

DOCUMENT RESUME

ED 056 229

VT 014 206

TITLE The Secretary's Regional Conferences on Vocational Education, Philadelphia. Summary, 1971.

INSTITUTION Office of Education (DHEW), Washington, D.C.

PUB DATE 71

NOTE 54p.; Report of a Region III Conference (Philadelphia, Pa., April 13-14, 1971)

EDRS PRICE MF-\$0.65 HC-\$3.29

DESCRIPTORS *Career Education; *Career Planning; Conference Reports; Elementary School Curriculum; High School Curriculum; Interagency Cooperation; *Program Effectiveness; Program Evaluation; *Program Improvement; Program Planning; School Industry Relationship; *Student Needs; Vocational Education

IDENTIFIERS Region 3

ABSTRACT

This Region III conference called by the Secretary of Health, Education, and Welfare, brought together 240 participants from six eastern states to discuss how career education needs of youth and adults and the needs of the economy are being met, determine the role of vocational education in the process, and identify methods of redirecting education in the 1970's so that secondary students are prepared for immediate employment or further education. The general conclusion of the 2-day conference was that the present program of education does not meet the career education needs of youth or adults. Some recommendations were: (1) Career education should be adopted as a national program and with appropriate funding priorities, (2) Improved techniques should be developed for projecting manpower needs at the local, state, and regional levels, as a basis for program planning, (3) A partnership should be formed with education, the community, business, labor unions, and government to design the structure of career education, and (4) The guidance and counseling program needs to be improved by providing career guidance, job placement, and followup services. Related reports are available as VT 013 385-013 387, VT 014 205-014 210 and VT 014 228 in this issue. (SB)

ED056229

U. S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY

Secretary's
Regional Conference
on
Vocational Education

sponsored by

U. S. Department of Health, Education and Welfare
U. S. Office of Education - Region III
Philadelphia, Pennsylvania

April 13-14, 1971

Sheraton Hotel
1725 John F. Kennedy Boulevard
Philadelphia, Pennsylvania

TABLE OF CONTENTS

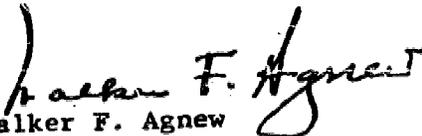
	<u>PAGE</u>
I Letter of Transmittal	
II Acknowledgements	
III Introduction	1
A. Background	1
B. Delegation of Authority	1
C. Location and Date of Conference	1
D. Purpose	1
E. Participants	2
F. Conference Format	2
IV Summary of Conference Activity	6
V Summary of Action Recommended	14
VI Appendix	
Opinionaire	Part I 16
Analysis of Opinionaire	Part II 27
List of Conference Participants	Part III 35

ACKNOWLEDGEMENTS

The planning, organization and administration of a conference such as this required the services of many people. It would be folly to attempt to recognize the individual contributions of so many that made this conference a success.

It suffices for me to express the appreciation of my staff and myself to those who worked tirelessly in planning and organizing the conference and to the participants on the conference program. We, the staff of Region III, US Office of Education, are very grateful to the speakers, panelists, discussion leaders and recorders for a job well done.

May I take this opportunity to officially express my formal appreciation to Mr. Robert A. Smallwood, Director, Adult, Vocational and Technical Education, for the excellent work that he did in the overall supervision of the conference and the many hours of work he did above and beyond the call of duty to make the conference a great success.


Walker F. Agnew
Regional Commissioner



DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION III
401 NORTH BROAD STREET
PHILADELPHIA, PENNSYLVANIA 19108

OFFICE OF EDUCATION

MAILING ADDRESS:
P. O. BOX 12900
PHILADELPHIA,
PENNSYLVANIA 19108

Honorable Elliott L. Richardson
Secretary
US Department of Health, Education and Welfare
Washington, D. C.

Dear Mr. Secretary:

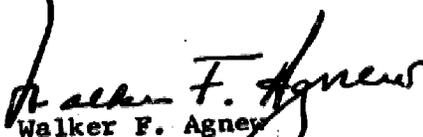
At the request of your office, a Regional Conference on Vocational Education was held in Region III, Philadelphia, Pennsylvania, on April 13-14, 1971.

It gives me great pleasure on behalf of the many citizens who reside in the six states served by Region III to submit to you this Summary Report of the conference.

It is our belief that this conference, through the interested and knowledgeable representatives participating, explored fully and objectively many of the educational issues facing our society today. As a result of concentrated effort the conference participants developed several strong recommendations.

The consensus of those attending the conference is that these recommendations will help to strengthen our system of education and we respectfully request your consideration.

Sincerely yours,


Walker F. Agnew
Regional Commissioner

Enclosure

5

INTRODUCTION

Background

On January 4, 1971 the Secretary of Health, Education and Welfare requested the Commissioner of Education to hold ten Regional Conferences, to gather more detailed information about Vocational Education. The request came as a result of the Department of Health, Education and Welfare's lack of satisfaction with responses provided to questions raised about Vocational Education by the Administration. The responses prepared for the Administration were not complete because much of the requested information was not obtainable through the existing reporting system. It was recognized that the information would have to be gathered at the local level from people who have intimate knowledge of both the strengths and weaknesses of the present system of vocational-technical education and the direction it should take in the 70's.

At the same time, the Department of Health, Education and Welfare wished to provide constructive Federal leadership in career education to meet the needs of people and the economy. It was felt Regional Conferences would accomplish the above by serving as a forum for the productive discussion of constructive ideas.

Delegation of Authority

The delegation of authority to plan and implement the ten Regional Vocational Education Fact-Finding Conferences came directly from the Secretary of Health, Education and Welfare to the Commissioner of Education to the Bureau of Adult, Vocational and Technical Education of the US Office of Education.

Region III Conference Facts

Location and Date

The Vocational Education Fact-Finding Conference for Region III of the Office of Education, US Department of Health, Education and Welfare was held at the Sheraton Hotel, Philadelphia, Pennsylvania, on April 13-14, 1971.

Purpose

The conference was designed to bring together knowledgeable and concerned people to discuss how the career education needs of youth and adults and the needs of the economy are being met by schools in their communities; to determine the role that vocational education is playing in the process; and especially to identify methods of redirecting education in the 1970's in order to prepare every person leaving school for immediate employment or further education.

Participants

Approximately two hundred and forty persons were in attendance from the six states (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia, and West Virginia) served by Regional Office III. Among those present were the Governor of the State of Delaware; representatives of the business and industrial community; educators from elementary, secondary and post-secondary school programs; local, county and state supervisors and administrators from education and social service agencies; organized labor, professional and trade associations; State legislators and Mayor's emissaries; students from secondary and post-secondary schools taking regular and special education programs; youth group members; persons associated with national and state Advisory Councils; Federal service agencies including the Departments of Labor, Agriculture and Interior; and interested parents.

Conference Format

Mr. George Hutt served as General Conference Chairman and did an outstanding job. Mr. Hutt is actively involved in many educational pursuits. He is a member of the Board of Education of Philadelphia, the Vocational Education Advisory Council of Philadelphia, the Pennsylvania Advancement School, the Intensive Learning Center, the Advisory Committee on Higher Education of Pennsylvania, Chairman of the Board of Directors, National Equal Education Opportunities Council, and many others. Somehow, Mr. Hutt finds time to devote to his position as Executive Director, Education Council, Greater Philadelphia Chamber of Commerce.

Four major inputs consisting of comments by several speakers, reactions to speakers comments by several panels of experts, in depth discussions and analysis of the issues of the conference participants in small discussion groups and testimony by the conference participants in a final general session, constituted the significant aspects of the conference.

Six speakers addressed the general sessions of the conference. They were selected to speak to the five objectives set forth and were persons highly qualified with known expertise in the particular area to which they addressed their remarks. An indication of the excellent credentials of the speakers can be determined from the following.

The Honorable Russell W. Peterson, Governor, State of Delaware, is a sincere, valuable and knowledgeable friend of education. Governor Peterson took time from his busy schedule to deliver the keynote address at the National Conference of the American Vocational Association in New Orleans on December 4, 1970. He presently serves as Chairman of the Education Commission of the States, whose membership includes many national public officials and educators. The Governor actively works with national and local organizations including the National Municipal League, Greater Wilmington Development Council, Correctional Council of Delaware, and many others too numerous to mention.

Dr. August C. Bolino, Professor of Economics at Catholic University, Washington, D. C., has extensive experience and training in education, manpower and economics. He entered the Federal Manpower field in 1962 when he joined the US Office of Manpower Automation and Training in the US Department of Labor. In 1964 he was appointed Manpower Evaluator, US Office of Education. In 1967 he served as a Technical Assistance Expert for the US Office of Economic Opportunity. Dr. Bolino is the author of many articles and books on the subject of Manpower and Economics and is a recognized authority in this field.

