

DOCUMENT RESUME

ED 027 437

VT 008 099

Abstracts of Research and Related Materials in Vocational and Technical Education, Winter 1968.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date 68

Note-211p.

Available from-Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210 (\$2.75).

EDRS Price MF-\$1.00 HC-\$10.65

Descriptors-*Annotated Bibliographies, Clearinghouses, *Educational Research, Indexes (Locators), Information Dissemination, Resource Materials, *Technical Education, *Vocational Education

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teacher educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Research Development, (10) Students and Student Personnel Services, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. Documents which do not have an individual ED number are available in a separate microfiche set from the ERIC Document Reproduction Service (VT 008 157). (HC)

ED027437

**ABSTRACTS OF
RESEARCH AND RELATED
MATERIALS IN
VOCATIONAL
AND
TECHNICAL
EDUCATION
WINTER 1968**

ERIC CLEARINGHOUSE
THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
COLUMBUS, OHIO

VT008099

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists, and others) through an advanced study and in-service education program;
6. TO PROVIDE A NATIONAL INFORMATION RETRIEVAL, STORAGE, AND DISSEMINATION SYSTEM FOR VOCATIONAL AND TECHNICAL EDUCATION LINKED WITH THE EDUCATIONAL RESEARCH INFORMATION CENTER LOCATED IN THE U. S. OFFICE OF EDUCATION.

Abstracts of
Research and Related

Materials

in

Vocational and Technical Education ,

WINTER 1968 ,

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

*This publication was prepared pursuant to a grant with the Office of
Education, U.S. Department of Health, Education and Welfare. Contractors
undertaking such projects under Government sponsorship are encouraged to
express freely their judgment in professional and technical matters. Points of
view or opinions do not, therefore, necessarily represent official Office of
Education position or policy.*

ERIC Clearinghouse
The Center for Vocational and Technical Education ,
The Ohio State University
1900 Kenny Road, Columbus, Ohio 43210

ERIC CLEARINGHOUSE ON VOCATIONAL AND TECHNICAL EDUCATION

Director..... Robert E. Taylor
Coordinator..... Celianna I. Wilson
Abstracting-Indexing Editor..... Harold L. Carr
Information Specialist..... Roy L. Butler
Information Specialist..... Joel H. Magisos
Information Technician..... Chotard Doll
Information Technician..... Donna Minick

Document Analysts

Charles M. Harris
Jean K. Kintgen
David McCracken
Emmet E. Mason
Malvern L. Miller
Frances J. Parker
Erwin B. Teuber

Abstracts of Research and Related Materials in Vocational and Technical Education is a quarterly publication (Fall, Winter, Spring, Summer) published by the ERIC Clearinghouse on Vocational and Technical Education. Subscription is \$9.00 per year. Send order to Publications Clerk, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43210. Contents of this publication may be reprinted freely without requesting permission, providing appropriate credit is given to the Clearinghouse.

PREFACE

Abstracts of Research and Related Materials in Vocational and Technical Education (ARM) and the companion publication Abstracts of Instructional Materials in Vocational and Technical Education (AIM) announce the availability of documents acquired and processed by the ERIC Clearinghouse on Vocational and Technical Education. ARM incorporates abstracts of research and other materials which are useful to a wide audience of users such as researchers, supervisors, teacher educators, education specialists, administrators, teachers and others who have an interest in vocational and technical education. AIM includes abstracts of materials typically designed for teacher use or student use in the classroom, and annotations of bibliographies or lists of instructional materials. These publications prepared by the ERIC Clearinghouse on Vocational and Technical Education are published quarterly beginning with Fall 1967 issues.

The ERIC Clearinghouse on Vocational and Technical Education is a division of the Center for Research and Leadership Development in Vocational and Technical Education located at The Ohio State University and is one of the clearinghouses of the Educational Resources Information Center (ERIC-USOE). With the growth of vocational education programs, there is an increasing need for accessible information that can be used in developing logical chains of reasoning for research activities, for improving school practices and shortening the theory-practice gap. This Clearinghouse is striving to provide a useful and vital function in dissemination of information on vocational and technical education through these publications.

Since this Clearinghouse is a component of a larger information system, ERIC, it is logical that certain similarities among publications exist. In this regard the format of ARM and AIM is similar to that of Research in Education (RIE)¹, the primary publication of the Educational Resources Information Center (ERIC). RIE includes abstracts from all ERIC Clearinghouses. The abstracts of materials reported in ARM relate specifically to the educational field of vocational and technical education and constitute a segment of ERIC, the national information system for American education.

In addition to the quarterly publications, Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and Abstracts of Instructional Materials in Vocational and Technical Education (AIM), other publications will be issued from time to time. These will typically concern themselves with reviewing and synthesizing information in specific areas of vocational and technical education, e.g., Review and Synthesis of Research in Technical Education; Agricultural Education; Home Economics, etc.

We are indebted to our colleagues within the profession for their cooperation in forwarding materials to the clearinghouse and for their suggestions and comments which have materially assisted in the development of this program. We anticipate further refinement and improved procedures with the continued assistance of our advisory committee.

Robert E. Taylor
Director

¹Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic \$21.00 a year; foreign \$5.25 additional. Single copy: Domestic, \$1.75. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

INTRODUCTION

Organization of ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION

Abstracts of Research and Related Materials in Vocational and Technical Education relies upon two basic formats -- resumes and indexes -- to serve the browser and those seeking specific information. The resumes are organized according to several topical groupings in the first section of the document. Under each grouping, the resumes are arranged by Vocational Technical (VT) number which is an identification number assigned to reports as they are processed. Resumes contain an abstract which indicates the contents of a document in two hundred words or less. Additional components of a resume are explained in a diagram on page ix immediately preceding the resume section.

Several indexes are located after the resume section to provide specific approaches to documents reported in the resume section. These indexes are:

Personal and Institutional Author Index

Document Number Index

Conversion of Document Number Index (VT to ED or MP, ED or MP to VT)

Vocational and Supporting Services Index

Subject and Identifier Index

All of the indexes refer to page numbers in this publication to enable the reader to quickly locate any resume of interest.

Availability of ARM

ARM is published quarterly (Fall, Winter, Spring, Summer). The first issue began Fall 1967. At this time the five issues for the period Fall 1967 - Fall 1968 and the AIM-ARM Annual Index, 1967-68 are available only on microfiche or facsimile copy. These may be ordered from ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014, using the following information.

ED 013 336	Fall 1967 ARM	MF - \$1.00	or	HC - \$8.44
ED 015 335	Winter 1967 ARM	MF - \$.75	or	HC - \$7.28
ED 016 875	Spring 1968 ARM	MF - \$.75	or	HC - \$7.28
ED 019 525	Summer 1968 ARM	MF - \$1.25	or	HC - \$11.32
ED 022 970	Fall 1968 ARM	MF - \$1.25	or	HC - \$11.28
ED 022 064	AIM-ARM Annual Index, 1967-68	MF - \$.50	or	HC - \$5.04

Please add a special handling charge of 50 cents to any order which totals less than \$3. Payment must accompany orders totaling less than \$5.

Subscriptions for hard copy may be initiated with the Fall 1968 issue, or subsequent issues. Send order indicating quarter and year that subscription is to begin to:

Publications Center Clerk
The Center for Vocational and Technical Education
1900 Kenny Road
Columbus, Ohio 43210

1 v / v

Availability of Materials Reported in ARM

A basic concept of the ERIC system is to make known the availability of the full text of materials abstracted. Most of the materials processed into the ERIC system with an ERIC Document (ED) number will be available from the ERIC Document Reproduction Service (EDRS) in the form of microfiche or facsimile copy. There is an EDRS availability line with each abstract which indicates if a document may be obtained from EDRS. If a document is not available from EDRS, the source of availability is in the resume. Microfiche or facsimile copy must be ordered by ED (ERIC Document) number since EDRS is not set up to respond to requests for materials by subject. AIM and ARM indexes can be used to determine ED numbers which relate to problem areas.

Documents which are a part of the VT-ERIC collection and are not announced in Research in Education are included in ARM and AIM. A VT number only is supplied on the resume. Documents which can be microfiched are grouped in VT number sequence as a microfiche set for each issue of ARM and AIM. Each set is announced in RIE under a single (ED) Number The Fall 1967 - Summer 1968 Microfiche Collections contain local clearinghouse VT documents and ED documents. Beginning with Fall 1968, the microfiche set contains only clearinghouse documents. These sets may be ordered from EDRS. Information to be used in ordering the sets for ARM follows:

ARM Microfiche Collections

<u>ARM</u>	<u>ED Number</u>	<u>Microfiche</u>
Fall 1967	ED 013 338	\$25.00
Winter 1967	ED 015 348	\$26.25
Spring 1968	ED 016 876	\$38.00
Summer 1968	ED 019 526	\$72.75
Fall 1968	ED 022 065	\$ 5.75

It should be noted that organizations which have standing orders with EDRS for all VT-ERIC microfiche in RIE, or for the total microfiche collections in RIE will automatically receive the ARM and AIM microfiche collections.

Availability Key for Materials Reported in ARM

<u>Accession Number</u>	<u>Availability on Microfiche</u>
ED number supplied	ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears without a number	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability cited on the availability line in the abstract.	

ERIC Document Reproduction Service (EDRS)

The ERIC Document Reproduction Service (EDRS) is operated by The National Cash Register Company. To save time, request order forms from:

EDRS
The National Cash Register Company
4936 Fairmont Avenue
Bethesda, Maryland 20014

The prices for microfiche changed January 1, 1968. The price for Standing Orders (all ERIC Documents) was reduced to 8.4¢ per fiche and was increased to 25¢ per fiche for individual titles.

To compute the cost of individual microfiche announced prior to January 1, 1968 use the following table:

IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE	IF PREVIOUSLY PUBLISHED (MF) PRICE WAS	USE THIS NEW PRICE
\$.09 -----	\$.25	\$.54 -----	\$1.50
.18 -----	.50	.63 -----	1.75
.27 -----	.75	.72 -----	2.00
.36 -----	1.00	.81 -----	2.25
.45 -----	1.25	.90 -----	2.50

Microfiche cost of documents announced in this issue are based on the new price schedule.

Payment must accompany orders totaling less than \$5. Add a special handling charge of 50 cents to any order which totals less than \$3. The ERIC Document Reproduction Service is registered to collect sales taxes and orders from States which have sales tax laws must include payment of the appropriate tax or include tax exemption certificates.

Foreign orders: A 25-percent service charge, calculated to the nearest cent, must accompany orders from outside the United States, its territories, and possessions. This service charge is applicable to orders for microfiche (MF) and hard copy (HC).

Scope of the Clearinghouse

The ERIC Clearinghouse on Vocational and Technical Education is responsible for research reports and other documents related to the general field of vocational and technical education. Included are reports on the specific fields of agricultural education, business and office occupations education, distributive education, health occupations education, home economics education, technical education, trade and industrial education, training in new subprofessional fields, and the related fields of industrial arts education, manpower economics, occupational psychology, and occupational sociology. Specifically included are subject categories such as administration and supervision, curriculum, employment and occupations, evaluation and measurements, facilities and equipment, historical studies, individuals with special needs, instructional materials and devices, manpower economics, philosophy and objectives, research design and development, student personnel services, students (characteristics), teachers, and teacher education, teaching and learning methods when related specifically to vocational and technical education.

Acquisitions

The adequacy of information in this publication, as well as other services of this clearinghouse, is directly related to the extensiveness of the information acquired and processed into the system. This Clearinghouse has assumed the initiative in obtaining as much of the available information as possible. However, it is impossible for any organization to achieve complete and comprehensive coverage of a field as vast as vocational education without the cooperation and assistance of the profession. The growth and ultimate effectiveness of the system require supplemental efforts of its users. Any person in the vocational or technical field is invited to forward to the Clearinghouse two copies of items relating to vocational-technical education for possible inclusion in the system. Questions relating to this endeavor should be directed to the Acquisitions Specialist at the Center.

Abbreviations

ATM	<u>Abstracts of Instructional Materials in Vocational and Technical Education</u>
ARM	<u>Abstracts of Research and Related Materials in Vocational and Technical Education</u>
ED	ERIC Document
EDRS	ERIC Document Reproduction Service
ERIC	Educational Resources Information Center
HC	Hard copy
MF	Microfiche
RIE	<u>Research in Education</u>
VT	Vocational-Technical

SAMPLE RESUME

Accession Number--
an identification
number sequentially
assigned to reports
as they are processed

Author(s)--the
individual(s) who
prepared the
report.

EDRS Price--price
of the document
through the ERIC
Document Repro-
duction Service.
"MF" means micro-
fiche; "HC" means
hardcopy.

Report Number

If item cited ap-
peared originally
in a journal, a
journal citation
would appear here.

Publication Date

Total number of
printed pages in
the report, in-
cluding cover and
appendices.

Identifier--
acronyms, geo-
graphical areas,
conferences, orga-
nizations, tests
(e.g. Binet), etc.
Only the major
identifiers pre-
ceded by an
asterisk are
printed in the
index.

Abstract--a con-
densation of the
report in about
200 words. When
applicable, it
includes the
purpose, pro-
cedure, results,
and conclusions
of the research
activity.

VT 004 376

ED 020 326

Asbell, Bernard

New Directions in Vocational Education, Case Studies in Change.

Office of Education (DHEW), Washington, D.C. Bureau of Research

EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.

OE-80047

Superintendent of Documents, U.S. Government Printing Office,
Washington, D.C. 20402 (FS5.280:80047, \$.30).

Pub Date - 67 61p.

*CASE STUDIES (EDUCATION); ADOPTION (IDEAS); *EDUCATIONAL CHANGE;
TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; AREA VOCATIONAL
SCHOOLS; SLOW LEARNERS; PARAMEDICAL OCCUPATIONS; OCCUPATIONAL
CLUSTERS; POST SECONDARY EDUCATION; EDUCATIONAL INNOVATION

SAN FRANCISCO, CALIFORNIA; *RICHMOND PRETECHNICAL PROGRAM; OHIO;
GEORGIA; PHEONIX, ARIZONA; QUINCY; MASSACHUSETTS

In recent efforts of the U.S. Office of Education to bridge the
gap between development and adaptation of educational practice,
visibility has been given to communities which have introduced
new curriculums, teaching methods, and institutional patterns.
Five locally initiated programs which have attempted to provide
a flexibility of the educational system.....
.....and education leaders at state and local
levels. Quincy, Massachusetts, is an example of a city in which
vocational education has shifted from training for a single
skill to preparing individuals for a cluster of occupational
skills. (JM)

If ED is followed by
numbers, item has
been announced in
Research in Education.
If ED is not followed
by numbers, the issue
of RIE in which the
abstract is scheduled
to appear follows the
ED prefix.

Title of report

Institutional Source--
the organization
responsible for the
report.

Sponsoring Agency--
would appear here
if different than
Institutional Source.

Grant Number and
Program Area Number
would also appear on
this line.

Commercial, insti-
tutional, and other
sources of availabil-
ity if known at time
of printing. Cost
is included.

Descriptors--the
subject terms assigned
by an indexer to
characterize the
contents of a report.
Only the major terms,
those preceded by an
asterisk, are printed
in the index.

Abstractor's Initials.

Availability Key for Materials Reported in ARM

Accession Number: ED number supplied	Availability on Microfiche ERIC Document Reproduction Service (EDRS) provided the information is shown on EDRS price line.
ED appears without a number	If a price is given for microfiche, the fiche is unavailable from EDRS (at time of printing) until an ED number is assigned and published in RIE. The issue of RIE in which the abstract is scheduled to appear follows the ED prefix. After assignment of numbers has been made by Central ERIC, the Conversion of Document Number Index in each succeeding issue of ARM will include numbers for documents listed with an ED and RIE date in the previous issue.
VT number only supplied	Available on microfiche in VT-ERIC set from EDRS as indicated.
Items not available through EDRS or in a VT-ERIC set will usually have a source of availability at the end of the abstract.	

ERRATA

1. VT 001 392 and VT 001 393 were shown on page 35 and 36 of Fall 1968 ARM without ED numbers or references to an RIE issue. They will appear in the April issue of RIE and will be assigned ED numbers at that time.
2. VT 001 399, VT 001 486, and VT 002 552 were reported in Fall 1968 ARM as appearing in the September 1968 issue of RIE. They appeared in the January issue of RIE with ED numbers as follows:

VT 001 399	ED 021 957
VT 001 486	ED 021 959
VT 002 552	ED 021 968
3. VT 000 973, page 133 of Fall 1968 ARM, and VT 004 309, page 141 of Fall 1968 ARM, were reported as separate volumes since one of the documents was labeled as a second revision. Closer inspection reveals the only major difference to be that VT 000 973 includes a four-page summary of the document.

TABLE OF CONTENTS

	Page
PREFACE	iii
INTRODUCTION	v
ABSTRACTS	267
Administration and Supervision Section	267
Curriculum Section	299
Employment and Occupations Section	305
Evaluation and Measurements Section	325
Facilities and Equipment Section	335
Individuals with Special Needs Section	341
Instructional Materials and Devices Section	349
Philosophy and Objectives Section	353
Research Design and Research Development Section	357
Students and Student Personnel Services Section	365
Teachers and Teacher Education Section	373
Teaching and Learning Section	385
Other Resources Section	391
INDEXES	395
Personal and Institutional Author Index	396
Document Number Index	414
Conversion of Document Number Index	422
Vocational and Supporting Services Index	426
Subject and Identifier Index	433

ADMINISTRATION
AND SUPERVISION
SECTION

VT 000 109

Vocational Home Economics Manual of Operations for Training and/or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar65 23p.

*OCCUPATIONAL HOME ECONOMICS; *ADULT VOCATIONAL EDUCATION; *PROGRAM GUIDES; OCCUPATIONAL INFORMATION; PROGRAM DEVELOPMENT

This manual was developed to explain and interpret the purposes and programs of adult vocational education oriented toward training in occupations utilizing home economics knowledge and skills. Preparation for employment is a specialized type of program and needs to be sufficiently inclusive and intensive to insure adequate preparation for wage-earning. Subject matter areas in home economics that will contribute to wage earning skills are: (1) child development, (2) clothing and textiles, (3) foods and nutrition, (4) home and institutional management, and (5) home furnishings and equipment. This manual discusses: (1) criteria and procedures for training and retraining programs, (2) reimbursement, (3) qualifications of instructors and of students, (4) curriculum, (5) suggested hours of training, class size, and teaching aids. Descriptions are given for training or retraining programs in the occupations of: (1) child care aide, (2) clothing service worker, (3) drapery, slipcover, and/or upholstery worker, (4) food service worker, (5) homemaker's assistant, (6) visiting homemaker, (7) management aide, (8) hotel and motel housekeeping aide, and (9) nursing and rest home aide. (MS)

VT 000 206

Ellis, Jewell Deene

Highlights Basic to Program Development, Interpreting Wage Earning Occupations.

Ohio State Univ., Columbus. The Center for Research and Leadership Development in Vocational-Technical Educ.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 5p. Speech given before the Seminar for Home Economics Leaders, Ohio State University, March 1966.

*SPEECHES; TEACHER ADMINISTRATOR RELATIONSHIP; *OCCUPATIONAL HOME ECONOMICS; SECONDARY SCHOOLS; ADULT VOCATIONAL EDUCATION; *PUBLIC RELATIONS
*SEMINAR FOR HOME ECONOMICS LEADERS

To be successful, occupational preparation programs must be interpreted to the many persons, agencies and groups that may be involved. Attention is focused on the need for planning ways to interpret occupational training programs, persons for whom interpretation is important, and ways by which interpretation may be carried out over a period of time. Most communities have at least one common factor. There are many new programs available that affect education and employment, and occupational training in home economics is only one of these. Effective methods of interpretation must be used if these programs are to succeed. The key people to include in interpretation efforts are the homemaking teacher, administrators, school boards, guidance counselors, high school students, adult workers, and public and private agencies. Methods suggested are group discussions, oral presentation, personal contacts, counseling, and leaflet distribution. Reinterpretation will be necessary from time to time. For the teachers, this may be best done at inservice meetings on a district or state level. Teacher education groups can do much to make interpretation a continuing process. (MS)

VT 000 207

Gaylor, Barbara

Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.

Ohio State Univ., Columbus. Center for Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar66 4p.; Speech given before the Seminar for Home Economics Leaders, Ohio State University, March 1966.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM PLANNING; *SPEECHES; *GUIDELINES
*SEMINAR FOR HOME ECONOMICS LEADERS

Some of the guidelines that need to be considered in determining appropriate programs for occupational home economics are: (1) Consider some trends in education and what is happening to families and society, together with the changes needed in home economics curriculum, (2) Determine needs of the people in an area for vocational training, (3) Make a survey to determine jobs available and the expectation of persons to be employed in these jobs, (4) Set up an advisory committee to help determine curriculum and equipment needs for the school, (5) Develop a job analysis, identifying the functions of the program and define the responsibilities of the job, (6) Identify teachers who have occupational competence and who can meet the professional requirements for certification, (7) Use available resources pertinent to the specific occupations being taught, (8) Arrange for actual work experience programs with business, industry, or institutions outside the school, (9) Establish criteria for determining competencies a student will have when ready for employment, (10) Develop a plan for followup of students to determine the effectiveness of the program, and (11) Plan for a sound public relations program. The role of high schools, area vocational schools, community-junior colleges, and university programs must be considered in implementing programs for gainful employment. Most jobs will be in the home and community-related occupations, of which the latter have more status. In determining appropriate programs and job areas for courses, an effort should be made to meet the needs of youth and adults with different abilities in education, background, and experience. (MS)

VT 000 346

Guidelines for Pilot Programs in Agricultural Education.

Ohio State Univ., Columbus. The National Center for Advanced Study and Research in Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 15p.; Reprint from Proceedings of Research Coordination Conference on Agricultural Occupations (2nd, Columbus, Ohio, January 13-15, 1964).

*PILOT PROJECTS; *GUIDELINES; CONFERENCES; EDUCATIONAL CHANGE; INFORMATION DISSEMINATION; EVALUATION METHODS; *AGRICULTURAL EDUCATION; PROGRAM PLANNING
*RESEARCH COORDINATION CONFERENCE ON AGRICULTURAL OCCUPATIONS

A report of committee work at the second Research Coordination Conference on Agricultural Occupations presents a suggested four-step process in developing pilot programs to provide a systematic basis through which program improvements may be brought about in agricultural education. A pilot program is a planned

activity for testing a new idea in a realistic situation. The steps are identifying new ideas and concepts, designing ideas into workable programs, evaluating through field testing, and disseminating ideas which have proven successful. Guiding principles and guidelines for each are provided. (JM)

VT 000 527

Manual for Young and Adult Farmer Programs.

Colorado State Univ., Fort Collins. Dept. of Vocational Education
Colorado State Board for Vocational Education, Denver
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan63 52p.

*YOUNG FARMER EDUCATION; *ADULT FARMER EDUCATION; *PROGRAM GUIDES; EDUCATIONAL OBJECTIVES; EDUCATIONAL FINANCE; PROGRAM DEVELOPMENT; PUBLIC RELATIONS; *PROGRAM PLANNING; SUPERVISED FARM PRACTICE; ADVISORY COMMITTEES
*YOUNG FARMER ASSOCIATION

This revised guide provides information on the organization and conduct of young farmer or adult farmer programs. Units are developed in outline form and include: (1) Recognizing Needs for a Young and Adult Farmer Program, (2) Objectives of the Program, (3) Organizing the Program, (4) Financing the Program, (5) Publicity and Public Relations, (6) Procedures for Program Development, (7) Methods of Conducting an Adult Program, (8) Records and Reports, Supervised Farming, (9) Young Farmer Association, and (10) Advisory Council. Forms are included for a need survey, training program survey, program schedule, and data analysis. (JM)

VT 000 553

Dean, Ernest H.

Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.

Utah Technical College, Provo
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 68p.

*TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; *PROGRAM IMPROVEMENT; TECHNICAL INSTITUTES; *STATE PROGRAMS; *POST SECONDARY EDUCATION; EDUCATIONAL NEEDS; OCCUPATIONS; JUNIOR COLLEGES; STATE LEGISLATION; NATIONAL SURVEYS; STATE SURVEYS; ADMINISTRATOR ATTITUDES; DROPOUTS
UTAH

A questionnaire was sent to 16 randomly selected high school principals, five district superintendents, and 12 executive secretaries or administrative officers of statewide associations associated with at least one of the trade-technical programs. Information collected from each of the 50 states by questionnaires to state superintendents, state supervisors of vocational education, and legislative council directors was also utilized to compile a report on vocational and technical education for the junior college sub-committee of the Legislative Council. Some conclusions were: (1) Most high school principals favor having the State Board of Education as the administrative board over the two trade-technical institutes, (2) School superintendents favor the State Board of Education as the administrative board, and (3) No one post-high school institution has general acceptance by the fifty states. One of the 27 recommendations made to the legislature and the governor was that the State Board for Vocational Education should clarify, by Attorney General's opinion, their right to accredit trade-technical schools to grant associate degrees. Some of the 23 recommendations made to the State Board of Vocational Education are that: (1) the curriculum of the two trade-technical schools be enlarged to include a substantial curriculum in the semi-skilled and service occupational training program, and (2) the State Board of Vocational Education relate the total program of vocational education to the needs of the states. (EM)

VT 000 568

Clark, Raymond M.

Training for Off-Farm Agricultural Occupations, Report of an Experimental Program in Vocational Education 1962-63.

Michigan State Univ., East Lansing. College of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May63 32p.

*EXPERIMENTAL PROGRAMS; OFF FARM AGRICULTURAL OCCUPATIONS; VOCATIONAL AGRICULTURE; DISTRIBUTIVE EDUCATION; OFFICE OCCUPATIONS EDUCATION; TRADE AND INDUSTRIAL EDUCATION; *COOPERATIVE EDUCATION; *PROGRAM PLANNING; HIGH SCHOOLS
ELKTON; PIGEON; BAYPORT; MICHIGAN

The objective of the project was to develop the most effective vocational education training at the high school level for selected non-farm occupations involving agricultural, distributive, office, and trade and industrial education. Procedures were outlined in the initial proposal for school selection and program initiation. The program was conducted in the Elkton-Pigeon-Bayport school system where 18 students enrolled. Formal agreements, meeting minutes, policies, and survey schedules are included in this study of planning and the first year of operation. Problems existed in the placement of students in cooperative work experiences and the selection of work stations. The report of observations cites evidence of need for (1) this type of program, (2) inservice and preservice teacher education programs, (3) instructional materials, and (4) adequate teacher time. (JM)

VT 000 580

Brock, Don, And Others

Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture. Workshop (New Mexico State University, July 20-31, 1964).

New Mexico State Univ., University Park
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 9p.

*VOCATIONAL AGRICULTURE; *SUPERVISED FARM PRACTICE; *COOPERATIVE EDUCATION; *OFF FARM AGRICULTURAL OCCUPATIONS; GUIDELINES; PUBLIC RELATIONS; PROGRAM ADMINISTRATION; *PROGRAM GUIDES; PROGRAM COORDINATION; OCCUPATIONAL GUIDANCE

A committee of vocational agriculture teachers drafted guidelines for use in conducting career-centered, occupational experience programs on farms or in farm-related agricultural occupations. Guidelines are

included for selecting and placing students, selecting training stations, and supervising and coordinating the program. Detailed suggestions are included for school and employment correlation, occupational guidance and class scheduling, personal problem handling, employment adjustment, extra-curricular activities, followup of graduates, publicity, administration, and course content. (JM)

VT 000 588

Will We Be Prepared, A Plan for Vocational, Industrial, and Technical Education, Niagara, Orleans, Genesee Counties.

Tri-County Vocational, Industrial, Technical Survey, Medina, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep64 61p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS; PARENT ATTITUDES; EMPLOYEE ATTITUDES; STUDENT OPINIONS; EMPLOYER ATTITUDES; SCHOOL SURVEYS; *FEASIBILITY STUDIES; PROGRAM ATTITUDES; *EDUCATIONAL PLANNING; *AREA VOCATIONAL SCHOOLS
NIAGARA COUNTY; ORLEANS COUNTY; GENESEE COUNTY; NEW YORK

A 3-county survey was conducted: (1) to determine the needs, organization, and types of programs to be developed, and (2) to identify the characteristics, scope, and type of existing vocational and technical programs. The enrollment in 25 high schools ranged from 219 to 2,193 with 1964-65 total enrollment at 19,668. Projected 1970 enrollment is 21,654. The dropout rate was estimated at 22 percent for the high school period. Responses from 4,148 parents indicated: (1) 73 percent were satisfied with students' course choices, (2) 95 percent favored expanding or improving vocational programs in high schools, (3) 87 percent favored expansion and improvement for adult vocational programs, and (4) 44 percent expressed a personal interest in adult courses. Information from 4,927 ninth graders indicated 96 percent intended to complete high school, 40 percent intended to attend post-secondary schools, and 75 percent were interested in high school vocational courses. Employment service offices reported 15,140 registrants and 4,353 placements in 1963. Responses from 389 employers showed 45 percent had no difficulty filling openings, 48 percent required high school diplomas, 68 percent required specialized training while in high school, and 25 percent would participate in work experience programs. Responses from 498 young employees indicated that 80 percent were interested in vocational education if it were available. Recommendations were: (1) Sub-committees of the Policy Commission shall determine courses for three tentative area vocational centers, and (2) A director of vocational education shall be appointed to assist the Policy Committee and Boards of Education. (EM)

VT 000 595

Mapping Your Occupational Training in the State of Washington, An Occupational Training Directory for Counselors.

Washington Office of State Superintendent of Public Instruction, Olympia
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 148p.

*COMMUNITY COLLEGES; TECHNICAL EDUCATION; *TRADE AND INDUSTRIAL EDUCATION; *DISTRIBUTIVE EDUCATION; EDUCATIONAL PROGRAMS; EDUCATIONAL OPPORTUNITIES; OCCUPATIONAL INFORMATION; OCCUPATIONAL GUIDANCE; *TECHNICAL INSTITUTES; *DIRECTORIES
WASHINGTON

The purpose of this directory is to furnish the student and the school counselor with information about post-high school technical trade, industrial education training, and distributive occupations programs. Section I gives the historical development, instructional programs, student services, faculty and student enrollment, and fees for Bellingham Technical School, Big Bend Community College, Centralia College, Clark College, Clover Park Vocational-Technical School, Columbia Basin College, Everett Junior College, Grays Harbor College, Highline College, Lower Columbia College, Olympia Vocational-Technical Institute, Olympia College, Peninsula College, Renton Vocational School, Seattle Public Schools, Skagit Valley College, Spokane Technical and Vocational School, Tacoma Vocational-Technical Institute, Wenatchee Valley College, and Yakima Valley College. The course description, job description, employment outlook, and the location of courses are given for 31 programs. There are mid-management centers in 12 of the schools listed above. Information is given for employment, employment opportunities, and training programs in distributive occupations also. (EM)

VT 000 664

Bottoms, James E.
Development of a Master Plan for Vocational Education in the State of Georgia.

Georgia State Dept. of Education, Atlanta
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Mar67 32p.

*VOCATIONAL EDUCATION; *PROGRAM PLANNING; *HIGH SCHOOLS; *POST SECONDARY EDUCATION; *PROGRAM EVALUATION; TECHNICAL EDUCATION; ADVISORY COMMITTEES; EDUCATIONAL PLANNING
GEORGIA

A plan for meeting Georgia's occupational training needs is set forth in this proposal. Project objectives are to determine the current status of vocational-technical education, outline a program to fulfill the goals of vocational education, and develop specific plans and a time table for implementation of those plans. Sub-committees working under a 15-man advisory committee will concentrate on specific areas to evaluate, plan, and schedule. Appendix 1 contains the composition of the component groups involved in the study. They are the advisory committee, sub-advisory committee, professional staff, and vocational education staff. Charts of the organization and time table for each phase are included. (DM)

VT 000 677

Organization and Administration for Industrial Arts Education.

Ohio State Dept. of Education, Columbus
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 59 73p.

*INDUSTRIAL ARTS; *PROGRAM GUIDES; HIGH SCHOOLS

Information about the organization and administration of industrial arts departments is provided for teachers, supervisors, and administrators. Topics are: (1) organization and administration, (2) departmental organization, (3) departmental administration, (4) responsibilities and duties of the teacher, (5) classroom

administration, (6) pupil personnel organization, (7) mechanical devices used in pupil personnel organization, (8) shop records, (9) supplies and equipment, and (10) safety and safety inspection. The appendix contains a sample form for: (1) acquainting parents with the program, (2) a shop personnel organization chart, (3) a supply order, (4) a project record, (5) a progress chart, (6) a procedure sheet, (7) an inventory form, (8) a material payment record, (9) a tool lending form, (10) requisitions, (11) a student fee card, (12) an operator's permit, (13) a student's cumulative record, (14) an Ohio school shop inspection form, (15) a standard student accident report form, and (16) an accident report form. (EM)

VT 000 794

Brunner, Ken August

A Study of Organized Occupational Education in Missouri Institutions of Higher Education.

Missouri Commission on Higher Education, Jefferson City

Kansas City Assn. of Trust and Foundations, Mo.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Aug65 132p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CURRICULUM; *STUDENT ENROLLMENT; COLLEGE GRADUATES; *JUNIOR COLLEGES; *COLLEGES; SUBPROFESSIONALS; ASSOCIATE DEGREES; PART TIME STUDENTS; SCHOOL SURVEYS; PRIVATE SCHOOLS; PUBLIC SCHOOLS; COMPARATIVE ANALYSIS; SCHOOL SURVEYS
MISSOURI

Organized occupational education includes primarily post-secondary curriculums preparing graduates for immediate employment as technicians. Information about its recent background, present status and suggested future development is presented. Most of the data were obtained from seven U.S. Office of Education surveys of organized occupational education in institutions of higher education. Seven Missouri colleges and universities had graduates from engineering-related organized occupational curriculums. The private institutions offered more occupational education than the public. Nationally, the recommended ratio of educating five technicians for every one professional was reversed. Recommendations included: (1) Public junior colleges should provide a major thrust in developing organized occupational curriculums to meet the needs of business, governmental, and industrial employers in Missouri, (2) State colleges and the University of Missouri should offer occupational programs to meet the needs of employers in their service areas provided these programs could be smoothly coordinated with those which are related to their primary goal of preparing persons for the professions, (3) Private institutions should continue to respond to requests from their students to provide selected occupational courses as long as they have the resources to do so, and (4) All occupational programs should be governed by the same guidelines. (SL)

VT 000 809

Horner, James T.

Report on the Need for Vocational Technical Schools in Nebraska.

Nebraska Legislative Council, Lincoln

MF AVAILABLE IN VT-ERIC SET.

NLC-139

Pub Date - Nov64 54p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *POST SECONDARY EDUCATION; *EDUCATIONAL NEEDS; AREA VOCATIONAL SCHOOLS; *HIGH SCHOOL STUDENTS; ADMINISTRATOR ATTITUDES; SURVEYS; GRADE 12; *EDUCATIONAL INTEREST; EDUCATIONAL FINANCE; QUESTIONNAIRES
NEBRASKA

To review the vocational-technical education program in Nebraska, an appointed legislative committee mailed a questionnaire with a letter of explanation to all state legislators requesting to contact communities in their districts interested in having a vocational-technical school and to have them submit relevant information. A questionnaire, requesting information about the senior class, was completed by school administrators. Of the 453 schools contacted comprising almost 20,000 high school seniors, 169 responded (37.3 percent). Some of the results were: (1) 53.9 percent of all 1964 high school seniors were planning to go to college, (2) In 1963, only 42 percent of the high school graduates enrolled in standard colleges, and less than 3 percent enrolled in vocational-technical schools, (3) 10 percent of the high school seniors were seriously considering enrolling in the vocational-technical schools, and (4) 1,753 seniors would attend a vocational-technical school if one were located in their area. One conclusion was that administrators are overly optimistic in their expectations of the numbers of high school seniors enrolling in college. Recommendations include: (1) The scope of vocational education subject matter needs to be broadened, (2) The location of vocational-technical programs should be reasonably close to all citizens, and (3) The state should offer vocational-technical education on a 12-month basis. (SL)

VT 000 837

Ferguson, Gordon E.

Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.

Minnesota Univ., Minneapolis. Inst. of Agriculture

Minnesota State Dept. of Educ., St. Paul. Vocational Div.

Winona Area Vocational-Technical School, Minn.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Apr66 23p.

*FARM MANAGEMENT; *FARM ACCOUNTS; *INSTRUCTIONAL MATERIALS; ANNUAL REPORTS; *ADULT FARMER EDUCATION
MINNESOTA

Progress on the farm management program is reported to provide a summary of records to be used by participating farmers and instructors for comparison purposes. The records of 90 farmers enrolled in farm management programs in nine schools in Southeastern Minnesota are covered. Each summary category shows data for the average of 90 farms, the 18 most profitable farms and the 18 least profitable farms. Summary categories include: (1) farm inventory, (2) farm earnings, (3) household and personal expense, (4) net worth, (5) farm earnings by operator's share, (6) work units per production unit, (7) labor earnings correlated with excellent factors, (8) range in earnings, (9) measures of organization and management efficiency, (10) a thermometer chart of efficiency, (11) distribution of acres and crop yields, (12) total feed costs and returns for livestock, swine, dairy, and dual purposes cattle, sheep, and poultry, and (13) a summary of farm earnings by year for whole farms from 1960 to 1965. (JM)

VT 001 209

Lestie, John D.

Training Needs in Central Kentucky, Student Interest and Availability. Report 121 Supplement.

Spindletop Research, Lexington, Ky.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug66 36p.

*STUDENT ENROLLMENT; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; COUNSELORS; GRADE 10; GRADE 11; GRADE 12; STUDENT ATTITUDES; POST SECONDARY EDUCATION; SURVEYS; *HIGH SCHOOL STUDENTS; ENROLLMENT INFLUENCES; *STUDENT INTERESTS; ENROLLMENT TRENDS; *EMPLOYMENT OPPORTUNITIES; EDUCATIONAL INTEREST KENTUCKY

The objective of this part of the overall study (see VT 000 086) was to provide information relating to student availability and interests and to recommend ways to keep enrollment and curriculum responsive to the employer need pattern of Central Kentucky. Principal findings were (1) There were an estimated 34,880 16- to 20-year-olds in 1965 with a projection of 43,660 in 1970 and 46,800 in 1975, (2) About one-third of the students were enrolled in vocational programs, (3) The student's family provided most of the guidance on course selection, (4) 20 percent of the students would switch programs if others were available, (5) There is little difference between the perception of job opportunities between vocational and non-vocational students, (6) Only nine occupations were considered to offer good employment by 50 percent of the students, (7) 98 percent of the vocational students and 90 percent of the non-vocational students indicated they would select one or more vocational courses if they were available, (8) One-fourth of the vocational students planned to enroll in post-secondary vocational programs, (9) Over one-half of the counselors indicated that 14 or the 20 vocational courses should be more widely offered, and (10) Qualified job applicants were in short supply for 19 jobs. Statistical data gathered by questionnaires and opinionnaires are given. (EM)

VT 001 252

Widdowson, Ralph D.; Jacoby, Robert
A Report on the Present Status of Trade and Technical Education in Pennsylvania.

Pennsylvania State Dept. of Public Instruction, Harrisburg
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb63 23p.

STATISTICAL DATA; *STUDENT ENROLLMENT; *EDUCATIONAL PROGRAMS; *TEACHER QUALIFICATIONS; JOB PLACEMENT; *TRADE AND INDUSTRIAL EDUCATION; GRAPHS; STATE PROGRAMS; VOCATIONAL RETRAINING; HIGH SCHOOLS PENNSYLVANIA

In graphic form, this report presents statistics on the continuing status of the secondary school and retraining programs of trade and industrial education in Pennsylvania. Much of the information was secured from the various statistical reports of the technical and industrial education division of the Department of Public Instruction. The charts describe pupil enrollments, size and types of programs, placement of graduates, status of teachers and administrators, finance, state supervision, and training of the unemployed. Statistics cover the period from 1958-1962. (PA)

VT 001 615

Neasham, Ernest R.; Swanson, J. Chester
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.

California Univ., Berkeley. School of Education
MF AVAILABLE IN VT-ERIC SET.
CU-SE-1966-4
Pub Date - Aug66 52p.

*ADULT VOCATIONAL EDUCATION; *STUDENT ENROLLMENT; *ADMINISTRATIVE PROBLEMS; SURVEYS; PUBLIC SCHOOLS; HIGH SCHOOLS; JUNIOR COLLEGES; APPRENTICESHIPS; FEDERAL PROGRAMS; *ADULT EDUCATION; ADMINISTRATOR ATTITUDES ALAMEDA COUNTY; CONTRA COSTA COUNTY; CALIFORNIA

Information from interviews with 28 administrators and a questionnaire administered to 31 schools determined what adult vocational education was available in the public schools of Alameda and Contra Costa Counties and identified possible research problems for improving the capability of public schools in meeting their future responsibilities for educating adults. The total enrollment of adult vocational education open to the general public, apprentice school training, and federally connected programs was 21,763, which was about one-third of the total public school adult education enrollment. The adult education administrators ranked 12 administrative problems, concerning adult education in the following order of importance: (1) program development, (2) teacher availability, (3) intrafaculty communication, (4) adequate resources, (5) inservice education, (6) policy formulation, (7) public relations, (8) counseling services, (9) coordination among levels, (10) record keeping, (11) library services, and (12) registration. Responses and comments concerning these problems were analyzed. The most important considerations facing adult vocational education in the two-county area were ascertaining needs, involving a broader social spectrum, acquiring flexibility for adapting to changing social circumstances, and providing some specialized facilities to meet adult needs. Research might profitably be conducted in the areas of clientele characteristics, organizational structure, and training to develop specialist adult education administrators. (PS)

VT 001 648

Vocational Agriculture in the Next Five Years 1963-1968, Staff Plans.

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul63 26p.

