how to look for jobs, fill out job application forms correctly, conduct themselves in a job interview, and the importance of proper grooming, and so forth.

Furthermore, I think it is a fundamental responsibility of our public schools to teach the students as to what the free enterprise system is all about. Kids, particularly at the high school level, think that business is a rip-off. (*See page 65 for a review on the workshop dealing with citizen involvement.*)

In the workshop which focused on "education program effectiveness," it was noted that in order to become effective, education needs to strive for balance. Extremes such as everyone should go to college or everyone needs vocational training, should be avoided.

It was also noted in this workshop that academic subjects need to be taught in order that people can become useful and productive citizens. In other words, let's cut out the "social promotions" and set about finding better ways of helping young people to master the basic reading, writing and arithmetic skills. If they cannot master the three R's, they cannot master anything.

We are now, in the long run, doing students a favor by passing them along from one grade to another if they are not mastering these basic skills. They will become frustrated and probably eventually drop out of school which is what a lot of young people are doing now. *(A comprehensive review of the workshop on program effectiveness begins on page 67.)*

In the workshop on "information and data systems," it was noted that information especially as it relates to labor market supply/demand data, is totally inadequate.

There is an urgent need for the development of regional and statewide data and information systems to provide accurate and reliable information to schools for management and planning, as well as for student counseling and guidance.

Such systems should be compatible from region to region and on a statewide basis, because as students leave school, they often are "quite mobile" in their efforts to attain jobs. The dissemination of information must be timely and current.

Furthermore, it was brought out in this workshop, that there is a lack of information on careers getting into the hands of students which is so vitally needed in the formulation of career and occupational decisions.

Because of the counselor/pupil ratio, it is highly improbable to expect our counseling corps to be able to handle the job of getting career information to all students. Our schools must involve employers, retired persons, civic groups, etc., in the gathering and dissemination of information to students. *(See page 69 for a comprehensive review of the workshop on information and data systems.)*

In the workshop on "serving groups with special needs" it was noted that our local schools should be required to report to state officials exactly what they are doing in the whole area of trying to meet the needs of special groups, and also their recommendations for improving ways to meet those needs.

Furthermore, it was recommended in this workshop that our local schools should have an educational staff that is representative of the racial balance of the community. *(See page 72 for a review of the workshop on groups with special needs.)*

In the workshop on "alternative ways of creating meaningful work opportunities," it was noted that meaningful public service jobs cannot be created in great enough numbers to do lasting good.

The economy must need workers before jobs can be created. We shouldn't create jobs for the sake of creating jobs.

It was also emphasized in this workshop that factors such as child labor laws, tend to hinder the creation of meaningful work opportunities. *(See page 74 for a review of the workshop on creating meaningful work opportunities.)*

In conclusion, I would just like to say that it has been a privilege to be here today. I hope that what was said and done during the two days of this forum will not be left here when you leave, but that it will be taken back to your community and put to good use as we all strive to insure that our youth and adults are better equipped with the skills and attitudes necessary to keep pace with an ever changing society and economy. Thank you.

*EDUCATION, WORK AND ADVISORY COMMITTEES\**

Today we live in an age of the "impossibility becoming a reality." Computers, heart transplants and laser beams reflect the many technological advances sweeping this country.

Our "creative ability" has not only prolonged life. It has made living more comfortable.

But at the same time, our "ingenuity" is making it difficult to live and make a living without careful career planning and preparation.

Jobs and job demands are undergoing change at a pace faster than we have ever experienced before. It has been estimated that 2/3 of our young people presently in kindergarten and first grade will be competing, when they leave high school, for jobs that don't even exist today.

The faster the rate of change, the greater the pressure placed upon our schools to develop new methods and alternatives...for preparing our citizens to become useful and productive.

A closer relationship between our schools and business and industry is important, now more than ever before, if we are to insure the relevancy of our education programs to the needs of our society and economy.

Advisory committees have in the past and must in the future be a major vehicle for bridging the gap between education and work. They are no longer an option, but a necessity!

The people who serve on these committees are the people most knowledgeable about the education, skills and attitudes needed by a person on the job...because they are the ones making a living in that occupation.

Voluntary citizen advisory committees have been involved in vocational education since 1917, and more so in recent years.

The federal Vocational Education Amendments of 1968 made it mandatory for the existence of a National Advisory Council as well as for every state to have a state council.

The National Advisory Council advises the President, Congress and U. S. Commissioner of Education. It also assists State Councils.

The Texas State Advisory Council advises the State Board of Education and reports to the Governor, Legislature, U. S. Office of Education and National Advisory Council.

The State Board of Education in Texas, in meeting federal mandates of the 1968 law, requires every local education agency operating a vocational program to have an advisory committee.

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*\*This is the script of the slide/tape presentation which was a part of the forum program. The presentation was developed by the Advisory Council for Technical-Vocational Education in Texas.*

Presently, approximately 935 school districts have vocational programs and all of these districts have one or more advisory committees. Nationally there are more than 10,000 advisory committees with more than 100,000 members.

Generally there are three types of local vocational advisory committees. A "general committee" oversees all the vocational programs within a specific school, a district, or a post-secondary institution.

A "program committee" oversees all the programs within a specific vocational area such as health or trade and industrial education.

A "craft committee" concerns itself with a specific program such as "auto mechanics."

People accept invitations to serve on advisory committees for many different reasons. They may be concerned about the quality of education and training our schools are providing the young people who come to work in their plants or offices...or they may want to make sure the school system spends its money wisely.

Some advisory committees function effectively in a variety of roles. Others exist only on paper.

A key role of advisory committees is to advise and assist our schools in setting goals and objectives, both long and short range, and to evaluate the progress toward meeting them.

Changes in programs, services or activities as warranted by evaluations also should be recommended by advisory committees. They also can provide and assist in gathering information concerning the desirable education, skills and attitudes needed for entry level jobs.

Jim O'Shea, Executive Director of the Career Education Advisory Board with the Dallas Chamber of Commerce says..."employers are the recipients of the products of vocational programs..." "...and by having a say as to the development of those programs, employers are able to cut down on job turnover and retraining."

Advisory committee members can arrange plant or field trip visits for students and counselors. By becoming aware of the practical aspects of vocational training, young people will find it easier to make the transition from school to work.

An advisory committee can also provide guidance literature to teachers, counselors, and students. Placing students in part-time work during school or the summer, or on a full-time job following graduation is another way advisory committee members can help.

An advisory committee can assist in preparing and reviewing budget requests for laboratory and shop equipment and supplies. It can evaluate the physical conditions, adequacy of equipment, and the layout of a laboratory or shop.

Meetings of teachers can be arranged by committee members to establish cooperative relationships between the schools and industry. An advisory committee can arrange summer employment for teachers as a means of keeping our teachers up-to-date on skills and other work world innovations.