Mr. Leonard H. Rosenberg, President, Chesapeake Life Insurance Company, has a long history of concern, interest and involvement in education. He is a former mathematics and physics instructor and still serves as a visiting lecturer at colleges and universities. He served as a member of the Baltimore Advisory Council on Vocational Education and was its chairman in 1970. He was an original member of the Ad Hoc National Advisory Council on Vocational Education in 1968-69 whose report was responsible in large measure for the Vocational Education Act of 1968. He also served as a member of President Nixon's Council on Federal Financial Aid to Higher Education. Mr. Rosenberg has published many books and articles in the fields of insurance and aviation.

Dr. Mark R. Shedd, Superintendent, School District of Philadelphia, is the chief administrator for more than 280,000 pupils taught by 12,500 teachers in 270 schools. He administers an operating budget of 312 million and a capital budget of 350 million. He holds strong views on the importance of innovation in education, on the necessity for integration, decentralization and community participation. In a former position as Superintendent of Schools, Englewood, New Jersey, he helped design and implement a plan that desegregated the schools. Dr. Shedd has authored many articles on education ranging from team teaching to promoting educational leadership in desegregated schools.

Dr. Cleveland L. Dennard, President, Washington Technical Institute, brings considerable educational experience and competent professional performance to the conference. He holds both undergraduate and graduate degrees secured in course and received the Doctorate at the University of Tennessee. He served as Director of Vocational Education in Atlanta, Georgia, from 1961 to 1965 when he accepted the appointment as Deputy Commissioner of Human Resources in New York City. During his tenure as the first President of the Washington Technical Institute since 1967 the student body has grown to more than 5000 full and part-time students. He is very active professionally and socially serving as a trustee and member of the Board of Professional and Community Service Organizations. He currently is serving on the Board of the Washington Urban League, President's Advisory Council, and the Adult Basic Education Association.

Dr. Arthur Lee Hardwick, Associate Commissioner, Bureau of Adult, Vocational and Technical Education, US Office of Education, is the Senior Vocational Education Administrator in the Office of Education. Prior to assuming his present position Dr. Hardwick was a member of the corporate staff of Radio Corporation of America with the title of Manager, Educational Systems. Previously he served as an engineer with Boeing Aircraft Corporation and as a consultant in Laser Technology with the North American Aviation Corporation. He has also served as consultant for the US Office of Education and the National Advisory Council. He holds the Doctorate received in course from Oklahoma State University.

The five major subjects (objectives) to which the speakers addressed their remarks were:

1. To assess the extent to which the present program of education meets the career education needs of youth and adults in the community,
2. To assess the extent to which the present total program of education meets the needs of the economy.
3. To determine the role of vocational education in meeting career education needs of youth and adults and of the economy.
4. To assess the relevancy of education in meeting the career education needs of youth.
5. To assess the relevancy of education in meeting career education needs of adults and the economy.

Panelists reacted to the speakers remarks at the conclusion of each presentation. In addition, they raised questions directed to the speakers to further clarify the issues and to provide background and stimulation for small group discussions which followed the general sessions.

Conference participants then met in ten small discussion groups, chaired by outstanding community leaders. During the two day conference a total of five hours was scheduled for these discussion sessions. A discussion guide was distributed to each group leader for guidance in discussing each objective which focused upon specific issues relevant to vocational-technical education. Group members were encouraged to contribute their ideas and to take an active part in developing conclusions based upon their knowledge, the speakers presentations, and the reactions and questions raised by the panel members. In addition, each participant was requested to complete an opinionaire which enabled him to record his personal reactions to all of the objectives set forth for the conference and to express ideas concerning specific issues. Each discussion leader was assisted by a recorder who reported group findings and pertinent conclusions for inclusion in the summary report of the conference.

At the end of the second day, the conference reconvened to a concluding general session. Floor discussions and questions were encouraged and recorded for inclusion in the summary report.

The Regional Commissioner of Education, Dr. Walker F. Agnew, summarized the conference findings in general, expressed appreciation to all of the participants and brought a very active and productive conference to conclusion.

The proceedings of the general sessions of the conference were recorded by a public stenographer to assure accurate reporting of the speakers comments and participants testimony.

SUMMARY OF CONFERENCE ACTIVITY

This section of the summary report reflects the major contributions of the conference as it focused on the five objectives. These objectives were assessed in depth during the conference through the comments of the speakers, reaction of the panelists, discussion group deliberations and analyses of opinionaires completed by the participants.

OBJECTIVE I

TO ASSESS THE EXTENT TO WHICH THE PRESENT PROGRAM OF EDUCATION MEETS THE CAREER EDUCATION NEEDS OF YOUTH AND ADULTS IN THE COMMUNITY.

The general conclusions of the conference from all sources of appraisal was that clearly, emphatically and without question, the present program of education does not meet the career education needs of our youth and adults. Many of the conference participants referred to our education programs as a "National Disgrace" and indicated in very strong language that sweeping changes must be made in our present educational system in order to correct the increasing complexity of this problem.

Governor Russell Peterson of Delaware in speaking to this objective gave strong evidence that our educational system does not meet education needs of the American Society. He stated that over sixty percent of the students who finish their formal education have no specific training for a career in which to earn a living. The Governor said, "Failure to obtain training for a career and especially failure to find a job are frustrating and debilitating experiences. It is not surprising that more and more youth are resorting to drugs and alcohol, to crime and delinquency and to rebellion against the 'Establishment'."

Focusing on the same general subject as the Governor, Dr. Arthur Lee Hardwick, Associate Commissioner of Education, raised the question, "What causes the apparent paradox of an extreme shortage of labor supply at a time when there is a great supply of labor available?" He gave as an example, the unfilled "Help Wanted" ads seeking skilled workers. He states, "I submit that this (paradox) is caused by an educational system which has failed to adjust itself to the complex world in which we now live." He continued, "For too long a period of time, education has failed to adjust to the needs of the American economy."

Governor Peterson went on to say that a college education is important and for many careers, a must. Certainly we need to continue to support our colleges and universities strongly. He continued, "The road to college is well paved. With the exception of some of our disadvantaged families, there is little need for concern about a young person who is qualified and wants to pursue a career that requires a college education." The Governor emphasized there is, however, good reason to be concerned about the educational opportunities for those who want a career that doesn't require a college education. In his words, "We need a major increase in opportunities and counseling for vocational education." The Governor advised he was told that today we spend approximately fourteen times as much public funds on higher education as we do on vocational education. Again, in his words, "Certainly this ratio is out of balance."

Dr. Hardwick added strong support to Governor Peterson's concerns by indicating the American society has aggrandized the college degree and looked down on those programs that are less than baccalaureate degree level. This is in spite of the fact that people such as Dr. James Holderman, Executive Director of the Illinois Board of Education has stated "Fewer than 20 percent of our job opportunities will require a four-year college degree during the 1980's."

Governor Peterson expressed the belief that with an adequate commitment to helping everyone find a satisfying and rewarding career, we will not only solve the unemployment and underemployment problems, we will also crack our major social problems, such as poverty and crime and will alleviate group prejudices and alienation.

The Governor indicated more must be done to assist adults in career training. We know the average adult will change work assignments a minimum of seven times during the course of his career and will even change careers on an average of three times during his working years. He feels we should be prepared to provide adequate career education to meet this need.

Governor Peterson stated, "We know what our present problems are and we can accurately predict some that will emerge. We even know, in certain situations, how to meet and solve a substantial number of such problems. We realize our own need for change, adjustment and additional commitment in this regard. In spite of all this, we are falling far short of solving our career education problems with our present education process."

The General Conference through the panelists and the ten discussion groups strongly supported the speakers concerns and proposed courses of action.

In responding to a question on the opinionaire which asked, "To what extent does the present school system in your community provide services for students entering the world of work?", only seven percent of the respondents indicated that most students have a job skill by the time they leave school, while 68 percent indicated that few students have job skills by the time they leave school.

OBJECTIVE II
TO ASSESS THE EXTENT TO WHICH THE PRESENT TOTAL PROGRAM OF EDUCATION MEETS THE NEEDS OF THE ECONOMY.

"The present system of education is making a valiant attempt to meet the needs of the economy but is waging a losing battle," said a school official from the city of Richmond, Virginia.

"Should the schools train for jobs or should they stick to their academic subjects and leave training to industry, unions and private schools?", questioned a Community College student.

"The schools could do a much better job of preparing youth and adults to enter the labor market with greater cooperation and support from business and industry," stated a union official.

Business and industry are more than willing to work with the schools if they will tell us what they need and show us how we can be helpful to them. We are aware the success of business and industry depends to a great extent upon the workers that make the products, build the houses or till the soil. If the economy of our country is to grow, the schools must prepare our people for the jobs in today's market because industry can never take the place of the schools in providing job preparation, so stated a representative of a large business chain operating in several states.