*VOCATIONAL AGRICULTURE; STATE SUPERVISORS; HIGH SCHOOLS; TEACHER EDUCATORS; *EDUCATIONAL OBJECTIVES; *PROGRAM EVALUATION; EVALUATION CRITERIA; CURRICULUM; SUPERVISED FARM PRACTICE; YOUTH CLUBS; OCCUPATIONAL GUIDANCE; YOUNG FARMER EDUCATION; ADULT FARMER EDUCATION; PROGRAM DEVELOPMENT; PHYSICAL FACILITIES

Goals, ways, and means for improving major aspects of vocational agriculture are provided as a guide to supervisors and teacher educators in working with local teachers. Guiding statements, objectives, staff responsibilities, and procedures are listed, and space for describing their 1968 status is provided for each of the program facets: planning and developing local programs, local school relationships, high school teaching and curriculum, supervising occupational experience in agriculture, advising the Future Farmers of America, guidance, young and adult farmer programs, physical facilities, public relations, and professional improvement. The document was developed by University Staff and State teachers as part of a 5-year vocational education improvement plan. Committees of supervisors and teacher educators were formed to provide continuing replanning in the areas of administration, high school instruction, and public relations. Staff committees made recommendations for additional staff action in the areas of administration, curriculum, technical training at the post-high school level, manpower training, high school programs, and interstaff communications. (JM)

VT 001 661

A Manual of Operation for Occupational Programs in Vocational Home Economics Education.

Tennessee State Dept. of Education, Nashville. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May66 15p.

*OCCUPATIONAL HOME ECONOMICS; PROGRAM DEVELOPMENT; *PROGRAM GUIDES; HOME ECONOMICS SKILLS; HIGH SCHOOLS;
POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; EDUCATIONAL NEEDS; *OCCUPATIONAL INFORMATION;
EMPLOYMENT OPPORTUNITIES; DISADVANTAGED GROUPS

Information needed in developing occupational programs in home economics is provided. Training is described for occupations in the areas of food service, care and guidance of children, institutional and home management, and clothing service. Many of the occupations offer employment at semiskilled, skilled, and more advanced levels. Major sections include (1) occupations using home economics knowledge and skills, (2) responsibilities and opportunities for employment in occupational home economics, (3) general characteristics of all programs for gainful employment, (4) specific characteristics of the programs for secondary, post-secondary, out-of-school youth and adults, and persons with special needs including organization, students and teacher qualifications, teacher schedule, and teacher salary, (5) general information pertaining to facilities, travel, advisory committees, class size, trainee qualifications, work experiences, job placement evaluation, and followup, and (6) guidelines for developing occupational programs which list criteria for determining the feasibility of establishing a program in occupational home economics and steps for starting such a program. An application blank for establishing the program is included. (MS)

VT 001 664

Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.

Colorado State Board for Vocational Education, Denver
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 13p.

*PROGRAM GUIDES; TRADE AND INDUSTRIAL EDUCATION; *TECHNICAL EDUCATION; ADMINISTRATIVE POLICY; STATE STANDARDS; *STATE PROGRAMS

The objective of vocational-technical instruction under the Colorado State Plan is to fit individuals for employment in a recognized occupation necessary to national defense. This instruction includes training or retraining for persons preparing to enter a recognized occupation upon the completion of instruction and for persons who have already entered an occupation who desire to upgrade or update their occupational skills and knowledge to achieve stability and advancement in employment. The policies and procedures are outlined under the headings: (1) Objective of Instruction, (2) Occupations to be Served, (3) Vocational Guidance and Counseling, (4) Specific Standards and Requirements which includes secondary school programs, out-of-school youth, adults, and special classes, (5) Procedure for Program Approval, (6) Duties and Qualifications of Local Supervisory Personnel, (7) Vocational Teacher Training, (8) Research, Demonstration, and Experimental Programs, (9) Reimbursement, and (10) Evaluation. (HC)

VT 001 677

The Ohio Manual of Operation for Vocational Agriculture Education, A Manual of Operating Policies, Practices, and Standards To Be Used in Organization and Administration of Vocational Agriculture Programs.

Ohio State Department of Education, Columbus. Vocational Education Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul66 37p.

*VOCATIONAL AGRICULTURE; PROGRAM ADMINISTRATION; PROGRAM DEVELOPMENT; *PROGRAM GUIDES; EDUCATIONAL OBJECTIVES; EDUCATIONAL POLICY; ADULT FARMER EDUCATION; HIGH SCHOOLS; YOUTH CLUBS; TECHNICAL EDUCATION; TEACHER EDUCATION; EDUCATIONAL FACILITIES; YOUNG FARMER EDUCATION
*FUTURE FARMERS OF AMERICA

Changes authorized by the Vocational Education Act of 1963 were incorporated into this manual prepared by supervisors and teacher-educators to assist local administrators and teachers in conducting vocational agriculture programs. Included are the specific operating policies, practices, and standards for the broad areas: (1) objectives and scope, (2) nature of the program, (3) department establishment, (4) physical facilities, (5) in-school youth program which includes objectives, enrollment, curriculum, content and nature of instruction, field trips, curriculum, experience programs, recordkeeping, supervision, and credit for satisfactory work, (6) Future Farmers of America, (7) out-of-school program which includes young and adult farmers, and technical courses such as Agri-Business, Agricultural Equipment, Food Processing, Horticulture, and Food Industry Middle Management Technology, (8) teacher education which includes training institution, preservice program, certification, placement, inservice education, graduate program, and research, and (9) local administration, (10) state administration, and (11) use of travel funds. (JM)

VT 001 691

Essentials and Requirements of a Vocational Agriculture Program.

Illinois State Board of Vocational Education and Rehabilitation, Springfield
MF AVAILABLE IN VT-ERIC SET.
ISBVER-Ser-B-Bull-197
Pub Date - Jan65 13p.

*VOCATIONAL AGRICULTURE; EDUCATIONAL OBJECTIVES; PROGRAM DEVELOPMENT; *PROGRAM GUIDES; CURRICULUM; HIGH SCHOOLS; ADULT FARMER EDUCATION; COOPERATIVE EDUCATION

State policies and regulations for operating a vocational agriculture program are described. Contents include (1) a diagram of the organizational pattern, (2) opportunities for preparatory and supplemental training in farming and agricultural occupations, (3) purpose and objectives of the state program, (4) requirements for approval of local programs which cover physical facilities and equipment, course organization, time requirements, advisory groups, instructional methods, supervised farm experience, and student followup, (5) programs for off-farm agricultural occupations, (6) youth organization supervision, (7) REQUIREMENTS for adult classes, and (8) minimum state requirements for teachers of farming, off-farm agricultural occupations, and special classes. (JM)

VT 001 701

Manual of Operation for Vocational Education Programs in Missouri.

Missouri State Dept. of Education, Jefferson City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan65 14p.

*VOCATIONAL EDUCATION; PROGRAM PLANNING; *PROGRAM ADMINISTRATION; COOPERATIVE EDUCATION; *PROGRAM GUIDES

The purpose of this manual is to furnish information needed by local school personnel to organize and operate programs of vocational education in Missouri. Conditions of the Vocational Education Act of 1953 are summarized. The section, Outline for Local Program Planning, lists procedures for preparing requests for approval by a local school, proposals for supplemental training programs, and a proposal for an area vocational school. Related information to Program Operation discusses funds, reporting and evaluation, supervision, physical facilities and instructional materials, youth organizations, and qualifications for local personnel. Work-Study Program covers state and local administration, regulations governing employment, administrative procedures, criteria for determining project approvals, and allocation of funds to educational agencies. State administrative responsibilities are listed. (BS)

VT 001 705

Woodin, Ralph J., And Others
A Five Year Plan for a Department of Vocational Agriculture.

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Vocational Agriculture Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul64 19p.

*VOCATIONAL AGRICULTURE; EDUCATIONAL NEEDS; *PROGRAM PLANNING; SCHOOL COMMUNITY RELATIONSHIP; RECORDS (FORMS)

Teachers may use this form in planning a 5-year program in vocational agriculture based on relevant information about (1) the community, its agriculture, and its school, and (2) the strengths and weaknesses of the present program. The teacher should use community representatives, get approval from authorities, and develop a plan which is (1) based on needed changes, objectives, and available resources, (2) consistent with administrative policy, (3) stated in meaningful terms, (4) inclusive of challenging, attainable goals which reflect community thinking, and (5) presented in workable and concise form. Forms are included for recording selected information on (1) the school, community, and agricultural situations, (2) problems, and (3) clientele. Plan sheets with space for guiding statements and goals are included for professional relationships, program planning, teaching and curriculum, occupational experience, the Future Farmers of America, guidance, young and adult farmer groups, physical facilities, public relations, and professional improvements. (JM)

VT 001 917

Oen, Urban T.; Bender, Ralph E.
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs, A Research Report of a Graduate Study. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agr. Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep66 35p.

*COOPERATIVE EDUCATION; CURRICULUM DEVELOPMENT; *VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; SCHOOL SURVEYS; GUIDELINES; PROGRAM PLANNING; *PROGRAM DEVELOPMENT; EDUCATIONAL PROGRAMS
OHIO

The purpose of this study was to identify the status of off-farm cooperative work experience programs, and the procedures and practices used by selected vocational agriculture teachers in conducting them. Questionnaires returned by 64 teachers and interviews of school personnel provided data for status identification. Questionnaire interviews of 13 teacher-coordinators, 12 school administrators, and 24 cooperating employers identified procedures and practices being used. Some findings were: (1) Of 31 off-farm cooperative programs, 25 were classified as agri-business and service programs and six as vocational horticulture, (2) 22 were in schools with fewer than three vocational programs, and (3) 415 or 29 percent of the students enrolled in vocational agriculture were enrolled in off-farm cooperative work experience programs, (4) 87 percent of the teachers involved the superintendent or principal and 39 percent utilized business or industrial leaders in planning the programs, (5) 75 percent of the cooperating employers preferred 1.6 years of basic course work in agriculture or horticulture for employers before placement, (6) In 55 percent of the schools students worked more than 21 hours per week, and 253 of 259 in on-the-job training received a wage for their work. Recommendations concerned developing and utilizing more standards and guidelines for conducting off-farm work experience programs. (WB)

VT 001 956

Kenyon, Paul
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region. Research Report-1.

California State Polytechnic Coll., San Luis Obispo. Dept. of Business
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov63 78p.

*REAL ESTATE OCCUPATIONS; ADULT VOCATIONAL EDUCATION; *RESEARCH NEEDS; *EDUCATIONAL NEEDS; INSERVICE EDUCATION; SURVEYS; LAND USE; BIBLIOGRAPHIES; CITY PLANNING; HOUSING
CALIFORNIA

The objective of this study was to determine the status and needs of the real estate industry in the region. Mailed questionnaires, personal interviews, and telephone surveys were used to collect information from 49 real estate practitioners, 25 teachers of real estate courses, and other individuals who were knowledgeable in the real estate field. Some of the conclusions were: (1) A high percentage of the industry members are in the higher age brackets, (2) Most took an original licensing course and have attended workshops, (3) Real estate is a very competitive business, and there is little cooperation between members, (4) Practitioners are reluctant to make long range academic plans, (5) Course work must be practical and usable immediately in business, (6) There are few qualified real estate teachers, (7) Educational activities must be arranged not to interfere with normal business hours, and (8) Research is generally unknown to the average broker or salesman. Recommendations concern courses, workshops, lectures, and research projects to be initiated. The appendix includes the questionnaires, detailed findings, and a bibliography on real estate. (MM)

VT 001 997

Lerner, Sidney, And Others
Cooperative Work Experience Manual for Business and Distributive Education.

New York State Education Dept., Albany. Bureau of Business and Distributive Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 90p.

*COOPERATIVE EDUCATION; INSTRUCTOR COORDINATORS; PROGRAM PLANNING; *PROGRAM GUIDES; *DISTRIBUTIVE EDUCATION;
*BUSINESS EDUCATION; PROGRAM COORDINATION; PROGRAM DEVELOPMENT; RECORDS (FORMS); PROGRAM EVALUATION

Teachers, coordinators, and school administrators can use this manual as a guide in initiating and supervising cooperative work experience education programs. Originally prepared by the Bureaus of Business and Distributive Education, Publications, and Vocational Curriculum Development, the manual was revised by high school and Bureau personnel. Information covers fundamental considerations before adopting a program, the developmental phases, and the operation of the program. Some areas included are (1) outcomes of cooperative work experience programs, (2) coordinator qualifications, (3) training facilities, (4) advance planning, (5) the Distributive Education Club of America (DECA) program, (6) the coordinator's work, (7) administration and supervision, (8) public relations, (9) evaluative criteria, and (10) employment regulations. Also included are a bibliography, a checklist of evaluating programs, and forms for use by the teacher-coordinator. (MM)

VT 002 105 ED 018 608
Smith, Clodus R.; Beall, Miriam L.
Leadership Development Seminar, Vocational-Technical Education.

Maryland Univ., College Park
EDRS PRICE MF-\$0.25 HC-\$2.28

OEG-2-7-070451-3009

08

BR-7-0451

Pub Date - 15Dec67 55p.

*SEMINARS; *LEADERSHIP TRAINING; *VOCATIONAL EDUCATION; *PROGRAM PLANNING; TECHNICAL EDUCATION; CURRICULUM DEVELOPMENT; INTERAGENCY COORDINATION; PROGRAM EVALUATION

Forty-five vocational educators participated in a seminar designed to develop understanding, abilities, and attitudes for more effective leadership by professional state-level vocational education personnel in 23 eastern states, the District of Columbia, Puerto Rico, and the Virgin Islands. Summaries of the following presentations are included: (1) "The Concept of a Total Program of Vocational Education" by W. Arnold, (2) "Planning Total Programs for Vocational Technical Education" by S. McMillan, (3) "State Plans and Projected Programs of Activities" by E.L. Rumpf, (4) "Sources, Analyses, and Utilization of Data" by O. Legg, (5) "Procedures in Developing Curriculum Guides" by R. Worthington, (6) "Problem Identification and Implementation in Vocational Education Research Findings" by O. Legg, (7) "Legislative Informatic" by E. Hilton, (8) "Innovations in Curriculum Development" by W. Berndt, (9) "Developing Counseling and Placement Programs" by R. Ehrle, E. Murray, and D. Pritchard, (10) "Program Planning for Youth and Adults with Special Needs" by B. Kemp, (11) "Vocational Education" by G. Venn, (12) "Coordination of Programs with Other Agencies" by F. Eberle, S. Feldman, F. Irwin, R. Jacobsen, and F. McKernan, (13) "Development of Professional Personnel in Vocational Technical Education" by M. Strong, (14) "Designing an Organic Curriculum" by R. Morgan, (15) "New Trends in Facilities and Equipment" by H. Mandell, (16) "Public Information" by J. Billings, and (17) "Evaluating Vocational-Technical Education" by J. Nerden. A critique of the conference, a conference evaluation report, and directories of participants, staff, and resource personnel are included. Documents reporting related seminars and a conference are VT 003 888, VT 002 137, and VT 004 630. (EM)

VT 002 137 ED 018 609
Smith, Clodus R.; Nelson, Richard S.
Leadership Development Seminar, Vocational-Technical Education. Final Report.

California Univ., Los Angeles
EDRS PRICE MF-\$0.50 HC-\$3.93

OEG-2-7-070451-3009

08

BR-7-0451

Pub Date - 15Dec67 95p.

*SEMINARS; *LEADERSHIP TRAINING; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; PROGRAM ADMINISTRATION; *PROGRAM PLANNING; COMMUNICATION (THOUGHT TRANSFER); LEADERSHIP; PROFESSIONAL ASSOCIATIONS

Thirty-seven vocational educators, eight staff members, and 29 resource persons participated in a seminar designed to develop understandings, abilities, and attitudes for more effective leadership by the professional personnel in 11 western states and Guam. Summaries of the following presentations are included: (1) "How to Communicate: Oral Communications" by L. Goldsmith, (2) "The Concept of a Total Program of Vocational Education" by M. Strong, (3) "How to Plan by PERT" by P. Tulenko, (4) "Advisory Council on Vocational Education: A Progress Report" by M. Barlow, (5) "Planning a Total Program of Vocational Education" by M. Strong, (6) "How to Communicate: Aural Communication" by L. Goldsmith, (7) "Contemporary Facilities and Equipment for Vocational Education Laboratories" by J. Bellenger, (8) "How to Introduce a Speaker" by L. Ralston, (9) "Innovation in Curriculum Development" by L. Goldsmith, (10) "How to Communicate: Visual Communication" by L. Goldsmith, (11) "Student Performance Goals: Multi Media Concept" by B. Hahn and J. Meyer, (12) "The New Leadership Role of the Office of Education" by G. Sullivan, (13) "Program Planning and Budgeting" by E. Kramer, J. Bunten, and W. Smith, (14) "How to Plan a Convention" by L. Ralston, (15) "Implications of Current Research in Teacher Education" by T. Dean, (16) "How to Communicate: Xtra Communication," by L. Goldsmith, (17) "Education and Training in the World of Work" by H. Matthews, (18) "Dynamics of the World of Work" by J. Walsh, (19) "Brainstorming: A Tool of Leadership," and "Evaluation of Vocational Education" by B. Shoemaker, (20) "Cooperation: The Key" by L. Goldsmith, (21) "Briefing for Education Visits" and "Effective Programs Through Cooperation" by J. Herman, (22) "Innovations in Occupational Education" by G. Funk, (23) "The Role of Professional Organizations" by A. Ice, and (24) "Leadership: Vocational Education's Greatest Need" by C. Smith. Summaries of leadership training sessions, and directories of participants, staff, and resource persons are included. Documents reporting related seminars and a conference are VT 003 888, VT 002 105, and VT 004 630. (EM)

VT 002 230
The Work-Study Program Under the Vocational Education Act of 1963.

Office of Education, Washington, D.C. Div. of Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan66 4p.

*WORK STUDY PROGRAMS; *VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; HIGH SCHOOLS; FEDERAL PROGRAMS; FINANCIAL SUPPORT; COMMUNITY AGENCIES (PUBLIC); PART TIME JOBS

The work-study program provides financial assistance, through part-time employment, to students who have been accepted for full-time enrollment in vocational education programs designed for gainful employment. Students must be at least 15 and less than 21 years of age and in need of the earnings from such employment to commence or continue their vocational education. Students work under adult supervision generally as assistants for not

more than 15 hours in any week during which classes are in session. In most instances, compensation may not exceed \$45 per month or \$350 per academic year for each student. Wherever possible, the work-study program is closely related to the student's vocational education program. Some probable job areas are education aide for teachers, typist, receptionist, cafeteria worker, laboratory assistant, library assistant, repairman, and grounds maintenance aide. Developing in the student a sound concept of work, good work habits, good attitudes, and a means of self-advancement is a nonmonetary but real value of the program. In 1965, Congress appropriated \$25 million for the fiscal 1966 program. The future of the program will depend on how educators and others rise to the challenge of this innovation in vocational education. (WB)

VT 002 277

Ford Foundation Grants in Vocational Education.

Ford Foundation, New York, N.Y.

MF AVAILABLE IN VT-ERIC SET.

Ford Foundation, Office of Reports, 477 Madison Avenue, New York, New York 10022.

Pub Date - Sep65 31p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; EXPERIMENTAL STUDIES; PILOT PROJECTS; RESEARCH PROJECTS; CURRICULUM RESEARCH; TEACHER EDUCATION; *WORK STUDY PROGRAMS; COLLEGES; HIGH SCHOOLS; POST SECONDARY EDUCATION; CONTINUING EDUCATION; DROPOUT PREVENTION; INDUSTRIAL ARTS; HOTEL OCCUPATIONS; GRAPHIC ARTS; VOCATIONAL EDUCATION TEACHERS; *FOUNDATION PROGRAMS; *GRANTS
FORD FOUNDATION

In its assistance to efforts toward quality vocational and technical education, the Ford Foundation has made grants to secondary schools, technical institutes, community colleges, research organizations, universities, and teacher-training institutions. Descriptions of pilot programs and experiments include (1) 6 in curriculum improvement, (2) 3 in research, development, and information, (3) 2 in vocational-technical teacher training, and (4) 7 in cooperative work-study education. Representative examples are: (1) a program built around the vocational interest of the student in the last 2 years of high school which seeks to stimulate him to continue education beyond high school, (2) a program to determine the best vocational education approach in motivating recent dropouts to finish high school, (3) a new curriculum in industrial arts which focuses on the concepts of industrial management, production, and service rather than on the use of hand and machine tools alone, (4) high school programs for careers in hotels and restaurants, (5) a comprehensive curriculum in graphic arts, (6) a center for research and development in vocational education, (7) a study of industrial advisory committees, (8) a program for preparing vocational teachers, and (9) experiments in post-high school cooperative education for vocational preparation for business and industry. (PS)

VT 002 368

Roadmap for a Decade of Progress in Industrial Education.

California State Dept. of Education, Sacramento, Bureau of Industrial Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 66 40p.

*INDUSTRIAL EDUCATION; *GUIDELINES; *EDUCATIONAL PLANNING; INDUSTRIAL ARTS; TRADE AND INDUSTRIAL EDUCATION

As a result of a decision made at the 29th Annual Conference on Industrial Education, a central planning committee and eight ad hoc subcommittees of 80 recognized California experts designed these guidelines for industrial education during the next decade. General information and specific recommendations are given for the areas: (1) Advisory Committees, (2) Communications Systems and Public Information, (3) Evaluation which includes planning the evaluation, methods, general criteria, and instruments, (4) Industrial Arts Education which includes recommended areas of study, (5) Industrial Clubs which covers organization and objectives, (6) Occupational Guidance, Placement, and Followup, (7) Program Articulation, (8) Resource Centers, and (9) Teacher Education which includes preservice and inservice training. In general, there appears to be a major need for instructional improvements, instructional materials, use of community resources, and an information and an evaluation program. (EM)

VT 002 477

Duffy, Norman F., Ed.

Essays on Apprenticeship.

Wisconsin Univ., Madison, Center for Studies in Vocational and Technical Education

MF AVAILABLE IN VT-ERIC SET.

Center for Studies in Vocational and Technical Education, Social Sciences Building, University of Wisconsin, 1180 Observatory Drive, Madison, Wisconsin 53706 (\$3.00).

Pub Date - 67 176p.

*APPRENTICESHIPS; EDUCATIONAL NEEDS; *LABOR UNIONS; BUILDING TRADES; EDUCATIONAL PROGRAMS; LABOR MARKET; RECRUITMENT; MODELS; FOREIGN COUNTRIES; *SKILLED OCCUPATIONS; EMPLOYMENT OPPORTUNITIES; *TRADE AND INDUSTRIAL EDUCATION; COMMITTEES; CURRICULUM; HOME STUDY
AUSTRALIA; WISCONSIN

A companion volume to "Research in Apprenticeship" (VT 003 555), the proceedings of a conference sponsored by the Center for Studies in Vocational and Technical Education of the University of Wisconsin and the Office of Manpower Policy, Evaluation, and Research, these essays on apprenticeship contain material of interest to those who attended the conference and to others concerned with this problem area. Section I contains: (1) "Apprenticeship, An Evaluation of the Need" by George Strauss which discusses the role of the apprenticeship in the contemporary American labor market, and (2) "Union Interests in Apprenticeship and Other Training Forms" by Jack Barbash, which discusses apprenticeship as a union tactic to control the entry of new workers in specific unions and occupations. Section II contains: (1) "A Survey of Wisconsin Building Trades Joint Apprenticeship Committees" by Kad O. Magnusen which covers the internal structure and functions of apprenticeship committees, and (2) "The Structure of Related Instruction in Wisconsin Apprenticeship Programs" by James S. Crabtree which discusses enrollment policy, size of class, credit for previous work, credit for homework, and kind of credit for related class instruction in all Wisconsin apprenticeship programs. Section III, concerned with the labor market aspects of apprenticeship, contains papers by Norman F. Duffy: (1) "Apprenticeship: A Theoretical Model," (2) "Recruitment to The Skilled Trades: A Study of a Segment of a Skilled Labor Market," and (3) "A Model of Choice in Labor Markets" which discuss apprenticeship in Australia. (HC)

VT 002 620

Summary of the Annual State Conference for Teachers of Vocational Agriculture.

Florida State Dept. of Education, Tallahassee, Agricultural Education Section.

MF AVAILABLE IN VT-ERIC SET.

FSDE-AES-Bull-72E-6
Pub Date - Oct65 75p.

*VOCATIONAL AGRICULTURE; *VOCATIONAL AGRICULTURE TEACHERS; *EDUCATIONAL PROGRAMS; OFF FARM AGRICULTURAL OCCUPATIONS; *PROGRAM DEVELOPMENT; GUIDELINES; CURRICULUM DEVELOPMENT; SUPERVISED FARM PRACTICE; OCCUPATIONAL SURVEYS; DISADVANTAGED GROUPS; EDUCATIONAL NEEDS; *CONFERENCES; SPEECHES; SAFETY EDUCATION; PESTICIDES; SCHOOL SHOPS; OCCUPATIONAL GUIDANCE; MANPOWER UTILIZATION; CHILD LABOR LAWS; RURAL DEVELOPMENT FLORIDA; *ANNUAL STATE CONFERENCE FOR TEACHERS OF VOCATIONAL AGRICULTURE

A general summary of proceedings, papers delivered, and recommendations of nine work groups are presented for the conference which had the theme "Developing and Implementing Educational Programs for Agricultural Occupations." Speeches included are: (1) "Proposed Guidelines for Supervised Practice Program in Agri-Business" by D. Gaiser, (2) "Experiences in Making Agricultural Survey-Indian River Junior College" by M. King, (3) "Progress of Agricultural Chemicals Safety Program" by F. Myers, (4) "Special Vocational Programs for the Disadvantaged" by C. Lowman, (5) "The Conservation of Human Resources" by E. York, Jr., (6) "Vocational Guidance-The Role of the Local Agricultural Teacher in His School and Community" by E. Montgomery, (7) "Child Labor Laws" by H. Garvin, (8) "Suggested Guidelines for Utilizing Agricultural Mechanics Shops for Occupational Training" by C. Rogers, and (9) "New Dimensions in Rural Areas Development," by M. Watkins. Recommendations submitted by conference work groups concerned: (1) patterns for agricultural instruction, (2) guidelines for agri-business, agricultural occupations, and patterns of instruction, (3) local program evaluation, (4) teacher qualifications, (5) methods of disseminating program information, (6) Future Farmers of America organizations, (7) responsibilities for conferences, and (8) agricultural mechanics competencies. (WB)

VT 002 840

North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.

North Carolina State Dept. of Public Instruction, Raleigh
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 23p.

*VOCATIONAL AGRICULTURE; *STATE PROGRAMS; SCHOOL SUPERVISION; ADULT FARMER EDUCATION; ADVISORY COMMITTEES; *HIGH SCHOOLS; PROGRAM DESCRIPTIONS; TEACHER EDUCATION; INSERVICE TEACHER EDUCATION; EXPERIMENTAL PROGRAMS NORTH CAROLINA

Major changes and improvement in the vocational agriculture program from July 1, 1965 through June 30, 1966 are reported. Professional group meetings, workshops, and conferences were used by supervisory staff to retrain and upgrade teacher competencies needed to implement new courses of study. Resource personnel, including consultants and advisory committees, were used in inservice education programs for teachers. Publications, teaching guides, and curriculum guides were developed and made available to teachers. Agricultural education was included in the curriculum of 493, about two-thirds, of the State's high schools. An increased number of adults enrolled in unit courses designed to upgrade their knowledge and skills in specific areas of agriculture. A recruitment committee was formed for the purpose of increasing agricultural undergraduate enrollment in teacher education institutions. Research concerned adult educational programs, teacher attitudes, and high school graduates. Pilot programs in agriculture sales and service occupations and in the use of television in adult farmer classes were conducted. The staff worked cooperatively with other vocational services, educational groups, agricultural agencies, and farm organizations in activities such as curriculum development, revision of local programs of vocational agriculture, and local school evaluations. To interpret and promote vocational education in agriculture, the staff held conferences, presented talks, assisted with State Fair exhibits, and sponsored weekly radio and television programs. (EB)

VT 002 845

A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).

North Carolina State Dept. of Public Instruction, Raleigh
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 3p.

*VOCATIONAL AGRICULTURE; GRADUATE SURVEYS; *VOCATIONAL FOLLOWUP; HIGH SCHOOL STUDENTS; GRADE 12; *DATA SHEETS; HIGH SCHOOLS

A form for use in conducting a followup study of former students of vocational agriculture high schools for the 1965-66 school year and instructions for completing it are presented. Information is requested on (1) occupational classification, (2) sex, (3) total number completing program requirements, (4) number not presently available for placement, (5) number in labor force, (6) number unemployed, (7) number with status unknown, and (8) number who left prior to normal completion time with marketable skill. One completed report is to be submitted to the school, the superintendent, and the state supervisor. (WB)

VT 002 859

Pollock, Kathryn M.
Continuing Education in Home Economics for Out-of-School Youth and Adults, A Guide for Planning and Organizing Local Programs.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 43p.

CURRICULUM; EMPLOYMENT OPPORTUNITIES; *HOME ECONOMICS EDUCATION; ADULT VOCATIONAL EDUCATION; *ADULT EDUCATION; HOMEMAKING EDUCATION; OCCUPATIONAL HOME ECONOMICS; PROGRAM DEVELOPMENT; *PROGRAM GUIDES

Adult education directors, school principals, supervisors of home economics, and area-center program planners may use this guide in establishing a broad home economics program for out-of-school youth and adults. Major objectives of the program are education for personal and family living and education for occupational competence. Areas discussed are (1) objectives of continuing education in home economics, (2) the scope of the program, (3) identification of local needs, (4) establishment of the local program, (5) promotion of participation, (6) space and facilities, (7) records and reports, and (8) evaluation. The scope of the program is presented by a chart which lists phases of study and suggested topics for curriculum areas relevant to preparation for personal and family living--personal and family relationships, housing, clothing, foods and nutrition, and personal and home management. Another chart outlines curriculum areas relevant to preparation for employment according to job titles and possible places of employment. Sources of information for planning programs in home economics education are listed. (FP)

VT 002 885 ED 016 800

Beal, George M., And Others

The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.

Iowa State Univ. of Science and Technology, Ames

EDRS PRICE MF-\$0.25 HC-\$1.56

OEC-5-85-108

Pub Date - Nov66 37p.

*VOCATIONAL EDUCATION; DEMOGRAPHY; DECISION MAKING; SCHOOL BUDGET ELECTIONS; *SCHOOL DISTRICTS; SCHOOL SUPERINTENDENTS; VOTER REGISTRATION; VOTING; COMMUNICATIONS; ECONOMIC FACTORS; NEWS MEDIA; COMMUNITY ORGANIZATIONS; *BOND ISSUES
IOWA

The superintendents of 195 of 209 school districts holding bond issue elections during a 5-year period responded to a questionnaire. Of these, 20 of the 24 whose bond issues involved vocational education were interviewed in a two-phase study to analyze the decision making process, identify the variables associated with success or failure, and to recommend strategies relative to bond issue elections for vocational education in Iowa school districts. The percentages of registered voters and communication techniques used were not correlated with election outcome. Economic variables dealing with millage increase and total millage appeared more important than the total amount of the issue in increasing voter turnout. Districts which had passed a bond issue in the 5-year period were most likely to pass another presented during the period, and unsuccessful attempts were most likely to be followed by further failures. Little or no association was observed between district demographic characteristics or economic variables and a favorable vote. Superintendents of successful districts evaluated newspaper coverage as more favorable and Parent Teacher Association involvement as more important than did superintendents of unsuccessful ones. Vocational education bond issue proposals did not seem to affect the election outcomes. It was concluded that data collected by the present survey techniques are not sufficient to predict the outcome of school bond issues. This report appears in "Appendix of Final Research Reports for Project in Research and Development in Vocational and Technical Education, Non-Metropolitan Areas (ED 011 069)" which supplements VT 001 546. (JM)

VT 002 905

Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.

Colorado State Board for Vocational Education, Denver

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 64 26p.

*DISTRIBUTIVE EDUCATION; *PROGRAM GUIDES; *PROGRAM ADMINISTRATION; PROGRAM PLANNING

This document is designed for use by those administering the distributive education program. Policies and procedures are outlined for (1) objective of instruction, (2) occupations to be served, (3) vocational guidance and counseling, (4) specific standards and requirements for secondary school programs, post-secondary programs, adult programs, and special classes, (5) program approval, (6) duties of local vocational personnel, (7) teacher education--in-service, (8) research, demonstration and experimental programs, (9) reimbursement, and (10) evaluation. (MM)

VT 002 917 ED 017 673

Greiber, C.L.

Guidelines for Vocational-Technical Programs.

Wisconsin Board of Vocational, Technical and Adult Education, Madison

EDRS PRICE MF-\$0.25 HC-\$2.32

Pub Date - 14Nov67 56p.

*GUIDELINES; *TECHNICAL EDUCATION; PROGRAM GUIDES; *ASSOCIATE DEGREES; *EDUCATIONAL CERTIFICATES; PROGRAM EVALUATION; *PROGRAM DEVELOPMENT; CURRICULUM; EVALUATION METHODS; EDUCATIONAL PHILOSOPHY; EDUCATIONAL OBJECTIVES

Policies, procedures, and regulations which apply to the development of technical programs in Wisconsin are presented. The document should be useful in program planning and for the orientation of staff, board, committees, and the community. Major divisions are (1) General Information which includes philosophy and objectives, and development of a technical institute center, (2) Procedures for Vocational-Technical Associate Degree Programs which include philosophy of the associate degree in vocational-technical education, plans and policies for accrediting technical institute programs, curriculum for associate degree programs, procedures for new program approval, and evaluation procedures, assignments, and instruments, (3) Procedures for Vocational-Technical Diploma Program Development which includes philosophy of the vocational-technical diploma program criteria and procedures for new program approval, suggested curriculum standards, and graphs showing subject matter emphasis by semesters. (PS)

VT 002 921

Parrish, Edwin H.

A Look at Education for Work in the Omaha Public Schools.

Omaha Board of Education, Nebr.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Sep64 43p.

*COMMUNITY SURVEYS; *VOCATIONAL INTERESTS; *STUDENT INTERESTS; OPINIONS; EDUCATIONAL OPPORTUNITIES; PARENT EDUCATION; *EDUCATIONAL ATTITUDES; *EDUCATIONAL NEEDS; DROPOUT ATTITUDES
OMAHA; NEBRASKA

Students in grades 8, 9, and 12, graduates, dropouts, parents, labor organizations, apprentices, and business and industry were surveyed to gather information about the educational needs of the population for earning a living and to provide aid in establishing guidelines for an educational program of the future. Grade 12 responses indicated that 51.3 percent planned to attend college, 26.6 percent planned to go to work, and 10.6 percent planned to attend vocational school. Of 669 responses from 1,984 questionnaires to graduates of the 1963 class 57 percent were attending college full time. Of 383 responses from the 960 dropouts contacted, 33 percent left school for employment, 13.2 percent to enter the armed forces, 27.9 percent for marriage, and 14.2 percent were expelled. Estimated employment increases from 1963 to 1966 were 8.8 percent in professional and management, 2.8 percent in clerical and sales, 4.3 percent in service, 7.5 percent in skilled, 9.3 percent in semiskilled, and 8.9 percent in unskilled groups. Some of the recommendations were: (1) Business, industry and labor should become more familiar with current school courses, (2) Parents should have a more realistic understanding of the education their children could profit from and jobs they will probably obtain, (3)

Schools should modify the emphasis on a preparatory college program, develop a proper balance between academic and vocational curriculums, build prestige and acceptability into every curriculum offered, meet the dropout challenge by providing curriculums to meet the needs, interests, and abilities of all students, establish a complete counseling and guidance program, and continuously evaluate the economy and develop and modify courses to meet current employment standards. (MM)

VT 002 922

Paramedical and Health-Related Programs in the Junior College, Some Questions and Answers.

American Assn. of Junior Colleges, Washington, D.C.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 66 18p.

*HEALTH OCCUPATIONS EDUCATION; *JUNIOR COLLEGES; *PROGRAM DEVELOPMENT; TEACHER QUALIFICATIONS; FACULTY RECRUITMENT; ADMINISTRATOR ROLE; ACCREDITATION (INSTITUTIONS); ADMINISTRATIVE ORGANIZATION; STUDENT ENROLLMENT; PUBLIC RELATIONS; CONTRACTS; WORK EXPERIENCE; PHYSICAL FACILITIES; CURRICULUM DEVELOPMENT

As a part of general discussions of the Alabama State Conference on Paramedical Education held in Mobile on May 10-11, 1966, a dean of a junior college nursing program and a junior college president answered questions raised by junior college personnel about organizational structure, the role of the college administrator, faculty qualifications in nursing programs, sources of qualified personnel, accreditation, cost, determination of need, curriculum development, the role of an advisory committee, relationships with professional agencies and personnel, student recruitment, program interpretation, contractual agreements with cooperating agencies, physical facilities and the "extended campus" concept, and short term programs. (JK)

VT 003 222

Freed, C.W.

Region II Vocational Education. Comment and Prospectus.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 67 8p.

*VOCATIONAL EDUCATION; *CURRICULUM; *PROGRAM PLANNING; PREDICTION; *GEOGRAPHIC REGIONS
WEST VIRGINIA

West Virginia's Region II is embarking upon a total commitment to all levels of education with awareness that geographic, demographic, and economic influences require cooperative effort to provide comprehensive vocational education. A study of old and new questions has helped to clarify objectives, problems, and questions which must be synthesized into functional curriculums. There is a trend toward broad-based curriculums employing the cluster approach. That the entire program of vocational education revolves around the problem of student guidance is recognized. Prospects for the region's evolving vocational education program include (1) Vocational education will be a continuing process for youth and adults, (2) Former students will be consulted regarding course offerings, (3) Instructional television will be a part of each school's program, (4) Typing, drafting, and like courses will have large and small group laboratory instruction, (5) Course emphasis will shift from producing to servicing trades, (6) Industry will accept involvement and responsibility, (7) Some teachers will be jointly employed with industry, (8) The school day will be extended, (9) Area vocational schools may be granted their own tax base, (10) Short courses will be offered, (11) Labor unions will cooperate in establishing apprenticeship programs, and (12) Media technicians and teacher-aids may be trained for the school systems. (JM)

VT 003 236 ED 018 617

We Shall Not Rest, Report on Occupational Education in the South, Based on Discussions at the Southern Conference on Occupational Education (Atlanta, Ga., April 5-6, 1967).

Southern Assn. of Colleges and Schools, Atlanta, Ga.

EDRS PRICE MF-\$0.25 HC-\$1.20

Pub Date - May 67 28p.

*VOCATIONAL EDUCATION; *CONFERENCES; *COOPERATIVE PLANNING; SCHOOL INDUSTRY RELATIONSHIP; PLANNING MEETINGS; *EDUCATIONAL PLANNING; *SOUTHERN STATES; PUBLIC RELATIONS; EDUCATIONAL NEEDS; ACCREDITATION (INSTITUTIONS); EDUCATIONAL PROBLEMS
*SOUTHERN CONFERENCE ON OCCUPATIONAL EDUCATION

The discussions, presentations, and recommendations of 125 business executives, educators, and governmental representatives at a conference concerning occupational education and its importance to the South are summarized. The areas discussed are: (1) the need for education to supply a wide spectrum of opportunity for students to acquire important skills which are not necessarily those learned in a traditional 4-year college course, (2) the image and status of occupational education and its improvement by providing quality in techniques, equipment, instruction, students, and employees, (3) the educational reality of what happens to the Nation's 80 percent who do not complete college, (4) communication and cooperation between education and industry to plan curriculum, forecast skill needs, create desirable conditions for learning, and purchase appropriate equipment, as well as to develop healthy attitudes, responsibility, loyalty, and an understanding of the economic system, and (5) accreditation of vocational education to provide an association of institutions and programs dedicated to occupational education, linked through common realistic standards developed by themselves with business and industrial cooperation. (MM)

VT 003 263

Scarborough, C. Cayce; Rogers, Charles H.

Seminar on Planning Developmental and Related Programs in Occupational Education. Center Seminar and Conference Report, no. 5.

North Carolina State Univ., Raleigh. Center for Occupational Education

MF AVAILABLE IN VT-ERIC SET.

OEC-5-85-107

Pub Date - 66 108p.

*VOCATIONAL EDUCATION; DEMONSTRATION PROGRAMS; DEVELOPMENTAL PROGRAMS; EXPERIMENTAL PROGRAMS; *EDUCATIONAL RESOURCES; PROGRAM EVALUATION; RESEARCH COORDINATING UNITS; RESEARCH METHODOLOGY; *RESEARCH AND DEVELOPMENT CENTERS; REGIONAL LABORATORIES; *PROGRAM PLANNING; FEDERAL PROGRAMS; INFORMATION SYSTEMS
HUDSON, OHIO

Twenty-eight public school personnel from six states with responsibilities for directing, supervising, or conducting research activities in occupational education attended a seminar with the objectives: (1) to

stimulate the initiation of developmental, experimental, demonstration, pilot, exemplary, and innovative programs in occupational education at the local administrative level, (2) to assist local occupational education personnel in planning such programs, and (3) to develop strategies by and through which the Center may provide consultation and assistance for the initiation and execution of developmental and related programs in cooperation with Research Coordinating Units and other research organizations. Papers presented were (1) "The Need for Developing a New Kind of Vocational Program" by L.G. Benham, (2) "A Description of the Hudson, Ohio, Pilot Program in Vocational Education" by M.P. Pace, (3) "Establishing Objectives and Developing Procedures for Developmental, Pilot, and Innovative Programs" by L.J. Phipps, (4) "Evaluation of Developmental, Pilot, and Innovative Programs" by L.J. Phipps, (5) "The National Program of Educational Laboratories" by F. Schmidtlern, and (6) "Vocational and Technical Education and ERIC" by C. Wilson. Summaries of participant reactions are included. (EM)

VT 003 307 ED 018 627
Miller, Paul A.
University Perspectives on Manpower.

Manpower Administration (DOL), Washington, D.C.
EDRS PRICE MF-\$0.25 HC-\$1.28
Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.
Pub Date - Jul 67 30p.; Speech given before the Seminar on Manpower Policy and Program (Washington, D.C., September 14, 1966).