A committee can also help in conducting clinics and inservice training programs for teachers. Advisory committees can also recognize teachers and students by giving awards and scholarships as well as other types of recognition.

Speakers to address trade and civic groups or to appear on radio and television concerning vocational programs in the schools can be provided by advisory committees. Another function could be to provide news stories concerning school programs to newspapers as well as to magazines published for specific business, industry and labor groups.

The formation of an advisory committee can start with a school administrator who has some idea of what assistance is needed to prepare students for employment in the community. One or two people from the work community should then be selected by the administrator to help in the selection of other people to serve on the committee.

There is no set number of people to have on a committee; however, there should be representation from labor, management and education. The school administrator should arrange the time and place of the first meeting, and should act as a temporary chairman until the members select their own chairman from within the group. No prescribed timetable exists for when committees should meet. A committee that outlines its own program can make this decision and work through sub-committees if needed.

To assist committees in insuring that their meetings do not become boring or irrelevant, the Department of Occupational Education and Technology at the Texas Education Agency has published a committee meeting guide. It is entitled "Assignment Committee." It is available for \$1.50.

An advisory committee should be informed of its reasons for being, its responsibilities, its position as an advisory not administrative body.

A former chairman of the National Advisory Council once said an advisory committee should say what it thinks and feels without regard to statute, policy or administrative procedure...and leave the implementation of programs to the people responsible for such action.

Ben Howell, former chairman of the State Board of Education in Texas, says "an advisory committee should have a very large head and very small hands."

Successful advisory committees have a feeling that their advice and expertise is needed--that they were not selected just for window dressing.

They have a sense of teamwork, as a committee, with a willingness to design goals and objectives, and then follow through. They have a feeling of pride in receiving credit for the accomplishments of the committee.

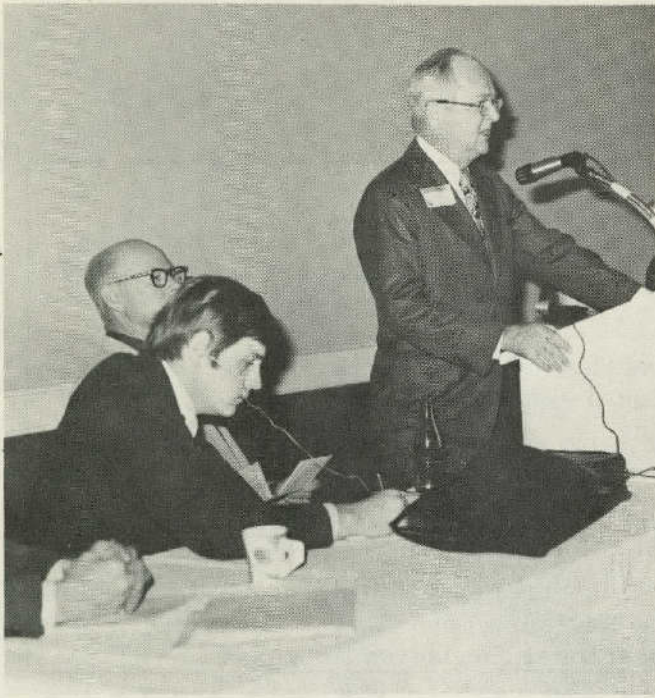
As we move into the final quarter of the 20th Century, vocational educators must often run fast just to stand still in their efforts to keep abreast of the changing needs of our society and economy.

Through the formation of advisory committees, our schools can develop a vital communication link between education and work.

Present laws and policies mandate that vocational advisory committees will exist. However, it is "people" with dedication and concern for the well-being of our

citizens who make advisory committees effective.

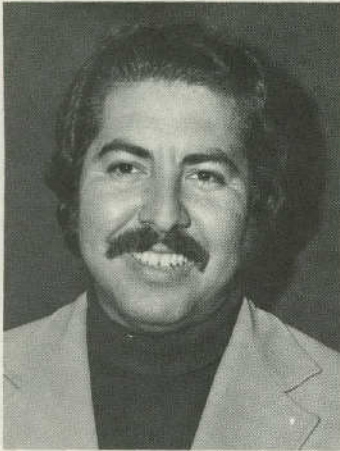
In the preparation of students to live and make a living...an "Effective Advisory Committee is the Cornerstone of An Education System."



PART III  
COMPREHENSIVE REVIEW  
OF FORUM WORKSHOPS



WORKSHOP ONE  
DELIVERY SYSTEMS FOR TECHNICAL, VOCATIONAL, ADULT  
AND MANPOWER EDUCATION



Marcos A. Vann,\*  
Workshop Chairman

Resource Panel

Bob Downey, Administrator,  
Sears Technical Training  
Center at Dallas

Howard Duhon, Assistant Dean,  
Occup. Education & Technology  
Lee College at Baytown

Ben Dowd, Planning Director,  
Governor's Office of Educa-  
tion Research & Planning

Gerald Smith, Director of Voca-  
tional Education, Weatherford  
Public Schools

Al Edwards, Vocational Student  
Round Rock High School

Workshop Recorder: Nell Littrell, Administrative Technician,  
The Advisory Council for Technical-  
Vocational Education in Texas

The call for a closer relationship between our schools and industry in the development of programs and services to meet the needs of our society and economy was the major concern or recommendation which surfaced out of this workshop.

It was noted that many companies have their own little "red school house" or training programs to develop the types of skilled labor needed to fit their company's own particular operation.

Emphasis was placed on the need to get industry and school people together to discuss the types of training which transpire in school and industrial settings.

It was suggested that public schools, community colleges and industry form a triad or coalition in order to optimize the use of resources like facilities, instructors and money, and to also cut down on a duplication of effort in programming and facilities which exists when there is no coordination.

A flexible scheduling of "prime" and "slack" time should be worked out by this coalition to insure that the best use is being made of existing resources. For example, fewer classes are offered at some junior colleges in the afternoon than in the morning; therefore, these facilities could be used in serving the needs of students from a nearby high school or they could be used in meeting the needs of an industry.

Trade schools should also be included in any overall delivery system or communication link which exists between the education and work communities.

A representative of industry noted that many graduates of high school and trade school vocational-technical programs are not trained enough to go directly to work in industry. For this reason, many companies, out of necessity, have to operate their own training programs.

*\*In addition to serving on the Advisory Council for Technical-Vocational Education in Texas, Marcos Vann is Regional Director, Office of Civil Rights, General Services Administration.*

However, many companies, large and small, do not have the facilities or the means of training workers; therefore, industry in general, is concerned that our schools deliver a product that is equipped and ready to go to work in industry. This comment was made by a representative of industry.

An educator cautioned that tailoring programs too closely to the needs of specific industries does not always work out for the better. It was noted that a company told a junior college "tailor an electronics program to our company's specific type of operation and we'll hire everyone you can turn out of your program." The junior college did this and when the first group of program completers were ready to go to work, that company said we cannot hire anyone because we have been laying people off and we won't be hiring people for quite some time.