The above statements represent a few of the many searching questions and pertinent comments expressed as the conference participants analyzed Objective II. Some of the educators in attendance took the position that the present school system is doing an ever improving job of preparing people for the world of work. However, business and industry representatives expressed strong feelings that conditions in the schools are deteriorating rather than improving.

Dr. August Bolino, Professor of Economics at Catholic University and a conference speaker dealing with this objective, said, "The schools are in disarray and are in no position now to concern themselves with the question of responding to the manpower needs of the economy." He stated, "There was nothing new about the belief that schools were not giving industry properly trained workers." He referred to a study reported by J. W. Dietz at a meeting of the American Management Association in 1925. The Dietz study concluded the schools were not meeting this need at that time.

Dr. Bolino stated, "that many claim, if the schools had prepared youth for employment after World War II, there would have been no need for the Job Opportunity in Business Sector Program, the Manpower Development and Training Act, or the National Alliance of Businessmen Act." In addressing himself to the question of whether schools should train for jobs Dr. Bolino pointed out that in 1965 Massachusetts Institute of Technology Professors advocated that all elementary school children be given some vocational training. In contrast to the Massachusetts Institute of Technology Professors the National Commission on Technology Automation and Economic Progress in 1966 took the position that the schools should teach academic subjects and leave vocational and job training to industry and business. Dr. Bolino stated, "I prefer to think that educators, in spite of the current malaise in the system, desire to know and to address themselves to the nation's manpower needs."

Mr. Leonard Rosenberg, President of the Chesapeake Life Insurance Company, another conference speaker, advised that the research of most of the economists consistently shows a favorable relationship between an individual's educational attainment, his subsequent income, and prospects for employment.

According to Mr. Rosenberg, Innes, Jacobson and Pellgrim in 1965 found (a) annual income increases as years of schooling increase and (b) total lifetime income increases as educational attainment increases. He stated, "Education has positive effects on the development of human talent. Talent which is manpower, in turn, has positive effects on economic growth."

The conference participants were almost unanimous in agreeing with the speakers that most educators are concerned about the nation's manpower needs and support the proposal that schools should train for jobs.

In response to a question on the opinionaire, 64 percent of the respondents felt there is not enough employer participation in curriculum development and that top priority must be given to closer cooperative relationships between the schools and the business community.

The conferees did not place all of the blame for poor job preparation programs on the employer. Sixty-five percent of the respondents to the opinionaire felt that few schools are flexible enough to provide new training programs requested by employers.

OBJECTIVE III TO ASSESS THE RELEVANCY OF VOCATIONAL EDUCATION IN MEETING THE NEEDS OF THE ECONOMY

To what extent should vocational education be available to high school students? This question was asked of the conference attendees through the opinionaire, to which 89.5 percent responded that most high school students should enroll in vocational education courses. Mr. Leonard Rosenberg in his remarks and during the questioning period in the general session, basically supported the concept of vocational training for all students. He stated however, that educators should not concentrate on developing highly trained technical workers but should give them greater and earlier exposure to the world of work. He continued, "In my opinion industry does not want or should not want an individual highly trained to do a specific job, but rather an individual who is trainable and, as I have said before, adaptable of changes."

Mr. Rosenberg placed strong emphasis on motivational training. He took the position that if vocational education will give business a man or woman with a happy training experience, motivated to advance in a skill or to learn other skills, then vocational education has met the manpower needs of the economy. Unfortunately, according to Mr. Rosenberg,

education has not accomplished this goal. He stated, "As a general rule students come to our company hating anything connected with learning or schooling." Mr. Rosenberg advised that well over fifty percent of those hired by his company and placed in typing classes reject company training, showing complete indifference for anything connected with learning. He recommended that schools give our students a sense of accomplishment and send them out into this world with confidence, pride and satisfactory learning experiences. He expressed the belief that our vocational schools are not doing this and are therefore not meeting the needs of the individual or of the economy.

The conference participants did not take issue with Mr. Rosenberg and in general voiced agreement with his position. Some questions were raised that enabled him to elaborate on his prepared text. One question concerned his reference to the dwindling necessity for specific job preparation as opposed to a general preparation for work. Mr. Rosenberg was asked how far he would go in the direction of general job preparation. He advised he would prefer training that could be of the cluster type so that a person would have something to fall back on should his chosen specialty not satisfy his interests, aptitudes, and skills.

Another question focused on how early Mr. Rosenberg would consider starting career education. His prompt and pointed response was "Kindergarten." This response met with almost unanimous participant approval.

OBJECTIVE IV TO ASSESS THE RELEVANCY OF EDUCATION TO MEETING THE CAREER EDUCATION NEEDS OF YOUTH

"It has been well documented that education today is not relevant to the career needs of all its students," said Dr. Mark R. Shedd, Superintendent of Schools in Philadelphia, Pennsylvania, a key conference speaker.

He continued by indicating that there is plenty of career preparation for the future professional because education today is still oriented toward college entrance. But what about the more than 40 percent of students who don't go to college asks Dr. Shedd? What have we done for them? His answer; unfortunately, not much.

Dr. Shedd expressed the belief that our country has never provided an adequate national vocational education program. We have simply continued to latch on to existing programs and, as a result, vocational education traditionally has had a lower status on the part of those holding the education purse strings.

Dr. Shedd was emphatic in saying, "I don't think it's overstating the case a bit to say that this nation's attitude toward vocational education still is that it is designed for someone else's children, for the dumb kid who just can't make it academically." In continuing to tell it like it is, he said, "Education in itself has to shoulder a good deal of the blame. Educators, along with everyone else, pushed Johnny toward college, whether he wanted to go or not, no matter his likes or dislikes or his career aspirations."

According to Dr. Shedd, some changes were generated in the image of vocational education in the 1960's through the Vocational Education Act of 1963 and 1968 amendments. Unfortunately, the funding level was not commensurate with our verbal commitment. As a nation we spend billions to finance an unwanted war and billions more for space exploration and only a pittance to provide our young people with adequate career education. There is no way for education to meet the career education needs of our youth so long as we adhere to our existing funding priorities.

In discussing career education, Dr. Shedd believes we are missing the boat. "We, in this country, have simply got to get all youngsters thinking of a career, not just those who are headed for college and eventually a profession." He urged pupils in elementary and junior high schools be given a greater awareness about the world of work, about themselves, and about their role in the world of tomorrow. He stated, "Most school systems have failed miserably, so far, to give the student the tools early enough to make an intelligent decision about what he wants to do and how he wants to go about doing it."

Dr. Hardwick expressed strong support for Career Education also. He stated, "We must change the concept of general education to one of career education so that options will be provided for youngsters to continue on to a higher education or to enter the world of work directly upon graduation from high school. In order to accomplish these goals a complete restructuring and reorientation is necessary if we are to meet the needs of all people in our society."

There was extensive agreement with the speakers remarks by the general conference as indicated by the applause and favorable comments. The responses from the discussion groups were also quite complementary and supportive of both speakers assessment of the status of our education program in meeting the career education needs of our young people.

OBJECTIVE V

TO ASSESS THE RELEVANCY OF EDUCATION IN MEETING CAREER EDUCATION NEEDS OF ADULTS AND THE ECONOMY

Dr. Cleveland L. Dennard, President of the Washington Technical Institute, was the guest speaker for Objective V.

In referring to the status of today's economy Dr. Derr stated, "We are concerned with the fact that we have an unemployment rate in excess of six percent ... The people we are talking about (unemployed) in the four percent group are usually the minorities who are less educated. It's really not a problem, but escalate that to five percent and it includes people other than the minorities. Raise it to six percent and we have a problem with the economy."

He continued, "It is in this framework and in this context that we raise the issue of the relevance of the educational process for career development for adults." And, "... now you are asked to do a job of preparing adults for career educational opportunities in an economic market that does not manage itself." "... what we have really done for nearly 200 years is put out a series of brushfires." "... there does not exist a national policy for manpower development and utilization. "... but I am not certain that more money is the answer to this problem."

Dr. Derrard continued, "I assume that educational skills for vocational education or to hold a career presupposes that six skills (following) are present and have been learned in an environment which someone has taught them. Those skills are:

- a. The ability to conceptualize, to see with one's mind's eye.
- b. The ability to analyze.
- c. The ability to discriminate between those things that are found in the analysis (size, shapes, textures).
- d. The ability to infer.
- e. The ability to synthesize, to draw conclusions.
- f. The ability to generalize."

"I'd like to see or suggest, that unless we take a behavioral based approach; unless we take an outcomes approach; unless we place this concept of learning by doing in the concept of how well can he do, and then back into it, then the results cannot be relevant because the individual then does not have the intellectual skills necessary to adjust to this amorphous environment, both economic as well as education, that he has to articulate."