*MANPOWER DEVELOPMENT; *UNIVERSITIES; RESPONSIBILITY; RESEARCH; EXPERIMENTAL PROGRAMS; EDUCATIONAL PROGRAMS; VOCATIONAL EDUCATION; *SPEECHES
*SEMINAR ON MANPOWER POLICY AND PROGRAM

Institutions of higher learning are moving increasingly into the public policy sector of the development process of the country. The modern development of economic organizations and refined management of production systems include the centers of knowledge as important parts of business and industrial enterprise. The university has four general responsibilities related to manpower. There is a contemporary need for the university to broaden the notion of manpower to include the full manpower spectrum. It should also give research and experimentation emphasis to the areas of statecraft and vocational or technical education by comprehending, inventing, suggesting, and evaluating promising avenues of technical work. There is an opportunity for the modern university to influence a dynamic manpower policy by improving its articulation and interdependence with the public schools. It must also reconcile its traditional sentiment of disengagement with a contemporary need to consider that continuous education on a lifetime basis is required. The university, as a central force in the American system, is not altogether prepared to give meaning to the vast technological machinery of an urban industrial civilization, but as it finds new ways to influence understanding and regard for the world of human work, it may help in achieving the quality of life for which technology is designed in the first place. Discussion period comments are included. (BS)

VT 003 519 ED 016 817
Morsch, William C.; Griest, Jeanne
Occupation Education Requirements Analysis. Technical Note-47.

National Center for Education Statistics, Washington, O.C. Div. of Operations Analysis
EDRS PRICE MF-\$0.25 HC-\$1.72
Pub Date - 12Dec67 41p.

*VOCATIONAL EDUCATION; LABOR MARKET; *EMPLOYMENT PROJECTIONS; *EDUCATIONAL PLANNING; EDUCATIONAL NEEDS; SYSTEMS DEVELOPMENT; EMPLOYMENT OPPORTUNITIES
OERA

The Occupational Education Requirements Analysis (OERA) system is a research effort designed to develop a feasible method of projecting vocational education requirements that will satisfy labor market needs. The outputs of the OERA will be annual projections of employment demands in occupations classified by vocational education programs. These will represent the number of employees needed in positions for which that type of vocational preparation would have equipped them rather than the number of employees who will have received the vocational preparation. The OERA system consists of a three-step process: (1) It assumes employment projections to a target year for each of a number of economic sectors, (2) It assumes having information on the proportion of total employment in each economic sector with the selected types of educational preparation, and (3) The end result is obtained by multiplying employment, sector-by-sector, in the specified state or locality by these proportions and summarizing by the type of education. Preliminary computer runs have provided data that are indicative of future possibilities only, rather than suitable for current use for planning purposes. A classification of economic sectors and a description of the COBOL and FORTRAN computer programs are included. (MM)

VT 003 555 ED 018 632
Beckman, Ann C.; Quirk, Cathleen
Research in Apprenticeship Training, Proceedings of a Conference (Madison, Wisconsin, September 8-9, 1966).

Wisconsin Univ., Madison, Center for Studies in Vocational and Technical Education
EDRS PRICE MF-\$1.00 HC-\$8.12
The Center for Studies in Vocational and Technical Education, Social Science Building, 1180 Observatory Drive, Madison, Wisconsin 53706 (\$3.00).
Pub Date - 67 201p.

*CONFERENCES; *APPRENTICESHIPS; SKILLED OCCUPATIONS; ADVISORY COMMITTEES; TRADE AND INDUSTRIAL EDUCATION; INDUSTRIAL TRAINING; MINORITY GROUPS; PREVOCATIONAL EDUCATION; EMPLOYMENT PROBLEMS; ECONOMIC STATUS; LABOR MARKET; NEGROES; SPEECHES; LABOR UNIONS; PUBLIC POLICY
WISCONSIN; NEW YORK; RESEARCH CONFERENCE ON APPRENTICESHIP TRAINING

Thirty-three persons participated in the Research Conference on Apprenticeship Training cosponsored by the Office of Manpower Policy, Evaluation, and Research, U.S. Department of Labor, and the Center for Studies in Vocational and Technical Education, the University of Wisconsin. The objectives of the conference were to (1) present the findings of objective, scholarly research on apprenticeships, (2) provide balanced participation by bringing together representatives from universities, government, labor, and management, and (3) stimulate a dialogue among the various groups interested in apprenticeship training. Papers presented were: (1) "Apprenticeship in the United States, Labor Market Forces and Social Policy," by D.J. Farber, (2) "Apprenticeships and the American Labor Movement," by V.E. Jirikowic, (3) "The Pursuit of Excellence in Apprenticeship Training, Research, Procedures, Instruments, and Challenges," by A.S. Drew, (4) "Related Instruction, Basic Problems and Issues," by G. Strauss, (5) "A Study of Registered Joint Apprenticeship

Committees in Wisconsin Building Trades," by A.C. Filley, (6) "A Perspective on Apprenticeship Today," by Hugh Murphy, (7) "Increasing Apprenticeship Opportunities Through Preemployment Training," by J.S. McCauley, (8) "National and State Apprenticeship, 1960-1966, Up to Date or Out of Date," by F.F. Foltman, (9) "Negro Participation in Apprenticeship Programs," by R. Marshall, and (10) "The Negro Apprentice Training Programs, and Testing," by I. Kovarsky. The discussions following each presentation are included. (HC)

VT 003 590

Arnold, Walter M.

The Federal Government's Role in the Training of Technicians.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 66 14p.; Paper presented at the Spring Meeting of the Industrial Research Institute (Boca Raton, Florida, May 1965); Reprint from Research Management; v8 n6 1965.

*FEDERAL LAWS; FEDERAL PROGRAMS; FEDERAL STATE RELATIONSHIP; *TECHNICAL EDUCATION; *GOVERNMENT ROLE; *FINANCIAL SUPPORT; SUBPROFESSIONALS; FEDERAL GOVERNMENT; EDUCATIONAL PROGRAMS

The role of the federal government in educating highly skilled technicians is to promote and assist in establishing high quality programs in all of the states, wherever there is a labor force need for trained personnel or where there are persons who can profit from such specialized occupational education. The need for educating highly skilled technicians was first recognized and implemented by federal legislation with the passage of Title VIII of the National Defense Education Act (NDEA) of 1958. Under this Act, the U.S. Office of Education was directed to administer grants of funds to the states to be matched by the states dollar for dollar, to train highly skilled technicians "necessary for national defense." The Vocational Education Act of 1963 made permanent the provisions of Title VIII of the NDEA for training highly skilled technicians. Funds under the Act of 1963 may be used for construction of facilities, as well as for teacher salaries, libraries, laboratories, and equipment, and needed materials and services for educating technicians. The Higher Education Facilities Act of 1963 provides that 22 percent of the \$1.2 billion authorization be used for constructing facilities for public community colleges and public technical institutes which meet the requirements of the Act. Federal legislation has emphasized education as an important investment in people, and the education of skilled technicians is an essential part of such a program. (HC)

VT 003 701 ED 013 098

Harris, Norman C.

Developments in Technical and Vocational Education. Dimensions in Higher Education Number 23.

Duke Univ., Durham, N.C.
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-\$0.50 HC-\$5.08

OEC-2-6-061722-1742
BR-6-1722

24

Pub Date - Apr67 123p.

*LITERATURE REVIEWS; *TECHNICAL EDUCATION; TECHNICAL OCCUPATIONS; *SUBPROFESSIONALS; JUNIOR COLLEGES; *COMMUNITY COLLEGES; VOCATIONAL EDUCATION; HISTORICAL REVIEWS; PRACTICAL ARTS; LIBERAL ARTS; RESEARCH NEEDS; *EDUCATIONAL PROBLEMS; EDUCATIONAL PHILOSOPHY; ANNOTATED BIBLIOGRAPHIES

A mid-1960 report on the role of higher education in middle manpower development is presented. The spectrum of middle manpower is defined as consisting of those jobs with a balance of cognitive and manual content which lie between the recognized professions and the manual skill occupations. The major sections are: (1) an historical examination of the dichotomy between the liberal and practical arts with reference to educational philosophy, recent research, and manpower conferences, (2) an analysis of the middle manpower occupations in several fields, (3) a description of the kinds of colleges and schools engaged in technical-vocational education and an analysis of their performance, (4) the identification of current and recurring problems in collegiate-technical education, and (5) a list of needed research. Some of the 15 research suggestions were for (1) studies of the real demands of entry jobs, (2) an inquiry into the union-controlled apprenticeship system, (3) a study of the status of the technician, (4) an exploration of the suitability of programed learning and educational media, (5) experimental studies to evaluate the importance of general education content in collegiate-technical curriculums, (6) a cooperative project to establish models for "open-ended-curriculums" which would provide job competence and college transferability, (7) feasibility studies of a freshman core curriculum in technician programs, and (8) economic studies which would yield information on the economic value of the 2-year collegiate-technical program. An annotated bibliography of 118 books, periodical articles, governmental agency reports, and unpublished works dated from 1931 to 1966 is included. (EM)

VT 003 721

Adult D.E. Programs in the Secondary School. Procedures Manual.

Indiana State Dept. of Public Instruction, Indianapolis
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct66 6p.

*DISTRIBUTIVE EDUCATION; *ADULT VOCATIONAL EDUCATION; *FINANCIAL SUPPORT; *FINANCIAL POLICY; PROGRAM ADMINISTRATION; *PROGRAM GUIDES; STATE STANDARDS; HIGH SCHOOLS

Information on reimbursement policy is presented to facilitate planning and initiating adult distributive education programs in the secondary schools. The "incentive" reimbursement of \$5.00 per hour for the person who coordinates the program is provided regardless of whether or not the program is self-supporting. Reimbursement to school corporations for adult programs is contingent upon their adherence to the reimbursement criteria: (1) The preliminary report (form DE-4) must be on file in the state department 2 weeks prior to the first class meeting, (2) The actual cost and enrollment (form DE-5) must be on file 2 weeks after the course is completed, (3) The DE-4 form must be approved by the State Supervisor of DE and the State Director of Vocational Education, (4) The majority of enrollees must represent distributive businesses, (5) The course must meet for a minimum of 10 clock hours, (6) The course should have a minimum of 15 enrollees, (7) A course outline must be on file in the state department prior to the first class meeting, (8) The reimbursement of coordination and other expenses requires that all forms be completed, signed by school officials, and notarized, and (9) All aspects of the course must conform to the basic concepts of vocational education. The purpose for reimbursing is to encourage development of such courses where there is a felt need, promote establishment of specialized courses that may not be self-supporting and provide funds for promoting and coordinating such courses. (MM)

VT 003 888 ED 018 645

Smith, Clodus R.; Connolly, John

Proceedings of National Seminar on Program Planning, Budgeting and Evaluation, Vocational-Technical Education. Final Report.

BR-7-0451

Pub Date - 15Dec67 64p.

*SEMINARS; *PROGRAM PLANNING; *PROGRAM BUDGETING; PROGRAM DEVELOPMENT; PROGRAM EVALUATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; POVERTY PROGRAMS
*NATIONAL SEMINAR ON PROGRAM PLANNING, BUDGETING AND EVALUATION

Thirty-nine federal and state educators from 33 states, 23 resource personnel, and 15 staff and chairmen participated in a seminar to (1) develop insights into the principles and process of program planning, budgeting, and evaluation, (2) involve state, regional, and local staff members, (3) develop a cadre of knowledgeable vocational educators, and (4) develop guides and models. Presentations included (1) "Developing Policy and Procedures to Achieve Goals and Objectives," by Joseph Hall, (2) "The War on Poverty," by Harry Hallery, (3) "Framework for Program and Financial Planning," by Grover Durnell, (4) "Resources from Title V for Planning and Developing in Vocational-Technical Education," by Harry Phillips, (5) "Resources from Title III for Planning and Developing Vocational-Technical Education" by Lee L. Wickline, and (6) "Work of the Advisory Council on Vocational Education" by Melvin Barlow. Other presentations on such subjects as budgets, evaluation, program planning, objectives, policy and procedures, and sources and use of data are summarized. An earlier address by Carl D. Perkins and material on the seminar planning units are included. Documents reporting related seminars and conferences are VT 002 137, VT 002 105, and VT 003 630. (EM)

VT 004 017

Dunn, Charlie M.
Summer Technical Training Program at Kirkman Technical High.

Tennessee State Dept. of Education, Nashville. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 25Sep67 13p.

*EXPERIMENTAL PROGRAMS; *ENRICHMENT EXPERIENCE; *VOCATIONAL EDUCATION; *SUPERIOR STUDENTS; HIGH SCHOOL STUDENTS; TRADE AND INDUSTRIAL EDUCATION; STUDENT ATTITUDES; PROGRAM ATTITUDES; CHANGING ATTITUDES; TECHNICAL EDUCATION
TENNESSEE

A 3-year summer vocational education training program was designed to provide an opportunity for the above average junior and senior high school student to become involved in vocational programs suitable for his interest and aptitude. Sixty-seven students attended 3-hour blocks of occupational training in electronics, drafting, and machine shop under experienced vocational teachers as a 90-hour, non-credit, enrichment program without grades. The students were free to explore their selected areas of interest to limits of their abilities, and records were kept of the progress made by each student. A vocational education attitude survey questionnaire was administered to the students during the last week of the program to help identify attitude changes. Approximately 95 percent of the students agreed that the program was a rich experience and that they would recommend it to other students. Although a majority of the students were probably college oriented, 48 percent agreed that a vocational school would be a satisfactory place for them to continue their education. Eighty-eight percent agreed that their work habits had improved because of their summer shop experience. A student followup was to be made to ascertain the influence of these students in orienting fellow students to the opportunities offered by a technical school. (WB)

VT 004 054

Shadle, Owen
Part-Time Cooperative Industrial Education, A Guide for Administrators, Supervisors, and Coordinators.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 55p.

*PROGRAM GUIDES; *COOPERATIVE EDUCATION; HIGH SCHOOLS; *TRADE AND INDUSTRIAL EDUCATION

This manual was developed by vocational instructors in summer workshops to provide frequently needed information for coordinators, supervisors, and administrators. Topics include: (1) Advantages of the Program, (2) Facts about the Part-Time Cooperative Industrial Education, (3) Reimbursement to School, (4) Qualifications of Teachers, (5) Advisory Committees, (6) The Beginning Coordinator, (7) Selection of Students, (8) Placement of Students, (9) Coordinator's Yearly Time Schedule, (10) Recommended Coordinator's Daily Time Schedule, (11) The Related Instruction Class, (12) Group Instruction, (13) Supervised Technical Study, (14) Personal Conferences, (15) Promotion and Surveys, (16) Followup, (17) Laws Affecting Co-op Training, (18) Child Labor Law of the State of Iowa, (19) Iowa's Workman's Compensation Law, Unemployment Compensation, (20) Social Security, (21) Child Labor Provisions of the Fair Labor Standard Act, (22) Hazardous Occupations, and (23) Bureau of Apprenticeship and Training. Supplementary materials include samples of nine forms, a bibliography of selected references, and a glossary. (EM)

VT 004 194 ED 019 472

Sweany, H. Paul
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools. Final Report of Project 601.

Michigan State Univ., East Lansing. College of Education
EDRS PRICE MF-\$0.25 HC-\$0.72 OEC-5-85-111
Pub Date - 67 16p.

*VOCATIONAL EDUCATION; *HIGH SCHOOLS; *RURAL SCHOOLS; PILOT PROJECTS; *SMALL SCHOOLS; GRADE 9; PROGRAM DESCRIPTIONS; *PREVOCATIONAL EDUCATION; DEMONSTRATION PROGRAMS; PROGRAM DEVELOPMENT; INSERVICE TEACHER EDUCATION
MICHIGAN

The major purpose of this project was to improve the quality and image of vocational education in rural secondary schools through the use of innovative curriculums. A 3-day preschool workshop and several conferences for vocational teachers, counselors, and administrators from three participating schools were held to study problems in implementing courses having content common to several occupations and in restructuring the curriculum. Schools were given freedom in adjusting schedules and courses to provide the necessary instruction. All ninth grade students were encouraged to enroll in an occupational survey course to assist them in career and educational planning by interpreting their interests, aptitudes, and vocational abilities and by introducing them to careers in major occupational fields. Common competencies of several

occupations were taught, and simulated work experience was substituted for supervised job experience where work stations were not available. Data consisting chiefly of intelligence quotients, grade achievements, and interests and aptitudes measured by standardized tests had not been analyzed at this reporting time. Tentative conclusions indicated only tendencies. For instance, it appeared that many students had been employed for pay in doing very simple jobs, and vocational choices or interests had not concentrated in closely related fields. During the second year, clinical schools were to be encouraged to offer vocational courses and in the third year, they were to try out a variety of ways to simulate occupational work. (EM)

VT 004 376 ED 020 326

Asbell, Bernard

New Directions in Vocational Education, Case Studies in Change.

Office of Education (DHEW), Washington, D.C. Bureau of Research

EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.

OEC-1-6-0004-32-0432

OE-80047

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (FSC-200--80047, \$.30).

Pub Date - 67 61p.

*CASE STUDIES (EDUCATION); ADOPTION (IDEAS); *EDUCATIONAL CHANGE; TECHNICAL EDUCATION; *VOCATIONAL EDUCATION; AREA VOCATIONAL SCHOOLS; SLOW LEARNERS; PARAMEDICAL OCCUPATIONS; OCCUPATIONAL CLUSTERS; *EDUCATIONAL INNOVATION; POST SECONDARY EDUCATION
SAN FRANCISCO; CALIFORNIA; *RICHMOND PRETECHNICAL PROGRAM; WARREN; OHIO; GEORGIA; PHOENIX; ARIZONA; QUINCY; MASSACHUSETTS

In recent efforts of the U.S. Office of Education to bridge the gap between development and adaptation of educational practice, visibility has been given to communities which have introduced new curriculums, teaching methods, and institutional patterns. Five locally-initiated programs which have attempted to provide a flexibility of the educational system to meet the needs of students of various backgrounds and ability levels have been selected for exposure on the basis of community size, geographical region, and program type. The "Richmond Pretechnical Program" now operating in 19 high schools in the San Francisco Bay Area uses students' practical and occupational interest as a means of developing general and academic skills by unifying physics, math, English, and shop courses to eliminate artificial fragmentation of subject matter. Georgia's 18 post-secondary vocational schools, geared to industry demands, required changed attitudes and new administrative techniques to grow from a school system devoted almost entirely to training for agricultural occupations. The "Market Street School" in Warren, Ohio, brought sixth to ninth grade slow learners together in an entirely new environment to provide needed general and vocational skills. Phoenix, Arizona, built into its educational structure a complete paramedical training capability by cooperative effort of the professions, hospitals, educational institutions, and education leaders at state and local levels. Quincy, Massachusetts, is an example of a city in which vocational education has shifted from training for a single skill to preparing individuals for a cluster of occupational skills. (JM)

VT 004 378 ED 017 683

Rhm, Alma, And Others

A Transition in Nursing Education--Guidelines Resulting from the Phasing Out of a Diploma Nursing Program and the Establishment of an Associate Degree Program.

New Mexico Occupational Research and Coordinating Unit, Santa Fe

EDRS PRICE MF-\$0.50 HC-\$5.12

Pub Date - Oct67 126p.

PROGRAM DEVELOPMENT; *HEALTH OCCUPATIONS EDUCATION; *ASSOCIATE DEGREES; *NURSES; TECHNICAL EDUCATION; CURRICULUM; *GUIDELINES; BIBLIOGRAPHIES
ALBUQUERQUE; NEW MEXICO

Position statements of nurses' associations indicated that all nursing education should move into the mainstream of general education with professional programs in colleges or universities at the baccalaureate or higher level, all technical programs in junior or community colleges at the associate degree level, and all preservice programs in vocational educational institutions. Many present programs will be closed and new ones established to conform to the desired pattern. Guidelines which evolved from phasing out the Regina School of Nursing and establishing an associate degree program within the University of Albuquerque could be adopted by other institutions facing such change. The manual suggests procedures for establishing an associate degree program and explains adaptations made by the Regina School of Nursing and the University of Albuquerque for the following: expectations for the associate degree graduates, obstacles to establishing associate degree programs, initial planning, philosophy and objectives, educational organization and administration, faculty, curriculum, students, graduates, and evaluation. A final chapter presents specific recommendations for phasing out an existing program. An extensive bibliography, names of agencies providing material and information, an equipment estimate for the nursing arts laboratory, recommended library accessions, a sample form of contract between the hospital and the university, public relations letters, and a curriculum planning tool are included. (JK)

VT 004 422 ED 020 328

Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation. Phase I--Manpower Needs, Data Collection Devices and Occupational Clusters. Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

EDRS PRICE MF-\$1.25 HC-\$10.92

OEC-5-85-049

BR-5-0017

Pub Date - Sep67 271p.

*VOCATIONAL EDUCATION; *PROGRAM PLANNING; *PROGRAM EVALUATION; *INFORMATION NEEDS; *DATA COLLECTION; HUMAN RESOURCES; EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL CLUSTERS; QUESTIONNAIRES; STUDENTS; DROPOUTS; EMPLOYEES; EMPLOYERS; HIGH SCHOOLS; COMMUNITY COLLEGES; MANPOWER NEEDS; INFORMATION SOURCES; PROPRIETARY SCHOOLS; TASK ANALYSIS; GUIDELINES
OREGON

The objective of the study was to develop a dynamic system for the input of data on human and occupational resources for use in developing vocational education programs to meet current and future occupational needs. In the first of four phases, the objectives were to develop (1) data gathering instruments designed to continuously assess human resources, employment opportunities, and educational programs, (2) a system for assessing job opportunities which cluster required job skills and mental processes, and (3) manuals of procedure for use by field personnel in administering data gathering instruments and employing the clustering system. Survey questionnaires to be used with students, dropouts, employees, employers, secondary school vocational programs, community college vocational programs, and proprietary schools were developed, field tested, analyzed, and modified. A two-dimensional clustering system which combined worker

functions and processes was developed. Jobs in occupational areas representing mechanical, electrical, and symbolic skills were used as samples in developing task descriptions and numerical loadings from which clusters were formed. Guidelines were prepared for administering data gathering instruments and employing the clustering system. Included are (1) detailed descriptions of instrument development, (2) a bibliography, and (3) extensive appendixes contained related information, an instrument analysis, the guide for administering instruments, the instruments, a supplement to instrument utilization, task descriptions, and classification loadings. (JM)

VT 004 531

Snepp, Neil Owen

Agricultural Offerings in Community Colleges in the United States.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-7056, \$3.10 microfiche, xeroxed copy \$10.80).

Pub Date - 63 244p.

*AGRICULTURAL EDUCATION; *PROGRAM DEVELOPMENT; ADULT EDUCATION; *GUIDELINES; *COMMUNITY COLLEGES; TECHNICAL EDUCATION; TRANSFER PROGRAMS; VOCATIONAL EDUCATION; *NATIONAL SURVEYS; CURRICULUM OHIO

The purpose of the study was to propose an initial post-secondary level program in agriculture for Ohio community colleges. Questionnaires were sent to a sample of 161 public community colleges, representing 69 percent of those in the United States offering agriculture. Questionnaire response from 72 percent of the sample and additional data from 44 of 50 state vocational education directors showed: (1) While 30 percent listed agriculture as a curriculum, they were actually offering preagriculture, (2) Transfer and technical programs enrolled 80 percent of the students, and adult education programs were virtually nonexistent, (3) Although the majority of the agricultural programs had fewer than 50 students, 25 percent had enrollments of over 100 and were more comprehensive, (4) Capital costs were met with state funds, and operating costs by a combination of state and local funds plus tuition, (5) Public understanding and financial support were listed as major problems in establishing and operating agricultural programs, and (6) It was felt that transfer, technical, vocational, and adult education curricula should be included in junior college agricultural curriculums. To provide direction for community college agricultural programs, 21 guidelines were formulated. A summary is available as ED 013 869. (JM)

VT 004 537

Clary, Joseph Ray

Guidelines for the Development of Training Programs for Agricultural Technicians.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-1169, microfilm \$4.20, xeroxed copy \$14.65).

Pub Date - 64 309p.

*GUIDELINES; NATIONAL SURVEYS; *AGRICULTURAL TECHNICIANS; PROGRAM CONTENT; PROGRAM GUIDES; *PROGRAM DEVELOPMENT; *PROGRAM PLANNING; *POST SECONDARY EDUCATION; COMMUNITY COLLEGES; JUNIOR COLLEGES; PROGRAM ADMINISTRATION; AREA VOCATIONAL SCHOOLS; TECHNICAL INSTITUTES

The major purpose of this national study was to develop guidelines for use in planning and conducting training programs for agricultural technicians at the post-secondary level. Fifty-nine training programs for agricultural technicians were identified in 25 technical institutes, junior colleges, comprehensive colleges, and area vocational-technical schools. Data on the status and characteristics of present training programs of agricultural technicians were secured by use of structured check list. A tentative list of guidelines and supporting statements compiled from an extensive review of literature were evaluated by a national jury of leaders in technical education fields, were synthesized, refined, and evaluated for: (1) objectives of the program, (2) types of programs offered, (3) curriculum content, (4) recruitment, (5) student services, (6) library, (7) instructional staff, (8) facilities and equipment, (9) acceptance by industry, business, and educational leaders, (10) evaluation, (11) accreditation, and (12) location. This Ph.D. thesis was submitted to The Ohio State University. A briefer report of the study is available as ED 012 752. (WB)

VT 004 590 ED 020 348

Straubel, James H., And Others

Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems. Final Report.

Aerospace Education Foundation, Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.20

OEG-0-8-088018-0201-085

08

BR-8-8018

Pub Date - Nov67 28p.

*FEASIBILITY STUDIES; *EDUCATIONAL PROGRAMS; *ADOPTION (IDEAS); COURSE EVALUATION; *MILITARY SERVICE; ELECTRONICS; AVIATION MECHANICS; MEDICAL SERVICES; EVALUATION CRITERIA; VOCATIONAL EDUCATION UTAH

The objective of this study was to make an initial determination of the feasibility of adapting, implementing, and evaluating within the Utah educational system three Air Force courses: electronics principles, medical service specialist course, and aircraft mechanics. The first phase of the study was concerned with establishing criteria against which the initial assessment of feasibility could be made. Factors involved were: (1) terminal objectives, (2) prerequisite behaviors, (3) instructional scope, (4) instructional strategies and methods, (5) student motivation and attitudes, and (6) student proficiency yield. The second phase dealt with the selection of manageable segments from each course, review of the segments, and rendering judgments concerning the feasibility of continuing the study. Although feasibility varied somewhat as a function of course segment, it is feasible to proceed with adaptation, implementation, and evaluation of the three Air Force course segments. It is likely that many civilian education systems could benefit greatly from use of selected military instructional courses. It was recommended that steps be taken immediately to proceed with the program in Utah. (HC)

VT 004 604

Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter, First Year (Extended), April 1, 1967-September 30, 1967.

Delaware State Dept. of Public Instruction, Dover
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 25p.

*RESEARCH COORDINATING UNITS; *VOCATIONAL EDUCATION; INFORMATION DISSEMINATION; *PROGRAM DESCRIPTIONS;
*STATE PROGRAMS; *EDUCATIONAL RESEARCH; PROGRAM DEVELOPMENT

The overall purpose of the Delaware Occupational Research Coordinating Unit is to encourage throughout the state the initiation of occupational research and development activities, provide resource material on current developments in the field, and to assist in designing research and developmental programs in vocational-technical education and related areas. The Unit's first-year activities are reported in relation to the six components of its overall objective. Representative of the activities are (1) preparing a synthesis of occupational data to provide guidance to the advisory committee of a projected vocational-technical high school, (2) establishing occupational materials mailing lists and distributing original and recopy material on occupations to local teachers and State supervisors, (3) distributing special information packets to state and national agencies and institutions, (4) expediting 10 proposals designed to serve persons with special needs, (5) establishing a library of occupational resources material suitable for guidance personnel, and (6) publishing a newsletter, "Here's An Idea," for broadcasting innovative, inexpensive and applicable new ideas. The Unit's staff of four persons works directly with the local school districts, the area vocational-technical schools, the new technical and community college, and the vocational departments of the University of Delaware. (HC)

VT 004 614

Department of Agricultural Education. Annual Report.

Ohio State Univ., Columbus. Dept. of Agricultural Education
Ohio State Dept. of Education, Columbus. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep67 28p.

*AGRICULTURAL EDUCATION; *ANNUAL REPORTS; TEACHER EDUCATION; GRADUATE STUDY; RESEARCH PROJECTS; INSERVICE TEACHER EDUCATION; *UNIVERSITIES; RESEARCH AND DEVELOPMENT CENTERS; FOREIGN COUNTRIES; PUBLIC RELATIONS; EDUCATIONAL FACILITIES; PERSONNEL; INSTRUCTIONAL MATERIALS CENTERS
OHIO STATE UNIVERSITY

The 1966-67 Department report specifying its operations and accomplishments, is prepared by the staff for the purpose of making further improvements. The undergraduate program had 183 majors, offered 25 courses, qualified 58 teachers, recruited students, counseled majors, made curricular improvements, conducted a field experience program in vocational agriculture and cooperative extension for 49 students in 21 school and 17 county training centers, sponsored the Agricultural Education Society with 75 members, and placed 58 graduates. In the graduate program, 155 students were enrolled, and 10 doctoral dissertations, 16 masters' theses and problems were completed and 28 other studies were in progress. One staff study was completed, and seven were in progress. The Center for Vocational and Technical Education employed four research associates and was engaged in four major activities in agricultural education. Inservice education for 46 new and returning teachers and others included workshops, visits, evaluations, and a conference. The staff was involved in projects in India and Brazil, and the department enrolled 20 foreign students. A curriculum materials laboratory produced 10 publications, have 11 in process, and made others available to teachers. The department had 34 full- and part-time staff members, eight graduate associates, and 10 full-time clerical workers. (JM)

VT 004 619 ED 017 711

Trapnell, Gail

Distributive Education Programs in Florida's Junior Colleges.

Florida State Dept. of Education, Tallahassee
EDRS PRICE MF-\$0.50 HC-\$2.52
FSDE-Bull-74H-7
Pub Date - Jun67 61p.

*DISTRIBUTIVE EDUCATION; *PROGRAM GUIDES; *JUNIOR COLLEGES; ADMISSION CRITERIA; ADMINISTRATOR GUIDES;
PROGRAM DEVELOPMENT; PROGRAM ADMINISTRATION
FLORIDA

The purpose of this guide is to assist junior college presidents, chairmen of business administration departments, and teacher coordinators in organizing, operating, and administering distributive education programs in junior colleges. It was developed under the supervision of a state level curriculum specialist for distributive education. The sections are (1) Introduction which includes information on marketing in the American economy, distributive education, at all levels and specifically in the junior college, (2) Program Organization which includes types of programs, admission requirements and selection of students, patterns of organization, and basic components of the midmanagement program, and (3) Program Operation and Administration which includes staff, advisory committees, facilities, cocurricular activities, program promotion, and evaluation. The appendix contains a bibliography and five forms for use in implementing the midmanagement program. (MM)

VT 004 620 ED 017 712

The Project Plan for Distributive Education in Florida High Schools.

Florida State Dept. of Education, Tallahassee
EDRS PRICE MF-\$0.50 HC-\$2.80
Pub Date - Jan67 68p.

*PROJECT TRAINING; *PROGRAM GUIDES; PROGRAM DEVELOPMENT; HIGH SCHOOLS; *CURRICULUM; *DISTRIBUTIVE EDUCATION; COOPERATIVE EDUCATION

The purpose of this document is to serve as a guide to distributive education personnel and school administrators in developing and implementing the project plan of training high school students for careers in marketing and distribution. The project plan involves a regularly scheduled series of individually designed learning activities that give students an opportunity to apply theory in practice while developing competencies through projects related to the distributive occupational objectives. It extends classroom instruction with a laboratory environment. The areas discussed are (1) purposes and need for the program, (2) comparison of cooperative and project plans, (3) anticipated learning outcomes, (4) curriculums for distributive education, (5) principles for developing a project plan curriculum, (6) occupational competencies required for distributive employment, (7) project method and techniques of instruction, (8) procedures for developing a project plan program, (9) types of organizational plans, (10) advisory committees, (11) program personnel, (12) facilities, and (13) conditions for a quality program. Forms to be used in

developing the program are included: student application, survey for a new program, survey of distributive job opportunities, and survey of student interest in distributive education. (MM)

VT 004 630 ED 018 656

Smith, Clodus R.; Himmele, Irvin H.

Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation. Final Report.

Maryland Univ., College Park
EDRS PRICE MF-\$0.25 HC-\$1.68
Pub Date - 15Dec67 4Up.

OEG-2-7-070451-3009

08

*SEMINARS; *PROGRAM EVALUATION; GUIDELINES; *VOCATIONAL EDUCATION; *LEADERSHIP TRAINING; PROGRAM BUDGETING; *PROGRAM PLANNING; CONFERENCES

Thirty-four participants representing the leadership-action level of personnel throughout the nation and from the U.S. Office of Education evaluated the budgeting seminars held during 1967. Guidelines for seminar evaluation were presented: (1) "Rationale and Retrospect" by N. Edwin Crawford, (2) "Evaluation of Leadership Development and Program Planning and Budgeting Seminars" by A.H. Krebs, and (3) "Teaching-Learning Process Criteria for Continuing Evaluation" by Einar R. Ryden. Group sessions for evaluating the seminars considered objectives, participants, program content, techniques, and personnel. The group reports, plans for 1968 seminars, a general session critique, and a conference evaluation are included. Documents reporting the seminars are VT 002 105, VT 002 137, and VT 003 888. (EM)

VT 004 681 ED 018 657

Pierce, Wendell H.

Changing the Contexts in Which Occupational Education Takes Place.

Education Commission of the States. Ad Hoc Committee on Vocational-Technical Education
EDRS PRICE MF-\$0.25 HC-\$1.72
Pub Date - 67 41p.

*VOCATIONAL EDUCATION; *PROGRAM COORDINATION; PROGRAM DEVELOPMENT; PROGRAM PLANNING; PROGRAM IMPROVEMENT; *PLANNING COMMISSIONS; *PROGRAM PROPOSALS; ADVISORY COMMITTEES; *STATE PROGRAMS; MANPOWER UTILIZATION; REGIONAL PROGRAMS; CURRICULUM DEVELOPMENT; ECONOMIC DEVELOPMENT

Proposals for consideration by each of the 50 states are presented in the report by the Task Force on Vocational-Technical Education. A brief statement of Committee beliefs and observations precedes the proposals that (1) a Human Resources Council consisting of heads of departments of state government and lay citizens be established in each state to develop long-range goals for adding the community context for education to the present "school" context and to establish and coordinate the work of state-level commissions designed to bring contextual reform to the educational areas, (2) an Occupational Education Commission be established in each state with counterparts in local Community Advisory Councils to provide leadership and stimulate development of vocational-technical education programs in cooperation with the Human Resources Council, (3) a Manpower Coordinating Committee be established in each state to effect a maximum system-cost effectiveness in utilizing job training programs, (4) each state consider establishing a Task Force for Occupational Education and Economic Development to help build the state's industrial output through new or expanded industries, and (5) Regional Learning through Centers be established in each state to provide leadership for developing broad interdisciplinary curriculums geared to the individual and social needs and the resources of the region. The appendixes, the major part of the document, include the proposals in detail and information on the initial target population and approaches for state implementation of the proposals. (MM)

VT 004 703

Collins, Charlie J.

Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region. Summary Report.

West Virginia Univ., Morgantown
MF AVAILABLE IN VT-ERIC SET.

OEC-5-10-101
BR-5-8275

Pub Date - 1Jan68 16p.

*INDUSTRIAL ARTS; PROGRAM DESCRIPTIONS; STUDENT CHARACTERISTICS; *TEACHER CHARACTERISTICS; EDUCATIONAL OBJECTIVES; *SECONDARY SCHOOLS; *SOUTHERN STATES; EDUCATIONAL PROGRAMS; INDUSTRIAL ARTS TEACHERS; *SCHOOL SURVEYS; TEACHING METHODS; STUDENT ENROLLMENT; EXPENDITURES
SOUTHERN APPALACHIAN REGION

"Study of Industrial Arts Education in the Public Secondary Schools of the Southern Appalachian Region" is summarized. See abstract of VT 004 836 which is the complete study. (EM)

VT 004 733 ED 020 375

Herndon, Leo Price

Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-1512, microfilm \$3.25, xeroxed copy \$11.25).
Pub Date - 66 237p.

SURVEYS; *VOCATIONAL AGRICULTURE; ADULT FARMER EDUCATION; YOUNG FARMER EDUCATION; *ADMINISTRATOR ATTITUDES; *PARENT ATTITUDES; OFF FARM AGRICULTURAL OCCUPATIONS; *BOARDS OF EDUCATION; *EDUCATIONAL OBJECTIVES; ATTITUDES
NEW YORK

A mail survey was used to determine (1) what key local people felt should constitute selected aspects of vocational agriculture for high school students, young farmers, adult farmers, and related agricultural occupations, and (2) whether differences in means of agreement were affected by class grouping, enrollment size of the school district, and average farm income. The administrator, school board president, and two parents from each of 178 New York schools responded to 24 statements about vocational agriculture programs. Based on returns from 564 (79.2 percent) the high school program should (1) benefit both terminal and continuing students, (2) provide general education, (3) benefit students with vocations other than farming, (4) provide knowledge, skills, and experience needed by

those who plan to farm, (5) offer supervised farming programs, (6) be based on the many types of farming in an area, and (7) not be restricted to the last 2 years of high school. A young farmer program should include individual followup instruction. A program for off-farm agricultural occupations should be provided. The effects of class grouping, enrollment size, or average farm income of school district on agreement of means were not significant. This Ed.D. dissertation was submitted to Cornell University. (JM)

VT 004 788

Pickard, Robert F.

A Report, Vocational and Technical Education in Rhode Island, 1967-1973.

Rhode Island State Dept. of Education, Providence. Div. of Vocational Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Nov67 114p.

*ANNUAL REPORTS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *EDUCATIONAL OPPORTUNITIES; AREA VOCATIONAL SCHOOLS; *EDUCATIONAL NEEDS; POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; STUDENT ENROLLMENT; CAREER CHOICE; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT TRENDS; ECONOMIC FACTORS; EDUCATIONAL FINANCE
RHODE ISLAND

Selected information and recommendation concerning further implementation of Rhode Island's plan to strengthen and expand economic growth, low unemployment rates, and industry-wide employment gains indicated the necessity for a program of vocational and technical education geared to sustain and promote a healthy economy. A considerable disparity between student educational choices and available job opportunities was evident in that while 57 percent of high school students prepared for college entrance and presumably professional careers, only 10 percent of the State's work force was in the profession. Inplant training will provide preparation for workers to fill less than 10 percent of the approximately 85,000 job openings projected for 1971. Recommendations concerned (1) expanding vocational and technical education programs to serve 17 percent of the secondary school enrollment by 1970 and 20 percent by 1971, (2) expanding distributive and business cooperative programs, (3) increasing aid to local communities for operating area programs, including adult training, (4) developing facilities to serve an additional 625 post-secondary students in 1973 and 400 in 1975, and (5) Increasing the State vocational education staff as program activity increases. Also included are (1) data on 1966 enrollments by communities in area vocational school districts, area school programs and budgets, and finances, and (2) a bibliography. (HC)

VT 004 796

O'Donnell, Beatrice

Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics. Professional Education Series H.E. 9.

Michigan State Univ., East Lansing. College of Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - May67 68p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM DEVELOPMENT; PROGRAM PLANNING; FOOD SERVICE WORKERS; NURSES AIDES; POST SECONDARY EDUCATION; PREVOCATIONAL EDUCATION; HIGH SCHOOLS; *PROGRAM DESCRIPTIONS
MICHIGAN

In five communities in Michigan Home Economics-related occupational courses have been initiated at the secondary level. The report from Lapeer describes their training program for nurses aides. The dual program at Muskegon trains students to be food service workers, and offers general pre-employment preparation. Petroskey High School had a "Home Economics Occupational Orientation" class in 1965 and one in Hospitality Education in 1966. The Pontiac report describes their three occupational classes in home economics and the organizational framework in establishing them. The first two courses at Pontiac were for food service occupations and the third is a cooperative program related to the latter. The 2-phase Wayne program prepares food service workers. Grand Rapids has initiated three commercial foods courses, and two for "food supervisors" or school lunch managers and a commercial clothing class at the junior college level. The secondary schools offered vocational foods courses and a unit on job orientation. Reports from Alpena, Gaylord, Menominee, and Wyandotte, whose programs are in the initial planning stages, relate stages of implementation and decision making. Procedures for establishing such programs are described in VT 004 807. (FP)

VT 004 807

Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics; A Report of a Cooperative Project. Professional Education Series Number HE 10.

Michigan State Univ., East Lansing. College of Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun67 100p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM DEVELOPMENT; *PROGRAM EVALUATION; *TEACHER WORKSHOPS; PROGRAM PLANNING; ADVISORY COMMITTEES; SCHOOL COMMUNITY COOPERATION
MICHIGAN

The major objective of this project was to explore, use, and evaluate the cooperative approach of teacher education, leadership in the State Department of Education, and local action in initiating, planning, implementing, and evaluating occupational training programs related to home economics. Ten Michigan communities participated in the project. The project was organized into five phases: (1) In each community, three or more people knowledgeable about occupations studied employment opportunities, (2) Local teams, in a 2-week workshop, presented substantive content about occupational training and developed their local programs with assistance from specialists and consultants, (3) Local teams, in their communities, informed groups and stimulated interest in the programs, determined local resources, and made recommendations for actually implementing the programs, (4) All participating personnel met in clinical sessions to report progress, problems, help needed and proposed next steps, and (5) The project was evaluated by visits to the participating schools, written reports and publications, and judgment by the participants and a panel of specialists. Occupational programs were established in six communities and would possibly be developed in four others later. These programs included occupational orientation experiences, five included courses in food service and hospitality, one included a nurse aide course, one a general wage-earning course, and one five foods courses for adults. The workshop program, a list of participants, the agenda for the clinical sessions, reactions to and list of social action phases, letters, and forms are included. The occupational home economics courses in each community are described in VT 004 796. (BS)

VT 004 918 ED 02D 395

Roney, Maurice W.; Braden, Paul V.
Occupational Education Beyond the High School in Oklahoma, An Analytical Study with Recommendations
for a Statewide System for Manpower Development.

Oklahoma State Univ., Stillwater. Research Foundation
Oklahoma Center for Economic Development, Norman
EDRS PRICE MF-\$1.00 HC-\$10.04
Pub Date - 15Jan68 249p.