This same educator went on to say that industry is going to have to realize that our schools cannot tailor make people for specific jobs for industry and educators are going to have to realize that they have to be flexible, more so than now, in responding to the changing needs of industry.

A representative of industry noted that many companies play favorites with certain high schools and trade schools because they get better products from these schools--- graduates which require less orientation to a company's particular type of operation.

The reason some companies play "favorites" with one high school or trade school over another in the recruitment of employees is attributed directly to a school's effective use of vocational advisory committees in keeping programs up-to-date with the demands of business and industry. These schools are constantly in contact with the work world.

Industry feels that it very definitely can lend to the quality of instruction, the quality of the product coming out of vocational-technical programs. When the schools and industry are not in contact with each other, it could be due to a lack of public awareness as to the importance of the schools and industry working together in coming up with programs and services to better serve the needs of our society and economy.

A lack of facilities has always been a problem in the delivery of educational programs. One suggestion for dealing with this problem is the formation of "occupational training jurisdictions." Local communities do not have the taxing structure or resources to provide the capital outlay to meet each individual's needs; therefore, through jurisdictions, the resources of secondary schools, post-secondary institutions, senior colleges and public community facilities and other community resources can be maximumly utilized.

There was one suggestion for dealing with the cost of financing school buildings and school construction. It was suggested that a private contractor build the buildings and lease them to the schools. In this manner builders could benefit from tax breaks and the schools benefit because they would not have to obligate themselves for the capital outlay involved in constructing buildings.

A student noted that more money is needed not for facilities, but for the schools to compete with industry to get good teachers. Students want good teachers, and unless the schools have the funds to pay teachers salaries comparable to what industry pays, students are not going to have the quality teachers they need and want.

Another concern voiced was that if we are to serve all the youth of Texas, then career

education must be fused into the curriculum of the public school system so that we can deliver a system that will assist each individual in the selection of an occupation based on information and experiences that are compatible with a student's aptitudes, interests and abilities.

Teacher training institutions must integrate into their curriculum career education information to support subject matter skills. As people are being trained to be teachers, they must be taught how to gather career information and use it in teaching their subject matter.

A method must be developed to provide all high school students with an opportunity to explore through simulated or hands-on experiences a variety of careers related to their interests and abilities in order that they will have a more solid foundation on which to base career decisions.

Exploratory experiences can be done by using the community resources. Allow the student to leave campus for "hands-on" experiences. If this is not possible, then bring people from the work community into the classroom to explain their careers and to answer questions related to their careers and industries.

Community education programs need to be developed whereas school facilities are used after regular school hours to meet the needs of youth and adults who desire programs for avocational as well as vocational reasons.

It was suggested that if the public schools are not utilizing their buildings a minimum of 12 hours per day, they don't need to ask for more buildings.

There must be a marriage of career education, academic education, vocational training and community education in the public schools if we are to develop an excellent delivery system for all individuals and to prepare students for living and making a living.

Emphasis was also placed on the need for the development of a follow-up system in order to find out how the graduates of vocational-technical programs are fairing in the work world, and what changes, if any, are needed to keep programs current with the changing needs of "individuals" as well as the work world.

More emphasis needs to be placed upon the merits of apprenticeship training. It was noted that an individual who goes to college for four years may spend \$10,000 to \$20,000 and when he gets out of college, he's looking for a job. The individual who enters an apprenticeship program makes \$8,000 to \$12,000 a year for 3 to 5 years while he is learning and when he finishes training, he already has a job.

One concern voiced was that a study needs to be undertaken to take a closer look at problems which prohibit or hinder secondary and post-secondary schools from contracting with each other. It was noted that many post-secondary schools have facilities that are not being fully utilized and at the same time there are students in our high schools who want and need occupational training but the high schools do not have the facilities.

WORKSHOP TWO  
EFFECTIVE INVOLVEMENT OF CITIZENS IN IDENTIFICATION  
OF NEEDS AND RESOURCES IN EDUCATION



S. P. Cowan,\*  
Workshop Chairman

<u>Resource Panel</u>	
Parker Ledbetter, Manager Education Department Houston Chamber of Commerce	Bill Pounds, Consultant Div. Adult & Continuing Ed. Texas Ed. Agency, Austin
William Speary, Professor Business Technology University of Houston	Mary Lou Petry, Recording Sec. State FHA Asso. (Homemakers) San Antonio
Bill Passmore Technical-Vocational Ed. Richland College, Dallas	Robert Schoenberg, Consultant to National Adv. Council on Voc. Ed., Washington, D.C.
<u>Workshop Recorder:</u>	Will Reece, Program Officer, The Advisory Council for Technical-Vocational Education in Texas

The role and scope of local vocational advisory committees was by far the focal point of this workshop.

It was suggested that "we in education" have underevaluated the factor of "advice" between the school and work community. A new look should be given this element and it should be translated to the future development of our educational system.

In the business community, there is considerable concern as to the relevance of education to the job market, the relevance of education to the preparation of young people and adults to make a living in a work world where about 95 percent of us do work for someone else. The local advisory committee, through its expertise, can offer much to insuring that education programs are relevant to the needs of the work world and to the needs of the individual.

A representative cross section of people should serve on advisory committees, including management and labor. It was also noted that school people should serve as ex-officio members of committees.

Inservice and staff development activities are needed to orient new committee members to the role and scope of advisory committees, and specifically to what their committee should do.

Advisory committees should assist the schools in teaching students how they can market their skills when they have completed their training. Skills in how to look for jobs, fill out job application forms correctly, conduct oneself in a job interview, and the importance of proper grooming, were mentioned.

*\*A member of the Advisory Council for Technical-Vocational Education in Texas, S. P. Cowan retired in 1974 after 41 years in the public schools which included tenures as superintendent of five different school systems.*

WORKSHOP THREE  
EDUCATION PROGRAM EFFECTIVENESS  
AS VIEWED BY FORUM PARTICIPANTS



James L. Boone,\*  
Workshop Chairman

Resource Panel

Ruth Ellinger, Director  
Education & Research  
Texas AFL-CIO, Austin

R. H. Huggins, Chief of  
Education Services  
General Dynamics, Fort Worth

Webb Jones, Professor  
Secondary & Higher Ed.  
East Texas State University

Don Buford, Chief Clerk  
House Committee on Public Ed.  
(Representing Rep. Tom Massey)

Randy Cain, National President  
Distributive Ed. Clubs of America  
Austin

Workshop Recorder: Valeria Blaschke, Secretary, The Advisory  
Council for Technical-Vocational Ed. in  
Texas

Program effectiveness is paramount because if you don't have effectiveness, you cannot adequately serve the needs of our society and economy.