Dr. Hardwick stressed the importance of career education for adults. He stated, "Adult career-oriented education will be emphasized to permit updating and upgrading of job skills, to insure continued employment and permit adults to make career changes. The adult must have opportunities to gain new skills, knowledge and understanding to advance up the career ladder, or to move to other jobs. Refresher training for updating job skills must be readily available."

The opinionnaire addressed to the pertinent objective had implications for the vocational training of adults. Of the conferees responding 89 percent agreed that resources should be shared among public schools, private schools, business and industry. In a second question, should job placement services be available for most youth and adults, there was a positive 97 percent agreement.

SUMMARY OF ACTION RECOMMENDED

The Region III Fact-Finding Conference on Vocational Education after two days of in depth analysis and discussion respectfully submit to the Secretary of Health, Education and Welfare the following recommendations:

1. Career Education be adopted by the US Office of Education as a national program and appropriate funding priorities be established.
2. Funding be made well in advance of implementation to permit careful planning of career education programs.
3. Career orientation, beginning in the elementary grades be provided throughout the productive years of the individual as a continuing unit of career education.
4. Improved techniques be developed for projecting manpower needs at the local, state and regional levels as a basis for career education program planning.
5. Full financing of 1968 amendments to the Vocational Education Act of 1963 is strongly urged.
6. Provision be made for continuous program and curriculum revision at all educational levels based on the interests and needs of youth and adults and the rapidly changing manpower requirements of the national economy, thus permitting greater flexibility in career development.
7. The academic and vocational programs in all school systems be fused into one balanced program with career education concentration.
8. A broader application of work-study with individualized schedules be adopted to permit and encourage career development at its most effective level.
9. A partnership be formed with education, the community, business, labor unions and government to design the structure for career education.
10. There be developed at the local level, with support at Federal and State levels, more comprehensive counseling and guidance programs to assure better selection and improved training of professional personnel.
11. The counseling and guidance program of youth and adults be strengthened by providing career guidance, job placement and follow-up services.
12. Existing labor laws be reviewed and revised if necessary to meet the work experience requirements of a career education program.

13. The national education structure be reorganized to establish one agency with assigned responsibility for education and training programs now widely dispersed throughout all governmental agencies.

14. A national effort be concentrated on improving the image of vocational education in the United States through the use of modern public relations techniques.

15. Strengthening the role of the Advisory Councils for Vocational Education at the Federal, State and local levels.

16. A comprehensive incentive and motivation program be established for vocational education similar to that now in existence in the academic field.

APPENDIX

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part I

Introduction

The purpose of this document is to assure that every person has a chance to express his opinion about the educational system of his community. Your contribution is voluntary and should be given in terms of your experience.

Directions

Indicate your answer(s) in the appropriate space(s) with a check mark (✓).

1. Which of the following statements most accurately describe vocational education?

- It has value for only the non-college bound student
- It has value for every student
- Emphasis in vocational education is on manual skills
- It has the status of academic education
- Vocational education is preparation for work as well as further education

2. Have you ever taken courses in vocational education? Yes No
At what level?

- Grade school Two year college
- High school Four year college

3. If you did not take courses, why not?

- They were not available Not interested
- Preferred to take courses needed for college admission Advised not to
- Grades not high enough
- Other, specify _____

4. Do the schools offering vocational programs in your community also have a job placement service? Yes No

5. Do you want your children to take

- Vocational education
- College preparatory subjects
- both vocational and college Preparatory subjects
- does not apply

6. Would you support the spending of more money for vocational education in your community? Yes No. If yes, should increased money come from

- Federal government
- State government
- Local government
- Other, specify _____
- Private industry
- Tuition
- All of above

7. Are there programs of vocational education available in your community? Yes No. If yes, at which of the levels listed below are vocational education programs provided?

- Junior high school
- High schools
- Junior college
- Other, specify _____
- Evening Adult Program
- Industrial Plant Schools
- College

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? Yes No. If yes, did you participate as a

- Parent
- Employer
- Other, specify _____
- Student
- School Board Member

9. Should there be greater emphasis on introducing the world of work in elementary school? Yes No

10. Have you ever visited a vocational school? Yes No

11. Check the category which most accurately describes your interest at this conference.

- Employer
 - Educator
 - Student
 - Other, specify _____
- Employee
 - Unemployed

SECRETARY'S REGIONAL CONFERENCE ON VOCATIONAL EDUCATION

Views of Conference Participants - Part II

In order to assure that all participants at this conference have the chance to express themselves about issues in vocational education and to learn more regarding how people think about these issues, the following questions were designed. If you like, please take this opportunity to contribute your ideas based on your community and your own experience. There is no need to identify yourself.

Objective 1

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

_____ Most students looking for work have a job skill by the time they leave school.

_____ About one half of the students looking for work have a job skill by the time they leave school.

_____ Few students looking for work have a job skill by the time they leave school.

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

_____ Most students are prepared for further education by the time they leave high school.

_____ About one half of the students are prepared for further education by the time they leave high school.

_____ Few students are prepared for further education by the time they leave high school.

1-c. Is the present school system in your community providing adult education for:

o re-entering the work force _____ Yes _____ No

o retraining to remain in the work force _____ Yes _____ No

o training for advancement in the work force _____ Yes _____ No

25

1-d. Is the present school system in your community providing education in preparation for work to the following:

minorities	_____ Yes	_____ No
school dropouts	_____ Yes	_____ No
handicapped	_____ Yes	_____ No

What are the strengths and weaknesses of the present school system in meeting the career education needs of youth and adults in your community?

Objective 2

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

_____ Most training programs are directed to the job demands of the community.

_____ About one half of the training programs are directed to the job demands of the community.

_____ Few training programs are directed to the job demands of the community.

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

_____ Most employers are able to locate the employees they need from the local schools.

_____ About one half of the employers are able to locate the employees they need from the local schools.

_____ Few employers are able to locate the employees they need from the local schools.

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

_____ Most schools are flexible enough to provide the new training programs requested by employers.

_____ About one half of the schools are flexible enough to provide the new training programs requested by employers.

_____ Few schools are flexible enough to provide the new training programs requested by employers.

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

_____ Most educational programs have active employer participation in the development of their curriculums.

_____ About one half of the educational programs have active employer participation in the development of their curriculums.

_____ Few educational programs have active employer participation in the development of their curriculums.

What are the strengths and weaknesses of the present school system in meeting the needs of the economy in your community?

Objective 3

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students.

_____ Most high school students should enroll in vocational education courses.

_____ About one half of the high school students should enroll in vocational education courses.

_____ Few high school students should enroll in vocational education courses.

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

_____ Resources should be shared among public schools, private schools, business, and industry.

_____ Public and private efforts should be coordinated only for special groups, i.e. unemployed, handicapped, minorities etc.

_____ Public and private resources should be kept separate.

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

_____ Most students

_____ About one half of the students

_____ Few students

3-d. To what extent should vocational counseling be available to high school students?

_____ Most high school students should have vocational counseling.

_____ About one half of all high school students should have vocational counseling.

_____ Few high school students should have vocational counseling.

Suggest what the role of vocational education should be in meeting the career needs of youth, adults and the economy?

Objective 4

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions

Check (✓) the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

- Integrate general and vocational education.
- Contract with private schools to help prepare every person for employment or further education.
- Provide incentives for private industry to help prepare every person for employment or further education.
- Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.
- Expand the school year to 12 months.
- Provide parents with educational vouchers for purchasing the instructional services desired for their children.
- Other, specify

Objective 5

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions

Check (✓) the items listed below for which vocational education should be responsible; add items which have been omitted.

- Orientation to the world of work
- Work study experience throughout junior and senior high school
- Assuring every student a marketable skill
- Vocational counseling for all students
- Educational credit for work experience
- Educational credit for home study
- Vocational exploration to facilitate occupational choice
- Appreciation of ethnic cultures
- Occupational preparation of post secondary students
- Occupational preparation, retraining, and upgrading of adults
- Other, specify

RESULTS OF OPINIONAIRE

Indicated by percentages of the total number responding to each part of the question.