*VOCATIONAL EDUCATION; *POST SECONDARY EDUCATION; *PROGRAM DESCRIPTIONS; PROGRAM EVALUATION; STUDENT
ENROLLMENT; ASSOCIATE DEGREES; EDUCATIONAL TRENDS; *EDUCATIONAL NEEDS; STATE SURVEYS; COST
EFFECTIVENESS; *TECHNICAL EDUCATION; SUBPROFESSIONALS; OCCUPATIONAL MOBILITY; EMPLOYMENT PATTERNS
OKLAHOMA

Major findings and recommendations of a statewide study of educational services for youth and adults who have left high school and need occupational education and suggestions for a manpower development system are presented. Information was derived from available data, conferences with industry and government personnel, student questionnaires, and a graduate followup study. Some of the major findings were: (1) The state has, in effect, a two-level system of education, high school and college, while the occupational structure requires persons with an intermediate level of education, (2) Major population areas do not have adequate technical education services, (3) The state is not keeping pace with the national movement toward occupational education beyond the high school, (4) Schools are not producing the kinds and numbers of technical personnel needed to meet the future state manpower requirements, (5) Oklahoma industries are not employing available graduates of Oklahoma technical schools, and (6) Business, office, distributive, and paramedical programs at the associate degree level have not been developed. Priority needs in developing a state system of occupational education were: statewide planning, separate funding, verticle structure of occupational education, and a system of manpower development, to include manpower research, industrial planning services, and occupational education. Trends in occupational education, the present occupational system and occupational programs, costs and returns of technical education, graduate mobility, employment patterns, and those best served by occupational education beyond high school are discussed. A bibliography and research information are included. (MM)

VT 004 961

The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs, Present and Projected to 1980, and Develop a Program of Action to Meet the State's Needs for Nursing Services.

Illinois Study Commission on Nursing, Chicago
Illinois Nurses' Assn., Chicago
Illinois League for Nursing, Chicago
MF AVAILABLE IN VT-ERIC SET.
Illinois League for Nursing, 6355 North Broadway, Chicago, Illinois 60626 (\$2.00).
Pub Date - Jan68 82p.

*NURSING; *MANPOWER NEEDS; *EDUCATIONAL RESOURCES; EMPLOYMENT STATISTICS; HEALTH OCCUPATIONS
EDUCATION; NURSES; HEALTH PERSONNEL; INTERAGENCY COORDINATION; *STATE SURVEYS; *EDUCATIONAL PLANNING
ILLINOIS

The main work of the Commission was done by seven standing committees representing nursing education and institutional, community health, mental health, occupational health, private duty, and office nursing. Fifty-four recommendations include increasing the number of baccalaureate programs from the present nine to 18-20 and of schools offering master's programs from four to six, establishing one doctoral program and a center for the study of community health services, improving faculty utilization by increasing enrollments and pooling faculty, initiating planning among university schools for specific contributions to be made by each, encouraging further guidance by the American Nurses' Association in developing roles and functions in specialized fields of nursing, and increasing salaries in recognition of other career opportunities, educational attainment, and experience. The following goals were adopted for 1980: increasing the total number of employed registered nurses from 33,613 to 58,000, the annual total of master's program graduates to 301, baccalaureate program graduates to 1,465, and associate degree and diploma program graduates to 2,374. The Commission further advocated an ongoing plan to implement its recommendations. An analysis of the present status of nursing in Illinois and a plan for a systematic approach to the development of nursing education involving community planning are treated in separate chapters. Detailed reports of the standing committees, including a nurse utilization study which presents a mathematical model for defining appropriate staffing patterns, will be available later. (JK)

VT 004 987

A Proposal for Redirecting Programs of Vocational Education in North Carolina.

North Carolina State Dept. of Public Instruction, Raleigh
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct63 36p.

*EDUCATIONAL PLANNING; *VOCATIONAL EDUCATION; *COMPREHENSIVE HIGH SCHOOLS; EDUCATIONAL NEEDS;
COMPREHENSIVE PROGRAMS
NORTH CAROLINA

This proposal is directed at meeting the needs of the 81 percent of the State's youth who do not go to college by establishing comprehensive high schools within the State's education system. The schools would prepare students for college, or for entrance into technical occupations or a trade after graduation from high school or at the termination of a post-high school training program. The plan for the schools calls for compulsory orientation to vocational education at the ninth grade level through the course, Introduction to Vocational Education, followed in grades 10, 11, and 12, by a college preparatory, a technical assistant, or a trade or business program. From funds made available by the Clark-Long Act, the course, introduction to vocational education, was organized and introduced into 25 schools and correlated with English, math, and science courses in 15 additional schools. In five other schools, a comprehensive vocational program, consisting mostly of offerings in the trades areas, was initiated into grades 10, 11, and 12. Funds were requested to establish "pilot schools" for developing six technical assistant and modernizing and diversifying five trade programs as training centers for teachers responsible for starting such programs in the 45 experimental schools. Funds were also needed for activities essential to the effective operation of the comprehensive high school: (1) teacher training, (2) curriculum development, (3) research, (4) cooperation with industry, business, and public bodies. A proposed 3-year budget starting in 1964 and a timetable are included. (MM)

VT 004 999 ED 020 399
Statement on Nursing Education.

National League for Nursing, New York, N.Y.
EDRS PRICE MF-\$0.25 HC-\$0.40
Pub Date - 67 8p.

*HEALTH OCCUPATIONS EDUCATION; *NURSING; *PROGRAM DEVELOPMENT; PRACTICAL NURSES; TEACHER SHORTAGE;
HOSPITALS; JUNIOR COLLEGES; NURSES

In 1965, the League, in convention, adopted a resolution encouraging orderly movement of nursing education into institutions of higher learning, clear interpretation of the kinds of educational programs, and educational planning at all levels for a desirable balance of nursing personnel with various kinds of preparation. In 1967, the Board of Directors, acknowledging a serious shortage of faculty, the relatively slow increase in numbers of nurses preparing at the masters and doctoral levels, a growing imbalance in the ratio of registered nurses to auxiliary personnel, the marked movement toward the development of nursing programs in junior and senior colleges and universities, and the rapid closing of diploma programs, adopted a new statement. The statement affirmed that (1) Transference of nursing education programs from hospitals to education institutions should take place after determination that the educational institutions can prepare at least as many graduates as the hospitals and after community planning has assured that the resources of the new program will be adequate for quality education, and (2) There must be a greater proportion of professional nurses to technical and vocational nurses and a better balance between these groups and auxiliary personnel. Action to be undertaken included expansion and development of educationally sound associate degree and baccalaureate programs, assistance to all programs toward school and faculty improvement and student recruitment, and guidance in developing curricula for auxiliary nursing programs. An appendix includes nursing education information. (JK)

VT 005 022 ED 020 400
Education and Training of Technicians, Report of an Expert Conference (College of Education (Technical), Huddersfield, England, October 1966).

Commonwealth Education Liaison Committee, London (England)
DOCUMENT NOT AVAILABLE FROM EDRS.

Sales Section, British Information Service, 845 Third Avenue, New York, New York 10022 (\$4.50).
Pub Date - 67 338p.; Report of an Expert Conference (College of Education (Technical), Huddersfield, England, October 1966).

*CONFERENCES; *TECHNICAL EDUCATION; *MANPOWER DEVELOPMENT; ECONOMIC DEVELOPMENT; EDUCATIONAL PROGRAMS; EDUCATIONAL PLANNING; TEACHER EDUCATION; *FOREIGN COUNTRIES; STUDENT ENROLLMENT; EDUCATIONAL ADMINISTRATION; *TECHNICAL OCCUPATIONS; EDUCATIONAL FACILITIES; EDUCATIONAL NEEDS; CURRICULUM; ADMISSION CRITERIA; DEVELOPING NATIONS
COMMONWEALTH COUNTRIES; *EXPERT CONFERENCE

A total of 118 delegates and observers representing 24 Commonwealth countries and British territories and a number of international organizations attended a conference to help each participating country secure the maximum possible improvement in its arrangements for educating and training technicians. Recognized experts presented the main themes of the Conference in lead papers which were discussed in plenary sessions. The lead papers were: (1) "Manpower Background of Technician Training and the Status of Technicians" by L.S. Chandrakant, (2) "Types, Content and Organization of Technician Education and Training for Men and Women, and Its Place in Education and Employment" by H.W. French, (3) "The Planning and Equipping of Institutions Including the Provision of Libraries, Text-Books, and Audio-Visual Aids" by R.E. Dunbar, (4) "The Supply and Preparation of Teachers and Ancillary Staff" by A. MacLennan, (5) "Entrance Requirements and Selection for Technician Education and Training, and The Evaluation and Recognition of Standards of Attainment" by J.T. Young, (6) "Administration, Finance, Control, and Inspection" by J.W. Gailer, (7) "Assessment of the Present and Planned Provision of the Education and Training of Technicians in Commonwealth Countries" by J.C. Jones, and (8) "Aid Patterns and Commonwealth Cooperation" by R.K.A. Gardiner. The lead papers, working group reports, brief accounts of the discussion of these reports, a review of the conference, and a list of participants are included. (HC)

VT 005 029
Wingspread Conference on Fire Service Administration, Education and Research, Statements of National Significance to the Fire Problem in the United States.

Johnson Foundation, Racine, Wis.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb 66 17p.

*CONFERENCES; *RESEARCH NEEDS; *FIRE PROTECTION; ORGANIZATIONAL CHANGE; COMMUNICATION PROBLEMS; PROFESSIONAL RECOGNITION; COMMUNITY RESPONSIBILITY; PUBLIC SUPPORT; EDUCATIONAL NEEDS; *FIRE SERVICE; *ADMINISTRATION

A conference of the Ad Hoc Committee on Fire Service Administration, Education, and Research was held as the first step in trying to isolate and define some of the major fire service problems so that additional research and study could be given to problems with high priority. The fire service as a whole lacks uniform standards of performance, educational achievement, and skill. Many individual fire departments have made progress in technology, tactics and strategy, and administration and organization. However, this progress has been largely dependent upon the caliber of leadership of individual fire chiefs and there is no assurance that the progress will continue or be maintained when there is a change in leadership. Management systems enhancing the coordination of the fire function above local level must be considered. Without this coordination at a national or state level, it is difficult to maintain open lines of communications within the service itself so that improved methods, techniques, and the systematic exchange of information and ideas can be facilitated. Examples of the 12 statements prepared by the Ad Hoc Committee to clarify understanding of the fire problem and the steps to be taken are: (1) Unprecedented demands are being imposed on the fire service by rapid social and technological change, (2) The public is complacent toward the rising trend of life and property loss by fire, (3) Behavior patterns of the public have a direct influence on the fire problems, and (4) The scope, degree and depth of the educational requirements for efficient functioning of the fire service must be examined. (HC)

VT 005 041 ED 017 733
Kotz, Arnold
Occupational Education--Planning and Programming, Volume One.

Stanford Research Institute, Rosslyn Plaza, 1611 North Kent Street, Arlington, Virginia 22209 (\$6.00).
 Pub Date - Sep67 221p.

*VOCATIONAL EDUCATION; PROGRAM PLANNING; SYSTEMS ANALYSIS; *COST EFFECTIVENESS; PROGRAM BUDGETING; TRAINING OBJECTIVES; *EDUCATIONAL OBJECTIVES; PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; TECHNICAL EDUCATION; JOB TRAINING; INDUSTRY; *EDUCATIONAL PLANNING; CONFERENCES; CURRICULUM PLANNING; RESOURCE ALLOCATIONS; BIBLIOGRAPHIES
 PPB SYSTEM,

Recommendations, conclusions, and position papers based on the results of a diagnostic survey conducted in six states and 11 communities are reported. They concern: (1) identification of the objectives and goals of occupational education, (2) structuring of alternative programs to achieve them, (3) cost-benefit analysis, and (4) projections of manpower supply and demand. With the survey findings and the position papers as background, an interdisciplinary conference was held at Airlie House with 38 participants, including economists, vocational educators, university and research personnel, administrators, systems analysts, and planners to determine the problems associated with planning and programing vocational education. Part I of the report includes "Major Recommendations and Conclusions," by Arnold Kotz. Part II is concerned with how objectives and goals are determined by states and communities. Objectives identified in the diagnostic survey are discussed. Position papers are: (1) "Objectives and Goals of Occupational Education" by Grant Venn, (2) "Evaluating Vocational Education: Problems and Priorities," by Garth Mangum, and (3) "Problems of Application of the Program Planning and Budgeting System to Education," by Charles Hitch. Part III, concerning alternative programs to achieve occupational education objectives, includes the papers: (1) "An Educational System for the Seventies," by David Bushnell and Robert Morgan, (2) "An Industrial Approach to Occupational Training," by Wilbur Landis, and (3) "Improved Planning for Vocational and Technical Education: A State Director's Perspective," by Robert Worthington. Transcripts of discussions following some speeches, a list of participants, objectives identified in the survey, steps in the program planning and budgeting approach, and a bibliography of 111 references used in the project are included. Additional papers are included in Volume Two (VT 005 042). (EM)

VT 005 042 ED 017 734

Kotz, Arnold
 Occupational Education--Planning and Programming. Volume Two.

Stanford Research Institute, Menlo Park, Calif.

EDRS PRICE MF-\$1.25 HC-\$11.24

Stanford Research Institute, Rosslyn Plaza, 1611 North Kent Street, Arlington, Virginia 22209 (\$6.00).
 Pub Date - Sep67 279p.

*VOCATIONAL EDUCATION; *PROGRAM PLANNING; *PROGRAM BUDGETING; *COST EFFECTIVENESS; *PROGRAM EVALUATION; EMPLOYMENT PROJECTIONS; EVALUATION NEEDS; EDUCATIONAL POLICY; STATE FEDERAL SUPPORT; FEDERAL STATE RELATIONSHIP; FISCAL CAPACITY; ECONOMIC FACTORS; TECHNICAL EDUCATION; CHECK LISTS; LABOR MARKET; FEDERAL LAWS; MATHEMATICAL MODELS; SYSTEMS ANALYSIS; BIBLIOGRAPHIES

Additional position papers based on information gathered in the reconnaissance surveys of planning and programing in occupational education, reported in Volume One (VT 005 041), are presented. Part IV, concerned with program structure and budgeting and their relation to the planning process, includes the papers: (1) "Currents Policies and Practices," by Arnold Kotz, (2) "The Program Budget: Its Value to Education at Federal, State, and Local Levels," by Robert N. Grosse, (3) "Budgeting for Vocational-Technical Education," by Thomas G. Fox, and (4) "The Vocational Education Act of 1963: Intergovernmental Fiscal Relations," by Bruce F. Davie. Part V, an attempt to clarify the theoretical and methodological issues of an economic analysis of vocational education, includes (1) "Benefit Cost Analysis of Vocational Education--A Survey," by Bruce Davie, (2) "Economic Concepts and Criteria for Investment in Vocational Education," by Ernst Stromsdorfer, (3) "A Benefit-Cost Framework for Education," by Robert Spiegelman, (4) "A Summary Guide for Benefit Cost Analysis," by Elinar Hardin, (5) "Manpower Demand and Supply," by Arnold Kotz, (6) "Evaluation of Supply-Demand Projections, Concepts, and Techniques," by Thayne Robson, (7) "Forecasting Occupational Job Requirements," by Norman Medvin, (8) "Manpower Requirements to Meet National Goals in Research and Development," by Leonard A. Lecht, and (9) "Evaluation" and (10) "Organization for Planning," by Arnold Kotz. A 15-page "Checklist for School Evaluation," a bibliography of 111 references, and transcripts of several group discussions are included. (EM)

VT 005 048

Favreau, D.F.
 Crisis in the Fire Service, the Educational Dimension.

International Fire Administration Institute, Albany, N.Y.
 New York State Univ., Albany. Center for Executive Development
 MF AVAILABLE IN VT-ERIC SET.

Pub Date - 26Oct67 14p.; Speech delivered to the Committee on Fire Research, National Research Council at the National Academy of Sciences (Washington, D.C., October 26, 1967).

*SPEECHES; *FIRE SERVICE; *EDUCATIONAL NEEDS; CONTINUATION EDUCATION; *EDUCATIONAL PROBLEMS; PROGRAM IMPROVEMENT; TECHNOLOGICAL ADVANCEMENT; *FIRE SCIENCE EDUCATION; INTERNATIONAL ORGANIZATION

In 1957, the International Association of Fire Chiefs called for the creation of an educational institute which would be concerned with professional and educational development of fire service personnel. In 1958, the International Fire Administration Institute was incorporated by The Board of Regents of The University of the State of New York. The objectives of the Institute are to engage in research, to obtain, prepare, and distribute materials and courses of study in fire administration and related subjects, and to give assistance by grants or scholarships to students in the field of fire administration. In 1964, affiliation with the State University of New York at Albany enabled the Institute to broaden its activities and to utilize the resources of a multi-purpose university. The rapid changes and advances in knowledge, the swift obsolescence of techniques in vocational and professional careers, and the challenging and complex manpower utilization problems all have combined to place a new importance on education. Powerful currents are flowing toward professionalizing the fire service, and enhancing its educational posture, increasing research efforts, recruiting candidates with greater career potential, and creating a better public image in the community. A number of significant problems are being defined, and solutions must be sought if the fire service is to be staffed with personnel who are technically, conceptually, perceptually, and administratively competent. (HC)

VT 005 130

Emerson, Lynn A.
 Technician Training Beyond the High School, Suggested Procedures for Planning Preemployment Programs.

North Carolina State Dept. of Public Instruction, Raleigh. Vocational Materials Laboratory
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun62 82p.

*PROGRAM GUIDES; *TECHNICAL EDUCATION; PROGRAM PLANNING; POST SECONDARY EDUCATION; PROGRAM DEVELOPMENT

This program guide describes the principles and procedures to be used by the educational administrator in developing full-time preemployment programs for training technicians at the post-high school level. The procedures cover planning for technician training programs in technical institutes, community colleges, junior colleges, and area vocational-technical schools which serve the needs of the post-high school students. The chapters of the document are (1) Program Planning for Preemployment Training of Technicians, (2) Identifying Technician Occupations, (3) Importance and Use of Advisory Committees, (4) Determining the Geographical Area to Be Served, (5) Making Occupational Surveys for Determining Needs for Technicians, (6) Using Survey Results for Determining Curriculums to be Offered, (7) Studying the Availability of Students, (8) Analyzing the Occupations for Training Content, (9) Developing the Curriculums, (10) Developing the Courses of Study, (11) Determining the Equipment Needs for Technician Training Programs, (12) Determining the Needs for Instructional Materials, (13) Instructional Staff Qualifications, Recruitment, and Training, (14) Setting Up Student Recruiting, Selection, and Placement Procedures, and (15) Establishing Effective Public Relationships. A bibliography is included. (HC)

VT 005 144

Wood, Herbert S.

A Study of Technical Education in California, with Guidelines for the Development and Operation of Technical Education Programs in the Junior College.

California State Dept. of Education, Sacramento
MF AVAILABLE IN VT-ERIC SET.
CSOE-Su11-27, no.7.
Pub Date - Sep59 127p.

*TECHNICAL EDUCATION; *JUNIOR COLLEGES; *PROGRAM GUIDES; *PROGRAM DEVELOPMENT; PROGRAM ADMINISTRATION; TECHNICAL OCCUPATIONS; *STATE SURVEYS; GUIDELINES; CURRICULUM; EMPLOYMENT OPPORTUNITIES; PROGRAM PLANNING; OCCUPATIONAL INFORMATION; PROGRAM EVALUATION; OCCUPATIONAL SURVEYS; QUESTIONNAIRES
CALIFORNIA

The general purposes of the project were to study industry and public service requirements for trained technical employees and to examine the contributions of the junior colleges in training such personnel. Information on technical education in California colleges and other post-high school and technical institutions in various parts of the United States was acquired by personal interviews with different levels of educators involved in technical education, analysis of institutional catalogs, and a review of pertinent literature. Information on industrial technicians requirements was acquired by consultation with personnel directors, and a review of employment studies and other relevant literature. The findings were used as a basis for preparing a set of guidelines for organizing, operating, and evaluating technical education programs in junior colleges to help alleviate the serious and growing shortage of adequately trained technicians resulting from the changes and the expansion of industry, the many new applications of scientific development, and growing recognition of the importance of the technician in industrial manpower, and the serious lack of adequate technician training facilities. The guidelines provide information for determining needs for training, developing the curriculum, selecting instructors, planning facilities, counseling and selecting students, recruiting students, organizing a public relations program, determining and maintaining quality instruction, maintaining liaison with industry, and evaluating the program. The appendix includes a guide to the community occupational survey and selected survey and followup forms. (HC)

VT 005 145 ED 020 402

Hansen, Gary B.

Britain's Industrial Training Act: Its History, Development and Implications for America.

National Manpower Policy Task Force, Washington, D.C.
EDRS PRICE MF-\$0.50 HC-\$3.40
Pub Date - Apr67 83p.

*LABOR LAWS; *INDUSTRIAL TRAINING; *ADMINISTRATIVE AGENCIES; *INDUSTRIAL STRUCTURE; *FOREIGN COUNTRIES; SCHOOL INDUSTRY RELATIONSHIP; FINANCIAL POLICY
*INDUSTRIAL TRAINING ACT; GREAT BRITAIN

When the foundation for the British educational system was laid in 1870, the dichotomy between education and training was formalized. Employers provided the practical training in industry, and theory or academic courses were provided in the schools. The Industrial Training Act of 1964 gives the Minister of Labor power to establish Industrial Training Boards for such activities of industry and commerce as he thinks necessary. The incorporation of the industrial approach into the Industrial Training Act indicated that while the Government planned to accept far more responsibility for training, it did not intend to remove the focal point of training from industry. The duties and powers of the Industrial Training Boards are (1) to provide or secure the provision of sufficient training facilities for employees in their respective industry, (2) to make recommendations about the nature, length, standard, content, and other aspects of training, (3) to pay grants to employers providing training of an approved standard, and (4) to impose a levy on employers in their industry in order to accomplish the training program. The job of implementing the Act has proven to be a difficult and lengthy one. In addition, because the Act accepts the historical dichotomy between education and training, there is a danger that it may perpetuate or even sharpen the distinction at a time when that distinction is becoming less meaningful. Several elements in the British training system, such as the levy-grant scheme and occupational training on an industry basis, should be of considerable interest to the American educational system. (HC)

VT 005 151 ED 020 403

Higher Education in the Nation's Fire Service, International Fire Administration Institute.

New York State Univ., Albany. Center for Executive Development
EDRS PRICE MF-\$0.50 HC-\$2.44
Center for Executive Development, State University of New York at Albany, 135 Western Avenue, Albany, New York 12203 (\$2.00).
Pub Date - Feb68 59p.

*EDUCATIONAL PROGRAMS; *COLLEGES; *FIRE SCIENCE EDUCATION; PROGRAM DEVELOPMENT; *CURRICULUM; *DIRECTORIES; STATE AGENCIES; CURRICULUM DEVELOPMENT

This publication is a revised and up-dated edition of a publication, "Fire Service Technology Curricula Survey," based on a survey conducted in 1966 by The International Fire Administration Institute for the purpose of ascertaining the scope of the fire education programs in the nation's institutions of higher learning. A directory of institutions of higher learning offering courses in fire science lists 58 schools in 18 states. Curriculum offerings in fire science administration and technology are listed for 14 of these programs. Background information for implementing fire science programs is given in "College and University Philosophy and Policy Regarding New Curricula" and "Recommendations for Fire Science Program Development and Implementation." Directories of state fire training supervisors and state fire marshals and a summary chart of fire science-administration courses and a U.S. map showing their location are included. (HC)

VT 005 158

Kitch, Donald E.; Smith, Wesley P.
Instructional Codes and Titles. Section 3.

California State Dept. of Education, Sacramento. Vocational Education Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 52p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; COURSE DESCRIPTIONS; *COURSES; *CODIFICATION; STATE STANDARDS

To standardize enrollment data collection and dissemination, instructional titles and code numbers have been organized under course titles and occupations for vocational agriculture, distributive, health occupations, home economics, office occupations, technical, trade and industrial, and work experience education. A six-digit code number can be used to indicate several levels of specificity within any one of these instructional areas. Descriptions of courses are included for those which are broad or which cannot be explained by title alone. This code is in compliance with a tentative reporting procedure established by the U.S. Office of Education under the name, "Standard Terminology for Instruction in State and Local School Systems: An Analysis of Instructional Content, Resources, and Processes." (EM)

VT 005 160

ED 017 741

Lin, Jan

Innovative Methods for Studying Innovation in Education and an Illustrative Analysis of Structural Effects on Innovation Diffusion within Schools.

EDRS PRICE MF-\$0.25 HC-\$1.56

Pub Date - 68 37p.; Speech delivered at the National Conference on the Diffusion of Educational Ideas (Michigan State University, March 26-28, 1968).

*EDUCATIONAL INNOVATION; *DIFFUSION; *RESEARCH METHODOLOGY; FIELD STUDIES; INFORMATION DISSEMINATION; SIMULATION; *STRUCTURAL ANALYSIS; RESEARCH NEEDS; GROUP STRUCTURE; INTERACTION PROCESS ANALYSIS; HIGH SCHOOLS; SOCIOMETRIC TECHNIQUES; SECONDARY SCHOOL TEACHERS; *COMMUNICATION (THOUGHT TRANSFER); *SPEECHES MICHIGAN; *NATIONAL CONFERENCE ON THE DIFFUSION OF EDUCATIONAL IDEAS; *MICHIGAN VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT; *UNITED STATES OFFICE OF EDUCATION; *MICHIGAN STATE UNIV. DEPT. OF COMMUNICATION

The purposes of this paper are to examine the research methods generally utilized in diffusion research and to suggest research methods which might help provide a better understanding of the diffusion process. To promote the understanding of the complete diffusion process of educational change, research should consider the decision-making process, the process of gatekeeping, or the role of the intermediate disseminators, the implementation of an innovation after it has been adopted, and the effects of innovation upon education. Research methods which offer promise in solving some of the problems of studying educational change are field experiment, computer simulation, and structural analysis, the relationships between the various properties of group structure and innovation diffusion indexes. A study of innovation diffusion among teachers in three Michigan high schools demonstrated how group structural properties can be analyzed in a way that is meaningful and that sheds light on the diffusion process. It demonstrated that the diffusion phenomena within organizations may be explained and predicted from certain structural properties. For example, those who plan liaison roles and who enjoy high prestige among fellow members should be studied because they are relevant to the introduction of and receptivity to the innovation in the social system. Structural analysis has possible implications for educational organizations or policy makers attempting to innovate because it can provide information about the optimal process for disseminating new ideas and practices and about the compatibility between the formal and informal structures within a system, and it may be used to improve the structure for innovation assimilation. (MM)

VT 005 183

ED 018 664

Colorado Master Plan for Community Colleges and Occupational Education.

Management and Economics Research, Inc., Palo Alto, Calif.
Colorado State Board for Community Colleges and Occupational Education, Denver
EDRS PRICE MF-\$1.00 HC-\$8.52
Pub Date - Feb68 211p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *COMMUNITY COLLEGES; *STATE PROGRAMS; EDUCATIONAL PLANNING; EDUCATIONAL NEEDS; PROGRAM COORDINATION; EMPLOYMENT OPPORTUNITIES; LEADERSHIP; FINANCIAL SUPPORT; CAMPUS PLANNING; *MASTER PLANS; BOARDS OF EDUCATION; ADMINISTRATIVE ORGANIZATION; ENROLLMENT PROJECTIONS; POPULATION TRENDS; EMPLOYMENT TRENDS
COLORADO

A long-range statewide master plan for the coordinated development of community colleges and occupational education was developed by a consultant firm from data derived from authoritative literature, college administrators, knowledgeable persons throughout the state, national community college and occupational education consultants, and state directors of the related agencies. The master plan rests on the concept of community college and occupational education as essential and important parts of a total educational system. It recommends that the State be divided into seven community college administrative and seven occupational planning and programming areas, vocational school systems, and that the State Board for Community Colleges and Occupational Education be responsible for all occupational curriculums offered in State institutions of higher education. Recommendations for meeting local needs and providing state leadership and specific plans for the Community College of Denver and El Paso Community College are discussed. Other relevant information is presented in the sections: (1) Structure and Functions of the State Board for Community Colleges and Occupational Education, (2) Current Status of Community College and Occupational Education, (3) Colorado Population and Community College Planning, (5) Occupational Forecasts and Program Needs, and (6) Financing the Master Plan. Explanations of methodology, 15 illustrations, and 57 tables of data are included. (JM)

VT 005 192

The Work of the Business and Distributive Education Department Chairman.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 29p.

*DISTRIBUTIVE EDUCATION; *BUSINESS EDUCATION; *ADMINISTRATIVE PERSONNEL; *ADMINISTRATOR RESPONSIBILITY;
HIGH SCHOOLS; *PROGRAM ADMINISTRATION; CHECK LISTS

The principal responsibilities of the chairman of a higher school department of business and distributive education are presented as a checklist to facilitate a chairman's self-evaluation. The criteria for small as well as large schools are included although the activities will vary from school to school. Areas included in checklists are (1) preparing for the opening of school, (2) developing the curriculum, (3) improving and evaluating instruction, (4) promoting professional development, (5) establishing and maintaining good public relations, (6) reporting, (7) conducting department meetings, (8) recruiting teachers, and (9) developing a budget. A bibliography of books, brochures, and journal and periodical articles useful to the department chairman is included. (MM)

VT 005 193 ED 017 742

Wilson, Celianna I.

Information Systems, A Vehicle for Diffusion of Educational Ideas.

EDRS PRICE MF-\$0.25 HC-\$0.64

Pub Date - Mar68 14p.; Speech delivered at the National Conference on the Diffusion of Educational Ideas (Michigan State University, March 26-28, 1968).

*INFORMATION SYSTEMS; *INFORMATION DISSEMINATION; *DIFFUSION; INFORMATION UTILIZATION; PROGRAM DESCRIPTIONS; *SPEECHES
*NATIONAL CONFERENCE ON THE DIFFUSION OF EDUCATIONAL IDEAS; ERIC; *MICHIGAN VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT; *UNITED STATES OFFICE OF EDUCATION; *MICHIGAN STATE UNIVERSITY DEPARTMENT OF COMMUNICATION AND CONTINUING EDUCATION SERVICE

Information systems can offer a deliberate mechanism for the diffusion of educational ideas. To accomplish this, the following factors must receive adequate attention: (1) the organization of knowledge so that alternative concepts can be located, (2) the identification of user groups and their information needs, (3) the extensiveness of diffusion of information and the degree of penetration through various dissemination techniques within user groups, and (4) feedback techniques on the effectiveness of the concepts disseminated. It is the goal of the Educational Resources Information Center to become a viable and effective information system for the professional field of education. The Clearinghouse on Vocational and Technical Education is now collecting, abstracting, indexing, and disseminating the recorded body of knowledge generated by the vocational profession and its related areas through two quarterly publications, Abstracts of Instructional Materials in Vocational and Technical Education (AIM) and Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), and through Research in Education (RIE) which also identifies materials in other disciplines. The Research Coordinating Units (RCU) are the logical dissemination network agents within the states. The Clearinghouse on Vocational and Technical Education and a group of RCU directors are to draft guidelines for state information services as a preliminary to meeting with all RCU directors to work out operational problems of the information system. The proposed guidelines should be flexible and open-ended so that each state can decide which aspects are desirable and workable for that state. Availability information for AIM and ARM microfiche sets is included. (MM)

VT 005 198

Shrestha, Shanker, D.; Robinson, George A.

A Preliminary Study of Kansas Area Vocational-Technical Schools.

Kansas Vocational Education Research Coord. Unit, Topeka
Kansas State Board for Vocational Education, Topeka
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec67 98p.

OEG-6-06275-2213

*STATE SURVEYS; *AREA VOCATIONAL SCHOOLS; *SCHOOL ORGANIZATION; JOB PLACEMENT; *INSTRUCTIONAL PROGRAMS;
*SCHOOL PERSONNEL; STUDENT ENROLLMENT; EDUCATIONAL FINANCE; TEACHER QUALIFICATIONS; SALARIES
KANSAS

Questionnaires mailed to area school directors and school records in the office of the State Board of Vocational Education provided the Board with information about the State's 14 area vocational-technical schools. Findings included: (1) The average personnel per school was 1.98 administrators, 18.57 full-time instructors, 3.4 clerical, and 2.25 staff members, (2) The 1968 budgets for all schools totaled \$7,784,430.00, (3) The investment ratio between equipment and building inventory was 1 to 1.02, (4) Individual programs varied in length from 180 hours to 2,160 hours, (5) Most programs had no entrance requirements except age, (6) Of the 8,867 students enrolled in vocational programs in 10 schools, 30.66 percent completed their training and, of these, 62.45 percent were placed on jobs related to their training, (7) The average starting annual salary of the 1967 graduates was \$3,544.08, (8) The average placement of graduates in Kansas for 1965-67 was 53.69 percent. Recommendations concerned: (1) implementing a new participating district system, (2) standardizing time for completion of programs and titles of courses, (3) developing experimentation, demonstration programs, and cooperative and team teaching, and (4) conducting studies about program completion, placement, relationship of programs to need and cost benefit analyses. Many of the specific data are reported in tabular form. Vocational school organization is also summarized for 32 states. (EM)

VT 005 264

Trapnett, Gail

The Cooperative Plan for Distributive Education in Florida's High Schools. Bulletin 74H-8.

Florida State Dept. of Education, Tallahassee
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan68 110p.

*DISTRIBUTIVE EDUCATION; *PROGRAM GUIDES; *PROGRAM DEVELOPMENT; *COOPERATIVE EDUCATION
FLORIDA

Administrators, supervisors, and teacher-coordinators may use this guide in establishing and operating programs in cooperative distributive education in the State's high schools. The guide was developed by distributive education teacher-coordinators under the supervision of a curriculum specialist for distributive education at the state level. Major divisions are (1) philosophy and objectives which discusses marketing in

the American economy, the characteristics of the cooperative plan, and the levels of training, (2) the cooperative distributive education teacher-coordinator which lists teacher-coordinator roles and functions, and professional organizations, (3) program organization and operation which discusses surveys, advisory committees, student selection and counseling, training plans, sponsor development program, and facilities, (4) curriculum planning which includes competencies, teaching plans and methods, and distributive education club organization and program, and (5) program promotion and evaluation which provides specific evaluation checklists. A list of references follows each division. Forms to be used in program operation, such as a community survey, a student interest questionnaire, a sample training plan, suggested teacher techniques, and a promotional calendar are included. (MM)

VT 005 407

Harding, A. Louise, And Others
Handbook for Practical Nursing Teachers.

Pennsylvania State Dept. of Public Instruction, Harrisburg. Technical and Industrial Education
MF AVAILABLE IN VT-ERIC SET.
Technical and Industrial Education, State Department of Public Instruction, Harrisburg, Pennsylvania 17126.
Pub Date - Oct67 19p.

*PROGRAM GUIDES; TEACHER ORIENTATION; *HEALTH OCCUPATIONS EDUCATION; *PRACTICAL NURSES; CURRICULUM;
TEACHER RESPONSIBILITY; TEACHER QUALIFICATIONS; STUDENT EVALUATION; STUDENT RECORDS

Developed at the state and local levels by the state coordinator, the state advisor, and a local practical nursing coordinator, this revision of an earlier handbook used throughout the State is intended to assist prospective or new teachers of practical nursing in understanding the total program and the teacher's role. Discussions cover the role of the practical nurse, the basic elements of practical nursing programs, teacher qualifications and responsibilities, the teacher as a supervisor and a counselor, student evaluation and records, selection of text and reference books, and the teacher's professional growth. An outline of a minimum curriculum plan requiring 1,800 hours contains (1) classroom instruction on related subjects, nursing skills, the family, nutrition and diet therapy, and clinical nursing, and (2) clinical experience in medical-surgical, maternity, and pediatric nursing. The "Rules and Regulations of the State Board of Nurse Examiners for Programs of Practical Nursing" is a required supplementary reference. (JK)

VT 005 463

Matthews, Ralph W.
Guideline for Cooperative Education Coordinator.

Alaska State Dept. of Education, Juneau. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 54p.

*COOPERATIVE EDUCATION; *GUIDELINES; *INSTRUCTOR COORDINATORS; *PROGRAM GUIDES

Cooperative education is a program developed jointly by the school and business or industry to develop the skills and job adjustment through an organized sequence of job experiences in paid part-time employment and through classroom experiences in related instructions in (1) business and office, home economics distribution, and trade and industrial occupations, (2) off-farm agriculture, (3) interrelated occupational combinations, and (4) special purpose training. An explanation and suggestions for implementation are given for guidelines covering: (1) duties and responsibilities of the cooperative education coordinator, (2) guidance and counseling function of the school, (3) development of student personnel records, (4) characteristics and qualifications of the teacher-coordinator, (5) preparation and certification of teacher-coordinator, (6) a plan for initiating and organizing a cooperative program, (7) local school policies relative to cooperative education, (8) advisory committees, (9) public relations activities, (10) teaching facilities, (11) inschool instruction, (12) on-the-job instruction, (13) training evaluation, and (14) legal responsibilities. A yes-no check list is provided as a guide to evaluate the program. (PS)

VT 005 466

ED 020 424

A Design for Large Scale Training of Subprofessionals.

New Careers Development Center, New York, N.Y. Training Laboratory
EDRS PRICE MF-\$0.25 HC-\$0.44
Pub Date - May67 9p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *ACCELERATED PROGRAMS; *SUBPROFESSIONALS; *PROGRAM DESIGN;
EDUCATIONAL PROGRAMS; *ON THE JOB TRAINING; PROGRAM PROPOSALS; CAREER OPPORTUNITIES; SOCIAL AGENCIES
NEW YORK

A 3-phase program designed for the rapid training of 500 nonprofessionals for entry level civil service positions in private and public employment within a 2-year period is proposed under the Scheuer Work Training Amendment to the Economic Opportunity Act. Trainees are employed on a part-time basis during the training period by the police, health and welfare, inspection, and housing and relocation departments. In phase 1, the trainees are trained to perform useful elementary tasks on the job for a 4-week preservice period. They are also expected to learn the necessary administrative matters related to their job and to acquire a broad picture of the agency, its traditions, regulations, and structure. Phase 2 consists of a 4-week transition period during which the trainee works one-half of each day and devotes the other half to discussing his on-the-job experiences and problems. In phase 3, the trainee receives special training 1 day per week in addition to daily supervision on the job for the balance of the 2-year program to acquire skills necessary for his upgrading--such as literacy, record keeping or high school or junior college courses. This approach will allow for genuine career development for the trainee while employed at no less than \$3,600 per year. Staffing includes one training director, one associate director, one senior trainee recruited from each agency, and four to eight assistant trainers from outside the agencies. It was recommended that the program design be simple and tasks oriented, that a majority of the basic staff be composed of assistant trainers, and that close contact be developed with the agencies employing the trainees. (WB)

VT 005 504

ED 019 507

BTair, Margaret, And Others
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences for Coordinators and Instructors of Vocational Orientation Programs. Final Report.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education
EDRS PRICE MF-\$0.25 HC-\$2.36

OEG-1-7-078400-2807

BR-7-8400

Pub Date - Jan68 57p.

*OCCUPATIONAL GUIDANCE; *PREVOCATIONAL EDUCATION; *INSTITUTES (TRAINING PROGRAMS); *PROGRAM PLANNING; OCCUPATIONAL INFORMATION; HORTICULTURE; STATE PROGRAMS; *PROGRAM IMPROVEMENT; PROGRAM EVALUATION; HIGH SCHOOLS; QUESTIONNAIRES; PROGRAM DESCRIPTIONS
NEW JERSEY; NORTH CAROLINA; NEW YORK; PENNSYLVANIA

Approximately 100 educators from five states and the Virgin Islands participated in an institute to help instructional and guidance personnel improve the vocational orientation of high school students who are preparing to enter the world of work. The agenda consisted of speeches on vocations, group sessions to discuss vocational program implications, and a panel review of "Introduction to Vocations" programs in New Jersey, North Carolina, New York, and Pennsylvania. Participant response to a questionnaire to obtain information about other "Introduction to Vocations" programs and reactions to the Institute showed that (1) 50 such programs were in operation, chiefly in New Jersey and North Carolina, and (2) the Institute could be improved by extending it by 2 days or more, devoting more time to panel, small group, and informal discussions, and to question and answer periods, and improving registration and housing procedures. Of 73 respondents to a participant followup questionnaire, 39 planned to initiate an "Introduction to Vocations" program in 1967 and 56 planned programs to become operational in 1968. Summaries of state program descriptions are given. Included in the appendixes are (1) the speeches, "Introductions to Vocations Program in New Jersey" by Morton Margules and "Vocations Available Through Horticulture" by R.J. Seibert, (2) the questionnaires, (3) the institute agenda, and (4) a list of participants. (PS)

VT 005 508

A Bibliography on Technical Education.

Ohio State Univ., Columbus. Center for Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 27Sep66 18p.

*BIBLIOGRAPHIES; *TECHNICAL EDUCATION; VOCATIONAL EDUCATION; TECHNICAL OCCUPATIONS

The 225 items listed include materials on technical education curriculum and program planning, surveys of industrial technician needs, followup studies of technical education graduates, and other publications and articles relating to technical education. The materials, published by professional societies, educational associations, universities, the U.S. Office of Education, state boards of vocational education, and others, are dated from 1931 through 1966. (HC)

VT 005 510

Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs. Bulletin 77L-2.

Florida State Dept. of Education, Tallahassee. Technical and Health Occupations Education Section
MF AVAILABLE IN VT-ERIC SET.
State Department of Education, Room 271, Knott Building, Tallahassee, Florida 32304 (no charge).
Pub Date - Jan68 14p.

*HEALTH OCCUPATIONS EDUCATION; *MEDICAL LABORATORY ASSISTANTS; *PROGRAM GUIDES; CURRICULUM; ASSOCIATE DEGREES; TEACHER QUALIFICATIONS; ADMINISTRATOR QUALIFICATIONS; CLINICAL EXPERIENCE; PROFESSIONAL ASSOCIATIONS

The program, under the direction of a qualified medical technologist responsible for coordinating its elements, may be established in a junior college or vocational school and should have formal agreements with clinical agencies acceptable to the Section. An advisory committee should include representatives of participating hospitals, the county medical association, the hospital association, and the appropriate medical professional group. Students should have completed the requirements for high school graduation or passed the junior college's entrance examination. Health and counseling services should be available. The 1-year technical program, including the equivalent of 6 months full-time clinical practice, should cover general technical background, professional adjustments, medical ethics, medical terminology, laboratory records, basic anatomy and physiology, identification and care of laboratory equipment, aseptic technique and methods of sterilization, basic laboratory mathematics, basic laboratory solutions and media, basic elements of quality control, histologic and cytologic specimens, blood collecting techniques, pathogenic bacteriology and parasitology, serology and blood banking, clinical chemistry, urinalysis, and hematology. Basal metabolism and electrocardiogram are optional subjects. The Associate Degree program will also include elements in general education and basic science. The guidelines discuss (1) school bulletin information, (2) student evaluation, (3) library, classroom, and office facilities, (4) the qualifications of faculty members, (5) the role of medical director, and (6) teacher-student ratio in the clinical area. (JK)

VT 005 522

Poppel, Eida S.
Proceedings, Associate Degree Workshop (University of Colorado School of Nursing, July 25-July 29, 1966).
Final Report.