In order to become effective, education needs to strive for balance. Extremes, such as everyone should go to college or everyone needs vocational training, should be avoided.

If we are to improve our education system, we have to show that we have the ability to do something about the attitudes of those we are trying to train and the attitudes of those doing the training and those supporting the training. People with negative attitudes have to be shown the benefits that they will reap if they are to change their attitudes about learning or teaching.

Education is so big, the ratio of administrators to people who teach is so wide, you cannot bring about change or relevancy in education through mandates or authoritative approaches. Things don't necessarily happen because of mandates. It is necessary to change people before we can change practices in education.

Program effectiveness should be measured in terms of how well people are being prepared to live and make a living.

To bring about program effectiveness, you have to devise and continuously update ways of going about achieving goals. To set goals is not enough to bring about effectiveness in programming, you have to have action.

We have seen a great approval, officially, of the idea of career education in Texas, but if we are not careful, that approval will wain before we ever get anything done about career education.

*\*In addition to serving as a member of the Advisory Council for Technical-Vocational Education in Texas, James L. Boone is Head of the Department of Industrial Education at Texas A & M University.*



Advisory committees are one of the best ways to spread the word about these vocational programs. However, they should not be like the band boosters or a quarterback club.

Meetings of advisory committees that are called when there is nothing to discuss tears down the effectiveness of the committees.

When an advisory committee makes a recommendation to the schools, it should assist in following through or implementing it, whenever feasible.

It was suggested that counselors serve on advisory committees. This would aid counselors in becoming familiar with and keeping abreast of needs and programs.

Another suggestion made by participants was that advisory committees, comprised of both secondary and post-secondary people, need to be formed to direct the activities at both levels and to eliminate duplication in programming and facilities between these two levels of education.

Actually going to the people in a community and surveying their needs was noted as an effective technique for bringing about a relevancy in educational programs. Developing a representative sample and then promoting the survey in advance enhance its success.

Once the needs of the community are determined, however, the schools had better be sincere in doing something about what the community would like to see accomplished or the schools will most definitely lose their lines of communication with the community.

A question was asked as to whether there is any provision through state funding to increase the size of a vocational training school. There are some state funds for equipment but not for matching local funds for construction. However, there are some limited federal funds which are supposed to give preference to area school construction.

It was suggested that a recommendation be directed to the federal government that the provision in the federal vocational education bill for construction either be funded adequately to serve local school district construction needs, or that it be taken off the books.

More business and industry people are needed in school classrooms and laboratories as resource people.

It is very important in vocational education and the career education movement that we give some real leadership to the classroom teacher now, and then follow-up on this very difficult task of getting program effectiveness all over the state. This will not be accomplished by general policies, speeches and things of that sort.

One of the most effective aspects of vocational education is vocational student organizations. Participation in these organizations enable students to develop a positive attitude, leadership qualities, enthusiasm and determination which will help them throughout their lifetimes. Participation in competitive events and social activities through these organizations creates a sense of excitement about education.

The schools need more money so that they can compete with industry for top-notch people to teach vocational programs. Presently, a person coming from industry to teach with 10 years experience, for example, starts at the minimum teaching salary instead of at a level comparable to his years of work experience in industry.

Young people who take vocational education in high school are about a year ahead of those who didn't in terms of being adequately prepared for entry level employment.

We need to maintain compulsory school attendance. Why should we half educate students, then let them drop out into society and then spend millions of dollars on manpower programs helping them get a high school equivalency in order that they are able to work.

A better job needs to be done in teaching students basic academic skills such as reading, writing and arithmetic so that they can become productive and useful citizens. Students also need to be taught proper attitudes about work and life, patriotism, and the importance of productivity.

The first three years of school, grades one through three, are the most formative years in terms of teaching students how to read, write and compute arithmetic correctly. If a better job is to be done, then lower the teacher/pupil ratio for the first grade to 1:15 and no more than 1:20 for the second and third grades. A teacher cannot teach 35 or even 25 students to read correctly. You are going to miss a minimum of five percent of the students.

The "time concept" in education is something that we should take a close look at. If a student can learn something in two months, why should we require him to stay in a class for a full semester? The student will no doubt become bored, lose interest in school, and possibly, by being turned-off, develop a negative attitude about school in general.

Fewer students would drop out of school if they were properly counseled based on their interests, aptitudes and abilities. However, we cannot totally blame our counselors because they have little time to pursue their profession due to clerical and other non-counseling duties assigned to them.

Move vocational education downward in the schools and you'll cut down on the dropout rate and you'll also have more young people who are employable when they leave or graduate from high school.

WORKSHOP FOUR  
*INFORMATION AND DATA SYSTEMS AND THEIR RELATIONSHIPS TO  
GUIDANCE SERVICES AND OTHER PLANNING AND MANAGEMENT NEEDS*



W. H. Townsend,\*  
Workshop Chairman

Resource Panel

John Chumbley, Project Dir. Reg. Planning for Occup. Ed. Arlington	Eric Moody, Project Coordinator Governor's Office/Health & Human Resources Div., Austin
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Verne Laws, Voc. Counselor Dallas Ind. School District Dallas	Yolanda Sitters, Coordinator Voc. Office Ed., Irving H.S. El Paso
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Jim Summersett, III, President  
Texas Asso. of Health Occup. Students  
San Antonio

Workshop Recorder: Pat Liddy, Audiovisual Technician,  
Texas Education Agency

Participants were briefed on the "Regional Planning for Occupational Education" pilot project which is a cooperative effort between secondary and post-secondary schools in Dallas and Tarrant counties. One of the project goals is to design and test an information system in order to provide basic manpower and other planning information to education and manpower planners.

In the development of a statewide supply/demand data gathering and dissemination system, components of the system are going to have to be regionalized if such a system is to be effective.

There are three components to an information system as far as giving youngsters proper supply/demand information. You need the national outlook, state outlook and definitely the regionalized and local outlook. Such a system does not now exist in Texas.

A supply/demand information system should contain data for meeting student needs as well as for the planners and managers of education and manpower programs. The system should contain long range projections as well as short term data.

In order to get supply/demand information to the student, you have to reach the counselors. Unfortunately, counselors are tied up with so much clerical work and other non-counseling duties, they have little time to pursue their profession.

Information on the supply/demand situation for Texas, as a whole, is fine for obtaining a statewide perspective; however such data does not really meet local level needs because the supply/demand situation varies from one city to another.

*\*In addition to serving as a member of the Advisory Council for Technical-Vocational Education in Texas, W. H. Townsend is Chief of Special Programs with the Texas Employment Agency.*

The State should develop a supply/demand information research technique project package which tells people how to gather such information. These packages should then be disseminated to the local schools where local people can put these techniques to work gathering data related to the supply/demand situation in their community.