Views of Conference Participants - Part I

1. Which of the following statements most accurately describe Vocational Education?

- 2% it has value for only the non-college bound student
- 26% it has value for every student
- 2% emphasis in vocational education is on manual skills
- 0 it has the status of academic education
- 39% Vocational Education is preparation for work as well as further education
- 31% other (not classified)

2. Have you ever taken courses in vocational education? 79% Yes 21% No

- | | | | |
|------------|--------------|------------|-------------------|
| <u>5%</u> | Grade School | <u>6%</u> | Two Year College |
| <u>52%</u> | High School | <u>37%</u> | Four Year College |

3. If you did not take courses, why not?

- | | | | |
|------------|--|-----------|----------------|
| <u>17%</u> | They were not available | <u>1%</u> | Not interested |
| <u>8%</u> | Preferred to take courses needed for college admission | <u>2%</u> | Advised not to |
| <u>0</u> | Grades not high enough | <u>0</u> | Other, specify |

4. Do the schools offering vocational programs in your community also have a job placement service?

- | | | | | | |
|------------|-----|------------|----|-----------|------------|
| <u>58%</u> | Yes | <u>38%</u> | No | <u>4%</u> | Don't Know |
|------------|-----|------------|----|-----------|------------|

5. Do you want your children to take

- | | | | |
|-----------|------------------------------|------------|--|
| <u>2%</u> | Vocational Education | <u>79%</u> | both vocational and college preparatory subjects |
| <u>3%</u> | College preparatory subjects | <u>16%</u> | does not apply |

6. Would you support the spending of more money for vocational education in your community? 95% Yes 1% No

If yes, should increased money come from

<u>12%</u>	Federal Government	<u>0</u>	Private Industry
<u>3%</u>	State Government	<u>0</u>	Tuition
<u>0</u>	Local Government	<u>31%</u>	All of Above
<u>1%</u>	Other, specify	<u>50%</u>	Other (combination)

7. Are there programs of vocational education available in your community? 96% Yes 1% No

If yes, at which of the levels listed below are vocational education programs provided?

<u>0</u>	Junior High School	<u>3%</u>	Evening Adult Program
<u>6%</u>	High Schools	<u>1%</u>	Industrial Plant Programs
<u>0</u>	Junior College	<u>0</u>	College
<u>88%</u>	Other, specify		

8. Have you ever advised or participated in deciding what educational courses should be offered in schools? 71% Yes 28% No

If yes, did you participate as a

<u>9%</u>	Parent	<u>2%</u>	Student
<u>8%</u>	Employer	<u>5%</u>	School Board Member
<u>52%</u>	Other, specify		

9. Should there be greater emphasis on introducing the world of work in elementary schools? 98% Yes 2% No

10. Have you ever visited a vocational school? 97% Yes 3% No

11. Check the category which most accurately describes your interest at this conference.

<u>13%</u>	Employer	<u>4%</u>	Employee
<u>64%</u>	Educator	<u>0</u>	Unemployed
<u>7%</u>	Student	<u>12%</u>	Other, specify

Views of Conference Participants - Part II

Objective I

To assess the extent to which the present program of education meets the career education needs of youth and adults in the community.

1-a. To what extent does the present school system in your community provide services for students entering the world of work immediately upon leaving school?

<u>7%</u>	Most students looking for work have a job skill by the time they leave school.
<u>25%</u>	About one half of the students looking for work have a job skill by the time they leave school.
<u>67%</u>	Few students looking for work have a job skill by the time they leave school.
<u>1%</u>	Blank

1-b. To what extent does the present school system in your community prepare students for further education upon leaving high school?

<u>24%</u>	Most students are prepared for further education by the time they leave high school.
<u>54%</u>	About one half of the students are prepared for further education by the time they leave high school.
<u>20%</u>	Few students are prepared for further education by the time they leave high school.
<u>2%</u>	Blank

1-c. Is the present school system in your community providing adult education for:

re-entering the work force	<u>68%</u> Yes	<u>19%</u> No	<u>6%</u> Blank
retraining to remain in the work force	<u>66%</u> Yes	<u>20%</u> No	<u>7%</u> Blank
training for advancement in the work force	<u>67%</u> Yes	<u>21%</u> No	<u>5%</u> Blank

1-d. Is the present school system in your community providing education in preparation for work to the following:

minorities	<u>73%</u> Yes	<u>17%</u> No	<u>3%</u> Blank
school dropouts	<u>59%</u> Yes	<u>29%</u> No	<u>5%</u> Blank
handicapped	<u>73%</u> Yes	<u>15%</u> No	<u>5%</u> Blank

Objective II

To assess the extent to which the present total program of education meets the needs of the economy.

2-a. To what extent is the present system of education meeting the manpower needs of the economy of your community?

<u>30%</u>	Most training programs are directed to the job demands of the community.
<u>30%</u>	About one half of the training programs are directed to the job demands of the community.
<u>37%</u>	Few training programs are directed to the job demands of the community.
<u>3%</u>	Blank

2-b. To what extent do the major employers in your community hire persons trained by the schools of the community?

<u>29%</u>	Most employers are able to locate the employees they need from the local schools.
<u>32%</u>	About one half of the employers are able to locate the employees they need from the local schools.
<u>31%</u>	Few employers are able to locate the employees they need from the local schools.
<u>1%</u>	Blank

2-c. To what extent do the schools in your community provide trained workers for new employers moving into the community?

- 14% Most schools are flexible enough to provide the new training programs requested by employers.
- 20% About one half of the schools are flexible enough to provide the new training programs requested by employers.
- 57% Few schools are flexible enough to provide the new training programs requested by employers.
- 1% Blank

2-d. To what extent do employers work with the schools to define manpower needs and to participate in developing programs to meet these needs?

- 15% Most educational programs have active employer participation in the development of their curriculum.
- 19% About one half of the educational programs have active employer participation in the development of their curriculums.
- 58% Few educational programs have active employer participation in the development of their curriculums.
- 8% Blank

Objective III

To determine the role of vocational education in meeting career needs of youth and adults and of the economy.

3-a. To what extent should vocational education be available to high school students.

- 86% Most high school students should enroll in vocational educational courses.
- 8% About one half of the high school students should enroll in vocational education courses.
- 2% Few high school students should enroll in vocational education courses.
- 4% Blank

3-b. To what extent should the public schools coordinate their resources with those of private schools and business and industry to insure preparation for employment or further education?

- 85% Resources should be shared among public schools, private schools, business, and industry.
- 8% Public and private efforts should be coordinated only for special groups, i.e. unemployed, handicapped, minorities, etc.
- 5% Public and private resources should be kept separate.
- 2% Blank

3-c. To what extent should job placement services be available to persons leaving school? Job placement services should be available for:

- 95% Most students
- 2% About one half of the students
- 2% Few students
- 1% Blank

3-d. To what extent should vocational counseling be available to high school students?

- 98% Most high school students should have vocational counseling.
- 2% About one half of all high school students should have vocational counseling.
- 0 Few high school students should have vocational counseling.

Objective IV

To suggest means by which the existing educational system can be improved in efficiency and effectiveness to insure the preparation of every person leaving school for either employment or further education.

Directions

Check the items listed below which would improve the efficiency and effectiveness of the educational system. Add items which have been omitted.

- 74% Integrate general and vocational education.
- 32% Contract with private schools to help prepare every person for employment or further education.
- 55% Provide incentives for private industry to help prepare every person for employment or further education.
- 43% Develop multi-media instructional materials for use in the home to prepare every person for employment or further education.
- 42% Expand the school year to 12 months.
- 20% Provide parents with educational vouchers for purchasing the instructional services desired for their children.
- 14% Other, specify.

Objective IV - The comments which follow reflect opinions of about two percent of the participants.

Public relations must be focused primarily on parents and teachers. They are the trustees for career thinking, planning, and involvement during the growth years.

Remove barriers to better exposure and experience for students to the world of work for junior and senior high school students.

Make it possible for students to spend a year or more on a job and then return to school.

Establish career orientation and counseling and allow students to study and work on a very flexible schedule toward a chosen vocation, but with provision to change direction both horizontally and vertically.

Eliminate tenure laws and put education on a more business like basis where production determines promotion or job retention.

Better utilization of existing facilities is needed.

Objective V

To identify the areas of improvement in the total educational system for which vocational education should be responsible.

Directions

Check the items listed below for which vocational education should be responsible; add items which have been omitted.

- 71% Orientation to the world of work.
- 70% Work study experience throughout junior and senior high schools.
- 66% Assuring every student a marketable skill.
- 76% Vocational counseling for all students.
- 68% Educational credit for work experience.
- 45% Educational credit for home study.
- 71% Vocational exploration to facilitate occupational choice.
- 44% Appreciation of ethnic cultures.
- 63% Occupational preparation of post-secondary students.
- 72% Occupational preparation, retraining, and upgrading of adults.
- 5% Other

Objective V - Comments

Coordinate with other educational divisions (academic, special, higher education) to provide for transfer and/or articulation and reinforcement.

Special planning to relate the program to the drop-out and ghetto student.

Relate remedial education, i.e. speech, reading, and mathematics directly to vocational education.

We must not allow critical needs for vocational education to overshadow the necessity for a valid basic education for all students. No student should be pushed too fast into skill development without the ability to communicate effectively.