Colorado Univ., Boulder. School of Nursing
MF AVAILABLE IN VT-ERIC SET.
University of Colorado School of Nursing, Continuation Education Services (#2418), 4200 East Ninth Avenue, Denver, Colorado 80220 (\$2.00).
Pub Date - 66 73p.

*HEALTH OCCUPATIONS EDUCATION; *PROGRAM DEVELOPMENT; *WORKSHOPS; *ASSOCIATE DEGREES; TECHNICAL EDUCATION; COMMUNITY COLLEGES; JUNIOR COLLEGES; CERTIFICATION; HOSPITALS; CURRICULUM; CLINICAL EXPERIENCE; STATE LICENSING BOARDS; EDUCATIONAL FACILITIES; ADMINISTRATOR ATTITUDES; *NURSES
*ASSOCIATE DEGREE WORKSHOP

Fifty-five community college administrators, nurse education personnel, and nurse association officials representing 15 states, attended a workshop designed to acquaint participants with the purposes of an associate degree program in nursing, its place in the educational community, the role of the community college, the courses which should be included, faculty requirements, and criteria for student selection. Major speeches were: (1) "The Community College: Its Purposes, Philosophy, and Programs" by K. Bunnell, (2) "The View of the Hospital Administrator" by M. Ause, (3) "The Role of Nursing Service" a telelecture by C. Weidner, and (4) "The Role of the State Board of Nursing" by M. Dickinson. Presentations by M. Montag were: (1) "The Associate Degree Program," (2) "The College and the Clinical Area," (3) "Nursing Curriculum and Facilities," "Kaleidoscopic View," and "Summary." Discussions following the presentations, a resume of the conference, summaries of small group discussions, a workshop evaluation opinionnaire and a summary of responses to it, and a bibliography are included. (JK)

VT 005 552 ED 019 513

Meaders, O. Donald

Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs. Final Report.

Michigan State Univ., East Lansing. Dept. of Secondary Education

EDRS PRICE MF-\$0.25 HC-\$0.72

OEC-5-85-111

BR-5-0048

08

Pub Date - 67 16p.

*VOCATIONAL EDUCATION; *AREA VOCATIONAL SCHOOLS; *DUAL ENROLLMENT; ADMINISTRATIVE ORGANIZATION; STUDENT ENROLLMENT; *NATIONAL SURVEYS; HIGH SCHOOLS; WORKSHOPS; PROGRAM DEVELOPMENT; QUESTIONNAIRES

The objectives of the project were to determine the extent and nature of shared-time vocational education programs in operation throughout the United States and to develop some administrative guidelines for establishing such programs. A questionnaire to secure information about administrative organizations, number and size of schools participating, enrollment, types of services, ways of informing students and parents about available courses, and sources of funds was sent to the more than 140 schools having shared-time programs identified by state directors of vocational education. Some findings from responses from 70 schools were: (1) Usually the facilities were provided at one central site, (2) About 80 percent of the schools provided transportation for students and more than one-third of the schools reported student travel of 20 miles or more, (3) The largest number of schools were in rural-urban areas of not more than 25,000 population, (4) 50 percent of the programs were administered through a regular high school district and 30 percent through an intermediate or county district, and (5) More than 60 percent indicated that students spent more than two periods per day, 5 days per week in the center. Representatives from 17 public high schools, 11 intermediate school districts, and five community colleges, participating in a workshop for planning shared-time vocational programs, developed a list of suggested actions to facilitate area program development. The suggestions concerned legal, community, curricular, and manpower demand considerations. (MM)

VT 005 557 ED 020 428

Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools. Project Report No. 7.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum

EDRS PRICE MF-\$0.50 HC-\$3.92

OEG-3-7-070489-3128

BR-7-0489

08

Pub Date - Apr68 96p.

*PROJECT TRAINING METHOD; *DISTRIBUTIVE EDUCATION; *PROGRAM ADMINISTRATION; PROGRAM COORDINATION; *GUIDELINES; EDUCATIONAL FACILITIES; *PROGRAM DEVELOPMENT; EQUIPMENT; INSTRUCTIONAL MATERIALS; YOUTH CLUBS; OCCUPATIONAL GUIDANCE

The 1967 national seminar in distributive education considered the major problems: (1) implications for teacher education in using the project training method in distributive education, and (2) implementation of curriculum changes involving the project training method of teaching distributive education students. This report on implementations of curriculum changes covers the topics: (1) Implementing Project Training with Administrators, Counselors, and Local Businessmen, (2) Managing and Controlling Laboratory Experiences, (3) Facilities, Equipment, Material, and Media, (4) The Youth Organization as a Teaching-Learning Device, (5) Guidelines for Implementing Project Training in the School, and (6) Guidance, Student Selection, and Identification. Since each topic was examined by two task forces, reports of both are included. Each contains a summary, key points, implications for development, and references. "Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education" (VT 005 556) contains the reports of task forces that considered the first problem. (MM)

VT 005 569 ED 019 514

Little, J. Kenneth; Somers, Gerald G.

Directory, Programs of Vocational Education in the United States.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education

EDRS PRICE MF-\$2.00 HC-\$21.44

The Center for Studies in Vocational and Technical Education, Social Science Building, University of Wisconsin, 1180 Observatory Drive, Madison, Wisconsin 53706 (\$7.50).

Pub Date - 66 533p.

*DIRECTORIES; VOCATIONAL AGRICULTURE; *VOCATIONAL EDUCATION; *FEDERAL AID; *TECHNICAL EDUCATION; OFFICE OCCUPATIONS EDUCATION; DISTRIBUTIVE EDUCATION; HEALTH OCCUPATIONS EDUCATION; HOME ECONOMICS EDUCATION; TRADE AND INDUSTRIAL EDUCATION; *STUDENT ENROLLMENT; HIGH SCHOOLS; POST SECONDARY EDUCATION; VOCATIONAL HIGH SCHOOLS; COLLEGES; SCHOOL STATISTICS; TABLES (DATA); SCHOOL DEMOGRAPHY; COURSES

Federally reimbursed vocational and technical education programs are reported in tabular form for all 50 states, Guam, Puerto Rico, and the Virgin Islands. Data were collected for the 1965-66 school year from state departments of education, school districts and systems, and the U.S. Office of Education. Part I lists programs in vocational agriculture, distributive education, health occupations, home economics, office occupations, trade and industrial, and technical education by type and level of school, school location, and full- and part-time enrollment. Part II lists the course offered in these programs by type and level of school. Part III gives a statistical summary of the schools by type and level in each state which offers full-time reimbursed programs. The data collection instrument and 519 pages of tables are included. (EM)

VT 005 587

Dental Laboratory Technician's Training Program; Plans and Policies (Proposed).

Industrial Educational Center, Durham, N.C.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 29p.

*HEALTH OCCUPATIONS EDUCATION; PROGRAM PROPOSALS; *DENTAL TECHNICIANS; ACCREDITATION (INSTITUTIONS); CURRICULUM; PROGRAM DEVELOPMENT; TECHNICAL EDUCATION; *EDUCATIONAL PROGRAMS; PROGRAM ADMINISTRATION; *PROGRAM CONTENT; *PROGRAM GUIDES; CERTIFICATION; EMPLOYMENT QUALIFICATIONS
NORTH CAROLINA

The proposed program consists of a 2-year curriculum to train generalists and a curriculum of an additional year to train technicians in one of the following specialties: full denture, partial denture, ceramics, and crown and bridge. In addition to meeting the requirements of the North Carolina State

Department of Public Instruction, the Durham City Schools, and the Industrial Education Center, the program is consistent with the requirements of State and national professional dental associations. Students are male high school graduates meeting general center admission requirements. Specific aptitude tests might be required. Teaching personnel for the basic program includes four dental laboratory technicians and a dentist as a part-time supervising consultant. Other dentists are employed to lecture in a limited assigned phase of their special subject area, and commercial dental laboratory representatives give lectures or demonstrations. Components of the basic curriculum are technical mathematics and physics, chemistry, dental anatomy and physiology, dental materials, metallurgy, English composition and speech, orientation and ethics, jurisprudence and professional relations, and laboratory courses in full dentures, gold castings, inlays and crowns, crown and bridgework, partial dentures, and ceramics. (JK)

VT 005 596 ED 019 515

A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education, Final Report.

New York State Education Dept., Albany. Bureau of Occupational Education Research
EDRS PRICE MF-\$0.25 HC-\$0.48
OEC-5-85-110
BR-5-0043

08

Pub Date - 31Mar67 10p.

*RESEARCH PROJECTS; *EDUCATIONAL RESEARCH; *INTERSTATE PROGRAMS; *VOCATIONAL EDUCATION; GEOGRAPHIC REGIONS; ADMINISTRATIVE ORGANIZATION; REGIONAL COOPERATION; REGIONAL PLANNING
NEW YORK; CONNECTICUT

The objectives in developing the interstate research effort were to cooperatively design and undertake a series of studies to find solutions to major vocational-technical education problems confronting a regional area of New York and Connecticut and to develop a framework for a regional approach to research effort. Six studies, completed under interstate contract, explored the areas of off-farm agricultural, multi-occupational, and business and technology programs, teacher competency examinations, predictive testing for student success in the trade programs, and home economics occupational program evaluation. The completed studies approved by the U.S. Office of Education, were distributed. Some of the findings relevant to developing a framework for a regional approach to research were: (1) There was considerable articulation among research groups as a result of the six projects, (2) There is an increased awareness on the part of researchers and institutions that the State Education Department can act significantly in coordinating priority research projects within a wide geographic area, (3) All studies were conducted by consultants employed as chief investigators and retained through the full period of the research and development program, (4) The successful completion of the studies has proved the feasibility of projects being funded and operated across state lines, (5) Costs were kept at a low level because the programs were fitted into an existing administrative structure, (6) The inclusion of population samples from two or more states made the findings more generalizable and applicable, (7) A problem developed because of a delay in processing the master federal cost-reimbursement contract, and (8) Legal difficulties between state agencies in different states can be circumvented by channeling subcontractual arrangements through a separately incorporated educational institution. (MM)

VT 005 598 ED 019 516

Dueker, Richard L.; Altman, James W.

An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools. Final Report.

American Institutes for Research, Pittsburgh, Pa.
EDRS PRICE MF-\$0.25 HC-\$2.04
AIR-F90-10/67-FR
Pub Date - Oct67 49p.

OEC-1-7-070957-3522
BR-7-0957

24

*PROGRAM COSTS; *VOCATIONAL EDUCATION; *COST EFFECTIVENESS; *COMPREHENSIVE HIGH SCHOOLS; SCHOOL SURVEYS; *VOCATIONAL HIGH SCHOOLS; JOB PLACEMENT; UNEMPLOYMENT; COMPARATIVE ANALYSIS; QUESTIONNAIRES

In a study to identify the kinds of cost and related data that can be obtained to aid planning and evaluating vocational education, the attrition of the sample of 16 comprehensive and 16 vocational schools asked to participate and the data collection problems made the authors skeptical of any substantive results. Limited data were collected from schools by means of questionnaires and interviews and from earlier studies. An organized body of performance data was not available at any of the schools, and available cost data did not readily lend themselves to meaningful analysis. Findings, if accepted at face value, suggested: (1) According to data reported by five vocational schools and four comprehensive schools, the general cost of education in comprehensive schools was lower than in vocational schools for 1961-62, but rose much more rapidly to approximate the cost in vocational schools by 1965-66, and (2) Data from four comprehensive schools showed that the costs of academic-general (nonvocational) education were higher than for vocational education in comprehensive high schools for the fiscal years, 1961-62, 1963-64, and 1965-66. It did not appear likely that available cost or performance data would serve the long-range needs of educational evaluation and planning. It was recommended that the U.S. Office of Education undertake a feasibility and preliminary design study for an evaluation and planning information system which would encompass all education, not only vocational education. (PS)

VT 005 601

Guidelines for the Training of Nurse Aides. Bulletin 77L-1.

Florida State Dept. of Education, Tallahassee. Technical and Health Occupations Education
MF AVAILABLE IN VT-ERIC SET.
State Department of Education, Room 271, Knott Building, Tallahassee, Florida 32304 (no charge).
Pub Date - Sep67 14p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; *PROGRAM GUIDES; CLINICAL EXPERIENCE; CURRICULUM; ADMISSION CRITERIA; TEACHER QUALIFICATIONS; EQUIPMENT
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Developed principally for use in setting up Manpower Development and Training Act programs, the guidelines are also endorsed for use in institutional programs. The nurse aide assists registered nurses who make assignments on the basis of the patient's needs. Trainees should be at least 17 years of age and able to read, write, and speak English at the eighth grade level. Recruitment and preliminary screening are to be handled by the State Employment Service and final screening and acceptance by the school. The teacher-student ratio should be a maximum of one to 13, and teachers should be registered nurses with recent nursing experience, certificated to teach in vocational education. Cooperating agencies should be licensed by the Board of Health, and accredited by the National Association of Accreditation of Nursing Homes, Inc. or by the Joint Commission on Accreditation of Hospitals is recommended. The maximum time allotment should be

180 hours with 80 hours of classroom and 100 hours of clinical learning experiences. Tasks to be taught are in the areas of the patient's immediate environment, personal hygiene, elimination, nutrition, and comfort and safety measures. Also included are a form for notice of course completion, a list of program objectives, a list of topics in question form, which could be used in curriculum design, suggestions regarding teaching methods and materials, suggested teacher and student references, a sample agreement between the school and cooperating agency, and a list of suggested equipment for the course. (JK)

VT 005 654 ED 019 519

Leiberg, Leon G.

Project Challenge, An Experimental and Demonstration Program of Occupational Training, Counseling, Employment, Follow-Up and Community Support for Youthful Offenders at the Lorton Youth Center. Final Report.

National Committee for Children and Youth, Washington, D.C.

EDRS PRICE MF-\$1.25 HC-\$11.04

OEC-2-6-002140-2140

Pub Date - 68 274p.

*CORRECTIONAL EDUCATION; *VOCATIONAL EDUCATION; REMEDIAL PROGRAMS; EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROGRAMS; PRISONERS; PROGRAM ADMINISTRATION; INDIVIDUAL CHARACTERISTICS; STUDENT PERSONNEL SERVICES; *PROGRAM DESCRIPTIONS; JOB PLACEMENT; PROGRAM EVALUATION; GUIDELINES; VOCATIONAL FOLLOWUP; COUNSELING; NONPROFESSIONAL PERSONNEL; *REHABILITATION PROGRAMS; RECRUITMENT; INSTRUCTIONAL MATERIALS; CASE RECORDS; VOLUNTEERS *MDTA PROGRAMS; *LORTON YOUTH CENTER; *PROJECT CHALLENGE; VISTA; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The social and vocational rehabilitation of 181 inmates of the Lorton Youth Center was attempted through an 18-month project involving coordinated vocational training and remedial education, intensive counseling, a systematic followup of job placement, and family and career counseling after release from the institution. Staff members were selected in part from nonprofessional personnel to indicate a new direction in such recruitment, and VISTA volunteers offered tutorial and personal or small group contacts. Seven vocational courses were offered: automotive services, food services, painting, welding, barbering, clerical and sales, and building maintenance. A total of 158 trainees graduated, and 64 of 69 released during the project's contract period were employed at least once after release. Eighteen of the 69 were considered unsuccessful releases on the basis of further law violation. The employment rate of released trainees computed during the last month of project operation, ranged from 92 percent in February 1967 to 75 percent in July 1967. The average first job salary was \$70.65 per week and the last measured salary range was \$63.20 to \$104.24. Procedure, findings, and recommendations are given for aspects of the project: administration and staffing, student recruitment and selection, counseling, the training program, job development and placement, followup services, VISTA utilization, and technical assistance and dissemination. The appendix includes sample record forms, instructional material, a staff training bibliography, newspaper and periodical articles, and the Federal Youth Corrections Act. Two papers by project personnel are included: "The Use of Non-Professionals and Service Volunteers in Corrections," by Leon G. Beiberg and "Education and Training Versus Maintenance and Other Prison Work Programs," by Wesley Donald Pointer. (EM)

VT 005 721 ED 020 440

Binkley, Harold

Demonstration Center at Reidland High School (Central Part of the United States) for Training Farm Youth in Nonfarm Agricultural Occupations. Final Report.

Kentucky Univ., Lexington. Div. of Vocational Education

EDRS PRICE MF-\$0.25 HC-\$2.20

OEG-6-85-019

08

BR-5-0131

Pub Date - Dec67 53p.

*VOCATIONAL AGRICULTURE; *PILOT PROJECTS; *DEMONSTRATION CENTERS; *AGRICULTURAL SUPPLY OCCUPATIONS; HIGH SCHOOLS; PROGRAM DESCRIPTIONS; PROGRAM ATTITUDES; QUESTIONNAIRES
REIDLAND HIGH SCHOOL; KENTUCKY

The purpose of the Center was to demonstrate what could and should be done in establishing and operating a training program in agricultural supply sales and service. Teacher educators, a local advisory group, and the County Board of Education assisted in operating the Center. During the 2-year period, 165 teachers of agriculture, 28 school officials, 34 teacher educators, 45 supervisors and coordinators, and 34 others observed the project. A followup study of visitors revealed 51 schools starting similar programs within 1 year. Other significant findings indicated: (1) There is a great need for training programs in agricultural occupations, especially sales and service, agricultural mechanics, and horticulture, (2) Agricultural businesses are willing to cooperate in providing employment experience, (3) School administrators were enthusiastic about the possibilities of such programs, (4) Information obtained at the Center was helpful in starting programs, (5) Student reaction to the programs was excellent, (6) Young teachers were more interested than older ones in starting this type of program, (7) There is a shortage of qualified instructors for new programs, (8) Demonstration centers influence the adoption of innovative ideas and programs, and (9) More demonstration centers are needed. Questionnaires sent to teachers and administrators, a Center evaluation instrument, and public relations materials are included. (DM)

VT 005 871

The Role of Advisory Committees in Vocational-Technical Education.

Delaware Occupational Research and Coordinating Unit, Dover

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 12p.

*ADVISORY COMMITTEES; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; COMMUNITY CONSULTANTS; *PROGRAM DEVELOPMENT

This document is for use by teachers in organizing and utilizing an advisory committee. The role of an advisory committee is defined and four types set forth: (1) general, (2) departmental, (3) craft, and (4) administrative. Guidelines are given on what advisory committees do, how members are selected, and how the committee operates. (DM)

CURRICULUM
SECTION

VT 001 781

Sherman, G. Allen

A Guide for Curriculum Development for Educating Agricultural Technicians.

Ohio State Univ., Columbus. National Center for Agr.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 64 16p.; Paper from "Preparing Agricultural Technicians, Report of a National Seminar on Agricultural Education" (Ohio State University, July 20-24, 1964).

*CURRICULUM DEVELOPMENT; *AGRICULTURAL EDUCATION; *TECHNICAL EDUCATION; *AGRICULTURAL TECHNICIANS; CURRICULUM; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES

The development of a course of study for agricultural technicians is described. A two-part survey is made to establish the community's educational needs. Employers describe employment trends and employee characteristics. Employees list the actual mental and manual skills required in their jobs. Analysis of this data is the basis for defining objectives. Curriculum content is selected to meet the educational and training needs reflected by a job analysis of identified occupations. The wide variety of jobs precludes setting up a separate curriculum for each type of technician. Establishing a core curriculum including content common to several types is recommended. Subjects that are new to many, agricultural programs such as agrastology, forestry, and wildlife management need to be offered. After content is selected, agricultural courses sequence is determined, and general education courses such as English, history, political science, psychology, and physical education are distributed throughout the 2-year technical program. Specific subject matter and methods are to relate to the student's realistic occupational goals. Although educational needs may vary with geography, they are to be identified, and met, in the various communities. Suggested curriculums for plant science, animal science, and agricultural engineering technicians are included. The report of a National Seminar on Agricultural Education is available as ED 011 918. (EM)

VT 002 266 ED 020 311

Kreuter, Mortimer; Barnett, Lawrence J.
Curriculum Relevancy and Work.

Center for Urban Education, New York, N.Y.

EDRS PRICE MF-\$0.25 HC-\$0.80

Pub Date - 20Mar67 16p.

URBAN EDUCATION; GENERAL EDUCATION; INDUSTRIAL ARTS; STUDENT SCHOOL RELATIONSHIP; SIMULATED ENVIRONMENT; *STUDENT MOTIVATION; DROPOUT PREVENTION; LOW MOTIVATION; SCHOOL COMMUNITY COOPERATION; *SCHOOL INDUSTRY RELATIONSHIP; EDUCATIONAL INNOVATION; *EDUCATIONAL PROGRAMS; *CURRICULUM DEVELOPMENT; PROGRAM DEVELOPMENT; *VOCATIONAL EDUCATION

The demands of work and education upon each other, the value or lack of value of courses for learners, and the undermotivated learner who does not find significance in current school offerings are problems facing public education. Some previous plans to overcome these problems have used (1) the comprehensive high school, (2) industry-school interrelations, and (3) school adaption mechanisms such as field trips to actual situations, realia from industry, core curriculums, and guidance. A merged school and industry designed especially for undermotivated youth is a suggested solution. A transfer from the school to the plant locale would constitute full-time experience for an extended period, and trained teachers of academic and occupational subjects would be permanently assigned to work sites. The plant or work locale would become the school. Typical settings would be industrial plants, service centers, hospitals, human welfare agencies, businesses, banks, or department stores. It would be essential that each work locale be large so that a wide variety of skills and learning might be found, studied, and practiced. Steps in developing such a program would be (1) analyzing the locale and its potential for generating a curriculum, (2) surveying space, materials, and equipment useful in teaching, (3) examining logistics, legal responsibilities, and union and management problems, (4) using an industrial arts educator, physics, language arts, and social studies teachers, and a guidance specialist to work with plant personnel to develop a curriculum, (5) training teachers, plant personnel, pupils, and parents, and (6) making the plan operational. Assumptions underlying the proposal and the major issues to be analyzed in implementing a systems approach are included. (EM)

VT 002 356 ED 014 554

Maley, Donald

The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Third Quarterly Report.

Maryland Univ., College Park. Dept. of Industrial Education

EDRS PRICE MF-\$0.25 HC-\$0.76

OEG-2-7-062312-0175

08

BR-6-2312

Pub Date - 1Jun67 17p.

*EXPERIMENTAL PROGRAMS; *TRADE AND INDUSTRIAL EDUCATION; HIGH SCHOOLS; *CURRICULUM DEVELOPMENT; *OCCUPATIONAL CLUSTERS; TEACHER EDUCATION; TRADE AND INDUSTRIAL TEACHERS; SUMMER WORKSHOPS; TEACHING GUIDES
*CLUSTER CONCEPT PROJECT

Project objectives for the third quarter, March-June 1967, were to conduct a teacher preparation program during the spring semester and to develop the teacher preparation program for a summer workshop. Activities relating to the first objective included developing instructional plans for implementing pilot programs, acquainting teachers with instructional materials and equipment, and arranging the content for each cluster in an instructional sequence. The summer workshop would include developing needed skills and knowledges, developing the capability of using various teaching methods, and preparing instructional materials for use in each of the occupational clusters. A sample instruction plan shows human requirements, teaching methods, instructional materials, student activities, and evaluation procedures. Tentative schedules for the summer workshop are given for the construction cluster, the metal forming and fabrication cluster, and the electro-mechanical installation and repair cluster. Related documents are ED 010 302, ED 010 303, ED 010 304, ED 010 301, and VT 003 254. (EM)

VT 003 636

Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities; A Revised Report of the 1962 Summer Program Planning Course at Kansas State University.

Kansas State Board for Vocational Education, Topeka

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Oct65 94p.

*CURRICULUM GUIDES; *AGRICULTURAL EDUCATION; YOUNG FARMER EDUCATION; ADULT FARMER EDUCATION; *FARM MANAGEMENT; FARM ACCOUNTS; ADVISORY COMMITTEES; RECORDKEEPING; PROGRAM ADMINISTRATION
KANSAS

Teaching farm business analysis to young and adult farmer classes is a 3-year program through which the vocational agriculture teacher works closely with selected groups of farmers and their wives to analyze production factors and management practices for maximum farm profit. The instructional program concentrates on keeping adequate farm business records and interpreting and analyzing them. The basic problem of farming is one of adjustment to changing economic conditions. Prices, size of business, crop and livestock production rates, labor efficiency, and the combination of farm enterprises determine the success of most farm operations. Since the farmer has little or no control over prices, he must adjust the four controllable factors to anticipated price changes through a more effective farm business analysis program. Farm business analysis classes organized and conducted according to state procedures are entitled to financial reimbursement. Instructional units cover farm inventory, accounting, farm records, depreciation, taxes, and record analysis. Material is included to assist in utilizing advisory committees and establishing multi-teacher departments. (WB)

VT 004 177 ED 019 471

Sjorgren, Douglas, And Others

The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment. Final Report.

Colorado State Univ., Fort Collins

Nebraska Univ., Lincoln

EDRS PRICE MF-\$0.75 HC-\$5.92

OEC-6-85-073

BR-5-0149

08

Pub Date - Sep67 146p.

*AGRICULTURAL OCCUPATIONS; CURRICULUM DEVELOPMENT; *METAL WORKING OCCUPATIONS; *OCCUPATIONAL CLUSTERS; *JOB ANALYSIS; *JOB SKILLS; INTERVIEWS; EMPLOYEES; FACTOR ANALYSIS; QUESTIONNAIRES
COLORADO; NEBRASKA

The purpose of the study was to determine whether common behaviors could be identified across occupations to serve as a basis for curriculum building. An average of between five and six interviews were conducted with incumbents in 47 agricultural occupations and 36 occupations in the metal fabricating industry for a total of 466 interviews in Colorado and Nebraska. The interview schedule contained a number of general work environment items, four checklists, and five major behavioral dimensions. The 329 scores for each interview were subjected to factor analyses to determine intercorrelations among the occupations. The analysis of the correlation matrix of the 47 agriculture occupations yielded three occupational clusters, production agriculture, agricultural industry, and agri-business. Production agriculture was characterized by an average or high level on nearly all of the behaviors, agriculture industry scored at a low average or low level, and agri-business scored at a generally high level except for lows on the physical and discriminative behaviors. The analysis of the 36 metal working occupations also yielded three clusters, skilled worker, semi-skilled worker, and business. The business cluster in metal working exhibited a pattern of scores similar to that of agri-business. The pattern of scores on production agriculture was such that a comprehensive curriculum in production agriculture would cover the behaviors in the other clusters also. The agricultural industry and agri-business occupations exhibited more commonality with industrial and business occupations in the metal working industry than with production agriculture occupations. The study results suggested that a team teaching approach would serve well in training for placement in ag-industry and agri-business occupations. (MM)

VT 004 195 ED 019 473

Ferguson, Edward, Jr.

A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education. Final Report of Project 301.

Michigan State Univ., East Lansing. Coll. of Education

EDRS PRICE MF-\$0.25 HC-\$0.60

OEC-5-85-111

BR-5-0048

08

Pub Date - 67 13p.

*CURRICULUM DEVELOPMENT; PILOT PROJECTS; *DISTRIBUTIVE EDUCATION; CURRICULUM RESEARCH; TEACHING METHODS; INSERVICE TEACHER EDUCATION; PROJECT TRAINING METHOD; *COOPERATIVE EDUCATION; COMPARATIVE ANALYSIS; CONTROL GROUPS; EXPERIMENTAL GROUPS

The objectives of the program were to develop (1) a curriculum pattern, and instructional materials, curriculum guides, and teacher handbooks to be used in the project method of training students in grades 11 and 12 for entry into a distributive occupation, (2) to train teachers in the method, and (3) to establish pilot programs using the project method. The project method coordinates classroom instruction with a series of individual or group occupational projects, in contrast to the cooperative method which coordinates classroom instruction with on-the-job experiences. Pre and post tests were given to 379 11th grade project and 381 control students, and to 211 12th grade cooperative and 280 control students in 17 cooperating schools. Teachers of both project and cooperative classes completed the Minnesota Teachers Attitude Inventory to relate teacher attitude to student results on standardized tests. Some tentative conclusions were: (1) implementing the project appeared to have stimulated the involvement of teachers with guidance personnel and increased the latter's understanding of career opportunities in distribution, (2) Classes with an enrollment of over 25 experienced more difficulties than those with smaller enrollments in the use of the project method, (3) A majority of project method teachers reported that more preparation time was needed than for other methods of instruction, (4) Facilities for laboratory sessions did not seem to be so important in project method success as first thought, and (5) One-day workshops for the teachers were very important to help teachers adapt to new materials and methods. Plans were being developed to continue consultant visits to pilot schools, continue 1-day workshops, complete curriculum guides, collect and analyze data, and publish and disseminate the findings. (MM)

VT 004 270

Illinois Agricultural Education Curriculum Research Project. Interim Report No. 1.

Illinois State Board of Vocational Education and Rehabilitation, Springfield

Illinois Univ., Urbana. Agricultural Education Div.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun65 21p.

*VOCATIONAL AGRICULTURE; *PILOT PROJECTS; COURSE ORGANIZATION; SUPERVISED FARM PRACTICE; COOPERATIVE EDUCATION; ADULT FARMER EDUCATION; OCCUPATIONAL SURVEYS; ADVISORY COMMITTEES; *PROGRAM DEVELOPMENT; HIGH SCHOOLS; PROGRAM DESCRIPTIONS; *CURRICULUM
CLISSNA PARK; OLNEY; ST. ELMO; WOODSTOCK; ILLINOIS

The purpose of the Project was to develop and try out innovations to improve agricultural education for present and prospective farmers and to provide educational programs for occupations other than farming which

require agricultural knowledge and skills. Pilot projects were set up in four school districts in Illinois to test the feasibility of new curriculum patterns in realistic settings. At Cissna Park the program consisted of a high school level 4-year core of instruction with separate, specialized courses at the upper levels for farming and other agricultural occupations. At Olney, a dual-track program was initiated with separation of students based upon background and interest. New facilities and an agricultural business course were added at St. Elmo. The Woodstock School system initiated an agricultural business course and added a teacher. Each pilot program included a repatterning of supervised experience and adult education. Findings based on pilot school experiences showed the need for surveys before placement employment courses are started, businessman involvement in planning and developing placement-employment courses, operating advisory councils before a change in courses is initiated, and step-by-step procedures for developing experience programs. The final report is available as VT D00 434. (JM)

VT 004 363

Altman, James W.

A Behavioral View of Vocational-Technical Education.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Nov67 25p.; Paper delivered at the Commonwealth of Massachusetts Advisory Council on Education, "Symposium on Vocational-Technical Education: Prospectus for Change" (Boston, November 28-29, 1967).

*INSTRUCTIONAL DESIGN; EDUCATIONAL INNOVATION; *PROGRAM DEVELOPMENT; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; EDUCATIONAL CHANGE; EDUCATIONAL OBJECTIVES; EDUCATIONAL PHILOSOPHY; BEHAVIORAL OBJECTIVES

It has been stated that the central focus for change in educational practice during the past decade has been the curriculum. Consequently, the issue of change in vocational-technical education is approached from the perspective of how one might go about developing a new educational program, with emphasis on instructional content. The major steps in developing educational programs are to (1) identify milieu forces, (2) identify resources such as money and manpower, constraints such as political and policy, and contexts such as organizational and demographic, (3) delimit the region of concern, (4) define an ideological base, (5) define the criteria of success, (6) structure a region of criterion behavior or subject matter, (7) establish a basis for sampling behavior, (8) analyze behavior by describing and analyzing tasks, (9) organize and sequence objectives, (10) develop performance measures, (11) define instructional media, (12) develop instructional materials and procedures, (13) conduct preliminary tryouts, (14) implement use of materials, and (15) evaluate the program. Although the implications for the contribution of vocational-technical education to the individual student are not clear, the technology of education and training development permits accommodation to the inter-individual differences that characterize all age and grade levels so that the student may advance at his own speed and can be qualified across a different profile of jobs, and permits more efficient specific job training, more integrated and flexible molding of vocational and non-vocational educational experiences, and more realistic information about the value of sound educational decisions. (PS)

VT 004 395 ED 017 685

Kase, Donald

Curricular Needs of North Bay Schools, A Study of Opinions Concerning Curricular Needs in the North Bay Counties of Marin, Napa, Sonoma and Solano.

North Bay PACE Center, Napa, Calif.

EDRS PRICE MF-\$0.50 HC-\$4.68

NBPC-CNS-1

Pub Date - 1Sep67 115p.

*STUDENT NEEDS; *CURRICULUM EVALUATION; *BEHAVIORAL OBJECTIVES; *EDUCATIONAL NEEDS; QUESTIONNAIRE; PARENT ATTITUDES; TEACHER ATTITUDES; STUDENT ATTITUDES; ADMINISTRATOR ATTITUDES; *EDUCATIONAL ATTITUDES; GRADE 6; GRADE 9; GRADE 12
CALIFORNIA; *TAXONOMY OF EDUCATIONAL OBJECTIVES

The objectives of the project were to identify educational and cultural needs of students and to establish priorities among these needs. In August 1966, questionnaires returned by 90 school administrators identified five broad areas of important student needs. The two most often mentioned, curriculum methods and curriculum content, were studied. Student behavioral objectives for the 11 levels indicated in the "Taxonomy of Educational Objectives, Handbooks I and II" were determined for each of 20 common subject areas. A 117-item questionnaire designed to allow comparison of respondent perceptions of current educational practices with their expectations was completed by a 5 percent sample of intact classrooms in grades 6, 9, and 12, parents of these students, teachers, and administrators. From these 2,220 usable questionnaires, findings indicated (1) Vocational education, social studies, and home economics were the most keenly felt curricular needs of students, (2) Physical education, foreign language, and music were the most satisfactorily achieved learning goals, (3) Emotional components of learning in all subjects were needed more than additional stress on purely intellectual learning, (4) As students progressed through school, their opinions regarding a need for vocational education, social studies, and home economics increased in strength, (5) The ability to make and revise judgments on the basis of a consistent philosophy of life was viewed as important in all subject areas, and (6) The need for increased emphasis on synthesizing and evaluating knowledge increased with grade level. The questionnaire and statistical analysis are included. (EM)

VT 004 454 ED 017 689

Dailey, John T.; Neyman, Clinton A., Jr.

Development of a Curriculum and Materials for Teaching Basic Vocational Talents. Final Report.

George Washington Univ., Washington, D.C.

EDRS PRICE MF-\$0.50 HC-\$4.76

OEC-5-85-023

BR-5-0061

08

Pub Date - Jul67 177p.

*INSTRUCTIONAL MATERIALS; *CULTURALLY DISADVANTAGED; GRADE 8; GRADE 9; *EXPERIMENTAL CURRICULUM; *VOCATIONAL APTITUDE; SKILL DEVELOPMENT; BASIC SKILLS; *PREVOCATIONAL EDUCATION; MATERIAL DEVELOPMENT; APTITUDE TESTS

The objectives of this project were to develop and evaluate special instructional materials covering abstract reasoning, mechanical comprehension, and spatial visualization as related to basic vocational talents for eighth and ninth grade students who had a high probability of entering vocational education. The materials, paper and pencil aptitude practice exercises, basic reading texts, and laboratory and demonstration equipment, were used in 30 class sessions for the eighth grade and 60 class sessions for the ninth grade in schools in eight systems selected from a national population. Results were based on test-retest changes on a battery of tests from Project Talent for 1,203 boys and 262 girls for whom complete data were available. Conclusions based on statistical analysis of data included (1) Basic vocational talents can be taught directly in schools using the new curriculum and materials, (2) No "general test taking skill" was found, (3) Girls tended to gain

more on tests than boys, (4) Ninth graders who used the laboratory materials showed more gain than eighth graders who did not, (5) Nonverbal test skills seemed to be as easily modifiable as were verbal test skills, (6) Mechanical talent or aptitude appears to be a skill largely learned through a variety of out-of-school experiences, and (7) Culturally disadvantaged students can be trained to do substantially better on vocational aptitude tests. Descriptions of the talent exercises, basic readers, laboratory exercises, and the test battery are included. These are available as VT 004 455-VT 004 471. (EM)

VT 004 613 ED 020 351

Kanter, Earl F.; Bender, Ralph E.

Adapting the FFA to a Changing Program of Vocational Agriculture. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (microfilm \$3.00, xeroxed copy \$8.00, 66-6272).

Pub Date - Apr66 47p.

*VOCATIONAL AGRICULTURE; *YOUTH CLUBS; *YOUTH PROGRAMS; OBJECTIVES; PROGRAM EVALUATION; PROGRAM PROPOSALS; *ORGANIZATIONAL CHANGE; EDUCATIONAL CHANGE; GUIDELINES; ACTIVITIES
*FUTURE FARMERS OF AMERICA

The purpose of this national study was to suggest ways of adapting the Future Farmers of America (FFA) to a changing program of vocational agriculture through identifying new purposes of the FFA and evaluating selected operational guidelines and national and state FFA activities. Members of the United States Office of Education, head state supervisors of vocational agriculture, head teacher educators in agricultural education, executive secretaries of state FFA associations, state presidents of vocational agriculture teacher associations, and selected secondary school administrators were involved in the study. New purposes were developed to provide for broadening the scope of the organization to include activities for all students enrolled in vocational agriculture classes. Some conclusions were: (1) There should be only one organization for vocational agriculture students, (2) The scope of the FFA should be broadened by adding activities appropriate for students engaged in off-farm instruction, (3) The name of the organization should not be changed at the time but a changing program suggests continued study of the matter, (4) Girls should be considered for membership, (5) The term "farming" should be broadened by the use of the term agriculture, (6) Leadership activities and public speaking should be continued at all levels, and (7) General livestock and dairy cattle judging should be retained but continued judging of meat, poultry, eggs, and dairy products is questionable. This is a digest of a Ph.D. thesis, which was submitted to The Ohio State University. (WB)

VT 005 511 ED 019 508

Kishkunas, Louis J.

Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.

Pittsburgh Board of Public Education, Pa.
EDRS PRICE MF-\$0.50 HC-\$2.68

OEG-1-6-062015-1839

08

BR-6-2015

Pub Date - 15Dec67 65p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; *DEMONSTRATION PROJECTS; PRACTICAL NURSES; *JOB ANALYSIS; CORE CURRICULUM; TEACHER SEMINARS; CURRICULUM EVALUATION; *CURRICULUM DEVELOPMENT; TRAINING OBJECTIVES; STUDENT CHARACTERISTICS; MATERIAL DEVELOPMENT; CONTROL GROUPS; EXPERIMENTAL GROUPS; PROGRAM EVALUATION; COMPARATIVE ANALYSIS; SURGICAL TECHNICIANS

The principal purpose of the project was to develop a model health occupations training program. Lists of tasks performed by nurse aides, practical nurses, and surgical technicians were developed through (1) interviews with workers and job specialists, (2) a study of hiring requirements, job specifications, and daily activity charts, and (3) observations by the research staff. These lists were rated by 954 workers and supervisors in 43 area health service institutions. Workers rated the frequency of performance and supervisors as the criticality of each task. Tasks reported as performed by no fewer than 50 percent of the workers and as a function of the worker by no fewer than 50 percent of the supervisors were analyzed. From these, 61 tasks common to the three occupations were used as the basis of the core curriculum. Inservice seminars were conducted principally to acquaint instructors with the concepts of activity-oriented, job-related materials and immediate reinforcement in learning. The curriculum was demonstrated in a 6-week nurse aide training program for 22 students in two groups as opposed to the conventional 8 weeks. A handbook of step-by-step basic nursing procedures, developed during the preparatory stage, was utilized and further developed during and following the course. On performance tests groups in the demonstration program had a significantly higher mean than the 14 students in two control groups in the 8-week conventional program, and experimental groups' scores were consistently high on the written tests. On-the-job supervisor evaluations showed no significant differences between experimental and control groups. Teacher evaluations, however, resulted in a sharp split as to whether the trainees were adequately prepared at the termination date. A bias against curriculum reduction was encountered in administering the project. It was concluded that the program was successful and that the model is suitable as a basic design for other paramedical training programs. Volume II of the "Final Report" is available as VT 005 512. (JK)

VT 005 512 ED 019 509

Kishkunas, Louis J.

Pittsburgh Technical Health Training Institute Demonstration Project. Final Report. Volume II.

Pittsburgh Board of Public Education
EDRS PRICE MF-\$0.75 HC-\$7.88

OEG-1-6-062015-1839

08

BR-6-2015

Pub Date - Dec67 195p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES AIDES; DEMONSTRATION PROJECTS; *SURGICAL TECHNICIANS; *PRACTICAL NURSES; CURRICULUM DEVELOPMENT; *JOB ANALYSIS; CORE CURRICULUM; TEACHER SEMINARS; PROGRAM EVALUATION; ACHIEVEMENT TESTS; STUDENT EVALUATION; TESTS; WORKSHEETS; STUDENT RECORDS; LESSON PLANS

Appendixes to the "Final Report," Volume I (VT 005 511), are included: (1) a schematic representation of curriculum development, (2) technical behavior checklists, (3) performance inventory forms used in on-the-job observations, (4) report form for typical job behavior of employee, (5) cooperating area health institutions, (6) tables for 2 scores for the frequency and criticality of tasks, (7) a core curriculum plan, (8) lists of tasks common to nurses aides, practical nurses and surgical technicians, (9) tasks grouped according to areas of knowledge, skill, and attitude, (10) the time schedule for an in-service instructor seminar, (11) teacher inservice workshop questionnaire, (12) instruments used in the demonstration course including quizzes, tests, samples of worksheets, progress records, lesson plan

samples, and course schedules, (13) "True Cases of Nurse Aide Techniques," a booklet developed on the basis of the typical behavior reports and distributed to trainee graduates, (14) a competency rating form for employed nurse aides, and (15) a form for evaluating tasks by graduate trainees to indicate whether specific tasks were taught in the demonstration program and whether they were performed on-the-job. (JK)

VT 005 521 ED 020 426

Popiel, Elida S.