Local advisory committees, students or parents in the community, or a coordinator hired by a school district, etc. could gather supply/demand data using the techniques developed in a research project package by the State level. Strong leadership would be needed at both the local and state levels.

Participants were also briefed as to the efforts of a tri-agency task force in the development of a statewide supply/demand system for vocational education. It has been in the development stages since 1972 through a cooperative effort of the Governor's Office, the Texas Employment Commission and the Texas Education Agency. When completed, the system will provide the necessary information needed to properly allocate millions of dollars for programs that would be required to serve the changing needs of students and industry.

There is a lack of information about vocational education programs getting into the hands of students. Students do not pay that much attention to career days or similar activities. To get into vocational education, students for the most part have to take the first step as they are not being guided or provided information.

Furthermore, there are too few programs or openings for the students who do want to get into vocational education. Every student should be given the opportunity to get into vocational education. This can only be done by encouraging employers to open up more work stations so that more students can participate in cooperative education programs (work a half day/go to school a half day).

To measure program effectiveness, reliable data is needed. This requires a workable and comprehensive follow-up system that will provide information on how ex-students are fairing in the work world. Our present system of follow-up utilizing teacher coordinators or shop teachers is not effective because these people are just too busy to keep track of ex-students for five years which is what is needed to measure a program's effectiveness.

Texas should develop an automated follow-up guidance system similar to the one in Tennessee. It is a computerized statewide system whereas follow-up data is assembled locally, regionally and for the state as a whole. Its mechanization cuts down on the number of people needed to run a follow-up system and the time element is greatly reduced.

One school district, in an effort to insure that all students are fully aware of the full spectrum of programs offered at the high school level, holds two days of orientation at the ninth grade level. This is done through every English class and the orientation is conducted by the counselors and the placement coordinator.

A problem confronted by many counselors in counseling students about careers is that they (counselors) know very little about some careers or how and where to obtain sufficient data and information about these careers. Counselors need to be trained in gathering career information, utilizing business and industry people as resource persons, and techniques in disseminating career information to students and how to relate this information to a student's interests, abilities and aptitudes.

Counselors should be freed from their many non-counseling duties in order that they can go out and visit business and industry people to acquaint themselves with the myriad of occupations, employer requirements, etc. Employers want to be consulted and their expertise utilized to the counselor's benefit in working with students.

Every counselor should be provided sufficient funds to obtain current career information materials. A sum of \$200 per counselor per year was mentioned.

Another concern mentioned is that when a superintendent or administrator has a choice of hiring a supervisor or counselor, he is going to hire the supervisor because the counselor has, for the most part, never developed the techniques to deliver services to students while the supervisor has.

All too many academic counselors steer the B average students toward college and the C average or below students toward vocational education. If these counselors could be made to see the complexity, sophistication and benefits of vocational education, they would no doubt change their attitudes.

It was mentioned that Texas State Technical Institute has a pilot program in progress aimed at acquainting post-secondary academic counselors with vocational-technical education. At TSTI's expense, they are bringing these counselors onto any of their four campuses around the state for a full week to acquaint them with the many facets of their programs.

Two or three years ago, a project was funded by the U. S. Department of Labor, whereas school counselors were put in Texas Employment Commission offices during the summer to work as interviewers on a day-to-day basis. They talked to employers every day and gained a tremendous insight into what employers want in the way of employees and what should be offered by the schools. We need a program like this on a continuous basis.

A vocational administrator noted that administrators should have a greater opportunity to provide input into research pilot projects so that the end results will be of greater benefit to them. He noted that he has found of little use to himself, as an administrator, the results of projects pilot tested in Texas.

A school district should have the discretion of deciding where vocational funds earmarked for its district should be spent in order to keep vocational programs relevant to student and community needs.

Vocational-technical educators should be employed on a 12-month basis because a student/teacher relationship is needed the year around.

General assemblies once or twice a month at school would be an ideal way of creating an awareness of and orienting students to careers. Guest speakers from the business community could be brought in, audio visual materials could be used, etc.

It is up to each individual school to determine how it communicates to the students the information they need in career planning.

We are beginning to see a continuity of the student from junior to senior high school into the educational part of health occupations; therefore, we need learning laboratories in each high school or at least each school district whereas students would have access to the laboratories.

WORKSHOP FIVE  
SERVING GROUPS WITH SPECIAL NEEDS



Dorothy R. Robinson  
Workshop Chairman

Resource Panel

Terry Thompson, Manager Personnel Training & Dev. Brown & Root, Inc.; Houston	Dr. Henry Williams, Professor Department of Education Texas Southern Univ., Houston
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Tom Deliganis, Dean Occup. & Continuing Ed. Laredo Junior College	Johnny Lane, Vice-President State FFA Asso. (Farmers) Leander
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John Peyton, Clerk  
Senate Com. on Human Resources  
(Represented Senator Chet Brooks)

Workshop Recorder: Jim Keeton, Intern, Department of Occup.  
Ed. & Tech., Texas Education Agency

Identifying people who have "special needs" is often a difficult and elusive task. Broadly speaking, groups with special needs are identified as the handicapped, the disadvantaged, veterans, bilingual and cultural individuals, ethnic minorities, and women. These classifications should be viewed as superficial, however, and the determination of people with special needs should be on an "individual" basis.

One of the main recommendations which came out of this workshop was that local school districts should be required to report to state officials exactly what they are doing in the whole area of trying to meet the needs of special groups, and also their recommendations for improving ways to meet those needs.

Another recommendation made was that educational personnel of a school district, especially the classroom teachers and guidance personnel, should be representative of the ethnic composition of the community. Students, whether they be black, white, brown, etc., need someone of their own ethnic background with which to identify.

The frustrations of the classroom teacher who is unprepared to understand and work with students of different ethnic backgrounds were voiced loud and clear. It was recommended that teacher training institutions who train people for certification require that practice teaching include visits into the homes of different groups in an effort to obtain a greater understanding and sensitivity of people's different cultural backgrounds.

One concern voiced was that we have in Texas people who are "bilingual illiterates." They have difficulty learning English because Spanish is the primary language spoken in the home. Furthermore, the kind of Spanish they learn in the home is not proper and because they are not given an opportunity to learn proper Spanish in the public schools, they have problems reading, writing and speaking in both languages.

*\*Dorothy Robinson is Vice-Chairman of the Advisory Council for Technical-Vocational Education in Texas. She retired in 1974 after 43 years in the public schools.*

It was suggested that all youngsters in Texas from the first to the third grades be required to take Spanish just as they take English. Being bilingual in this State is an asset if an individual is functional in both languages.

Participants in this workshop possessed a sense of frustration over the seemingly negative image that vocational education has. It was suggested that the many tools of the "public relations" industry should be utilized in selling the people of this state that vocational-technical education is a viable approach to the education of young people.