THE SECRETARY'S REGIONAL CONFERENCE
ON VOCATIONAL EDUCATION

Philadelphia

REGION III STAFF

Bernard V. McCusty
Regional Director
Department of Health, Education and Welfare

Dr. Walker F. Agnew
Regional Commissioner
Office of Education

Joyce Dent
Planning and Information Officer
Office of Education

Robert A. Smallwood
Director, Adult, Vocational
and Technical Education
Office of Education

Martin Bouhan
Regional Information Office

William Neufeld
Program Officer, Adult Education
AVTE - Office of Education

Dr. Richard W. Hartmann
Program Officer, Vocational and
Technical Education
AVTE - Office of Education

Earl J. Dodrill
Program Officer, Manpower Develop-
ment & Training
AVTE - Office of Education

Jack R. Grisham
Program Officer, Manpower Develop-
ment and Training
AVTE - Office of Education

Dr. S. Kirkwood Yarman
Director, Higher Education
Office of Education

James Roberts
Director, Urban & Community
Education Programs
Office of Education

Charles E. Eby, Jr.
Executive Officer
Office of Education

41

WASHINGTON OFFICE STAFF

Dr. Walter J. Brooking
U. S. Office of Education
Bureau of Adult, Vocational
and Technical Education

Ann Dagnel
U. S. Office of Education

William H. Paradise
U. S. Office of Education
Bureau of Adult, Vocational
and Technical Education

Frances Glee Saunders
U. S. Office of Education
Bureau of Adult, Vocational
and Technical Education

Orieanna C. Syphax
U. S. Office of Education

Helen M. Tucker
U. S. Office of Education

Ray Link
Social Security Administration
Baltimore, Maryland

Gladys Vedros
Social Security Administration
Baltimore, Maryland

CONFERENCE CHAIRMAN

Mr. George Hutt
Executive Director
Education Council
Greater Philadelphia Chamber of Commerce
Philadelphia, Pennsylvania

CONFERENCE SPEAKERS

Honorable Russell Peterson
Governor - State of Delaware

Dr. August C. Bolino
Professor of Economics
Catholic University
Washington, D. C.

Leonard H. Rosenberg
President, Chesapeake Life
Insurance Company
Baltimore, Maryland

Dr. Mark R. Shedd
Superintendent
School District of Philadelphia
Philadelphia

Dr. Cleveland Dennard
President
Washington Technical Institute
Washington, D. C.

Dr. Arthur Lee Hardwick
Associate Commissioner, BAVTE
Department of Health, Education
and Welfare
Office of Education
Washington, D. C.

CONFERENCE PANELISTS

Dr. Rufus W. Beamer
Head, Department of Education
Virginia Polytechnic Institute
and State University

Raymond S. Dispanet
Superintendent
Berkley County Schools
Martinsburg, West Virginia

Fred W. Eberle
Director, Vocational Education
Charleston, West Virginia

Nelson H. Freidly, Jr.
Principal
Newark High School
Newark, Delaware

Dr. Francis A. Gregory
Chairman, D. C. Advisory Council
on Vocational Education
Washington, D. C.

Dr. Thomas R. Heslep
Pennsylvania State Advisory Council
Norristown, Pennsylvania

Maurice L. Hill
D. C. Manpower Administration
U. S. Department of Labor
Washington, D. C.

Dr. Paul Hodgson
Assistant State Superintendent
for Instructional Services
Dover, Delaware

Henry B. Kinney
Member of State Advisory Council
on Vocational Education
Baltimore, Maryland

Mason M. Moton
School District of Philadelphia
Division of Career Development
Philadelphia, Pennsylvania

John W. Paul
Supervisor of Personnel, Bethlehem
Steel Company
Baltimore, Maryland

Paul H. Schalles
Assistant State Director of
Vocational Education
Harrisburg, Pennsylvania

CONFERENCE DISCUSSION GROUP LEADERS

Junius H. George
Supervising Director
of Industrial Relations
D.C. Public Schools
Washington, D.C.

George Sandvig
Director of Vocational Education
State Department of Education
Richmond, Virginia

Raymon Cunningham
State Department of Education
Division of Vocational Education
Charleston, West Virginia

Boyd E. Payton, Associate
Manpower Administrator
U.S. Department of Labor
Philadelphia, Pennsylvania

Robert L. Rathton
State Department of Public
Instruction, Vocational Education
Dover, Delaware

Glenn R. Coleman
Supervisor, Secretarial & Allied
Services
E.I. DuPont DeNemours, Inc.
Wilmington, Delaware

Roland J. Williams
Director, Project BUILD
Washington, D.C.

Dr. Rose Mary Bengal
Specialist, Consumer & Homemaking
Education
Maryland State Department of Education
Baltimore, Maryland

Arthur L. Walker
Administrative Consultant
Virginia State Advisory Council
on Vocational Education
Richmond, Virginia

Albert J. Caplan, Dean
Charles Morris Price School of
Advertising and Journalism
Philadelphia, Pennsylvania

CONFERENCE DISCUSSION GROUP RECORDERS

Lillie F. Sampson
Executive Director
D.C. Advisory Council on
Vocational Education
Washington, D.C.

Max E. Jobe
Executive Secretary
Maryland Advisory Council
Baltimore, Maryland

Dr. Mary Elizabeth Milliken
Marshall University
Department of Vocational-Tech Education
Huntington, West Virginia

Dr. Ferman B. Moody
Director, Pa. Research Coordinating
Unit, State Department of Education
Harrisburg, Pennsylvania

June D. Bland
Department of Research & Evaluation
D.C. Public Schools
Washington, D.C.

James Horan
Supervisor, Distributive Education
State Department of Education
Richmond, Virginia

Leo E. Lezzer
Member, Research Coordinating Unit
State Department of Education
Baltimore, Maryland

Mildred H. Snowberger
Supervisor, Occupational Research
State Department of Public Instruction
Dover, Delaware

L. S. McKinney
Director, James Rumsey Vocational
Technical Center
Martinsburg, West Virginia

John K. S. Senier
Educational Research Specialist
Research Coordinating Unit
State Department of Education
Harrisburg, Pennsylvania

THE SECRETARY'S REGIONAL CONFERENCE
ON VOCATIONAL EDUCATION

Philadelphia

LIST OF PARTICIPANTS

DELAWARE

Martha G. Bachmann
National Advisory Council
Delaware Advisory Council
Box 897
Dover, Delaware 19901

Norman Balot
Bureau of the Visually Impaired
305 West 8th Street
Wilmington, Delaware 19801

Paul L. Brown
Goldey Beacom Junior College
Jefferson Street at Tenth
Wilmington, Delaware 19899

Mark C. Callahan, Jr.
Wharton & Barnard, Inc.
51 Rebooth Boulevard
Miltord, Delaware 19963

Donald E. Dunkle
State Department of Public
Instruction
Dover, Delaware 19901

Joseph H. Flanzer
Wilmington Board of Public
Education
287 Delaware Trust Building
Wilmington, Delaware 19801

Roosevelt M. Franklin
Wilmington Branch, NAACP
107 East 9th Street
Wilmington, Delaware 19805

Gene A. Geisert
Wilmington Board of Education
14th and Washington Street
Wilmington, Delaware 19802

Francis J. Higgins
Newark School District
Newark, Delaware 19711

Frederick B. Hodapp
Wilmington College
New Castle, Delaware 19702

John F. Holden
Model Cities
1234 W. 4th Street
Wilmington, Delaware 19805

Alden W. Jenkins
Model Cities, Educational Task Force
1234 W. 4th Street
Wilmington, Delaware 19805

George B. McGorman
Delaware Advisory Council on
Vocational Education
Box 697
Dover, Delaware 19901

William M. Polishook
Brandywine College
Wilmington, Delaware 19041

Shirley A. Reilly
E. I. DuPont deNemours & Company
1007 Market Street
Wilmington, Delaware 19899

Maria Marrero
West Side Conservation Association
1534 W. 4th Street
Wilmington, Delaware 19805

James M. Rosbrow
Delaware Department of Labor
801 West Street
Wilmington, Delaware 19899

Billy E. Ross
University of Delaware
College of Education
Newark, Delaware 19711

Gwendolyn W. Sanders
Model Cities Program, CDA
511 W. 8th Street
Wilmington, Delaware 19801

Robert Saunders
Model Cities Motivational
Center, Inc.
401 West Street
Wilmington, Delaware 19801

Walter M. Stein
Delaware Department of Public
Instruction
Townsend Building
Dover, Delaware 19901

Warren T. White, Jr.
Caesar Rodney School District
P.O. Box 188
Camden, Delaware 19934

Fred E. Williams
Newark Delaware School Board
83 East Main Street
Newark, Delaware 19711

John C. Wilson
Department of Public Instruction
Division of Vocational Education
Townsend Building
Dover, Delaware 19901

Cynthia V. Wilson
Office of the Governor
Dover, Delaware 19901

DISTRICT OF COLUMBIA

James Archie
District of Columbia Teachers College
1100 Harvard Street, N.W.
Washington, D.C. 20020

Edwin A. Bethea
District of Columbia Advisory Council
2215 5th Street, N.E.
Washington, D.C. 20001

James E. Herby
U.S. Postal Service, Personnel Dept.
8120 Woodmont Avenue
Washington, D.C.