Associate Degree Nursing Program Workshop (University of Colorado School of Nursing, Denver, July 24-28, 1967). Final Report.

Colorado Univ., Boulder. School of Nursing

EDRS PRICE MF-\$0.50 HC-\$3.36

University of Colorado School of Nursing, Continuation Education Services (#2418), 4200 East Ninth Avenue Denver, Colorado 80220 (\$2.00).

Pub Date - 67 82p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES; *CURRICULUM DEVELOPMENT; *WORKSHOPS; ASSOCIATE DEGREES; TECHNICAL EDUCATION; CLINICAL EXPERIENCE; STUDENT EVALUATION; EDUCATIONAL OBJECTIVES; COURSE OBJECTIVES; LEARNING EXPERIENCE; COURSE CONTENT; LEARNING PROCESSES; TEACHING; PROGRAM EVALUATION; BIBLIOGRAPHIES; NURSING

Eighty-six nurses from 25 states and Canada attended a workshop to review the philosophy and purpose of the curriculum in associate degree nursing programs, identify objectives as well as content and learning experiences to meet the objectives, and consider means of evaluation. Presentations were: "The Associate Degree Nursing Curriculum: Its Philosophy and Purpose" by M. Montag, (2) "Development of Objectives" by M. Montag, (3) "The Teaching-Learning Process" by R. Swenson, (4) "Selection of Learning Experiences" by E. Carlson, (5) "Use of the Laboratory" by E. Carlson, and (6) "Evaluation" by A. Rines. Summaries of group work in developing objectives, selecting content and learning experience, and planning for evaluation in the areas of fundamentals of nursing, physical and mental illness, and maternal and child health are presented. A workshop evaluation opinionnaire, responses to it, and six bibliographies on different aspects of nursing are included. (JK)

VT 005 720 ED 020 439

Swenson, John H.

Scientific Secretary Training Program Development.

Colorado Univ., Boulder

EDRS PRICE MF-\$1.25 HC-\$12.36

0EC-6-85-049

BR-5-0188

08

Pub Date - Mar68 307p.

*SECRETARIES; *BUSINESS EDUCATION; *PROGRAM DEVELOPMENT; EDUCATIONAL NEEDS; PILOT PROJECTS; *EXPERIMENTAL PROGRAMS; *CURRICULUM DEVELOPMENT; CURRICULUM GUIDES; SCIENTIFIC PERSONNEL; OCCUPATIONAL SURVEYS; EMPLOYEE ATTITUDES; JOB ANALYSIS; EMPLOYER ATTITUDES; PROGRAM EVALUATION; PREDICTIVE MEASUREMENT; PERFORMANCE CRITERIA; QUESTIONNAIRES; CURRICULUM EVALUATION; PRETESTS; POST TESTING

The objectives of the project, conducted during the period September 20, 1965 to March 15, 1968 were to (1) determine the educational needs of those persons working as scientific secretaries, (2) develop an instructional program to meet these educational needs, (3) conduct a pilot training program to test the adequacy of the instructional program, and (4) determine the criteria and evaluative instruments for predicting the success of persons to be trained. Educational needs were determined through a review of literature, a survey of existing specialized secretarial training programs, and observations, interviews and a questionnaire study of personnel in 118 science-oriented organizations in 25 different states and the District of Columbia. A pilot training program for 46 trainees, consisting of 320 clock-hours of instruction, based on crucial tasks identified in the study was conducted and evaluated. It was found that scientific secretaries have special educational needs for developing knowledge and skills in basic general science, scientific and technical terminology, mathematics, technical typing (equations, symbols, and formulas), and technical shorthand. The trainees achieved significant improvement in knowledge and skill on 16 of 20 pre- and post-test measures (.05 level) as a result of their experience in the pilot training program. It was concluded that it appears possible to predict with considerable accuracy the degree of success which adult women will achieve in a formalized training program for scientific secretaries. Extensive appendixes include catalog descriptions of existing training programs, the project evaluation, project data, and curriculum guides for scientific secretary training programs for secretarial skills, English, mathematics, and science. (PS)

EMPLOYMENT
AND OCCUPATIONS
SECTION

VT 000 540

Curtis, C.M.; Mondart, C.L., Sr.
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Lake Charles Area.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Vo-Ag-Ed-11
Pub Date - May65 58p.

AGRICULTURAL EDUCATION; *OCCUPATIONAL SURVEYS; *OFF FARM AGRICULTURAL OCCUPATIONS; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; OCCUPATIONAL CLUSTERS; METROPOLITAN AREAS; EMPLOYMENT QUALIFICATIONS; AGRICULTURAL SKILLS; EMPLOYMENT STATISTICS
LAKE CHARLES; LOUISIANA

A survey of 90 nonfarm businesses and agencies identified present and emerging agricultural occupations other than farming or ranching for which instruction in vocational agriculture should be available in public schools. Data concerned the occupational families: (1) farm machinery sales and services, (2) farm supplies and equipment, (3) livestock and poultry, (4) crops, forestry and soil conservation, (5) ornamental horticulture, (6) wildlife and recreation, (7) farm service, and (8) agricultural service. Job titles and their specific characteristics are given for each occupational family. Of the 1,098 employees in the firms surveyed, 508 were required to have competencies in agricultural subjects. Both numbers of employees and job titles were expected to increase. The greater proportions of managerial, supervisory, sales, and skilled employees showed a decreasing need for semiskilled and unskilled workers. Replacement of workers was limited almost entirely to applicants with a high school or college education. A need for more intensive vocational education prior to job entry or early in employment was indicated by a majority of employers. Recommendations include: (1) Counselors, teachers, students, and parents should be acquainted with the rapid growth of agriculture and the number and variety of jobs available, (2) Programs of vocational education in agriculture must function within an overall program of vocational education, (3) General training in agriculture should be given early in the program and specialized courses and work training later, and (4) Schools should gear vocational agriculture to off-farm job training but continue to provide farmer training. (RW)

VT 000 552

Kaufman, Harold F.; Cole, Lucy W.
A Case Study in Trade-Area Development, Changes in Occupation and Social Organization in a Northeast Mississippi County. Bulletin 673.

Mississippi Agricultural Experiment Station, State College
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct63 30p.

*EMPLOYMENT TRENDS; AGRICULTURAL TRENDS; RURAL POPULATION; LABOR FORCE; *COMMUNITY DEVELOPMENT; COMMUNITY STUDY; *INDUSTRIALIZATION; FAMILY LIFE; *RURAL AREAS; *SOCIAL CHANGE
ALCORN COUNTY; MISSISSIPPI

The focus of this study of a community development is on shifts in the labor force, changes in rural social organization and institutions, and the nature of development organization. It is an interpretative report based on intensive studies in Alcorn County. The findings of 26 published reports listed in the appendix, together with unpublished data, provide the basis for analysis. The data have been taken largely from sample surveys of households in 37 white, open-country and hamlet neighborhoods. Changes in major occupational groupings from 1940-60 show that the number of gainfully employed remained relatively constant with a rapid shift out of agriculture into manufacturing, trades and services. The number employed in agriculture declined by approximately 60 percent while the number employed in manufacturing increased by three-fourths. As the number of workers in agriculture declined, populations, organizations, and services moved from the open-country to the trade center, Corinth, which in 1963 had an estimated one-half of the county's population. With this shift family income increased appreciably, and radical changes occurred in the farm enterprise. The increase in the number of rural women gainfully employed had a favorable impact on rural income and level of living. The findings are presented in six categories: (1) place and people, (2) occupational changes, (3) family types and family living, (4) changing neighborhoods, (5) development organization in the open-country, and (6) organization of the trade area. (SL)

VT 000 560

Kuhns, Eileen P.
Technical and Semi-Professional Occupational Survey.

Montgomery Junior Coll., Rockville, Md.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 101p.

*OCCUPATIONAL SURVEYS; *COMMUNITY COLLEGES; *TECHNICAL EDUCATION; *CURRICULUM; CURRICULUM PLANNING; *EMPLOYMENT OPPORTUNITIES; EDUCATIONAL NEEDS
DISTRICT OF COLUMBIA; MONTGOMERY JUNIOR COLLEGE; MARYLAND

The survey was undertaken in order to identify occupational curricula appropriate for the new Rockville campus of Montgomery Junior College. Of the almost 100 curriculums studied, 54 were regarded as feasible for the Washington area and were included in a questionnaire sent by mail to employers. These curriculums fall into the four broad categories of Medical Auxiliary Technologies, Business, Applied Science Technologies, and Public Service. The complete list on the questionnaire is included in the appendix. Respondents participating in the 1963 survey were from 551 firms with a total of 153,866 employees. Of these, 144 participated as part of a "selected" sample of public and private establishments known to employ considerable numbers of technical and semi-professional personnel. This sample accounted for 121,665 or 79 percent of the persons currently employed. Based on the findings, the following curriculums or options were recommended: (1) Nursing, (2) Electronic Data Processing, Business Data Processing or Research and Development Data Processing, (3) Civil Technology, Cartography, Photogrammetry, or Highway Design, (4) Mechanical Technology or Engineering Drafting and Design, (5) Electronic Technology or Electrical Technology, (6) Printing and Graphic Arts, Production and Management, Photography, or Commercial Arts, and (7) Science Technology, Chemical Technology, or Pure Science Technology. In addition, courses suggested for the Evening Division were Executive Administrative Aide, Personnel Management, Real Estate, Police Training, Recreational Leadership, Report Writing, Secretarial, and others as the need arises. (PA)

VT 000 581

Curtis, C.M.; Mondart, C.L. Sr.
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in the Baton Rouge Area.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Vo-Ag-Ed-8
Pub Date - Mar65 63p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *OCCUPATIONAL CLUSTERS; *OCCUPATIONAL SURVEYS; SALARIES; WORK EXPERIENCE; EMPLOYER ATTITUDES; AGE; RESIDENCE REQUIREMENTS; *EDUCATIONAL NEEDS; METROPOLITAN AREAS; EMPLOYMENT OPPORTUNITIES; AGRICULTURAL SKILLS; *EMPLOYMENT QUALIFICATIONS; EMPLOYMENT STATISTICS; VOCATIONAL AGRICULTURE; QUESTIONNAIRES
BATON ROUGE; LOUISIANA

The objective of this survey was to identify off-farm agricultural businesses and professional organizations having one or more job titles requiring knowledge and skill in agriculture and to obtain specific qualifications for job entry. In this survey, one of seven in Louisiana, 153 firms had 4,612 employees, 2,495 of which were in 326 job titles requiring knowledge and skill in agriculture. Job titles were classified by occupational families and employment level. These families and levels were tabulated by educational level, residential background, farm experience, and continuing education requirements. It was concluded that (1) Vocational agriculture program objectives must be expanded to include education for off-farm agricultural occupations, (2) The acceptable job entry ages of 25 to 45 could be lowered with proper pre-employment training, (3) Salaries were in keeping with training and experience, and (4) High school and college training is stressed by employers. Extensive knowledge and skills in agriculture are required of management, supervisory, and sales personnel while intensive training in their specialty are required of professional, technical, and skilled personnel. Recommendations concerned implementation of programs in the schools to prepare students for entry into the off-farm agricultural occupations. (JM)

VT 000 583

Mondart, C.L. Sr.; Curtis, C.M.
Occupational Opportunities and Training Needs of Youth for Nonfarm Agricultural Jobs in Alexandria-Pineville Area.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan65 67p.

VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; AGE; *OCCUPATIONAL CLUSTERS; EMPLOYMENT LEVEL; *OCCUPATIONAL SURVEYS; SALARIES; EMPLOYMENT EXPERIENCE; EMPLOYER ATTITUDE; RESIDENCE REQUIREMENTS; *EDUCATIONAL NEEDS; EMPLOYMENT QUALIFICATIONS; *EMPLOYMENT OPPORTUNITIES
ALEXANDRIA; PINEVILLE; LOUISIANA

The principal purposes were to identify off-farm agricultural occupational job titles requiring knowledge and skill in agriculture and to obtain job qualifications. In this survey, one of seven in Louisiana, of the 3,048 employees reported by 138 firms, 913 were required to have training in agriculture. Job titles were classified into occupational families and employment levels, and these were tabulated by educational level, residential background, farm experience, and continuing education requirements. There were 224 different job titles with a trend toward the farm and agricultural services family and toward management, skilled, and professional levels. Employers preferred a job entry age between 25 and 45. Salaries were proportionate to experience and employment level. Some employers favored farm background and high school or college education in employees. Personnel in management, supervision, and sales were required to have broad agricultural knowledge while professional, technical, and skilled personnel were required to have more specific and intensive training in agriculture. Recommendations for the implementation of educational programs are included. (JM)

VT 000 603

New York Women and Their Changing World, A Report and Recommendations.

Governor's Committee on the Education and Employment of Women, Albany, N.Y.
MF AVAILABLE IN VT-ERIC SET.
Executive Chamber, State Capitol, Albany, New York.
Pub Date - Dec64 97p.

*FEMALES; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL OPPORTUNITIES; EQUAL OPPORTUNITIES (JOBS); PART TIME JOBS; OCCUPATIONAL GUIDANCE; POST HIGH SCHOOL GUIDANCE; MAIDS; HOME STUDY; *ADULT EDUCATION; PRESCHOOL PROGRAMS; VOLUNTEERS; ASPIRATION; MARITAL STATUS
NEW YORK

The greatest single change in the employment of women in the last 10 years has been the increase in number of married women at work. Because this brings changing problems and opportunities, a special committee recommended action programs on education, employment, and opportunities. The program to further the education of New York State women focused on the following needs: (1) new life goals for women, (2) continuing education for married women, (3) new ways for women to find new goals at home, (4) new ways for mothers to continue their education at home, (5) reemployment for mature women, (6) state profit by its investment in teacher training, (7) educational enrichment for disadvantaged children, and (8) better understanding of the roles of women by boys and girls. The program to improve the community utilization of womanpower focused on the need for: (1) knowing more about women's need for jobs and industry's need for women, (2) more understanding by industry of the present performance of women workers, (3) part-time work, (4) competent and certified homemaker's assistants for working mothers, (5) occupational guidance for educated women, and (6) opportunities for volunteer service. The programs to seek out practices which discriminate against women's employment focused on the need for: (1) restudy of protective labor legislation, (2) supplemental legislation to promote employment opportunities for women, (3) a new understanding and more flexible application of equal pay laws, (4) more top jobs for women in New York State Government, (5) more information about women well-prepared for high level appointments, (6) better communications about new opportunities for women, (7) a breakdown of the invisible barriers that limit the number of women in high level jobs. A general recommendation was that several people be appointed to determine how these specific recommendations could be carried out. Background information is given in 13 appendixes. (MS)

VT 000 666

Cole, Lucy W.; Kaufman, Harold F.
A Case Study in Trade-Area Development, A Statistical Supplement. Progress Report in Sociology and Rural Life No. 30.

Mississippi Agricultural Experiment Station, State College
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug63 45p.

*EMPLOYMENT TRENDS; *AGRICULTURAL TRENDS; *POPULATION TRENDS; *RURAL POPULATION; ADOPTION (IDEAS); FARMERS; AGRICULTURAL PERSONNEL; LABOR FORCE; FAMILY INCOME; STATISTICAL DATA; INDIVIDUAL CHARACTERISTICS; INDUSTRY; SOCIAL ENVIRONMENT
ALCORN COUNTY; MISSISSIPPI

As a supplement to "A Case-Study in Trade-Area Development," (VT 000 552), which is an interpretive study of field studies conducted in Alcorn County, Mississippi, from 1955-1960, this document contains 45 tables of statistics grouped into informational topics titled: (1) Place and People, (2) Occupational Changes, (3) Family Types, (4) Changing Neighborhoods and Development Organization in the Open Country, and (5) Organization of the Trade Area. It also includes a section on the structure of the Corinth Chamber of Commerce. (JM)

VT 000 795

Labour and Automation. A Tabulation of Case Studies on Technological Change, Economic and Social Problems Reviewed in 160 Case Studies. Bulletin 2.

International Labour Office, Geneva. (Switzerland)

MF AVAILABLE IN VT-ERIC SET.

The International Labour Office, Washington Branch, 917 Fifteenth Street, N.W., Washington, D.C. 20005 (\$1.00).

Pub Date - 65 94p.

*INDUSTRY; *TECHNOLOGICAL ADVANCEMENT; *LABOR; *AUTOMATION; *RESEARCH; ECONOMICS; EMPLOYMENT TRENDS; EMPLOYMENT QUALIFICATIONS; OCCUPATIONS; PERSONNEL POLICY; WAGES; COMPARATIVE ANALYSIS; WORK ENVIRONMENT

One hundred and sixty case studies on the impact of automation are analyzed to show what aspects of the subject have been studied. These were conducted by various government agencies and private research bodies in 14 countries and cover 29 industries. The case studies have been regarded as investigations of the effects of the introduction of technological changes on the work situation in a plant. Tables show the distribution of the 160 studies by country, the distribution by country of the industries studied in declining order of frequency of coverage, and the kinds of problems examined at plant level. Summary statements point out that the effects of technological changes on occupational requirements, working conditions, and employment have been of concern to the majority of researchers. The changes in occupational requirements were uppermost in the minds of the researchers. Structural changes occurring in the work force, the impact on wages and labor-management practices regarding personnel adjustment have also received wide-spread attention. Inter-country comparisons show certain variations in the level of interest in different subjects. For instance, the change in social interaction was studied in 17 of 29 cases in France but only four of 28 cases in the Federal Republic of Germany and in 15 of 49 cases in the United States. Changes in occupational structure in both production and non-production labor were covered in almost all of the cases from the U.S.S.R. but in only about one-third of those included from the United States. (SL)

VT 000 829

Changing Workforce Characteristics of an Automated Insurance Company, A Supplementary Report to A Large Life Insurance Company Automates, Workforce Implications of Computer Conversion. (Automation Program Report, no. 3 supplement).

Wisconsin State Employment Service, Madison

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun64 80p.

*INSURANCE COMPANIES; *PERSONNEL; CLERICAL WORKERS; ELECTRONIC DATA PROCESSING; *EMPLOYMENT TRENDS; EMPLOYMENT PRACTICES; PROFESSIONAL PERSONNEL; ADMINISTRATIVE PERSONNEL; *AUTOMATION; *ORGANIZATIONAL CHANGE; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT PROBLEMS; SALARIES; COMPARATIVE ANALYSIS

End-of-year personnel and payroll data for 1956 and 1962 were used to study the staffing pattern of all home office employees in affected, unaffected and created divisions before and after conversion to Electronic Data Processing (EDP). Some conclusions were (1) The outstanding result of conversion to EDP is a need for fewer new workers (this decrease occurred entirely in entry and routine classifications), (2) EDP eliminated more positions than it created, (3) Typing and shorthand ability, rather than college education, would enhance employability of female applicants, (4) The need for male workers in the home office dropped after conversion, and (5) A college education would enhance the employability of male applicants. Significant changes occurred in the following wage classification groupings: (1) the middle management and professional grouping increased, (2) the entry in routine clerical grouping declined, (3) the stenographic and secretarial grouping increased, (4) the unclassified grouping increased, and (5) the agency premium processing job was eliminated. (SL)

VT 000 856

Nightwine, William H.; Perryman, Bruce C.

Fremont County Survey of Vocational-Technical Education Needs in Business and Industry, April-July 1967. Final Report.

Wyoming Employment Security Service, Casper

Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne

Central Wyoming College, Riverton

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 67 85p.

*OCCUPATIONAL SURVEYS; VOCATIONAL EDUCATION; COMMUNITY COLLEGES; *EMPLOYMENT OPPORTUNITIES; EDUCATIONAL PLANNING; *EDUCATIONAL NEEDS; EMPLOYMENT TRENDS; EMPLOYER ATTITUDES
FREMONT COUNTY; WYOMING

This study was designed to examine employment projections, identify occupations in which there was a shortage or surplus of workers, determine course content desired by the employers, determine educational requirements for occupations with worker shortages, and aid in the new community college educational planning to meet the needs of potential employees in Fremont County. Data were collected by personal interview from 335 employers who represented 85 percent of the population. Findings included: (1) The number of jobs will be fairly constant with a high degree of personnel turnover in each job, (2) The least worker shortage was in the machine trades and processing occupations, (3) The most difficult-to-fill occupations were salesman, cook-baker, and meat cutter, and (4) There was a need for courses in accounting, stenography, nursing, distribution, and agriculture sales and service. A limitation of this study was that it examined only employer opinion. It was recommended that the college concentrate on developing combinations of subject areas such as agriculture sales-automotive mechanics or management-accounting, utilize occupational and business advisory groups for planning the content of the courses, concentrate on courses in which obvious needs exist, and develop an on-going system of data collection to determine changes in employer and student needs. The interviewer training material and the survey instrument are included. (EM)

VT 000 886

Duncan, J.W.

The Michigan Power Study, Phase I, An Analysis of the Characteristics of Michigan's Labor Force in the Next 15 Years.

Battelle Memorial Inst., Columbus. Socio-Economics Research Section

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 18May66 91p.

*EMPLOYMENT PROJECTIONS; *EMPLOYMENT TRENDS; OCCUPATIONS; *LABOR FORCE; AGE; ACADEMIC ACHIEVEMENT; STUDENT ENROLLMENT; INDUSTRY; LABOR MARKET; EMPLOYMENT STATISTICS; POPULATION GROWTH; ECONOMICS; EMPLOYMENT OPPORTUNITIES; *DATA ANALYSIS; *MODELS
*BATTELLE'S SOCIO-ECONOMIC MODEL; MICHIGAN

Thirty-two occupations in Michigan were studied (1) to develop an improved methodology for analyzing the projected characteristics of the labor force such as educational attainment, industry of employment, and occupation of employment, (2) to provide estimates of the characteristics of Michigan's labor force during the next 15 years, and (3) to serve as an input for Michigan's educational planning. Phase 2 will analyze 19 additional occupations. The methodology emphasizes analysis of the structure of employment in occupations from each of the major industrial classifications. The model used was designed to evaluate the interaction between the supply of labor and the demands for labor. Although Michigan will retain or slightly expand its current share of the national employment in the motor vehicle industry, by 1980, its employment structure will be considerably more diversified. Professional and related services will account for 22 percent of the total employment compared to 12 percent in 1960. Manufacturing employment will decline from 38 to 29 percent. Total employment will increase from 2,726,900 in 1960 to 3,936,000 in 1980. As the 1970's progress, the orientation of employment to persons with "conceptual skills" will underline the importance of the development of human resources, so that a shortage of skilled persons will not serve as a constraint on economic growth. (EM)

VT 001 129

Training Needs Survey--Legal Stenographer.

Wisconsin State Employment Service, Madison

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 3p.

*STENOGRAPHERS; *EMPLOYER ATTITUDES; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT STATISTICS; OCCUPATIONAL SURVEYS; INDIVIDUAL CHARACTERISTICS
WISCONSIN

A sample of the 5,176 active state bar members, including judges, was surveyed to determine job opportunities for legal stenographers. Usable questionnaires were returned from 1,532 members. A total of 1,236 or 80.7 percent of those responding stated that they would be interested in graduates of a training program for legal stenographers regardless of their current needs. After making adjustments for those members who were not part of the sample or who did not respond, the current statewide need for legal stenographers was estimated at 210. The anticipated need for 1965 was 550. Tables prepared from the survey data include: (1) a summary of responses by counties with number of active bar members, number of bar members responding, presently employed stenographers, full-time stenographers, job vacancies, employment requirements one year from now, and number of bar members interested in graduates, (2) marital status of stenographers by length of employment, (3) length of employment by age, and (4) marital status by age. (PS)

VT 001 138

A Study of Cosmetology in Wisconsin.

Wisconsin State Employment Service, Madison

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 65 15p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT TRENDS; *COSMETOLOGISTS; INDIVIDUAL CHARACTERISTICS
WISCONSIN

Purposes of the survey were to determine the need for trained beauty operators in Wisconsin and some characteristics of those working in this field of cosmetology. The first questionnaire was sent to 2,300 establishments and dealt with current employment, 2- and 5-year estimated employment, replacement needs, recruitment of beauty operators, training and experience desired, nature and trends of employment, and wages paid. From this mailing, 824 questionnaires were returned. The second questionnaire was sent to 5,624 licensed managers and 9,534 licensed operators and attempted to determine source of training, experience in securing employment after training, relation of present employment to training career satisfaction, personal characteristics, and related data. There were 6,994 questionnaires returned. Findings indicated that the present work force, supplemented by recent and anticipated cosmetology school graduates, is adequate to meet the present and future demands of the industry. There is a need for advanced training to keep the work force properly skilled to meet the demands of the everchanging field of fashion and beauty culture. Many eligible managers and operators are not working in cosmetology because of low wages, long hours, and family considerations. (PA)

VT 001 213

Science and Engineering Technician Study, A Study of Employment and Education and Science and Engineering Technicians in San Mateo and Santa Clara Counties, California.

California State Dept. of Education, Sacramento. Instructional Materials Laboratory

San Mateo Coll., Calif.

San Jose City Coll., Calif.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 64 73p.

*ENGINEERING TECHNICIANS; *SUBPROFESSIONALS; QUESTIONNAIRES; JOB ANALYSIS; EMPLOYMENT PROJECTIONS; EMPLOYMENT STATISTICS; *OCCUPATIONAL CLUSTERS; OCCUPATIONAL INFORMATION; MATHEMATICS; EDUCATIONAL BACKGROUNDS; TECHNICAL EDUCATION; EDUCATIONAL NEEDS; OCCUPATIONAL SURVEYS
SAN MATEO COUNTY; SANTA CLARA COUNTY; CALIFORNIA

The purposes of this study were: (1) to identify and enumerate science and engineering personnel employed by industry, (2) to make a job analysis of the work of technicians, and (3) to determine the role of junior colleges in training technicians. A "Company Questionnaire" and a "Technician Questionnaire" collected data

from 207 firms which employed 3,167 technicians and 10,346 professionals. Job titles were identified for 88 jobs in 19 occupational areas: aeronautical, ceramic, civil, design, electrical, electromechanical, industrial, mechanical, metallurgy, mining, nuclear, plastics, chemistry, geology, physics, mathematics, meteorology, biological science, and food chemistry. Electronics and drafting technicians were omitted because programs existed in these areas. Employer's projections indicated a need for an additional 2,294 technicians in 1963 and 2,382 for 1965. Major sources of technicians were (1) upgraded employees, (2) new but experienced employees, (3) new employees with junior college background, and (4) professional employees. Preferred sources coincided with these employee sources. More than 50 percent of the technicians had completed 2 years of college and were continuing to attend courses. Over 80 percent of the companies reimbursed employees for advanced course work. Statistical data are given for: (1) technician employment, (2) women technicians, (3) ratio of technicians to professional and to total employees, (4) distribution of technicians by college district and occupational family, and (5) sources and training of technicians. Data are also given on mathematical competencies by occupational family. (EM)

VT 001 329

Impact of Automation on Office Occupations. Report of Conferences and Recommendations for Business Education Programs in the Secondary School.

California State Dept. of Education, Sacramento. Bureau of Business Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 53p.

CONFERENCES; *OFFICE OCCUPATIONS EDUCATION; *AUTOMATION; *EDUCATIONAL CHANGE; *EDUCATIONAL NEEDS; *BUSINESSMAN OPINION; BOOKKEEPING; SECRETARIES; STENOGRAPHERS; TYPISTS; CLERICAL WORKERS; OFFICE MACHINE OPERATORS

Businessmen attended three conferences on the impact of automation on office occupations in Sacramento, Los Angeles, and Burlingame, California in February and March 1962. A summary of the conference findings, recommendations for the development of business education programs to meet changing needs, and a selected bibliography are included in this report. Findings included: (1) The emphasis in typewriting instruction should be on production work rather than on timed writings, (2) The shorthand program should prepare students to take dictation at 80 to 100 words per minute and to achieve these rates in the shortest possible time, (3) Bookkeeping should be taught with emphasis on the theory aspects of the course, (4) Instruction should be provided on the kinds of business machines used in offices in which students are likely to seek employment, (5) Automation in the office has not affected the demand for qualified secretaries, stenographers, and typists, (6) There is likely to be a decrease in the number of jobs which involve the operation of one machine, and (7) Many jobs requiring bookkeeping skills have been eliminated, and bookkeeping activities have been divided into many different tasks or assignments. Recommendations concerned increased business-community cooperation, more effective counseling, changed emphasis in skills preparation, emphasis on developing desirable attitudes, and improved courses and methods. (PS)

VT 001 385

Kiefert, James J.
Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota. Research Report no. 1.

North Dakota Univ., Grand Forks
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec66 55p.

*MIGRATION PATTERNS; PILOT PROJECTS; QUESTIONNAIRES; ACADEMIC ACHIEVEMENT; ATTITUDES; FAMILY INCOME; SOCIOECONOMIC STATUS; AGE; GEOGRAPHIC LOCATION; *MIGRANTS; *INDIVIDUAL CHARACTERISTICS; MOTIVATION; EMPLOYMENT
WALSH COUNTY; NORTH DAKOTA

The purposes of this study were to serve as a pilot in testing measuring instruments for a statewide migration study and to compare 20 out-of-state migrants, 28 within-state migrants, and 40 stables (individuals who have decided not to move) by identifying characteristics of age, residence, education, and employment along with numerous social factors possibly involved in the decision to migrate. Participants responded to a questionnaire or a followup telephone call. Some findings are: (1) The mean age of stables was 50.2 years, of within-state migrants, 34.6 years, and of out-of-state migrants, 37.3 years, (2) Over 87 percent of all groups was born in North Dakota, (3) Over 50 percent of the out-of-state migration was to the West Coast, (4) Migrant groups had more formal education, (5) The majority of both migrant groups were employed full-time both before and after migration, (6) Both migrant groups raised their mean occupational prestige rating, but out-of-state migrants had the higher mean, (7) Average family income increased significantly for both migrant groups, (8) The stables appeared to have higher incomes than either migrant group before migration, (9) The most frequently named reasons for migration were higher wages, more avenues to success, better community size, (10) Of out-of-state migrants, 66.5 percent indicated they would not return to Walsh County, (11) Approximately 93 percent of the migrants indicated their future would not look so good had they remained in Walsh County. (MM)

VT 001 804 ED 019 403

Hamburger, Martin
The Significance of Work Experience in Adolescent Development, A Discussion Paper Prepared for the U.S. Office of Education, Division of Adult and Vocational Research.

EDRS PRICE MF-\$0.25 HC-\$0.76
Pub Date - Jan67 17p.

WORK EXPERIENCE; *PROGRAM EFFECTIVENESS; LITERATURE REVIEWS; *WORK STUDY PROGRAMS; *WORK EXPERIENCE PROGRAMS; COOPERATIVE EDUCATION; INDIVIDUAL DEVELOPMENT; ADOLESCENTS

The number of adolescents engaged in supervised work experience or work-study programs that presumably have built-in "meaning" is quite small. Although it is claimed that meaningful work experience for students increases the holding power of the school, builds character, develops desirable habits and attitudes, and provides vocational orientation, research evidence on the efficiency of work experience as educational or therapeutic is lacking. If positive outcomes emerge from work experience, they are primarily financial or otherwise instrumental. This instrumentality, however, is connected with independence, maturity, and responsibility. Meeting role-models, key figures, and vocationally successful people may be just as important as any other experience. In developing, strengthening, or expanding work-study programs, it must be recognized that the availability of work slots in the private sector of business is quite restricted, and that, although the greatest number of possibilities exist in public or non-profit settings, there is a dearth of inherently meaningful jobs in both sectors. Thus the burden is on the coordinator and other adults to use all kinds of jobs and "impart" meaning to them by being explicit, honest, and straightforward in spelling out the facts such as repetitiveness, drudgery, acceptance of criticism, and tolerance for supervision. It is the

connection, the relationship, or the fact of life which gives the experience meaning, not the task which has inherent meaning. Coordinators and job supervisors need to receive special training. For coordinators, this may be in workshops at first, but eventually career specialized training is essential. The concepts of work experience, the work experience programs, the claims, the evidence of effectiveness, and the implications for curriculum development are reviewed. (PS)

VT 001 836 ED 019 411

Sheriff, Don R.; And Others
Selection and Training, A Survey of Iowa Manufacturing Firms. Monograph Series No. 4.

Iowa Univ., Iowa City. Center for Labor and Management
EDRS PRICE MF-\$0.25 HC-\$2.32
Pub Date - Dec66 56p.

QUESTIONNAIRES; SURVEYS; *PERSONNEL SELECTION; *MANUFACTURING INDUSTRY; EMPLOYMENT TRENDS; EMPLOYMENT PRACTICES; JOB APPLICATION; RECRUITMENT; *INDUSTRIAL TRAINING; *EDUCATIONAL PROGRAMS; VOCATIONAL EDUCATION IOWA

Information on employee selection and training activities was secured from questionnaires returned by 215 of 283 firms employing at least 100 persons. Data from 207 separate items for each firm were key punched and tabulated into multivariate cross-classifications. Over 60 percent of the firms were in cities having over 25,000 population, 40 percent were branches or divisions of multi-plant companies, 50 percent were under 25 years old, and 53 percent had between 100 and 250 employees. Recruitment techniques varied with the type of employee to be selected. Newspaper advertising was most commonly used for managerial, professional, and technical employees, public employment agencies for clerical employees, and unsolicited applications for hourly employees. As the employment level of the individual to be selected increased, the greater was the likelihood that the firm would use some form of advertising, contact a private employment agency, or recruit through technical institutes or colleges. Only 159 firms supplied information on training programs. Of these, 85.5 percent offered new employee orientation, 47.2 offered apprenticeship preparation, 60.4 percent offered clerical education, and 48.3 percent provided technical training. Most training was offered on an inplant basis. Practices most frequently used were on-the-job training, correspondence course, out-of-plant training, tuition refund by employers to encourage employee participation in training programs, determination of training needs by managerial observation and judgment, and evaluation of training activities by performance records and results-oriented data. Appendixes include the survey instruments and a list of publications of the Center for Labor and Management. (EM)

VT 001 995

Happe, M.J.
Technician Needs in a Farm Machinery Engineering Group.

American Society of Agricultural Engineers, St. Joseph, Michigan

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 66 15p.; Paper presented at the Winter meeting of the American Society of Agricultural Engineers, Chicago, December 6-9, 1966.

*AGRICULTURAL ENGINEERING; *ENGINEERING TECHNICIANS; EDUCATIONAL NEEDS; *JOB SKILLS; ON THE JOB TRAINING

A shortage of engineers and the necessity to improve efficiency has caused engineering organizations to depend upon technicians to carry out routine duties. Consequently, the status of engineers is enhanced as their duties become more clearly creative. The engineering technician work at New Holland, Michigan, falls into three classes: drafting, field testing, and laboratory testing. Draftsmen advance in the organization from elementary trainee responsibilities to the complex assignments of a design draftsman in 4 or 5 years. Field test technicians work as operators, mechanics, and observers at field locations. Laboratory technicians engage in devising and conducting laboratory endurance tests and stress analysis. The major educational requirement is the 2-year associate degree. Because men with some advanced education usually aspire to higher job levels, the technician curriculum should be applicable to later acquisition of an engineering degree. However, the technician job level is no longer considered a dead end. Technicians are considered promotable, and group leader jobs in drafting and testing are open to them. There is a possibility of their reaching the design or test engineer level. (JM)

VT 002 016 ED 019 427

Jarrett, Von H.
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.

Utah State Univ., Logan. Dept. of Agricultural Education
EDRS PRICE MF-\$0.25 HC-\$0.36
Pub Date - 67 7p.

*AGRICULTURAL ENGINEERING; *VOCATIONAL AGRICULTURE; *FARMERS; *JOB ANALYSIS; *EDUCATIONAL NEEDS; SURVEYS; AGRICULTURAL PRODUCTION; QUESTIONNAIRES UTAH

The major purposes of this study were to: (1) improve the curriculum in agricultural mechanics for the preparation of vocational agriculture teachers at Utah State University, (2) serve as a guide in changing and developing future courses in agricultural mechanics for all-day students, (3) discover the needs for inservice training programs, and (4) identify areas of instruction which might be offered at the post-high school level. The data were obtained from 670 usable survey forms completed by vocational agriculture students' parents residing in 14 designated counties. One vocational agriculture teacher in each county was selected to administer and collect the survey forms. Some findings were: (1) Parents of high school vocational agriculture students desired additional training in all areas of agricultural mechanics, (2) 33 percent of the farms were under 100 acres in size, (3) Agriculture teachers were teaching more students from part-time than full-time farms, and (4) 73 percent of the farmers felt they should perform 15 of the 16 listed farm shop activities. Since Utah farmers perform many mechanical activities for which they are not properly trained, additional training is needed in all areas of mechanics. Increased emphasis should be placed on mechanical activities to serve the growing number of part-time farmers. The mechanical job operational survey form with an instructional letter for parents is included. (WB)

VT 002 247 ED 019 434

Job Briefs, Selected Federal Jobs--Duties, Qualification Requirements, Sample Test Questions.

Civil Service Commission, Washington, D.C.
Office of Economic Opportunity, Washington, D.C.
EDRS PRICE MF-\$0.50 HC-\$2.88
Pub Date - 66 70p.

*WHITE COLLAR OCCUPATIONS; WAGES; FEDERAL GOVERNMENT; *BLUE COLLAR OCCUPATIONS; APTITUDE TESTS; *GOVERNMENT EMPLOYEES; *OCCUPATIONAL INFORMATION; EMPLOYMENT QUALIFICATIONS; *TESTS; EMPLOYMENT OPPORTUNITIES; JOB SKILLS

Information about jobs in the Federal government for persons with limited work experience or education is provided. Job briefs describing work, opportunities, number employed, employing agencies, and qualifications are given for (1) 19 white collar and post office jobs such as clerk-typist, clerk-stenographer, nursing assistant, soil conservation aid, and mail handler, and (2) 27 wage board jobs such as apprenticeship, agricultural research helper, animal caretaker, carpenter, forklift operator, food service worker, laundry worker, machinist, packer, painter, plumber, truck driver, warehouseman, and welder. Also included are (1) sample test questions for both white collar and wage board examinations, (2) policies relative to hiring, wages, and qualification examinations, (3) a list of civil service regional offices, and (4) Classification Act salary rates for March, 1966. (JM)

VT 002 353 ED 019 440

Negroes in Apprenticeship. Manpower Automation Research Monograph No. 6.

Manpower Administration (DOL), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$1.64

Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20410

Pub Date - Aug67 39p.

VOLUNTARY INTEGRATION; *NEGRO EMPLOYMENT; *LABOR UNIONS; NEGROES; NEGRO YOUTH; *APPRENTICESHIPS; *EQUAL OPPORTUNITIES (JOBS); EMPLOYMENT PROGRAMS; PRIVATE AGENCIES; LABOR STANDARDS; GOVERNMENT ROLE; COMMUNITY ACTION; LABOR LAWS; SOCIOECONOMIC INFLUENCES; POLICY; DIRECTORIES; PROGRAM EVALUATION

Selected portions of a study, "Negro Participation in Apprenticeship Program" (VT 004 310) by F. Ray Marshall and Vernon M. Briggs, Jr., are presented to foster action to afford fully equal apprenticeship opportunity. Apprenticeship programs in New York, Philadelphia, Cleveland, Pittsburgh, Cincinnati, Detroit, San Francisco-Oakland, Houston, Atlanta, and Washington were studied through numerous interviews with representatives of labor, management, civil rights groups, government, educational organizations, and Negro youth. The study concluded that the inadequate supply of Negroes who presently want to or can qualify for apprenticeship is, more than discrimination, the chief obstacle to wider participation of Negroes in the 350 apprenticeable trades. Of 21,500 apprentices employed on federally supported construction projects in 1964, 483 (2.2 percent) were Negro. Despite federal and local laws and regulations requiring equal opportunity, there have been no significant increases in the number of Negro apprentices, especially in the building trades. The greatest barrier has been the lack of major efforts to recruit, train, and counsel qualified applicants. Also needed are full employment conditions, information dissemination efforts, and a variety of corrective measures on the part of educators, employers, unions, civil rights groups, and government. Some specific recommendations are included. Regional and field offices and apprenticeship information centers are listed. (ET)

VT DD2 355

Job Training Suggestions for Women and Girls.

Women's Bureau (Dept. of Labor), Washington, D.C.

MF AVAILABLE IN VT-ERIC SET.

BW-Leaflet 40

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (L13.11:40, \$.10).

Pub Date - 65 12p.

*VOCATIONAL EDUCATION; *WOMENS EDUCATION; *JOB TRAINING; ON THE JOB TRAINING; FEDERAL PROGRAMS; PRIVATE SCHOOLS; APPRENTICESHIPS

The need for highly skilled and trained workers is increasing, and women and girls seeking employment in the future will find the largest number of openings in fields requiring the most education and training. For occupations not requiring a college degree, training may be acquired through school courses, the apprenticeship system, formal on-the-job training programs, other in-plant or vestibule training, preemployment training by employers, home study courses, and federally aided programs. Vocational courses are offered in over half of the public secondary schools in the country. Many schools have cooperative programs in which students spend half time in school and half time at work while receiving training related to classroom instruction. Most junior and nearly all public community colleges offer both day and evening vocational courses. Private business, trade, and technical schools which specialize in training for employment have short-term, intensive courses and usually assist in job placement. Company inservice training programs provide training for upgrading present employees and initial or preemployment training for specific occupations. Through apprenticeship programs, workers may learn a recognized skilled trade by means of a formal procedure combining at least 2 years of work experience with 144 hours per year of related instruction. The Youth Opportunity Center, Manpower Development Training Act, Neighborhood Youth Corps, and the Job Corps are federally aided training programs for the unemployed, underemployed, or hard-to-place persons. (FP)

VT 002 452 ED 019 447

Rosofsky, Rose G.; Kohen, Ray W.

Earnings Mobility of MDTA Trainees. Manpower Evaluation Report Number 7.

Office of Manpower Policy, Evaluation, and Research (DOL), Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$0.92

Manpower Administration, U.S. Department of Labor, 14th Street and Constitution Avenue, N.W., Washington, D.C. 20210.

Pub Date - Apr67 21p.