Vocational-technical education should be available to all young people in order that they can achieve a kind of independence and can support themselves and their families in meaningful and dignified work.

Texas is able and has the resources to provide greater per pupil expenditures; however, Texas continues to rank in the bottom third among states in per pupil expenditures.

A concern was voiced regarding student selection for vocational programs. Many programs are overcrowded and with the emphasis on opening up traditionally "male" dominated vocational programs to girls, how do you determine if these girls really want to be in vocational education or if it is just a novelty item with them? One participant felt that standardized aptitude and interest tests are a waste of money.

(Note: Unfortunately, the tape containing what was said during the first portion of this workshop was misplaced and exhaustive efforts to turn it up have proven fruitless. Some of what was said, however, was summarized during the final general session of the forum, and that input has been preserved in this section.)

WORKSHOP SIX  
ALTERNATIVE WAYS  
OF CREATING MEANINGFUL WORK OPPORTUNITIES



H. E. McCallick,\*  
Workshop Chairman

Resource Panel

Ken Cross, Director of  
Vocational Education  
Corpus Christi Independent  
School District

Herbert Grubb, Manager  
Management Science Division  
Office of the Governor  
Austin

Kimberly White, National President  
Office Occupations Association  
Austin

Workshop Recorder: Richard Pulaski, Vocational-Technical  
Director, Angelina College, Lufkin

There were mixed emotions in this workshop as to whether public service jobs should be provided for all who want to work in the face of substantial unemployment.

An educator said that everybody that wants to work should be given an opportunity to work. In the face of substantial unemployment, our education system could gear up and offer specialized training to people to where they would be able to perform a job that would be needed in the public service area.

A student, along with several employers, noted that meaningful public service jobs cannot be created in great enough numbers to do lasting good. The economy must need workers before jobs can be created. Jobs shouldn't be created for the sake of creating jobs.

If we have too many people trained in one field, we can't and should not create jobs for them. It would be just an endless cycle.

Public service jobs should not be created in the face of substantial unemployment because that would make competition in the labor market too keen. There are jobs in every town, begging for workers, that no one will take because people looking for jobs were told that these jobs are not good enough for them.

We cannot be against creating a job opportunity for someone but a job opportunity should only be created if it is a stepping stone to something else.

It is important for educators and employers to work together. Employers need to tell the educators what's going on out in the work world, where the jobs are now, where the jobs are anticipated to be five years from now, and what skills are needed to fill those jobs now and five years hence.

*\*Aside from being a member of the Advisory Council for Technical-Vocational Education in Texas, H. E. McCallick is Dean of the College of Technology at the University of Houston.*



Taking a futuristic look is very difficult. Keeping vocational equipment and programs in step with the changing needs of our society and economy is a never ending task. A close relationship between our schools and members of the work community is imperative if educators are to identify work world changes early enough to maintain relevancy in programs.

Educators need to discuss to a greater extent with employers how employers can share their up-to-date equipment in providing meaningful training and work experiences for students. Outdated equipment used by the schools in training students was a concern voiced by many employers.

The gap between "job preparation" in the schools and the "actual needs of employers" can be closed considerably through the use of advisory committees. These committees can keep the schools abreast of job openings, short and long range, and of the requirements for these jobs. These committees need to be used and not just exist on paper only. Alumni associations can also be used in obtaining labor market information.

Several employers noted that the schools should instill in students good work attitudes, the idea of good attendance whether in school or on the job, regularity, a profit motive, etc. Industry can then take such young people and teach them specific job skills.

Another employer noted that industry likes getting young people with entry level skills; however, the schools should first teach them to read, write, and how to adapt to change. This employer said that the young people he was employing couldn't read and write sufficiently well, although they were high school graduates.

Several employers in this workshop agreed that they could not perceive change well enough in advance to do the schools much good in their efforts to keep programs current; therefore, the schools must instill in students this idea of "change" along with good work attitudes.

Loyalty to company and employer was also stressed by employers. It was noted that instilling loyalty in students is something overlooked by our public schools. An improvement in a pride of craftsmanship and quality of work was also cited.

Participation in vocational youth organizations, junior achievement and volunteer programs like Candy Strippers, etc., develops many of the traits that employers are wanting in job applicants.

A student noted that, through her experiences in a vocational program and vocational youth organization, she learned there is more to a job or career than just having a job skill. If you cannot communicate or get along with people and if you don't have leadership, organizational and proper work attitude traits, it doesn't matter how skilled you are because you are not going to get along in the world.

This same student noted that her experiences in a vocational program, even though she learned a lot, would not have been too meaningful had she not participated in a vocational youth organization at the same time. Although a very small part of the overall vocational education picture, these groups are an important part and they need to be understood and utilized as a part of a student's overall vocational education experiences.

Among other concerns voiced by participants, was a problem in education related to the fact that too many educators, academic and vocational, have never functioned out of education in any realm other than going to college, getting a degree, coming out of college and going straight into teaching. They have never put their knowledge to test in the work world so they don't know whether it will work or not.

Educators with work world experience should strive to help educate these who have not had work world experience or who need to update their skills. Advisory committees need to sit down and give educators some extra help. The school boards across the state need to give these teachers an opportunity to get out and get real live work experience so they can take this knowledge, weave it into their courses and make career education something a little bit more meaningful.

The gap which exists between the quality of product our schools are turning out and the type of employee employers want is partially due to teachers not having work world experience or the opportunity to update their skills.

Another concern voiced is that in many vocational programs, particularly pre-employment laboratory programs operated on campus, students are allowed to take as much time as they need to complete assigned tasks or projects. The biggest complaint received from employers is that the students need to be able to produce in a "time limit" under pressure.

Industry must provide enough jobs that will allow young people to work under time limitations and pressure. The schools cannot afford to develop pre-employment lab settings to the extent to which students can get this work world pressure.

One of the problems faced in the smaller communities is finding ample work stations for students who want to participate in vocational cooperative programs (attend school a half day and work a half day).

One educator noted that his school district has come up with an idea to help solve the lack of training stations in the community which will be put into effect next fall. One job in the community will be available to two students. One student will hold the job in the morning and another will take over in the afternoon. Employers like and want this situation.

Participants were briefed on the state of the economy and the fact that Texas fairs, on the average, a bit better than the nation because we have a big energy industry. We are producing energy and food for not only Texans but the rest of the world.