John Hope III
Office of the Secretary, Office of
Civil Rights, DHEW
Washington, D.C. 20024

Dr. Sheppard B. Kominars
Automated Systems Corporation
1730 K Street, N.W.
Washington, D.C.

Arnold H. Leibowitz
Office of Technical Assistance
E.D.A., Department of Commerce
15th & Constitution Avenue, N.W.
Washington, D.C.

Robert A. Luke
National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

Hubert E. Michel
Student, NEA
110 Harvard Street
Washington, D.C.

Dr. Willie T. Howard
Howard University
Washington, D.C.

Patrick J. McDonough
American Personnel & Guidance Assoc.
1607 New Hampshire Avenue, N.W.
Washington, D.C.

Samuel J. Rea
Marriott Corporation
5161 River Road
Washington, D. C. 20016

William Rumsey
Department of Human Resources
13th & E Streets, N. W.
Washington, D. C. 20017

John A. Sessions
AFL-CIO
815 16th Street, N. W.
Washington, D. C. 20006

Evie M. Washington
Board of Education
415 12th Street, N. W.
Washington, D. C. 20001

Jasper L. Wilson
V. I. C. A.
14th and Potomac Avenue, S. E.
Washington, D. C. 20002

MARYLAND

Ralph E. Adelung
Dindalk Senior High School
Baltimore, Maryland 21222

Janet R. Brockington
Kenwood Senior High School
Baltimore, Maryland 21221

Robert H. Broderick
Board of Education, Baltimore
County
Aigburth Manor
Towson, Maryland 21204

E. Niel Carey
Maryland State Department
of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Travor D. Carpenter
Charles County Community College
Box 910, Mitchell Road
Laplata, Maryland 20646

Richard R. Clopper
Board of Education, Anne Arundel County
Annapolis, Maryland 21401

Karen D. Crocker
T.U.R.K.E.Y.
Salisbury State College
Salisbury, Maryland

John J. Dintino
Chesapeake Life Insurance Company
527 St. Paul Place
Baltimore, Maryland 21202

June Olson Endo
Maryland School for Education
and Business
5526 Harford Road
Baltimore, Maryland

Hendrik A. Essers
Board of Education, Baltimore County
Aigburth Manor
Towson, Maryland 21204

Eretheia H. Evans
University of Maryland
Princess Anne, Maryland 21853

William E. Fintzell
Anne Arundel County Board of Education
27 Chinquapin
Annapolis, Maryland 21401

Melvin H. Garner
Maryland State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Walter H. Heiderman
Maryland State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21211

Dennis C. W. Hill
Board of Education, Baltimore County
Aigburth Manor
Towson, Maryland 21204

Arethia P. Hull
T. U. R. K. E. Y.
Salisbury State College
Salisbury, Maryland 21886

Janet L. Kyle
Future Homemakers of America
Route 6, Box 297
Pekin Road
Pasadena, Maryland 21122

Joan J. Lancaster
Maryland Parent Teachers Assoc.
15209 Main Street
Upper Marlboro, Maryland

Raymond G. Ledbetter
Maryland State Department
of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21211

J. R. McDonald
Maryland Department of
State Planning
301 W. Preston Street
Baltimore, Maryland 21201

William Michel
Maryland State Department
of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Thomas E. Miller
Maryland State Department of
Education, Maryland
Vocational Association
600 Wyndhurst Avenue
Baltimore, Maryland 21212

Joseph H. Morton
Maryland State Department of
Education
600 Wyndhurst Avenue
Baltimore, Maryland 21212

Michael R. Morton
Frederick County School Board
115 E. Church Street
Frederick, Maryland 21701

Merl D. Myers
Maryland State Department of
Education
2100 Guilford Avenue
Baltimore, Maryland

Lois P. Parker
Montgomery County Public Schools
850 North Washington Street
Rockville, Maryland

James L. Reid
Maryland State Department of
Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Herbert D. Rittenhouse
Employment Security Administration
107 West High Street
Elkton, Maryland 21921

William L. Robbins
T. U. R. K. E. Y.
Salisbury State College
Salisbury, Maryland 21886

Gary N. Seeds
Maryland Association of the
Distributive Education Clubs of
America
1209 York Road
Lutherville, Maryland 21093

Max A. Smith
Howard County, Department of
Education
Clarksville, Maryland 21029

William R. Smith
Price George County
Crossland Senior High School
Camp Springs, Maryland 20031

William G. Sykes
Baltimore Model Cities Agency
419 City Hall
Baltimore, Maryland 21215

Walter L. Taylor
Chesapeake Life Insurance Company
545 St. Paul Place
Baltimore, Maryland 21202

William A. Welch
Maryland Advisory Council
on Vocational Education
Hughesville, Maryland

Benjamin C. Whitten
Baltimore City Public Schools
3 East 25th Street
Baltimore, Maryland 21218

NEW YORK

John A. Hines
Inner City Associates
151 W. 25th Street
New York City, New York 10011

PENNSYLVANIA

Irvin H. Allen
Social Security Administration
P.O. Box 12900
Philadelphia, Pennsylvania 19108

Donald A. Barrow
Office of Child Development, DHEW
P.O. Box 12900
Philadelphia, Pennsylvania 19108

Sven H. E. Borei
Philadelphia Adult Basic Education
Academy
3723 Chestnut Street
Philadelphia, Pennsylvania 19104

Henry J. Bowser
Institute of Computer Sciences
325 N. Broad Street
Philadelphia, Pennsylvania 19108

George F. Brobyn
SKF Industries, Inc.
Front Street & Erie Avenue
Philadelphia, Pennsylvania 19154

Lucille W. Campbell
Board of Education, Pittsburgh
341 Bellefield Avenue
Pittsburgh, Pennsylvania 15238

Herman L. Carter
School District of Philadelphia
21st and Parkway
Philadelphia, Pennsylvania 19103

Hermine I. Chern
School District of Philadelphia
21st and Parkway
Philadelphia, Pennsylvania 19103

Frederick J. Ciao
Northeast Catholic High School
Kensington and Torresdale Avenues
Philadelphia, Pennsylvania 19124

Thea J. Cote
Temple University
Philadelphia, Pennsylvania

C. Richard Cox
Philadelphia Model Cities
1701 Arch Street
Philadelphia, Pennsylvania 19103

John Craft
School District of Philadelphia
734 Schuylkill Avenue
Philadelphia, Pennsylvania

Donald Deep
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

Joseph D. Dolan
U.S. Department of Labor
Bureau of Apprenticeship and Training
1317 Filbert Street
Philadelphia, Pennsylvania 19107

Ben Dyess
General Building Contractors' Assoc.
#2 Penn Center, Suite 1212
Philadelphia, Pennsylvania 19102

David A. Easton
Pennsylvania State Advisory Council
AMP Incorporated, General Office
Harrisburg, Pennsylvania 17405

Mary Carter Evans
Chamber of Commerce
1528 Walnut Street
Philadelphia, Pennsylvania

Daniel R. Fascione
Social & Rehabilitation Service, DHEW
P.O. Box 12900
Philadelphia, Pennsylvania 19108

Marj R. Faulk
McKeesport Area School District
Shaw Avenue and Locust Street
McKeesport, Pennsylvania 15132

Helen F. Faust
School District of Philadelphia
21st and Parkway
Philadelphia, Pennsylvania 19103

Fred A. Forbes
Office of Economic Opportunity
Region III
Second and Chestnut Streets
Philadelphia, Pennsylvania

Harry E. Frank
U. S. Department of Labor
Manpower Administration
5000 Wissahickon Avenue
Philadelphia, Pennsylvania

Shelia Y. Garris
Girl Scouts of America
134 S. 57th Street
Philadelphia, Pennsylvania 19139

Kraina Ghen
League of Women Voters, Phila.
1218 Chestnut Street, Suite 1007
Philadelphia, Pennsylvania 19107

John M. Graham
Pennsylvania State Education Assoc.
300 N. Third Street
Harrisburg, Pennsylvania

Juanita A. Green
NAACP State Conference
Chairman, Metropolitan Council
2039 Wallace Street
Philadelphia, Pennsylvania

Roland Greenfield
State Representative
Member of Education Committee
Capitol Building
Harrisburg, Pennsylvania

Charles A. Gilmore
Community College of Philadelphia
34 S. 11th Street
Philadelphia, Pennsylvania 19107

John C. Haas
Rohm and Haas
Independence Mall West
Philadelphia, Pennsylvania 19105

John L. Harrison, Jr.
National Alliance of Businessmen
1512 Walnut Street
Philadelphia, Pennsylvania