VOCATIONAL FOLLOWUP; NATIONAL SURVEYS; *GRADUATE SURVEYS; SEX (CHARACTERISTICS); RACIAL CHARACTERISTICS; *WAGES; EMPLOYMENT PATTERNS; *VOCATIONAL EDUCATION
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Of the 12,073 persons who completed Manpower Development and Training Act institutional courses during the first half of 1965, increased earnings were reported for 5,470 of the 8,327 for which both pre-training and post-training earnings data were available. Training for over 85 percent of the employed graduates was given in the major occupational categories: (1) skilled, 28 percent, (2) clerical and sales, 22 percent, (3) semiskilled, 18 percent, (4) service occupations, 18 percent. Employment opportunities for 72 percent of this group were provided by manufacturing, service industries, and wholesale and retail trade. Workers trained in the skilled occupations dominated the intermediate and upper end of the earnings range with 53 percent earning at least \$2.00 an hour. Three of five graduates were males, similar to the enrollment patterns of 1964 and 1965. Almost one quarter of the males reporting had pre-training earnings of less than \$1.25 per

hour, but only one-ninth had post-training earnings at that level. About 80 percent of the female graduates found employment in clerical and sales with median earnings in the \$1.50 to \$1.74 interval, and in service occupations with median earnings in the \$1.15 to \$1.24 per hour interval. Although the nonwhite completer's earnings advanced, he did not fare so well as the white completer. Other information concerning earnings, employment, and graduate characteristics is given. (EM)

VT 002 522

Freier, Ernest E.

The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs. Preliminary Summary of Anoka, Fillmore, Kandiyohi and Yellow Medicine Counties.

Mankato Area Vocational-Technical School, Minnesota

MF AVAILABLE IN VT-ERIC SET.

Pub Date - May65 46p.

*OFF FARM AGRICULTURAL OCCUPATIONS; VOCATIONAL AGRICULTURE; *CURRICULUM DEVELOPMENT; *EDUCATIONAL NEEDS; *OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; EMPLOYER ATTITUDES
MINNESOTA

Vocational agriculture teachers interviewed the employers in 327 off-farm agricultural businesses providing marketing, processing, distribution, or services to production agriculture in four southern Minnesota counties to obtain information for developing educational programs in occupations serving production agriculture. Among the specific purposes of the study were to (1) identify present and emerging off-farm agricultural occupations, (2) determine opportunities for employment, (3) determine competencies required for entrance into these occupations, and (4) list the needs for occupational training or retraining of present or potential employees. Some of the findings were (1) A total of 2,028 of the 5,590 employees in the firms interviewed needed agricultural competencies, (2) The number of employees needing agricultural competencies was considerably higher in the rural areas than in the urban areas, and (3) Customer relations was the competency given the highest emphasis by most of the employers. The estimated need for employees having agricultural competencies was 218 for the following year and 566 during the next 5 years. Included in the report are 25 pages of assembled data from the study and a list of occupational families. (WB)

VT 002 548

ED 019 454

Agriculture Is More Than Farming, A Look at Opportunities and Educational Needs.

National Assn. of Agricultural Education Supervisors

National Assn. of Teacher Educators in Agriculture, St. Paul, Minn.

National Vocational Agricultural Teachers' Assn., Inc.

EDRS PRICE MF-\$0.25 HC-\$1.00

The Future Farmers' Supply Service, P.O. Box 1180, Alexandria, Virginia (\$.15).

Pub Date - 23p.

*VOCATIONAL AGRICULTURE; *FARM OCCUPATIONS; *OFF FARM AGRICULTURAL OCCUPATIONS; EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; *AGRICULTURE

Farming, including ranching, is America's largest and most basic industry. Agriculture is more than farming, involving millions of persons in farm-related occupations who furnish supplies and services to farmers and who market, transport, process, and sell farm produced goods. Occupational opportunities for agriculturally-trained persons extend throughout the agricultural industry. Representative occupations are (1) farm operators, (2) farm managers, (3) service personnel, (4) product development engineers and scientists, (5) providers of finance, (6) education, regulatory, and advisory personnel, (7) processors of farm goods, and (8) contractors and buyers of farm products. Nearly 10,000 high schools in the United States offer vocational agriculture instruction under a program financed cooperatively by federal, state, and local governments. Vocational agriculture embraces science, technology, and management, provides leadership training through the Future Farmers of America organization, and serves (1) high school students preparing to farm, enter off-farm agricultural occupations, or pursue advanced study in agricultural colleges, (2) young men out of school who are striving to become established in farming, and (3) farmers and farm workers who wish to improve their proficiency. A chart giving information about seven areas of agriculture in each state is included. (WB)

VT 002 580

ED 019 458

Wofford, T.B.

Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.

Louisiana State Dept. of Labor, Baton Rouge. Research and Statistics Unit

Louisiana Vocational Curriculum Development and Research Center, Natchitoches

EDRS PRICE MF-\$0.50 HC-\$2.84

Pub Date - 69p.

*OCCUPATIONAL SURVEYS; *FINANCE OCCUPATIONS; *INSURANCE OCCUPATIONS; *REAL ESTATE OCCUPATIONS; EDUCATIONAL NEEDS; WAGES; *EMPLOYMENT OPPORTUNITIES; EMPLOYMENT QUALIFICATIONS; EMPLOYMENT STATISTICS; VOCATIONAL EDUCATION; EMPLOYMENT PROJECTIONS
LOUISIANA

To determine the employment opportunities and training needs in the finance, insurance, and real estate industry of Louisiana, data were obtained from personal interviews of 102 firms representing 25.4 percent of the industry and employing 7,849 workers. Findings included: (1) In 1965, 30,843 persons were employed in 56 different jobs or occupations, (2) 26 clerical and sale occupations contained 85 percent of the workers, (3) Some high school education was required for 18 percent, high school graduation for 67 percent, some college for 8 percent, and college graduation for 4 percent of the occupations, (4) No training requirements were established for 47 percent of the occupations, but formal inplant training was required for 27 percent, business or trade school training for 21 percent, apprenticeship training for 3 percent, and technical school training for 2 percent of the jobs, (5) Employment in 1967 was expected to be 107 percent of that in 1965, and in 1970 to be 119 percent of that in 1965, and (6) It was estimated that 5,931 additional employees would be needed by 1970. It was concluded that school training programs could be utilized to provide training for anticipated jobs in the finance, insurance, and real estate industry. Definitions of major industrial groups and job titles in the industry, and the interview schedule are included. (PS)

VT 002 631

ED 019 460

Proceedings of the Governor's Conference on Manpower Training (Buffalo, N.Y., June 2-3, 1966).

New York State Manpower Advisory Council

EDRS PRICE MF-\$0.75 HC-\$7.56

Pub Date - 66 187p.

*CONFERENCES; *MANPOWER UTILIZATION; *VOCATIONAL EDUCATION; HUMAN RESOURCES; *MANPOWER DEVELOPMENT; EMPLOYMENT PROJECTIONS; DISADVANTAGED GROUPS; PUBLIC POLICY; EMPLOYMENT SERVICES; SKILLED OCCUPATIONS; SOCIOECONOMIC INFLUENCES; PROFESSIONAL OCCUPATIONS; TECHNICAL OCCUPATIONS; SERVICE OCCUPATIONS; EMPLOYMENT OPPORTUNITIES
CANADA; SWEDEN; NEW YORK; *GOVERNORS CONFERENCE ON MANPOWER TRAINING

National and international leaders in the fields of economics, education, public and world affairs, government, manpower utilization, labor, and industry participated in a conference on manpower utilization and training to review training needs and proposals for meeting them at all skill levels, from the disadvantaged groups to the professionally trained practitioners. The presentations were: (1) "State Initiative in Manpower Training" by Nelson Rockefeller, (2) "A Survey of Manpower Training in This State Today" by M. Catherwood, (3) "The Trained Citizen as a Resource" by S. Gould, (4) "New Opportunities in Vocational Education" by J. Allen, (5) "The Canadian Direction" by L. Peterson, (6) "Active Employment Policy as a Means to Manpower Adjustment" by B. Olsson, (7) "This Surge for Education" by H. Heald, and (8) "Socio-Economic Implications in Manpower Training" by J. Holland. Panel discussion topics were: (1) "The Public Employment Service," (2) "Training the Disadvantaged," (3) "Future Manpower Needs," (4) "Occupational Training for Production and Service Workers," and (5) "Meeting Technical and Professional Demands." During the final sessions of the conference the panel chairmen made summary reports, and Governor Nelson A. Rockefeller reviewed the conference and signed the New York State Manpower Training Act. (HC)

VT 002 655 ED 019 461

Brickner, Dale G.

Proceedings, Indiana Manpower Research Conference (Purdue University, November 15-16, 1966).

Indiana Manpower Research Assn., Lafayette

EDRS PRICE MF-\$0.75 HC-\$7.28

Pub Date - 66 180p.

RESEARCH PROJECTS; *MANPOWER UTILIZATION; RESEARCH; STATISTICAL STUDIES; *CONFERENCES; MANPOWER DEVELOPMENT; DEMOGRAPHY; *EMPLOYMENT TRENDS; EMPLOYMENT SERVICES; FEDERAL LAWS; HOUSING; POPULATION TRENDS; HUMAN RESOURCES; PUBLIC POLICY; LABOR FORCE; EMPLOYMENT PROJECTIONS; INFORMATION SYSTEMS; PERSONNEL DATA; JOB SKILLS; INTERDISCIPLINARY APPROACH; CULTURALLY DISADVANTAGED; LABOR UNIONS; INDUSTRY; VOCATIONAL EDUCATION
INDIANA; MICHIGAN; *INDIANA MANPOWER RESEARCH CONFERENCE

Sixty-seven representatives of education, labor, business and government agencies participated in the conference sponsored by the Indiana Manpower Research Association whose objectives are to further research efforts and to facilitate optimum use of research results by coordinating efforts and disseminating reports, studies, data, and information concerning manpower research. The presentations were: (1) "Developing Indiana County Population Projections" by J. Wentworth, (2) "State Population Projections" by R. Calhoun, (3) "Preview of the 1970 Census of Population and Housing" by T. Olson, (4) "Some Findings of the Michigan Manpower Study" by J. Duncan, (5) "Indiana Manpower Trends to 1975" by M. Heller, (6) "Personnel Skill Data System" by F. Nicklas, (7) "Programs and Goals of a University Human Resources Institute" by E. Liebafsky, (8) "Skill Development Among the Underprivileged" by W. Stafford, (9) "Industry's Participation in the Nation's Educational Program" by R. Hadden, (10) "Labor's View of Current Manpower Problems" by M. Friedman, (11) "New Directions in Manpower Research at the Federal Level" by J. Epstein, (12) "Implications of a Positive Manpower Policy on Employment Service Research" by V. Chavrid. Information about the Indiana Manpower Research Association, biographical sketches of the speakers, and a list of conference participants are included. (MM)

VT 002 800

Powell, Michael L.

A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.

Idaho Occupational Research Coordinating Unit, Moscow

MF AVAILABLE IN VT-ERIC SET.

OEC-5-85-118

Pub Date - Nov66 17p.

*CHEMICAL TECHNICIANS; *OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYER ATTITUDES; INTERVIEWS; EDUCATIONAL PLANNING; TECHNICAL EDUCATION; CURRICULUM; QUESTIONNAIRES
IDAHO

Employment opportunities for chemical technologists in 10 counties were investigated. Firms likely to employ workers with chemistry-based training were selected from the local telephone directory, and from those named in answer to a question on the interview schedule. In addition, the Standard Industrial Classification manual coding system was used to identify the types of firms likely to be involved in chemical processing and therefore have a possible need for chemical technologists. For study purposes, the chemical technologist was defined as any person who (1) has completed a 2-year post-secondary course with technical training in chemical processing, (2) works between a chemical engineer and production, (3) is able to test, regulate, and control processes, and (4) is capable of managerial level supervision and responsibility for process control. Interviews with the owners, managers, or assistant managers of 56 selected firms revealed that at least 13 firms would have positions for chemical technologists and that they would be interested in hiring workers with this training. A total of 54 potential positions was identified, but the firms indicated that they would not experience an increasing need for these workers during the next few years. Conclusions indicated that sufficient employment opportunities existed in the Northern Idaho Counties to justify instituting training in chemical technology as a program of vocational training. A list of firms which might employ chemical technologists, the interview schedule, and a suggested chemical technology curriculum are given. (HC)

VT 002 821 ED 016 794

Lynn, Frank

An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II. Final Report.

Midwest Inst. for Research and Training, Chicago, Ill.

EDRS PRICE MF-\$0.50 HC-\$3.68

OEG-3-6-051201-0671

08

BR-5-1201

Pub Date - Jul67 90p.

*MACHINERY MAINTENANCE WORKERS; *JOB SKILLS; *EDUCATIONAL NEEDS; INDUSTRY; *TRADE AND INDUSTRIAL EDUCATION; EDUCATIONAL PROGRAMS; *OCCUPATIONAL SURVEYS; APPRENTICESHIPS; CURRICULUM; QUESTIONNAIRES; TIME BLOCKS; INSTRUCTIONAL MATERIALS

The appendixes for "An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers, Final Report, Volume I" (VT 004 006) include (1) two letters from plant engineers stressing the importance of training machinery maintenance workers, (2) a description of the maintenance

training survey, a sample questionnaire, and lists of knowledges supervisors in industry felt mechanical repairmen should have, (3) a list of occupations in which the basic maintenance subjects are applicable, (4) an inventory of systems and components of industrial machinery, (5) sample work schedules for apprenticeship training, (6) diagrams showing the allocation of subject time in various maintenance training programs, (7) information concerning a proposed clearinghouse for industrial training materials, and (8) a core curriculum for a basic maintenance training program. (HC)

VT 002 942 ED 016 068

Equal Employment Opportunities, Selected Papers and Annotated Bibliographies.

Michigan Univ., Ann Arbor, Inst. of Labor and Industrial Relations
EDRS PRICE MF-\$0.50 HC-\$2.80

BR-6-8854

Pub Date - 66 165p.

ANNOTATED BIBLIOGRAPHIES; *EQUAL OPPORTUNITIES (JOBS); NEGROES; NEGRO EMPLOYMENT; *TESTING PROBLEMS; TEST VALIDITY; *MINORITY GROUPS; *LABOR UNIONS; *THESAURI; RESEARCH; EMPLOYMENT OPPORTUNITIES; INDEXING; TESTS; JOB APPLICATION; JOB SEEKERS; LITERATURE REVIEWS

In "An Assessment of the Suitability of the Faceted Structure of WRU Education Thesaurus as a Framework for Preparation of a Thesaurus of Economic Opportunity Terms" the study is briefly described, courts of the 1,779 terms extracted from textual material on economic opportunity are given by facets and subfacets, and "free indexing" terms are listed for 11 articles. In "Problems, Research, and Recommendations in the Employment Testing of Minority Applicants," Molly R. Newcomb reviews the literature to examine the incidence and importance of the problem, identify the types of problems minority group applicants have with tests, suggest solutions to the minority testing problem, discuss problems unique to the civil service systems, and derive recommendations for improving the minority testing situation. Selected annotated bibliographies cover three aspects of minority employment: (1) the Negro and organized labor, 93 references, (2) testing minority group job applicants, 33 references, and (3) the Negro and employment, 169 references. Included in the bibliographies are books, journals, periodicals, pamphlets, research reports, and newspapers dating from 1951 through 1966 with most in the 1960's. (ET)

VT 003 220

Zedd, Henry G.
Du Page County Manpower Profile, 1947-1970.

Illinois State Employment Service, Chicago. Chicago Area Research and Statistics Unit
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jan66 37p.

*EMPLOYMENT PATTERNS; *EMPLOYMENT STATISTICS; EMPLOYMENT PROJECTIONS; LABOR MARKET; LABOR FORCE;
*OCCUPATIONAL SURVEYS
DU PAGE COUNTY; ILLINOIS

Du Page County has been known as a middle-class residential area for city executives and professionals desiring to combine the advantages of urban business opportunity with suburban living. Until recently, local job opportunities were confined almost entirely to industries which cater to the needs of the population: government, trade, recreation, and personal services. The trend toward industrial expansion in Du Page County, as in all peripheral counties of the Chicago Standard Metropolitan Statistical Area, has gained strength. Since 1951, employment in establishments covered by the Illinois Unemployment Compensation Act has increased by over 250 percent in Du Page County. Projections based on Unemployment Compensation Covered Employment trends indicate an expected wage and salaried employment of approximately 103,000 by 1970. The document consists of tables of data organized into (1) Unemployment Compensation Covered Employment in Du Page County, (2) Nonagricultural Wage and Salaried Employment in Du Page County, (3) Anticipated Nonagricultural Wage and Salaried Employment in Du Page County, March, 1965-1970, (4) Industrial Distribution of Unemployment Compensation Covered Establishments in Du Page County, March, 1964, and (5) Miscellaneous Data from The United States Census, April, 1960. (HC)

VT 003 223 ED 018 615

Human Resource Development in the Province of Ontario..

Ontario Economic Council, Toronto
EDRS PRICE MF-\$0.25 HC-\$0.84
Pub Date - 66 19p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; *SKILLED OCCUPATIONS; SKILLED LABOR; IMMIGRANTS;
GOVERNMENT (ADMINISTRATIVE BODY); LABOR FORCE; *PUBLIC POLICY; *MANPOWER DEVELOPMENT; EDUCATIONAL OPPORTUNITIES; VOCATIONAL RETRAINING; ECONOMIC PROGRESS
ONTARIO

To determine and evaluate the need for skilled manpower in Ontario 3,931 firms employing 764,411 workers, or 31.2 percent of the estimated provincial labor force, was surveyed in 1965. The total manpower requirement in skilled occupations for 1965-66 amounted to 69,225 of which 33,746 were needed immediately. More than half of the manpower was needed in Essex, Waterloo, Wentworth, and York counties. The highest percentages of manpower requirements in the Ontario Economic Regions were in the Metropolitan, 29 percent, Niagara, 20.2 percent, and Midwestern, 14.4 percent. Manufacturing industries accounted for 51.4 percent of the total surveyed requirements, professional services for 19.7 percent, followed by construction and mining industries. The survey clearly showed that there were skilled labor shortages in all areas of the province and in almost every occupational category, and there were indications from some employers that the uncertainty of obtaining trained workers was causing a delay in expansion. (WB)

VT 003 227

Evansville Area Skill Survey (Including Henderson County Industry Projections).

Indiana Employment Security Div., Indianapolis. Research and Statistics Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 56p.

*OCCUPATIONAL SURVEYS; *EMPLOYMENT OPPORTUNITIES; *LABOR FORCE; LABOR MARKET; *EMPLOYMENT STATISTICS;
*EMPLOYMENT TRENDS; EMPLOYMENT PROJECTIONS
EVANSVILLE; INDIANA

This survey, conducted by the Research and Statistics Section and the Evansville office of the Indiana Employment Security Division, reassessed manpower requirements in the three-county Evansville area.

Information about present employment, future required employment, and their own training programs was obtained from employers in 88 occupations constituting 48 percent of the total nonfarm employment in the area. Data concerning trainee output were also obtained from other public and private training facilities. All segments of industry anticipated increases in employment, subject to cyclical change. There will be an acute shortage of trained people in most clerical occupations and in the professional occupation of nursing. Licensed practical nurses and engineers will also be in short supply. Occupations requiring a high degree of manual skills with a knowledge of machine shop and the occupations of auto mechanic, maintenance mechanic, and carpenter will need accelerated training activities to meet the employment need. The semiskilled workers in greatest demand were truck drivers and sewing machine operators. A surplus of trained people was anticipated in the occupations of electronics technicians, beauty operators, and keypunch operators. (HC)

VT 003 230

Assessing Educational Requirements for Skillpower.

Ontario Economic Council, Toronto

MF AVAILABLE IN VT-ERIC SET.

Ontario Economic Council, 950 Yonge Street, Toronto, Ontario, Canada (\$1.00).

Pub Date - Sep66 25p.

*EMPLOYMENT TRENDS; *EDUCATIONAL TRENDS; *EDUCATIONAL NEEDS; EMPLOYMENT OPPORTUNITIES; EMPLOYMENT STATISTICS; *OCCUPATIONAL SURVEYS; *MANPOWER DEVELOPMENT; EMPLOYMENT PROJECTIONS
ONTARIO; CANADA

The results of a survey of five manufacturing firms and three service businesses employing 28,500 persons to assess the educational requirements for skillpower between 1965 and 1970 were presented for their value in indicating trends only. Some findings were: (1) The total of 1,188 employees who were university graduates with a first degree was projected to increase to 1,510 by 1970, (2) 497 post-secondary and technical high school graduates were employed in 1965 with a projected increase of 700 by 1970, (3) A sharp increase in demand for graduates of technological institutes was indicated in the skilled tradesman classification, and (4) Semi-skilled operatives constituted 11.5 percent of the total employment in both years with the number of high school graduates increasing from 10 percent in 1965 to 43 percent in 1970. Conclusions included: (1) The work force of the companies is expected to increase about 20 percent faster than the growth of the national labor force from 1965 to 1970, (2) Accompanying the predicted growth is a radical upgrading of educational qualifications, and (3) Because economic activity and demand for skills vary in each area or community, data from this study can only indicate trends. The survey instrument is included. (WB)

VT 003 250

What Happens to the Long-Term Unemployed. The 1964 Labor Force Experience of a Group of Persons Unemployed during the 1960-61 Recession.

New York State Dept. of Labor, Albany. Research and Statistics Office

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun67 35p.

*UNEMPLOYED; EMPLOYMENT PROBLEMS; *PERSISTENCE; *LABOR MARKET; *STATE SURVEYS; *EMPLOYMENT STATISTICS; INDIVIDUAL CHARACTERISTICS; EMPLOYMENT EXPERIENCE
NEW YORK

A questionnaire survey of 2,800 persons who were unemployed 40 weeks or more during the 1960-61 recession was conducted to determine (1) labor force status in the summer of 1964, (2) reason for not being in the labor force, (3) differences between the labor force status of men and women, (4) steadiness of employment prior to 1964, and (5) sources used to find jobs. In 1964, 48 percent were working, 14 percent were unemployed, and 46 percent were out of the labor force. Age was the most important single factor affecting the labor force experience of these long-term unemployed. Most older men and women and more women than men were out of the labor force. Nearly all who were employed in 1964 had been quite steadily employed in 1963. Those who were working had found jobs mainly through friends, relatives, and direct application to employers. Only nine percent reported the New York State Employment Service as the source of their last job. Individuals of the long-term unemployed of the 1960-61 recession differed greatly in their personal characteristics, employment background, and postrecession labor force experience. The survey group was not fully representative of all persons in New York State out of work for 40 weeks or more in that it did not include any persons ineligible for unemployment insurance, and it was somewhat older than all persons who exhausted unemployment insurance benefits under the federal program. (MM)

VT 003 311

Smaller Communities Program.

Manpower Administration (DOL), Washington, D.C. Bureau of Employment Security

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 65 20p.

*MANPOWER DEVELOPMENT; UNEMPLOYMENT; VOCATIONAL EDUCATION; RURAL YOUTH; *COMMUNITY PLANNING; COMMUNITY DEVELOPMENT; *PROGRAM DESCRIPTIONS; EMPLOYMENT POTENTIAL; *EMPLOYMENT SERVICES; OCCUPATIONAL SURVEYS; OCCUPATIONAL GUIDANCE; *RURAL AREAS
*SMALLER COMMUNITIES PROGRAM

The Program, operating in 22 states, utilizes mobile teams of interviewer counselors, and test administrators and is an employment service effort to overcome high unemployment rates in rural areas. The team makes comprehensive studies of manpower resources for informing potential employers, developing vocational training programs, and planning community expansion. Reprints from the "Employment Security Review" and "Employment Service Review" illustrate the various aspects of the program in actual operation. "Smaller Communities Program Brings New Industries" describes programs in Wilkes and Meriwether Counties, Georgia. "Arkansas Serves Rural Youth" tells of the employment service's counselor going beyond his usual role to do the kind of counseling usually done by the school counselor in other communities. "Smaller Communities Program" describes the development, functions, and some specific results of the program. "A Community Awakens" details the economic growth of Covington County, Mississippi. "How the Future Looks Brighter" tells the story of how one man in Davis County, Iowa, was served by the program, and "Help for the Individual" summarizes the program's work in Rusk County, Wisconsin, in job placement and cooperation with employment service offices in other areas. States and counties receiving the services of the program by September 1967, and Bureau of Employment Security affiliates in the states are listed. (JM)

VT 003 403

Nosow, Sigmund

Vocational Curricula in Michigan.

Michigan State Univ., East Lansing. Office of Research and Publications
MF AVAILABLE IN VT-ERIC SET.
ER-17
Pub Date - Sep63 94p.

*LABOR MARKET; LABOR FORCE; UNEMPLOYMENT; *HIGH SCHOOL CURRICULUM; *VOCATIONAL EDUCATION; MIGRATION PATTERNS; STUDENT ENROLLMENT; EMPLOYMENT STATISTICS; POPULATION TRENDS; EMPLOYMENT PROJECTIONS; INDIVIDUAL CHARACTERISTICS; OCCUPATIONAL CLUSTERS
MICHIGAN

The purpose of this report was to relate current vocational education to the principal trends affecting the employment of the youth of the State. The census materials for Michigan and the "Self-Survey for Instructional Progress" from public schools required by the Superintendent of Public Instruction provided data on the growth of the labor force, age and sex characteristics of the labor force, trends in occupational and industrial distribution, unemployment trends, migration and labor markets, vocational training for local labor markets, vocational curricula, and education and experience of vocational education teachers. Some conclusions based on the data were: (1) The greatest problem of metropolitan area education is training non-white youth, (2) Industry, along with the schools, has responsibility for training youths for employment, (3) Planning curriculums and placing youth must be done cooperatively, (4) A broad general training adaptable to a variety of specialized jobs must be worked out, (5) Technician training should be given in community colleges, (6) Out-state areas must consolidate for vocational education to have adequate population, facilities, funds, and a variety of programs to meet employment needs dictated by technological changes, (7) Followup data on both graduates and dropouts must be provided and coordinated for counties and regions. Thirty-eight tables, many by county break-down, are included. Tables of occupational groups and civilian labor force status and percentage change in major occupations, by county, are included. (MM)

VT 003 404
Hunter, Wilma
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.

Southeastern Illinois College, Harrisburg. Board of Education
Illinois State Board of Vocational Education and Rehabilitation, Springfield
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 55p.

LABOR FORCE; *OCCUPATIONAL SURVEYS; LABOR MARKET; *EMPLOYMENT TRENDS; EMPLOYMENT STATISTICS;
*EDUCATIONAL NEEDS; QUESTIONNAIRES
ILLINOIS

The objectives of the study were (1) to determine the functions of businesses, the number working in these businesses, the job titles of the workers, the educational qualifications of workers, and the potential student enrollment at Southeastern Illinois College, and (2) to organize and develop the information for use in curriculum development. A saturation study was made of all employees in the telephone directories of the area and of their employees by separate employer and employee questionnaires. The functions of businesses indicated a general trend away from rural activities such as agriculture, mining, and transportation toward more urban activities such as manufacturing, professional, and educational services. Of the employed labor force, retailing accounted for 20 percent, services for 23 percent, agricultural employment for 10 percent, manufacturing for 10 percent, and mining for 8 percent. The operative category accounted for 20 percent of the labor force, clerical and sales for 17 percent, craftsmen and foremen for 16 percent, semiprofessional for 15 percent, and professional for 8 percent. Most of the employees had a high school diploma and 3 percent had a college education compared with 7 percent for the state and more than 7 percent for the United States. More than half of the employees indicated a desire to take additional courses and named a wide variety. The need for higher education was apparent. A description of the counties and tabular data are included. (MM)

VT 003 412
Carey, Omer L.; And Others
Trends in Distribution, Services, and Transportation, With Particular Reference to the State of Washington.
Economic and Business Studies, Bulletin No. 41.

Washington State Univ., Pullman. Bureau of Economic and Business Research
Washington State Dept. of Commerce and Economic Development, Pullman
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 273p.

*SALES OCCUPATIONS; *SERVICE OCCUPATIONS; *EMPLOYMENT TRENDS; *TRANSPORTATION; *MARKETING; RETAILING; WHOLESALING; FINANCIAL SERVICES; INSURANCE; REAL ESTATE OCCUPATIONS; EMPLOYMENT PROJECTIONS; INCOME; EXPENDITURES; POPULATION TRENDS
WASHINGTON

The current status and growth potential of Washington's distribution and service industries which include wholesale and retail trade, finance, insurance and real estate, professional, business and personal services and transportation were examined. Trends and projections to 1985 and comparison of the state to the national picture for each of these areas, personal income, consumption spending, population, and employment were based on available statistical data. Some of the conclusions were: (1) The state must rely even more than it has before upon distribution and service industries as a source of employment for its working population, (2) These people will not be absorbed easily into distribution and services unless the necessary training and educational facilities are available to qualify them for such employment, (3) The growth in service trades and professions will depend more upon increasing consumer demand than it has in the past, (4) The greatest growth will take place in education, communications and public utilities, hospital and physicians' services, certain financial services, airline services, and certain repair services, and (5) It was projected that some 245,000 jobs will be available by 1985 in distribution and service industries to absorb the 185,000 additional males between the ages of 24 and 64 who will not be able to find employment in other industries, but because almost half of such employees are women, there must be a greater increase in employment in these industries or withdrawal of a large number of women from the labor force to avoid a significant amount of unemployment. Included are 141 tables and 28 graphs. (MM)

VT 003 498
Potentials for Industrial Development in Vermont.

Sargent-Webster-Crenshaw and Folley, Syracuse, N.Y.
Vermont State Central Planning Office, Montpelier
MF AVAILABLE IN VT-ERIC SET.
Pub Date - May64 49p.

*LABOR FORCE; DEVELOPMENT; INDUSTRY; STATE AGENCIES; AGENCY ROLE; INDUSTRIALIZATION; *INDUSTRIAL STRUCTURE; EMPLOYMENT TRENDS; *OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS
VERMONT

This report of the fourth study in the series of the inventory study of the State comprehensive planning program covers (1) Patterns of Industrial Development in Vermont, (2) The Role of the Industrial Development Department in the Overall Program, (3) Labor Force Development Program, (4) Improving the Productivity of Smaller Firms, (5) Transportation, (6) Potentials for Industrial Developments within the State, and (7) The Present Structure of Industry in Vermont. Tables cover (1) Industrial Losses in Vermont Since World War II, (2) Industrial Growth in Vermont Since World War II, and (3) Vermont Trends in Manufacturing, Mining, and Services, 1939-1962. Some of the implications for education are: (1) Adult vocational education is needed in some sections of the state, (2) Combining academic and vocational education in high schools should be considered, and (3) General adult education is often neglected. (EM)

VT 003 552

A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related-Distributive Businesses in the Geographical Area Served by George Wythe High School, Wythe, Virginia. Preliminary Report.

Wythe County Div. Superintendent of Public Schools, Wytheville, Va.
Virginia Polytechnic Institute, Blacksburg. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 58p.

*EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; DISTRIBUTIVE EDUCATION; VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *OCCUPATIONAL SURVEYS; EMPLOYMENT QUALIFICATIONS; INTERVIEWS; PROGRAM PLANNING; INTERDISCIPLINARY APPROACH
WYTHEVILLE; VIRGINIA

The owner or manager of each of 61 agriculturally related distributive businesses in the George Wythe High School area was interviewed to determine the opportunities and training needs for career persons. Findings included: (1) The 1,708 employees of the 61 businesses had 80 different job titles, (2) 95 percent of the employees were employed full-time while 5 percent were employed part-time, (3) 61 firms needed 128 additional employees, 78 of them immediately, and (4) Fewer than one-third of the firms had employed either agriculture or distributive education cooperative students. It was concluded that a great need exists for trained career persons in agriculturally related distributive businesses, opportunities for providing on-the-job training in agriculture and distribution are abundant, a wide variation exists in employee training needs in agriculturally related distributive businesses relative to subject matter areas and units. It was recommended that students in the high school be informed of these findings and that a course be offered in the area of agriculturally related distributive businesses if sufficient student interest and desire exists. The appendixes include the names of firms and employers included in the study, an outline of the study, the survey instrument, and a proposed course description. (WB)

VT 003 564 ED 018 633

Schmidt, Emerson P.; Stewart, Charles T.
Automation and Unemployment.

Chamber of Commerce of the United States, Washington, D.C.
EDRS PRICE MF-\$0.25 HC-\$1.56
Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, D.C. 20006 (\$.50).
Pub Date - Mar67 37p.

*UNEMPLOYMENT; UNEMPLOYED; *AUTOMATION; *MANPOWER UTILIZATION; JOB TRAINING; RETRAINING; *MANPOWER DEVELOPMENT; WORKMEN'S COMPENSATION; DEPRESSED AREAS (GEOGRAPHIC)

High unemployment results in economic losses to the economy and imposes suffering on millions of individuals and families. Of the many types, long-term structural unemployment affects more than one million workers and is most intractable to treatment and disturbing in terms of human hardship. Most of the workers classified as structurally unemployed are without work for more than 26 weeks and are often employed in the automobile, aircraft, steel, and textile industries, and in coal mining. Of the basic approaches to the problem of structural unemployment, that of speeding and facilitating the mobility of resources, both labor and capital, from declining to expanding products, industries, occupations and areas both reduces the costs of adjustments and speeds progress. It creates and nourishes better paying jobs. Some policy questions to be considered in solving unemployment are unemployment compensation, provision of income security, training and retraining, improvement of labor mobility, and creation of conditions fostering economic growth. The most promising long-run approach to solving structural unemployment lies in private and public policies which stimulate optimum economic growth under competition, flexibility, confidence, and price level stability. A list of selected readings is included. (WB)

VT 003 566

The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.

Missouri University, Columbia. Dept. of Agricultural Education
DOCUMENT NOT AVAILABLE FROM EDRS.
Education Ser-91, Bull-65-No-32
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (64-9354, microfilm \$5.00, xeroxed copy \$17.80).
Pub Date - 64 23p.

*OFF FARM AGRICULTURAL OCCUPATIONS; FIELD INTERVIEWS; ON THE JOB TRAINING; AGRICULTURAL SKILLS; VOCATIONAL AGRICULTURE; *EDUCATIONAL NEEDS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT QUALIFICATIONS; OCCUPATIONAL SURVEYS
SALINE COUNTY; MISSOURI

In order to determine the present and emerging agricultural occupations other than farming, in which a farm background or schooling in agriculture, or both, might be advantageous to an individual seeking employment, a study was conducted to ascertain competencies and prerequisites required in off-farm agricultural employment, the training provided for new employees, and duties of persons in these occupations. Owners or managers of 112 business firms employing personnel needing a knowledge of agriculture were interviewed. Most had fewer than 10 employees. Of the total 563 agricultural employees, 493 were full-time. The greatest number were in firms dealing in feed, seed, and fertilizer and in those in which a knowledge of plant science was important. Employers estimated that they would need 95 additional workers in the near future, 146 within 5 years, and 82 for replacements each year. A majority of the employers preferred employees who had completed high school, had farm experience and vocational

agriculture, and were between 25 and 39 years old. However, other qualities were considered more important than age. Over 90 percent of the firms provided some training, chiefly informal on-the-job instruction or specialized courses away from the firm. A majority were willing to engage in cooperative education with the schools. It was implied that vocational agriculture should be expanded to include students planning to enter off-farm agricultural occupations, there is an opportunity for a cooperative program between vocational agriculture and other vocational education services, and schools should develop better communication with agricultural businesses. This is a summary of a D.Ed. dissertation submitted to the University of Missouri. (JM)

VT 003 567

Bennett, William Clair, Jr.
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug65 7p.

*VOCATIONAL AGRICULTURE; *LAND USE; *FARMERS; ATTITUDES; SURVEYS; *EDUCATIONAL NEEDS; *AGRICULTURAL SKILLS; *FERTILIZERS; SOIL SCIENCE
IOWA

A panel of 15 leaders from 6 agricultural fields served as consultants in developing a list of 46 competencies in soil management and the use of fertilizers needed by present and prospective farm operators. Two hundred outstanding farmers throughout Iowa ranked each of the 46 competencies on a 10-point scale for the degree it was needed for success and the degree to which they possessed the competency. The highest ranked competency for both degree needed and degree possessed was the responsibility for maintaining soil productivity for future generations. Other top needed competencies in rank order were controlling weeds and soil insects, developing a farm plan for maximum use of soil resources, using economic principles in soil management, and satisfying balanced nutritional needs of crops. Although 53 percent of the farmers had been enrolled in 1 or more years of vocational agriculture, the 200 indicated a need for more competence than they possessed in 44 of the 46 competencies evaluated. Educational programs for training farm operators should include some training in all of the competencies identified with major emphasis on those ranked most needed, and existing programs of vocational agriculture at all levels should be planned to provide for community and instructional personnel needs. This is an abstract of a master's thesis submitted to the Iowa State University of Science and Technology. (WB)

VT 003 569

Robinson, Norman Lyle
Competencies in Farm Machinery Maintenance Needed by Farmers.

Iowa State Univ. of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug64 10p.

AGRICULTURAL EDUCATION; *AGRICULTURAL MACHINERY; SURVEYS; *EDUCATIONAL NEEDS; *AGRICULTURAL SKILLS; *FARMERS; AGRICULTURAL ENGINEERING; *HIGH SCHOOL GRADUATES; MAINTENANCE; REPAIR; VOCATIONAL AGRICULTURE; ATTITUDES; IOWA

Data to determine competencies needed by farmers in farm machinery maintenance, repair, and adjustment were furnished by questionnaires ranking a competency list for 12 farm machines, developed by key farmers and agricultural engineers. The first 200 usable returns from 300 high school graduates who had either studied vocational agriculture or were sons of farmers and from 300 farmers with reputations as outstanding machinery users were used. Each competency was evaluated as to the degree it was needed and to the degree it was possessed by the respondent. Differences between samples included size of farming operation, farm ownership, educational levels, farm experience, and income. There were high correlations between the two groups on both competencies needed and possessed. Both groups indicated the greatest need in competencies associated with tractors. A need for more competence than they possessed was indicated by the outstanding farmers for 16 of the 47 and by the 1950-54 graduates for 14 of the 47 competencies. Ratings signified some need for training in all 47, however. The 10 most important competencies were identified and submitted to t-test. Tractor overhaul was the most needed competency. Five combinations of competencies for outstanding farmers, and three combinations for graduates, were found to be significant. Agricultural education programs should provide instruction in all the competencies and may need to design separate instructional programs for the two groups, for average and below-average farmers, and those who did not have vocational agriculture in high school. Curriculum changes in teacher education may be necessary to provide instructors competent in farm machinery and repair, and improved agricultural mechanics shop facilities will be needed. This is an abstract of a master's thesis submitted to Iowa State University of Science and Technology. (JM)

VT 003 574

Van Loh, Frederick Alvin
Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.

Iowa State University of Science and Technology, Ames. Dept. of Education
Iowa Agriculture and Home Economics Experiment Station, Ames
Iowa State Dept. of Public Instruction, Des Moines. Vocational Agriculture Section
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug64 9p.

*EDUCATIONAL NEEDS; *AGRICULTURAL SKILLS; *BUSINESS SKILLS; SALES WORKERS; SERVICE WORKERS; *AGRICULTURAL SUPPLY OCCUPATIONS; *FERTILIZERS; RETAILING; AGRICULTURAL EDUCATION; MALES; EMPLOYER ATTITUDES; EMPLOYEE ATTITUDES; SURVEYS
IOWA

To determine the important agricultural competencies needed by male employees of retail fertilizer distributors and the degree of competence needed and possessed by managers and employees, 120 licensed fertilizer dealers rated a list of 29 competencies developed by a panel of 12 Iowa fertilizer distributors. The competencies included 14 understandings and 15 abilities, 13 pertaining to farming and 16 to dealer management and service. Managers and sales employees indicated higher competence needed than possessed for all competencies, while service employees reported only one competency, the ability to determine the individual customer's financial situation and management level, with no difference between need and possession. The greatest differences between the degree the competence was needed and possessed were in farm credit, soil-plant relationships, cropping plans for specific soil types, seed quality, and plant population in

relation to fertilizer response, pest control, production economics, micro-nutrients, nutrient deficiency, and sales promotion. Implications concerned reevaluating educational programs to provide practical experiences with formal instruction in agriculture, updating present programs to include the needs shown in the study, and providing employee inservice training. Correlations between competency need and personal characteristic control variables such as experience, vocational training, education, and age and tabular data are included. (JM)

VT 003 589

Tenney, A.W.

Occupational Opportunities for Rural Youth.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 15Dec66 14p.

*RURAL YOUTH, OFF FARM AGRICULTURAL OCCUPATIONS; AGRICULTURAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT PROBLEMS; VOCATIONAL EDUCATION; AGRICULTURAL EDUCATION; AREA VOCATIONAL SCHOOLS; *RURAL URBAN DIFFERENCES; EDUCATIONAL OPPORTUNITIES

Some factors which influence employment of rural youth are the years of education received, lower agricultural wages compared to urban employment rates, inadequate guidance and counseling services, low income of many rural families, and cultural handicaps when competing for urban jobs. Although many employment problems confront rural residents, much progress has been realized in providing occupation opportunities for youth and adults. Rural youth and their parents need to be aware of occupational opportunities on their farms, in their communities, and in the urban areas. Each year thousands of new jobs become available in agricultural research, industry, business, education, communications, conservation, services, and farming and ranching. Improved guidance services, vocational and technical education programs, recreational opportunities and income are needed to provide rural America with a standard of living equal to that of urban areas. The home, the church, and the school can help preserve and improve employment opportunities for our rural youth and the American way of life. (WB)

VT 003 614

Courtney, E. Wayne

Some Statistical Correlates in Industrial Graphics (An Abstract), A Study of Knowledge and Experience Interrelationships.

Stout State College, Menomonie, Wis.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul63 7p.

*RESEARCH DESIGN; *STATISTICAL ANALYSIS; *JOB SKILLS; GEOGRAPHIC REGIONS; HIGH SCHOOL TEACHERS; COLLEGE TEACHERS; DRAFTSMEN; *DRAFTING

To develop a method of studying knowledge and experience relationships within related occupational areas, a study was conducted to determine the extensiveness of common and differentiated activity components among three selected industrial graphics occupations. Random samples of 40 college drafting teachers, 40 secondary drafting teachers, and 40 building construction draftsmen who worked in Wisconsin and Minnesota assigned scores to a scale for each component analyzed. Statistics involved were (1) the Hoyt and Stundard analysis of variance for analyzing the instrument's internal consistency reliability, (2) the F statistic to test the 80 component means against five null hypotheses, and (3) the Newman-Keuls techniques for further analyzing the component means for individual comparisons. The study design was a 3 x 2 factorial. The overall mean for each of the 80 components, the means for each state, and the means for each of the three occupations were utilized in the analysis. The major conclusion was that the mean level of knowledge and experience scores of the three occupational groups was equal. There was a total of 79 common components between the college and the secondary school drafting teacher and 80 between the latter and the building construction draftsmen. There was no evidence of an effect due to the two geographical areas. It seems reasonable to assume that the results may be used as curriculum guides within both geographical areas. Because many components were judged important for all occupations studied, the transfer value and broad application of learning experiences should be recognized and emphasized by the college teacher of industrial graphics. (EM)

VT 003 675

An Action Program for Industrial Progress in Idaho, Phase II of a Survey of Idaho's Present and Future Industrial Development.