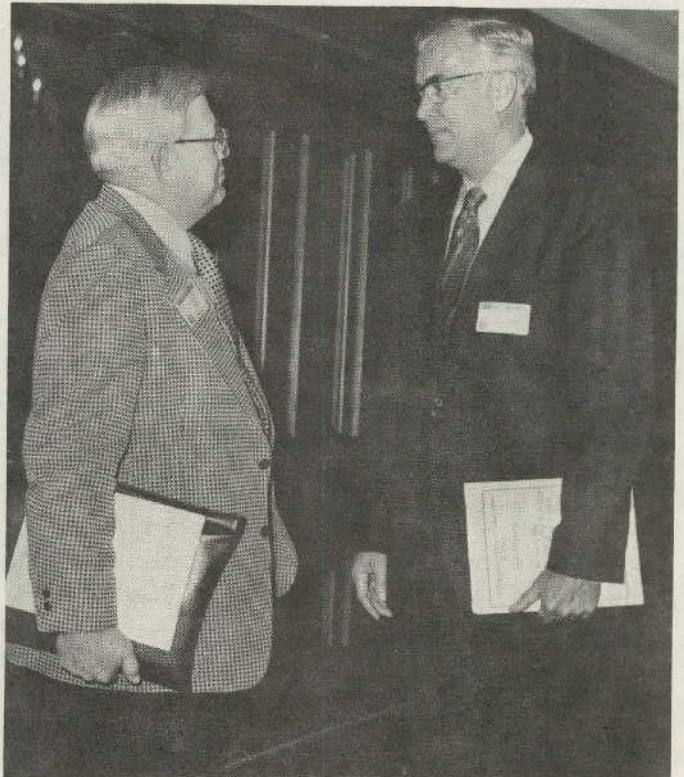
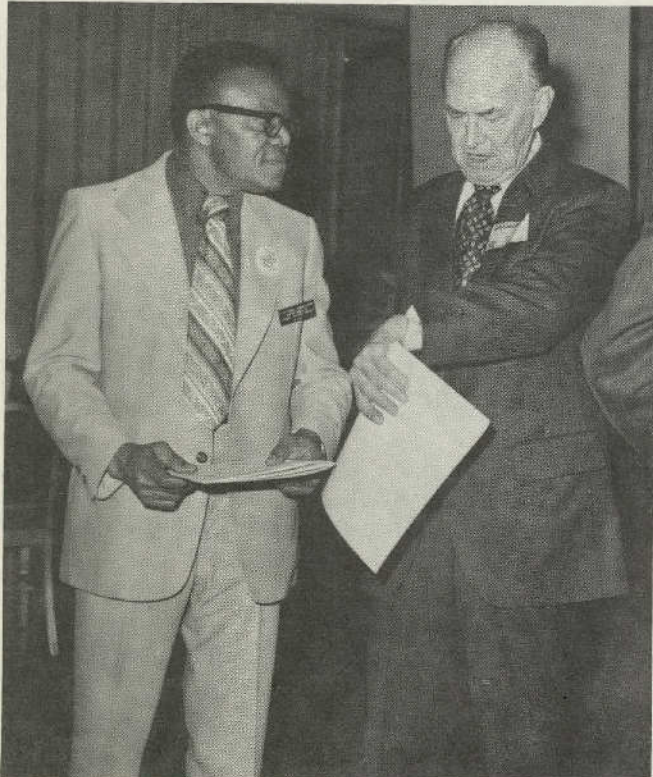
It was noted that a highly service oriented economy is a non-stable economy. Since 1960, the number of service oriented to goods producing jobs has increased from 187 to 212 service jobs for every 100 goods producing jobs.

As we move into the 1980's there will be a greater demand for people trained to drill for oil. Also a great number of technicians will be needed to operate the atomic power plants projected to be in operation in the late 1980's and beyond.

Another concern voiced by participants is that employers need to be educated that their employees are human beings and should be treated like real people, not robots or something less than management. Management and workers must work together.



APPENDIX  
A SUMMARY REPORT OF STATE COUNCIL ACTIVITIES  
MEMBERS SERVING ON STATE ADVISORY COUNCIL



*A SUMMARY REPORT OF ADVISORY COUNCIL ACTIVITIES*

The Advisory Council continuously tries to fulfill its responsibilities as mandated under federal and state laws.

The 21 Council members give over 200 man days annually to formal Council and Committee meetings and hearings. This does not include work done as individual members on Council responsibilities, and work with groups and organizations in their areas of the State.

MAJOR REPORTS PUBLISHED BY THE COUNCIL

	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
Reports to Governor	Mar.	Apr.	Apr.	Apr.	Apr.	Apr.
Reports to State Bd. of Education	Sept.	Sept.	Oct.	Nov.	Nov.	
Reports to Legislature	Dec.		Dec.		Dec.	
Council Brochures	May	Oct.		Nov.		Apr.
Summaries of Annual Reports for Use in Public Forum Mtgs.	Sept.	Sept.		Jan.	Jan.	
Proceedings/Reports on Public Forums (1) Gov.'s Conf. (2) Reg. Hearings (3) Com. Conf. (4) State Forum	July (1)	Mar. (2)	July (3)	June (1)	June (3)	June (4)
Legislative Directed Studies		Mar. SR 865	Dec. SCR 89	Mar. SCR 11		
Proceedings, Teacher Education Hearing		Mar.				
Career Development Handbook				Oct.		
Special Report to St. Bd. for Vocational Education					June	
Proceedings, State Plan Hearing						Jan.

A monthly newsletter is mailed to over 2,900 persons across Texas. Numerous staff analyses, working papers, background information data, surveys and other activities are done by the Council.

It has produced a film entitled "The Future...My Destination." Twenty copies are being used. Fifty sets of a slide/tape presentation entitled "A Redirected Education System" are widely used. Distribution began April 1 on a s/t presentation entitled "Education, Work and Advisory Committees," of which 15 copies were reproduced.

The Council has provided a public forum for over 13,000 citizens through numerous hearings and conferences.

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 overlapping 6-year terms.

The Council members are appointed to satisfy membership categories of Chapter 31, Section 31.12, Texas Education Code, and Public Law 90-576.

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

*"Representing State Industrial and Economic Development Agencies."*

Council Chairman  
Vernon A. McGee  
President  
Program Research & Evaluation Services, Inc.  
P. O. Box 4025  
Austin, Texas 78765

Mr. McGee's varied experiences in budgeting at state and federal government levels, in program development for regions and communities, and in research, editorial and administrative services, continue to assist the citizens of Texas through his consulting firm.

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

Council Vice-Chairman  
Dorothy R. Robinson  
P. O. Box 1212  
Palestine, Texas 75801

Retired after teaching school for 41 years, Mrs. Robinson still rises early to work with and support programs directed at the needs of physically and mentally handicapped children.

*"Person familiar with the programs of teachers training for technical-vocational teachers in the post-secondary institutions."*

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

Dr. Boone has been involved in vocational-technical programs at the secondary, post-secondary and university levels throughout his professional career.

*"Person representative of the general public."*

Ellwood E. Collins  
Executive Director  
Bowie County Economic Advancement Corporation  
1510 Plum Street  
Texarkana, Texas 75501

Mr. Collins has worked as a special service worker with the Bowie County Public School System at New Boston and was Director of the Bishop College Trade Schools at Texarkana, Kilgore and Gladewater.