Henry Naachke
Bureau of Employment Security
21st and Arch Streets
Philadelphia, Pennsylvania

Renetta F. Weiss
National Education Association
Shippensburg State College
Shippensburg, Pennsylvania 17257

Seth W. Henderson
Social & Rehabilitation Service, DHEW
P. O. Box 12900
Philadelphia, Pennsylvania 19072

Arthur Hertzfeld
Philadelphia Public Schools
2600 North Broad Street
Philadelphia, Pennsylvania

Thomas R. Heslep
Pennsylvania State Advisory Council
401 N. Whitehall Road
Norristown, Pennsylvania

Robert B. Hill
NAACP Pennsylvania State Conference
1816 W. Columbia Avenue
Philadelphia, Pennsylvania 19121

Roy B. Hill
Intercontinental Tours
1816 W. Columbia Avenue
Philadelphia, Pennsylvania 19121

Theodore A. Hleba
Chamber of Commerce of Greater
Pittsburgh
7th Avenue
Pittsburgh, Pennsylvania

Paul A. Hummer
Pittsburgh Model Cities
100 Ross Street
Pittsburgh, Pennsylvania 15219

Joseph T. Impellitteri
Pennsylvania State University
242 Chambers Street
University Park, Pennsylvania

Jack B. Johnson
School District of Philadelphia
Division of Vocational Education
21st & Parkway
Philadelphia, Pennsylvania 19103

Samuel J. Johnson
Pennsylvania Higher Education
Assistance Agency
Towne House
Harrisburg, Pennsylvania 17102

Mary E. Jones
Department of Labor & Industry
Bureau of Employment Security
Labor and Industry Building
Harrisburg, Pennsylvania

John M. Kelley
School District of Philadelphia
Division of Career Development
5th and Luzerne
Philadelphia, Pennsylvania

William T. Kelly
School District of Philadelphia
734 Schuylkill Avenue
Philadelphia, Pennsylvania

Noor A. Khan
Advisory Council on
Vocational Education
21st and Parkway
Philadelphia, Pennsylvania 19103

Barbara Kravitz
Institute of Computer Sciences
325 North Broad Street
Philadelphia, Pennsylvania

John L. Leigh
First Pennsylvania Bank
1500 Chestnut Street
Philadelphia, Pennsylvania

Richard L. Levin
Philadelphia Commission on Human
Relations
601 City Hall Annex
Philadelphia, Pennsylvania 19107

William Levine
U.S. Postal Service
1845 Walnut Street
P.O. Box 8601
Philadelphia, Pennsylvania 19101

Parke H. Lutz
State Department of Education
P.O. Box 911
Harrisburg, Pennsylvania 17126

James T. Magee
Pennsylvania State Employment Service
2048 Arch Street
Philadelphia, Pennsylvania

G. Jeffrey Molnar
Bureau of Employment Security
L&I Building
Harrisburg, Pennsylvania

Samuel Munder
School District of Philadelphia
21st and Parkway
Philadelphia, Pennsylvania 19103

M. Theresa Nagle
Pennsylvania State Library
Harrisburg, Pennsylvania

Herman Niebuhr
Temple University
Philadelphia, Pennsylvania

David H. Porter
Harrisburg City Schools
1201 N. Sixth Street
Harrisburg, Pennsylvania 17105

William M. Potter
National Association of
State School Boards
4175 Ivanhoe Drive
Monroeville, Pennsylvania 15146

Lawrence Prattis
The Haas Community Fund
1819 JFK Boulevard
Philadelphia, Pennsylvania

George E. Raab
Bucks County Public Schools
Administration Building
Doylestown, Pennsylvania 18901

James H. Robinson
University of Pennsylvania
Philadelphia, Pennsylvania

Ben P. Romero
Eastern Associated Coal Corp.
1750 Koppers Building
Pittsburgh, Pennsylvania 15219

James H. Ross
Bucks County Public Schools
Administration Building
Doylestown, Pennsylvania 18901

Leon Rubin
School District of Philadelphia
2600 North Broad Street
Philadelphia, Pennsylvania 19132

Albert N. Rubis
Pennsylvania State Rehabilitation
Center
Johnstown, Pennsylvania 15905

Wilbert H. Rudder
School District of Philadelphia
134 Schuylkill Avenue
Philadelphia, Pennsylvania

Charles P. Scott
University of Pittsburgh
2604 Cathedral of Learning
Pittsburgh, Pennsylvania

Edward A. Sikora
Youth Development, Delinquency
Prevention Admin., DHEW
P. O. Box 12900
Philadelphia, Pennsylvania 19108

Lester E. Slothower
Harrisburg Steelton-Highspire
Technical School
3001 N. 2nd Street
Harrisburg, Pennsylvania

George J. Smith
Department of Labor
Manpower Administration
3000 Wissahickon Avenue
Philadelphia, Pennsylvania

Ben Stahl
Human Resources Development
Institute, AFL-CIO
1512 Walnut Street
Philadelphia, Pa. 19102

Eugene L. Sulkowski
Pennsylvania Technical Institute
5440 Penn Avenue
Pittsburgh, Pennsylvania 15206

Raymond B. Webster
Systems Research Company
3508 Market Street
Philadelphia, Pennsylvania 19104

VIRGINIA

Paul T. Bassett
Virginia Department of Vocational
Rehabilitation
4615 W. Broad Street
Richmond, Virginia

Edward B. Congdon
Vocational Education
50 & E Streets
Hampton, Virginia

Edward Cooke
Richmond Public Schools
312 N. 9th Street
Richmond, Virginia

Mrs. Hamilton Crockford
Richmond City School Board
and Virginia PTA
310 North 9th Street
Richmond, Virginia

Joseph V. Dellapenta
Newport News Public Schools
12465 Warwick Boulevard
Newport News, Virginia

Z. S. Dickerson
Madison College
Box L-33
Harrisonburg, Virginia 22801

Bill G. Eltzroth
Structural Clay Products Institute
1750 Old Meadow Road
McLean, Virginia

Vivien K. Ely
Virginia Commonwealth University
901 W. Franklin Street
Richmond, Virginia 23220

Richard B. Engard
Chesterfield County Schools
Chesterfield, Virginia 23832

Lloyd W. Enoch
Roanoke City Public Schools
P. O. Box 2129
Roanoke, Virginia 24009

Martha H. Fowler
Virginia Commission for the
Visually Handicapped
3003 Parkwood Avenue
Richmond, Virginia

Lee C. Gochenour
Richmond DPMA Chapter
(Richmond Food Stores, Inc.)
P. O. Box 26957
Richmond, Virginia 23261

Louis Godla
Fairfax County Public Schools
Fairfax County School Board
Fairfax, Virginia

Harry N. Gustin
Norfolk School Board
1440 Virginia National Bank Bldg
Norfolk, Virginia 23510

Donal F. Hartman
C&P Telephone Company of Virginia
703 Grace Street (East)
Richmond, Virginia 23230

George N. Powers, Jr.
Portsmouth Virginia C.
School Board
Ford Motor Company
Norfolk, Virginia

Tom C. Samuels
GM Training Center
10355 Lee Highway
Fairfax, Virginia 22030

Ruth P. Saunders
Princess Anne Business College
2924 N. Lynnhaven Road
Virginia Beach, Virginia 23452

Andrew M. Sisson
Future Business Leaders of America
Patrick Henry High School
Ashland, Virginia 23005

A. Ray Spruill
Portsmouth Public Schools
253 Constitution Avenue
Portsmouth, Virginia 23704

Frank E. Taylor
Virginia Beach City Public Schools
3844 Thalia Drive
Virginia Beach, Virginia 23452

V. F. Thompson
NAACP
640 25th Street
Newport News, Virginia 23607

J. Kenneth Torreyson
First & Merchants National Bank
627 East Main Street
Richmond, Virginia 23217

Robert W. Wooldridge
Norfolk City Schools
800 East City Hall Avenue
Norfolk, Virginia

Lloyd V. Schwertfeger
Wheeling Pittsburgh Steel Corporation
12th and Market Streets
Wheeling, West Virginia

William G. Winchell
Division of Vocational Rehabilitation
P & Y Building, Washington, Street
Charleston, West Virginia 25305

WEST VIRGINIA

Clarence E. Burdette
Kanawha County Board of Education
200 Elizabeth Street
Charleston, West Virginia 25311
M

Methel T. Cummings
West Virginia PTA
First Huntington National
Bank Building

Daniel W. Fox
Cabell County School
2807 5th Avenue
Huntington, West Virginia 25702

Charles A. Freeman
1009 W. 5th Street
Huntington, West Virginia 25702

Charles T. Hopkins
West Virginia Retailers Association
906 Nelson Building
Charleston, West Virginia 25301

Reva B. Neely
Home Economics Education
West Virginia University
Morgantown, West Virginia