*"Person representing technical-vocational education at the secondary level."*

S. P. Cowan  
909 East Anderson  
Beeville, Texas 78102

In 1974, Mr. Cowan retired to take up ranching after 41 years in the public schools which included tenures as superintendent of five different school systems.

*"Person representative of local education agencies and school boards."*

W. T. Crouch  
Route 1  
Itasca, Texas 76055

A retired dairyman, Mr. Crouch served 19 years as the chairman of the Tarrant County Board of Education and is a past president of the Texas Association of School Boards.

*"Representing a cross section of industrial, business, professional, agricultural, and health service occupations."*

Roy B. Davis  
1901 29th Street  
Lubbock, Texas 79411

Mr. Davis, who retired in 1971 after 28 years as General Manager of the Plains Cooperative Oil Mill, is presently a consultant to Texas Tech University's Textile Laboratory.

*"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

Noted worldwide for his achievements in open heart surgery, Dr. DeBakey is one of few people to hold the coveted "Medal of Freedom Presidential Award," and also the "World's Who's Who in Science Special Citation."

*"Representing a cross section of industrial, business, professional, agricultural, and health service occupations."*

C. C. (Bill) Elkins, Jr.  
Chairman of the Board and CEO  
Elkins Institute, Inc.  
2727 Inwood Road  
Dallas, Texas 75235

Mr. Elkins can best be described as a rancher, educator and businessman as he owns a ranch, is a former principal and school superintendent, and presently manages a network of electronics institutes in several states.

*"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."*

Gwendolyn M. Foster  
Executive Director  
Dallas OIC, Inc.  
3315 Elm Street  
Dallas, Texas 75226

With previous experiences as a caseworker, social worker, and teacher, Mrs. Foster is immersed in developing programs and techniques to meet the urgent needs of socioeconomically disadvantaged people.

*"Person familiar with vocational needs and problems of labor."*

Don Gray  
Business Manager  
Plumbers & Pipefitters Local 823  
2809 South Highway 83  
Harlingen, Texas 78550

Mr. Gray's 16 years experience as a pipefitter has proven extremely valuable to him as vice-president of the AFL-CIO District 14, and as a member of the State Pipe Trades Association and State Apprenticeship and Training Advisory Committee.

*"Representing a cross section of industrial, business, professional, agriculture, and health service occupations."*

W. L. Jones, Jr.  
Box 386  
Kingsland, Texas 78639

A former chairman of the Advisory Council, Mr. Jones manages real estate and banking interests in the Central Texas Area while finding time to also serve on the Governor's State Manpower Services Council.

*"Person familiar with the administration of state and local technical-vocational education programs."*

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

An educator most of his professional career, Mr. McAbee has served as a director of industrial education, a liaison director of adult education, and has worked at the Texas Education Agency in Technical Education and Manpower Development.

*"Person familiar with post-secondary baccalaureate technological degree programs."*

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

Dean McCallick serves as a consultant to business, industry, government and education institutions and foundations throughout the world, and has been actively involved in private proprietary institutions in technology fields.

*"Person actively engaged in the administration of community or junior college vocational-technical education."*

Dr. Luis Morton, Jr.  
President  
Central Texas College  
U. S. Highway 190 (West)  
Killeen, Texas 76541

A former member of the National Advisory Council for Vocational Education where he served six years, he is also Chancellor of American Technological University at Killeen.

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

Jack Watt Page  
Administrative Assistant to Superintendent  
Ysleta School District  
8445 Valdespino  
El Paso, Texas 79907

Employed with the Ysleta School District since 1949, Mr. Page has held numerous positions in addition to working closely with officials in Operation Mainstream, manpower programs, and vocational work study programs.



*"Person familiar with vocational needs and problems of management and labor in the state."*

E. D. Redding  
Vice President & Project Director  
of Brown & Root, Inc.'s  
B. P. Alaska North Slope Project  
P. O. Box 3  
Houston, Texas 77001

Mr. Redding was the Advisory Council's first chairman. He presently manages his firm's activities associated with the Alaskan Pipeline Project while finding time to serve on the Houston School District Vocational Advisory Committee.

*"Person actively engaged in Technical Training Institutes."*

Milton J. Schiller  
Vice President of Development and  
Public Affairs  
Texas State Technical Institute  
Waco, Texas 76705

Dr. Schiller is a Central Texas businessman who is a former school board president, mayor pro-tem at Cameron, and a former State Legislator who served six years in the Texas House of Representatives.

*"Person representative of Comprehensive Area Manpower Planning Systems of the state."*

W. H. (Harrell) Townsend  
Chief of Special Programs  
Texas Employment Commission  
14th & Congress Streets  
Austin, Texas 78778

A career employee with the Texas Employment Commission, Mr. Townsend has served as state chairman of the Comprehensive Manpower Planning System and has given direction to programs to correct employment deficiencies in Texas workers.

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

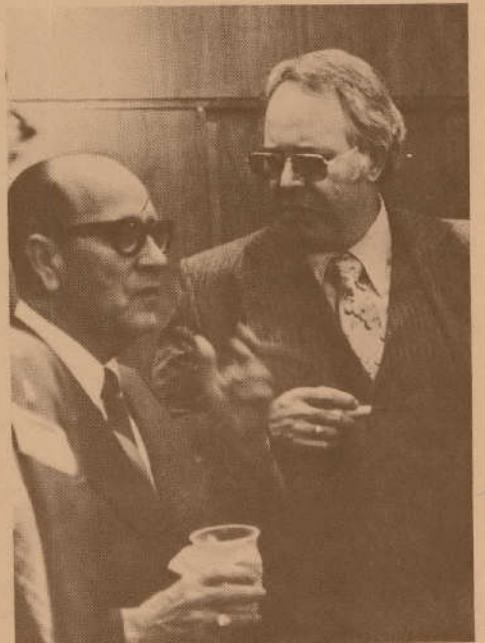
Marcos A. Vann  
Regional Director  
Office of Civil Rights  
General Services Administration  
819 Taylor Street  
Fort Worth, Texas 76102

Prior to his present position, Mr. Vann served as manager of the San Antonio Chamber of Commerce Human Resources Department and Director of Manpower Training Services, Inc.

*"Person representing State Industrial and Economic Development Agencies."*

Mario Yzaguirre  
Owner, Mario's Drug Store  
P. O. Box 851  
Brownsville, Texas 78521

A member of the Texas Industrial Commission, Mr. Yzaguirre also serves on the Texas Southmost College Technical-Vocational School Advisory Board in addition to attending to ranching interests.



**THE ADVISORY COUNCIL FOR TECHNICAL-  
VOCATIONAL EDUCATION IN TEXAS**

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Austin, Texas 78767 512/475-2046**