Booz Allen and Hamilton, Inc.
Idaho State Dept. of Commerce and Development, Boise
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 9Jun67 16p.

*EMPLOYMENT POTENTIAL; *INDUSTRIALIZATION; *STATE ACTION; LABOR FORCE; INDUSTRY; *RESOURCES
IDAHO

Earlier work on the project concluded: (1) Idaho will need 83,000 additional non-agricultural jobs by 1980 to offset the loss of jobs in agriculture and to meet job demands of an increasing population, (2) Idaho has both advantages and disadvantages for industrial expansion, and (3) The people favor industrial expansion if it does not destroy the state's natural scenic beauty. An accelerated rate of manufacturing growth to meet labor demands requires an increased industrial development program. A plan for such a program to attract and accomodate manufacturing industries included the stages: (1) Evaluation of economic resources and characteristics, (2) selection of target industries, (3) identification and promotion of companies, (4) development and followup of prospects, and (5) location and expansion implementation. The results of stage one showed that labor rates were low, skilled labor was limited, major native raw materials were available, transportation costs were high, marketing possibilities were uncertain, taxes offered no advantage, living conditions were adequate, recreation and tourism offered job possibilities, and utilities were available. A four-step evaluation process identified 26 target industries which offered expansion and 50 which offered new opportunities. The procedures for implementing the three remaining stages are diagramed. (JM)

VT 003 703 ED 016 025

Richman, Robert W.

Study of Agriculturally Related Occupations in Selected Counties of Idaho.

Idaho Occupational Research Unit, Moscow
EORS PRICE MF-\$0.50 HC-\$2.84
Pub Date - Oct67 69p.

OEC-5-85-118

*OFF FARM AGRICULTURAL OCCUPATIONS; BUSINESS; *VOCATIONAL AGRICULTURE; AGRICULTURAL SKILLS; *EMPLOYMENT OPPORTUNITIES; *OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS
IDAHO

Over 700 interviews of agricultural businesses were conducted in Bonneville, Bannock, Latah, Canyon, Gem, and Payette counties to identify agriculturally related occupations and vocational agriculture needs. The businesses were classified into four groups ranging from highly related to agriculture to nonagricultural. Within each business, each specific occupation was rated as to whether an agricultural background was necessary or only desirable. Some findings were: (1) Approximately 25 distinct types of businesses were identified as highly related to agriculture, (2) About an equal number were considered strongly supportive to agriculture, (3) Some 35 others had a more casual or occasional relationship to agriculture, and (4) A total of 250 agricultural occupations were identified. The study showed that extensions and improvements in the training of agrarian workers were needed particularly in business management and sales relations. The importance of agrarian occupations was strongly reaffirmed. Some recommendations were to emphasize the value and respect of agrarian occupations and the availability of agrarian positions and advancement possibilities, and to make it possible for students to concentrate on one of the aspects of agriculture rather than on the complete range from highly-related to agriculture to nonagricultural aspects. The appendixes contain lists of businesses and occupations, the manual for interviewers, a summary of occupations, and the design and statistical considerations. (WB)

VT 003 718

Olds, Douglas V.; Saris, Ronald J.
A Study of the Vocational Education Needs in Josephine County, Oregon.

Oregon Univ., Eugene. Bureau of Educational Research
Oregon State Dept. of Education, Salem
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep67 127p.

*HUMAN RESOURCES; *EMPLOYMENT OPPORTUNITIES; *EDUCATIONAL PROGRAMS; *VOCATIONAL EDUCATION; *COMMUNITY SURVEYS; DEMOGRAPHY; EMPLOYMENT PROJECTIONS; ECONOMIC CLIMATE; SCHOOL SURVEYS; EDUCATIONAL ATTITUDES; VOCATIONAL INTERESTS; ENROLLMENT PROJECTIONS; FEDERAL AID
JOSEPHINE COUNTY; OREGON

A similar study for another region of Oregon has been abstracted for "Research in Education." See VT 003 197. (MM)

VT 003 781

Inventory of Manpower Research Projects in Indiana. Number 2.

Indiana Manpower Research Assn., Lafayette
MF AVAILABLE IN VT-ERIC SET.
Research and Statistics, Indiana Employment Security Division, 10 North Senate Avenue, Indianapolis, Indiana 46204.
Pub Date - Jul67 31p.

*ANNOTATED BIBLIOGRAPHIES; *MANPOWER DEVELOPMENT; *MANPOWER UTILIZATION; LABOR ECONOMICS; *RESEARCH PROJECTS; *MANPOWER NEEDS
INDIANA

A listing of 72 manpower research projects in Part I and 16 papers, articles, and other items of interest related to manpower concerns in Part II comprises this second inventory. For most listed research projects, arranged alphabetically by author, complete bibliographic data is supplemented with brief statements of objectives and procedures. Included are a number of research projects in process and their expected dates of completion. Most of the documents were published during 1966 and 1967. A subject index is included.

VT 004 006 ED 016 832

Lynn, Frank
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers.
Volume I. Final Report.

Midwest Institute for Research and Training, Chicago, Ill.
EDRS PRICE MF-\$0.50 HC-\$4.56

OEG-3-6-051201-0671

08

BR-5-1201

Pub Date - Jul67 112p.

*MACHINERY MAINTENANCE WORKERS; *EMPLOYMENT OPPORTUNITIES; *JOB SKILLS; *EDUCATIONAL NEEDS; INDUSTRY; INPLANT PROGRAMS; EDUCATIONAL PROGRAMS; *OCCUPATIONAL SURVEYS; FIELD INTERVIEWS; TRADE AND INDUSTRIAL EDUCATION; APPRENTICESHIPS

Dramatic changes in the characteristics and complexity of production machinery and equipment have created a growing need for adequately trained and skilled machinery maintenance workers in industry. This study defined the characteristics of the labor market for machinery maintenance workers such as millwrights, mechanical hydraulic, electrical, electronics repairmen, and welders to assess the extent to which resources should be devoted to developing and establishing machinery maintenance training programs, but primarily it identified the specific training and skills needed by maintenance workers in industry. Data and information were obtained through field interviews with more than 100 plant engineers, maintenance supervisors, and training directors in the Chicago area, and a questionnaire survey of more than 250 members of the American Institute of Plant Engineers. Results of the investigation indicated that the field of industrial machinery maintenance is particularly suitable for occupational training. The labor market size, distribution within the economy, rate of growth, and earning potential all suggest that persons trained for this field can expect to become productive members of the industrial work force. There is an immediate need for training programs in high schools and other institutions that would be available to adult workers. Training and skill requirements can be grouped into classifications of basic maintenance, fundamental specialized, and advanced specialized training. The specific materials in each area are included. Most of the training is presently provided by informal, on-the-job training, often without direct control or supervision. Supplementary and supporting data study are given in VT 002 821. (HC)

VT 004 214 ED 018 648

Schmais, Aaron
Implementing Nonprofessional Programs in Human Services. Manpower Training Series.

New York Univ., N.Y. Center for the Study of Unemployed Youth
EDRS PRICE MF-\$0.50 HC-\$3.68
Center for the Study of Unemployed Youth, Graduate School of Social Work, New York University, 853
Broadway, New York, N.Y. 10003 (\$1.00).
Pub Date - 67 90p.

*NONPROFESSIONAL PERSONNEL; *PROGRAM PLANNING; UNEMPLOYED; *SOCIAL SERVICES; COMMUNITY AGENCIES (PUBLIC);
EDUCATIONAL PROGRAMS; ON THE JOB TRAINING; PROGRAM GUIDES

Specific processes for utilizing nonprofessional employees in human services are presented. The background, current status, and problems are discussed. The elements considered are recruitment, screening and selection, training, placement, supervision, upgrading, and evaluation. Examples of nonprofessional positions include the Case Aide in social welfare programs, the Community (neighborhood) Health Aide, the School Aide, the Group Aide in youth agency programs, and the Housing Aide. A job continuum model shows how the creation of nonprofessional jobs can provide opportunities for the currently untrained, allow them to advance to new levels of specialization, and restructure the role of the professional so he functions at a level appropriate to his training and experience: (1) the nonprofessional who performs clerical, supportive, and routine activities, (2) the specialist or upgraded nonprofessional who performs tasks that specifically reallocate and redefine professional activities, and (3) the new career line employee who works with the professionals on a team basis. To afford permanent status to nonprofessional programs and make them integral parts of the total human services spectrum, (1) large scale programs must be instituted in public agencies such as health, education, and welfare, (2) smaller demonstrations and research efforts must be funded to explore new approaches for dealing with problems, (3) Training systems for all personnel at all levels must be constructed, (4) legislation supporting the training must be continued, and (5) certain limiting factors must be exposed and remedies proposed. (PS)

VT 004 346

Flanagan, Catherine P.; Ridley, Agnes Fenster
Annotated Bibliography on Gainful Employment in Home Economics, 1959-67.

Florida State Univ., Tallahassee. Dept. of Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 15p.

*ANNOTATED BIBLIOGRAPHIES; *OCCUPATIONAL HOME ECONOMICS; RESOURCE MATERIALS; PERIODICALS

Sixty-one annotated articles from the "American Vocational Journal," "Illinois Teacher of Home Economics," and the "Journal of Home Economics," published between 1959-1967, concern (1) relevant federal legislation, (2) the world of work, (3) operational considerations of the home economics gainful employment program such as facilities, curriculum, work-study, on-the-job training, teacher preparation, and visual aids, and (4) occupational preparation programs for child care, food service, fabric sales, and housekeeping jobs. (FP)

VT 004 533

Bailey, Joseph Kenna
Non-Farm Agricultural Employment in West Virginia, with Implications for Vocational Education Programs.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc. 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-5613, microfilm \$2.80, xeroxed copy \$9.00).
Pub Date - 64 202p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *EMPLOYMENT STATISTICS; *EMPLOYMENT OPPORTUNITIES; EMPLOYER ATTITUDES;
VOCATIONAL AGRICULTURE; *OCCUPATIONAL SURVEYS; EDUCATIONAL NEEDS
WEST VIRGINIA

Representatives of businesses, organizations, industries, and services considered to be employers of agricultural workers were interviewed by agricultural education personnel to appraise non-farm agricultural employment in West Virginia and to provide a basis for projecting agricultural education programs to serve that sector of the labor force. An analysis of census data showed that (1) 1,717 employment agencies employed 13,851 non-farm agricultural workers or 3.6 percent of the total labor force in West Virginia, (2) A farm employment of 20,775 or 5.4 percent of the labor force gave a total agricultural employment of 34,605, and (3) Non-farm agricultural employment was distributed with 33 percent in forestry, 18.1 percent in livestock and poultry industries, 12.8 percent in farm supply and equipment, 10.3 percent in agricultural service, 9.7 percent in ornamental horticulture, 6 percent in wildlife and recreation, produce industry, and 4 percent in farm service. A significant number of employment opportunities in each category implied a need for vocational education programs to serve the non-farm agricultural sector of the labor force. A pilot program was planned. This Ph.D. dissertation was submitted to The Ohio State University. (WB)

VT 004 542

Halterman, Jerry Jack
Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-5642, microfilm \$4.45, xeroxed copy \$15.75).
Pub Date - 64 300p.

TECHNICAL EDUCATION; *AGRICULTURAL ENGINEERING; *AGRICULTURAL TECHNICIANS; *EDUCATIONAL NEEDS; *CURRICULUM
DEVELOPMENT; EMPLOYMENT QUALIFICATIONS; *JOB SKILLS; EMPLOYEE ATTITUDES; EMPLOYER ATTITUDES; OCCUPATIONAL
INFORMATION
OHIO

The purpose of the study was to (1) determine the characteristics of agricultural engineering manpower in Ohio, (2) determine job activities and technical competencies required, (3) develop curriculums for agricultural engineering technician preparation, and (4) review literature pertinent to technical education. Two questionnaires were employed to obtain data from technical workers, employers, and jury members. Technical occupations ranged from those of narrow scope and limited level to those of broad scope and high level. Approximately 40 percent of the tractor and machinery dealers employed technicians, and over one-half of the technical workers were in this area. Technicians regularly engaged in activities concerned with giving leadership and direction, making verbal or written accounts, and offering advice and expertness. Important general subject areas for the technicians included communication skills, mechanics, drawing, personnel management, electricity, electronics, and psychology. Important special subject areas included agricultural mechanics, safety, materials handling, and occupational experience. The availability of qualified new workers and education for present employees constituted a major problem for employers. Technical education was characteristically post-high school, terminal, occupation-centered, less than baccalaureate, specific, math

and science oriented, and 2 years in length. Emphasis was upon technical and cognitive skill and ability to make practical application. This Ph.D. thesis was submitted to The Ohio State University. A digest of the study is available as ED 014 551. (JM)

VT 004 649

Dillon, Roy O.; Cain, Paul S.
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia. Popular Report.

Morehead State Univ., Ky. School of Applied Sciences and Technology
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Nov66 3p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *EMPLOYMENT OPPORTUNITIES; *VOCATIONAL AGRICULTURE; OCCUPATIONAL SURVEYS; *EDUCATIONAL NEEDS; *AGRICULTURAL SKILLS; OCCUPATIONAL CLUSTERS; HIGH SCHOOLS
KENTUCKY; OHIO

The purposes of the study were to determine employment opportunities for present and emerging non-farm agricultural occupations in 28 eastern Kentucky and 10 southern Ohio counties, clusters of competencies required for a selected number of jobs, and post-high school educational programs needed to prepare workers to enter or progress in agricultural technician level occupations. Data obtained from a sample of 284 business firms showed 736 positions of which 306 were defined as agriculturally oriented and represented 126 different agricultural job titles. Some findings were: (1) 40 percent of all workers employed in non-farm agricultural businesses need some knowledge and skill in agriculture, (2) 16 percent of all workers employed in non-agricultural businesses that may employ agricultural workers need some knowledges and skills in agriculture, (3) Employers expected a 40 percent increase in the number of employees needing technical competencies in agriculture in the next 5 years, and (4) It was possible to determine general competency areas for entry and advancement by workers. The complete report is available as ED 010 496. (WB)

VT 004 721

Wagley, Leon A.
Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-7855, microfilm \$3.00, xeroxed copy \$6.80).
Pub Date - 64 119p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *VOCATIONAL AGRICULTURE; *EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; SURVEYS; *EMPLOYMENT OPPORTUNITIES
YUMA; ARIZONA

Data to determine the essential skills and knowledges needed for individual employment in five competency areas and the number of persons employed in off-the-farm agricultural occupations according to professional, technical, supervisory, sales, skilled, and semi-skilled levels of employment were secured by the interview method from 121 establishments which provided some kind of agricultural service to farm operators. Some findings were: (1) Over 67 percent of the total number of employees in the businesses surveyed were in sales and service and approximately 25 percent of the total were engaged in providing services, (2) Employers estimated that slightly over 14 percent of the 5,427 persons employed in the 121 businesses needed specific agricultural training, (3) 150 new agriculturally trained employees will be needed in Yuma area during the next 5 years to fill new positions, (4) Additional training in agricultural mechanics and plant science was considered of major importance while training in animal science was of minor importance, (5) Educational needs in salesmanship and customer relations were rated higher than agricultural training needs for employees in these businesses, and (6) 80 percent of the employers indicated that they would work with school personnel in planning curriculums conducting training programs for prospective employees. (WB)

VT 004 732 ED 020 374

Love, Edwin Lamar
An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-1940, microfilm \$3.00, xeroxed copy \$6.80).
Pub Date - 66 133p.

*OFF FARM AGRICULTURAL OCCUPATIONS; JOB SKILLS; OCCUPATIONAL CLUSTERS; SURVEYS; EDUCATIONAL NEEDS; *JOB ANALYSIS; *EMPLOYER ATTITUDES
PENNSYLVANIA

A random sample of employers in 17 Pennsylvania counties was interviewed to identify the clusters of competencies and job titles associated with entry and advancement in off-farm agricultural occupations and to determine the differences in the levels of selected vocational competencies needed. A sample of 105 job interviews was drawn from each of the occupational areas of agricultural mechanics, agricultural supplies, food products, forestry, and ornamental horticulture. Two random samples of 105 each were then drawn from all the job interviews. Competency factors for competencies needed to enter and to advance in off-farm agricultural occupations were determined by factor analysis with varimax rotation. All data were analyzed for 12 competency and 12 job title factors. Some findings were: (1) Job title factor groups to enter and to advance for manager, salesman, technician, and service worker were important job titles in the two random samples, (2) The job title factor of manager was important in each of the five off-farm agricultural occupation areas, (3) The competency factors in agriculture were plant science, animal science, agricultural mechanics, and agricultural business management, and (4) Among business and distributive competencies, the factor group were business management and economics, sales and business skills, job and employee characteristics, and employee-supervisor relations. This D.Ed. thesis was submitted to the Pennsylvania State University. (WB)

VT 004 910

Naley, Lennen R.
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Dec67 97p.; Colloquium paper presented for Agriculture Education 232, the University of Minnesota, in partial fulfillment of the requirements for the master of arts degree.

*VOCATIONAL AGRICULTURE; *OFF FARM AGRICULTURAL OCCUPATIONS; *OCCUPATIONAL SURVEYS; *EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; EDUCATIONAL OPPORTUNITIES; JOB SKILLS; OCCUPATIONAL CLUSTERS; INTERVIEWS; EMPLOYMENT QUALIFICATIONS
TODD COUNTY; MINNESOTA

To obtain information for developing training programs in off-farm agricultural occupations, data were gathered by personal interview from managers of the County's 177 agriculturally related businesses employing 571 individuals. Over half of the businesses were under the occupational family of mechanized agriculture, and the next highest grouping was under agriculture service. High school vocational agriculture training was considered desirable for 69 percent of the job titles. It was anticipated that only 41 new employees would be needed in the 5 years following the survey. Sales, skilled, and managerial employees were needed in greatest numbers. Employees in 91 percent of the job titles needed business and distributive competencies. Recommendations were that (1) the agri-business management courses in some area schools be expanded and intensified, (2) a plan be developed to inform students and parents of training and employment opportunities, (3) a placement procedure to assist employers be developed, (4) emphasis on adult management programs be continued, and (5) programs be developed to assist those wishing to enter farming. A bibliography, the survey instrument, and occupational classifications are included. (DM)

VT 004 948

Bail, Joe P.
Careers in Agriculture, A Guide for High School Students.

New York State Coll. of Agriculture, Ithaca
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 64 12p.

*AGRICULTURAL OCCUPATIONS; *EMPLOYMENT QUALIFICATIONS; *OCCUPATIONAL INFORMATION

Approximately 23 million people in the United States are employed in the agriculture industry--7 million in farming and ranching, 6 million in agricultural supplies and services, and 10 million in processing and distribution. Qualifications for an agricultural occupation include an interest in dealing with plants or animals, as much formal education as possible, and desirable personal qualities. Agricultural occupations are available in the areas of business, communications, conservation, education, industry, research, service, and farming and may be located in cities or towns, on farms, or in other countries. Typical occupational families offering jobs are agricultural production, machinery sales and service, supplies and equipment, dairy manufacturing and processing, livestock and crops marketing and processing, livestock and poultry industry, soil conservation and forestry, wildlife and recreation, ornamental horticulture, and farm and agriculture service. High school programs in agricultural education cover agricultural business, agricultural mechanics, conservation and forestry, farm operation and management, and ornamental horticulture. Advanced study is offered in technical programs and in college programs leading to a degree. (BS)

VT 005 028

MacGillivray, John H.
Motivation of Domestic Seasonal Farm Workers. Vegetable Crops Series 127.

California Univ., Davis
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 63 12p.

*AGRICULTURAL LABORERS; MIGRANT WORKERS; MOTIVATION; LABOR CONDITIONS; EMPLOYMENT PRACTICES; *EMPLOYEE ATTITUDES; *WORK ENVIRONMENT; *WORK ATTITUDES; SURVEYS
FRESNO COUNTY; CALIFORNIA

Opinions were obtained from 283 farm workers in Fresno County, California regarding the characteristics of a good place to work. Of the 283 workers, 223 were applicants at employment offices. The questionnaire items required the respondent to rank 12 items in order of importance. A preference rating was calculated for each item. Amount of pay was rated most important by local single, migrant single, local family, and migrant family workers. Both migrant single and family men rated housing highly. Length of work day was important. Fairness was given a wide range of importance, but rated fourth overall. The kind of work rated fifth, but was rated low by migrant singles. The sixth rating was given to foreman interest in workers. The length of employment was of moderate importance. Good food, if provided, was of most importance to migrant singles, but eighth in importance to all groups. Workers rated as ninth the factor, "foreman give directions to perform work." Travel distance to and from town was of more importance to local single and family workers, but tenth overall. Incentive pay was not generally understood. Facilities to use spare time were of least importance. There were good correlations between employment office fieldmen and workers' opinions. The questionnaire is included. (JM)

EVALUATION
AND MEASUREMENTS
SECTION

VT 000 478

Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.

New York State Education Dept., Albany. Bureau of Agricultural Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 5p.

VOCATIONAL FOLLOWUP; *GRADUATE SURVEYS; ORNAMENTAL HORTICULTURE; AGRICULTURAL PRODUCTION; FARM MANAGEMENT;
*HIGH SCHOOL GRADUATES; *VOCATIONAL AGRICULTURE
NEW YORK

Graduates from vocational agriculture programs in 248 New York high schools were subjects of a followup study. Of the 1,371 students who completed a major sequence in farm production, farm management, or ornamental horticulture in 1965, 573 were not available for placement because of military service, full-time schooling, or other reasons. Of the 748 employed, 351 were in the occupation for which trained, 193 were in related occupations, 195 were in other occupations, and nine were employed part-time. There were 16 unemployed graduates and the status of 30 additional graduates was not known. Four female graduates included in the total were not included in other classifications. Comparable figures are reported for the 1964 follow-up study. Additional information included enrollment by grade level and curriculum area, teachers' salaries, and the occupational classifications of young farmers. (EM)

VT 000 565 E3 018 542

Magisos, Joel

Occupations of Former Vocational Agriculture Students in the State of Washington.

Washington State Univ., Pullman. Dept. of Education
Washington State Board for Vocational Education, Olympia. Agricultural Education Div.
EDRS PRICE MF-\$0.25 HC-\$1.00
Pub Date - Jun66 23p.

*OFF FARM AGRICULTURAL OCCUPATIONS; GRADUATE SURVEYS; HIGH SCHOOL GRADUATES; DROPOUTS; *FARMERS; *VOCATIONAL FOLLOWUP; *VOCATIONAL AGRICULTURE
WASHINGTON

The objectives of the study were to determine the occupational status of former students, the extent to which their employment was related to training in vocational agriculture, the effect of enrollment tenure on eventual employment, and the employment rate. The sample from 12 schools included 794 former students who graduated or dropped out of high school during the school years 1955-56, 1958-59, 1961-62, and 1964-65. Of the former students, 10.78 percent were in full- or part-time farming, 15.75 percent in off-farm agricultural occupations, and 11.95 percent in mechanical occupations. Of the total sample, 24.19 percent were unavailable for employment, military service being the principal reason. Unemployment was 0.33 percent, representing only two individuals. Less than four percent of the former students were unknown to the data gatherers. It was concluded that (1) 38.47 percent of the former students were in occupations related to vocational agriculture, (2) Longer enrollment in the program seemed to increase chances of eventual employment related to vocational agriculture, and (3) Unemployment among former students was negligible. (JM)

VT 000 566

Clark, Raymond M.

Training for Off-Farm Agricultural Occupations, Report of an Experimental Program in Vocational Education, 1962-64. Supplement.

Michigan State Univ., East Lansing. Coll. of Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun64 38p.

*OFF FARM AGRICULTURAL OCCUPATIONS; *COOPERATIVE EDUCATION; VOCATIONAL AGRICULTURE; DISTRIBUTIVE EDUCATION;
*PROGRAM EVALUATION; PROGRAM ATTITUDES; HIGH SCHOOL GRADUATES; HIGH SCHOOLS; TRADE AND INDUSTRIAL EDUCATION; *EXPERIMENTAL PROGRAMS; *GRADUATE SURVEYS; OFFICE OCCUPATIONS EDUCATION
MICHIGAN; ELKTON; PIGEON; BAY PORT

The second year of a cooperative education program conducted experimentally in the Elkton-Pigeon-Bay Port School System is described and evaluated. Responses to evaluation questionnaires are reported for former students, current students, and cooperating employers. Of 18 former students who had been enrolled in the program in the 1962-63 school year, 13 returned questionnaires. They reported that the program had been of benefit to them. Most were employed or in continuing education, and all would recommend the program to others. The 20 students in the program in 1963-64 school year were even more positive in their response. Cooperating employers appraised the program favorably. Local school administrators were enthusiastic about the program, citing increasing enrollment and benefits to school, community, and students. The lack of instructional materials and teacher time were the main problems. The full report is VT 000 568. (JM)

VT 000 662

A Guide for the Review of a Program in Agricultural Education.

A

New York State Education Dept., Albany. Cooperative Review Service
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr65 13p.

GUIDELINES; CHECK LISTS; HIGH SCHOOLS; *VOCATIONAL AGRICULTURE; *PROGRAM EVALUATION

Attention is focused on the teaching and learning process in this instrument for the evaluation of vocational agriculture programs. Forms are included for review of: (1) program objectives, (2) program organization and administration, (3) curriculum materials and planning, (4) instructional activities and methods, (5) facilities, (6) selection, placement and followup, (7) public and professional relationships, and (8) program evaluation. Each section outlines a number of criteria which may be marked either as a strong aspect or one which needs improvement. A summary form provides space and guidelines for describing outstanding aspects, areas of weakness, means being used to overcome weaknesses, and suggestions for further improvement. (JM)

VT 000 673

Cloyd, Helen M., And Others

Follow-Up Study of Business Education Graduates of Selected High Schools in Michigan.

Delta Pi Epsilon, East Lansing, Mich. Alpha Lambda Chapter
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 25May64 9p.

*GRADUATE SURVEYS; *HIGH SCHOOL GRADUATES; *BUSINESS EDUCATION; QUESTIONNAIRES; VOCATIONAL FOLLOWUP
MICHIGAN

An analysis of beginning jobs of the June, 1962, business education high school graduates was the basis for this study. Of the 641 business education graduates from 17 Michigan high schools who returned survey questionnaires, 443 indicated that they were employed as of January, 1963. The job classifications reported were office clerk (23 percent), retail clerk (20 percent), stenographer-secretary (17 percent), typist (10 percent), accounting clerk (7 percent), and others (23 percent). Predominant duties of the beginning workers involved the use of the typewriter, adding machine, and other office machines, and the performance of clerical office tasks. Shorthand appears as a small part of the office worker's duties, as it ranked lowest among the office duties of the beginning workers. Bookkeeping duties did not appear to be concentrated on any one stage of the bookkeeping process. The retail worker found greater opportunity for employment in the chain store and a majority of those employed in selling occupations were engaged in direct selling duties. The survey disclosed that 63 percent of the cooperative training students remained with the employer with whom they had taken their work training. (PS)

VT 000 781

McMahon, Gordon G.
Practical Nurse Education in Ohio.

Ohio State Dept. of Education, Columbus. Trade and Industrial Education Service
Ohio State Univ., Columbus. College of Education
MF AVAILABLE IN VT-ERIC SET.
OSDE-TIES-Res-Bul-37.
Pub Date - 64 35p.

*PRACTICAL NURSES; *HEALTH OCCUPATIONS EDUCATION; *PROGRAM EVALUATION; *CURRICULUM; SURVEYS; TEACHER ATTITUDES; EMPLOYEE ATTITUDES; ADMINISTRATOR ATTITUDES; PROGRAM ADMINISTRATION
OHIO

To test the hypothesis that instruction provided by the schools for practical nursing in Ohio is consistent with the daily work assignments received by the graduate practical nurse and that no additional training is needed to prepare the practical nurse for her occupation, information was gathered directly from: (1) currently employed licensed practical nurses, (2) clinical instructors in schools of practical nursing, and (3) the coordinators or directors of the schools concerned. The five survey instruments used to collect data were: (1) Instruction and Inquiry for Clinical Instructors, (2) Questionnaire for the Licensed Practical Nurses, (3) General Information Questionnaire for Licensed Practical Nurses, (4) General Information Questionnaire for Coordinators of Schools of Practical Nursing, and (5) Checklist for Coordinators and Clinical Instructors. Two of the nine conclusions were: (1) There seems to be no general conformity among the schools with respect to the curriculum or the choice of teaching materials, and (2) Present student selection devices are inadequate. Two of the seven recommendations were (1) that a basic philosophy of practical nurse education in publicly-supported schools be formulated and accepted by students, clinical instructors, and coordinators, and (2) that each faculty member make herself aware of the actual work situation in the hospital in which she serves, in order that she may not unwittingly mislead practical nurse students as to what they may expect in subsequent employment. This is a summary of a doctoral dissertation "Comparison of Work Assignments with Training in Ohio Public Schools of Practical Nursing," submitted to Ohio State University. (EM)

VT 000 919

Woodin, Ralph J.
Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.

Ohio State Univ., Columbus. Center for Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 6p.

*VOCATIONAL AGRICULTURE; *PROGRAM EVALUATION; *EVALUATION TECHNIQUES; GUIDELINES; SPEECHES

Previous difficulties in evaluating programs have included uneven emphasis on certain aspects, criteria imposed from outside, voluminous and complicated instruments, and sporadic efforts utilizing obsolete objectives as a basis. Basic assumptions indicate the type of evaluation instrument needed: (1) Social units are the basic units to be evaluated, (2) Combinations of self and outside evaluation are most effective, (3) Evaluation should be on a continuing basis, (4) Clientele should be involved, (5) Instruments should be comprehensive without being voluminous, (6) Initiative for requesting evaluation should be left to the local unit, and (7) Teacher education and supervisory staffs should assist in carrying out the evaluation. Instruments should: (1) be based on accepted educational objectives, (2) include important aspects of the program, (3) be applicable to separate areas of the program, (4) be adaptable to both self and group evaluation, (5) be understandable to lay and professional people, (6) require a minimum of paperwork, (7) include guidance to the user, (8) include an opportunity for subjective judgment, (9) provide comparison to norms, (10) include opportunity for longitudinal evaluation, (11) provide a brief summary, and (12) conclude with implications for the future. Involvement in instrument development of those to be evaluated is essential. This paper is published in "Report of a National Seminar, Evaluation and Program Planning in Agricultural Education" (VT 001 099). (JM)

VT 001 197

Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.

South Carolina State Dept. of Education, Columbia
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Feb64 45p.

*VOCATIONAL AGRICULTURE; *EVALUATION CRITERIA; *PROGRAM EVALUATION; *SELF EVALUATION; *EVALUATION TECHNIQUES; CHECK LISTS

Local evaluation committees can use this three-part instrument to evaluate and project adjustments in vocational agriculture programs. Instructions for assembling supplemental materials, completing checklists, and preparing a summary of the evaluation are given. Steps in conducting the study are: (1) Appoint committee, (2) Secure, record, and make available supplemental information, (3) Use supplemental information, interviews, records, and observations to rate items in the checklist, (4) Evaluate each checklist phase, (5) Record strengths, weaknesses, and recommendations, and (6) Distribute copies of the completed evaluation to teacher, administrator, and supervisor. The instrument includes sections for: (1) assessment of community situation, (2) evaluation of program planning and development, in-school programs, out-of-school programs, physical facilities, professional improvement, and local school and community relationships, and (3) summation of strengths, weaknesses, and recommendations. (JM)

VT 001 204

A Guide for Constructing Classroom Tests in Business Arithmetic.

New York State Education Dept., Albany. Bureau of Business and Distributive Education

MF AVAILABLE IN VT-ERIC SET.

Publications Distribution Unit, State Education Department, Room 169, Education Building, Albany, New York 12224 (\$.25).

Pub Date - 63 24p.

*GUIDELINES; *BUSINESS EDUCATION; *TEST CONSTRUCTION; *ARITHMETIC; TESTS; HIGH SCHOOLS

Developed by the State staff of business and distributive education in cooperation with the Bureau of Test Development, this guide provides teachers with a brief description of the common objectives in a business arithmetic course, suggestions concerning the technical aspects of test construction, and questions designed to illustrate ways of measuring the high school student's mastery of essential arithmetic skills. Sample questions illustrate mental and written fundamental calculations, computations and method selections in problem solving, and construction and interpretation of tables and graphs. (PS)

VT 001 241

Industrial Arts Education in Escambia County, A Report of the Findings and Recommendations of the Survey Committee.

Florida State Dept. of Education, Tallahassee

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 13May64 40p.

*INDUSTRIAL ARTS; *PROGRAM EVALUATION; *TEACHER EVALUATION; EDUCATIONAL EQUIPMENT; *CURRICULUM EVALUATION; HIGH SCHOOLS
ESCAMBIA COUNTY; FLORIDA

A four-man committee spent February 3-7, 1964 (1) reviewing the industrial arts program, (2) observing facilities and classes, (3) interviewing the teachers, students, and principals, and (4) securing related information. Evaluation checklists covered: (1) personal qualities of the teacher, (2) professional preparation, (3) instructional preparation, (4) teaching methods, (5) shop management practices, (6) teacher's professional activities, (7) plans for program improvement, (8) characteristics of facilities and equipment, and (9) safety provisions. Specific findings and recommendations, based on collected data, are given for 16 secondary schools. Some general conclusions were: (1) Lesson planning is not being done, (2) Discipline is good, (3) Content level is too elementary, (4) Shop libraries are inadequate, (5) Evaluation is subjective, and (6) Instruction is not designed for varying ability. Some general recommendations were (1) Methods for improving instruction should be established, (2) Junior high programs should be exploratory feeder concept, (3) The budget for consumable supplies should be at least two dollars per pupil, (4) Programs for Negroes should contain projects and study areas which will upgrade the home and community, and (5) Only quality machinery should be purchased. The evaluation form is included. (EM)

VT 001 382

Applegarth, Boyd; Fish, Lawrence D.A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.

Oregon Univ., Eugene. Bureau of Educational Research

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jul65 155p.

*EMPLOYMENT OPPORTUNITIES; *VOCATIONAL EDUCATION; HIGH SCHOOLS; *PROGRAM EVALUATION; OCCUPATIONAL SURVEYS; SURVEYS; HIGH SCHOOL STUDENTS; EDUCATIONAL INTEREST; EMPLOYMENT PROJECTIONS; ECONOMIC FACTORS; LABOR FORCE; ADMINISTRATOR ATTITUDES; VOCATIONAL FOLLOWUP; TEACHER ATTITUDES; SCHOOL LIBRARIES; VOCATIONAL EDUCATION TEACHERS; OCCUPATIONAL GUIDANCE; EDUCATIONAL FACILITIES
COLUMBIA COUNTY; OREGON

The purpose of the study was to examine the existing vocational education programs of the five high schools in the county and their relationships to occupational opportunities available to Columbia County youth. Data to determine employment distribution and occupational needs were obtained from the Oregon Department of Employment for all major nonagricultural industry divisions, second quarter of 1964, and a sampling of employers in each major industrial division. The sample accounted for approximately 50 percent of the total employment in each division. Employers completed a report form providing present and previous employment information. Each school principal was contacted for information about vocational programs. Vocational education courses were offered in areas of trade and industrial education, business and office education, home economics education, and vocational agriculture education. There were no offerings in distribution education. The greatest need for employees in 2 and 5 years would be in skilled, clerical, sales, and service occupations. The philosophies of the five school districts indicated that vocational education had a minor role in the central purpose of the schools. In general, vocational education in Columbia County had little relationship to current and projected employment needs within and around the county. Recommendations included (1) Establishing an area vocational school, (2) Updating the curriculum and the vocational library, (3) Educating for jobs outside the county, and (4) Establishing a vocational guidance program and a placement program. (SL)

VT 001 435

ED 018 574

Survey of Currently Employed Nurse Aides in Chicago.

Chicago Board of Education, Ill. Dept. of Vocational and Practical Arts Education

EDRS PRICE MF-\$0.25 HC-\$1.40

Pub Date - 66 33p.

*NURSES AIDES; HEALTH OCCUPATIONS EDUCATION; PROGRAM DEVELOPMENT; INDIVIDUAL CHARACTERISTICS; *TESTING PROGRAMS; EMPLOYMENT QUALIFICATIONS; *ABILITY
CHICAGO; ILLINOIS

The purposes of a demonstration program in health occupations were to set up an advisory committee to determine specific occupations to be given priority for training, to conduct a testing program among current workers in the health occupations, and to conduct a recruitment program. The advisory committee recommended that an educational program be initiated for the subprofessional personnel. As one important subprofessional group, nurse aides were chosen to participate in the testing program to determine the ability thresholds necessary for successful job performance. The California Capacity Questionnaire, the Nelson Reading Test, a Performance Assessment Form, and a pretest identification form were administered to 1,136 aides in 29 institutions. Some findings were: (1) The general mental ability of the nurse aides ranged from 50 to 140, and the reading level ranged from below the second grade to above the 10th, (2) Unmarried "nursing" aides received lower ratings than the married in quality of care given, ability to organize and complete an assignment, and care of the incontinent, (3) The younger "nursing" aides were rated lower than the older in economical use of supplies, and (4) 66 percent were rated as average performers and 31 percent above average. Because of the effect of extraneous factors on the test scores, the lower 10 percent were rejected, and the general mental ability threshold for the aides was assigned at 65 and the reading comprehension threshold at the 4.2 grade level. An increased recruitment program for practical nurses and operation room technicians was effected. The aide assessment instrument and a bibliography are included. (BS)

VT 001 480 ED 018 582

Green, George B.; Dawis, Rene V.

Development and Administration of the Youth Opinion Questionnaire. Minnesota Studies in Work Attitudes Technical Report 2.

Minnesota Univ., Minneapolis. Industrial Relations Center

EDRS PRICE MF-\$0.25 HC-\$2.16

Pub Date - Oct66 52p.

*STATISTICAL ANALYSIS; *HIGH SCHOOL STUDENTS; *QUESTIONNAIRES; *WORK ATTITUDES; STUDENT ATTITUDES; SURVEYS; FACTOR ANALYSIS
*YOUTH OPINION QUESTIONNAIRE

The Youth Opinion Questionnaire is being developed as an instrument which measures work attitudes, is appropriate for use with high school age people, and requires 30-40 minutes to complete. It is part of a research project to determine the attitudes (needs, expectations, beliefs, and perceptions) of threshold workers with regard to the world of work, to study the demographic and socioeconomic factors associated with these attitudes, and to investigate the relationship of these attitudes to entry work experience. This report describes the development and refinement of the YOQ from the item data presented in VT 001 437. The refined questionnaire contains 195 items of which 95 employ a rating format (four response choices) and 100 a pair-comparison format. In the administration phase of the project, over 10,000 students in 15 high schools were surveyed with the revised questionnaire. Data from 806 students from one school system were analyzed as to means, standard deviations, and Hoyt internal consistency reliability coefficients for the 29 content scales. With the exception of five scales, the questionnaire showed high internal consistency reliability. Results indicated that the psychometric objectives for the questionnaire have in large measure been attained. The item content of the original forms A, B, C, and the refined form G of the questionnaire and the administration instructions are included. (SL)

VT 001 551 ED 018 589

Jordan, Beth C.; Loving, Rosa H.

Young Women in Virginia, A 10-Year Follow-Up Study of Girls Enrolled in 1954-55 in the Tenth Grade in Virginia High Schools. A Research Contribution to Educational Planning, Vol. 49, No. 1.

Virginia State Board of Education, Richmond. Div. of Educational Research

EDRS PRICE MF-\$0.25 HC-\$1.88

RCEP-49-No-1

Pub Date - Aug66 45p.

*HOMEMAKING EDUCATION; *VOCATIONAL FOLLOWUP; *FEMALES; FAMILY PROBLEMS; ACADEMIC ACHIEVEMENT; ATTITUDES; INDIVIDUAL CHARACTERISTICS; HIGH SCHOOL GRADUATES; DROPOUTS; HOMEMAKING SKILLS; OCCUPATIONAL HOME ECONOMICS; GRADE 10; HOME MANAGEMENT; *PROGRAM EVALUATION; EDUCATIONAL NEEDS; GRADUATE SURVEYS; FAMILY CHARACTERISTICS VIRGINIA

The purposes of this study were to determine the needs for strengthening the homemaking program and for planning programs to prepare young women for occupations using home economics skills and knowledge. Home economics teachers completed data sheets for 2,679 of the 20,000 10th grade girls in Virginia schools in 1954-55. Questionnaires were sent to approximately 2,300 of this sample, and 1,585 responded providing data on their characteristics, and their problems, attitudes, and practices in homemaking. The group was characterized by early marriage and early childbearing, early termination of education at both high school and post-high school levels, home ownership, a moderate level of income, paid employment, and short-time enrollment in home economics. Problems chiefly concerned adjusting to new situations and to the role and responsibilities of a homemaker. The subjects having longer enrollment in home economics courses seemed to have more positive attitudes toward the homemaker's role and preparation for it, more interest in preparing for employment in home economics occupations, and a higher regard for education beyond high school. Graduates, compared with nongraduates, were more interested in training for home economics wage-earning occupations, were more frequently employed, had higher incomes, and had superior practices of managing income. Implications for homemaking programs concerned (1) increased attention to homemaking and wage-earning training, (2) expansion to include more girls for a longer period, including post-high school professional training, (3) provision for adult courses, and (4) improvement of homemaking courses. Tabular data and some participant reactions and comments are included. (BS)

VT 002 156

Loudermilk, Kenneth M.

A Follow-Up Study of Vocational Students at North Idaho Junior College.

Idaho Occupational Research Unit, Moscow

MF AVAILABLE IN VT-ERIC SET.

OEC-5-85-118

Pub Date - Jul67 56p.

*TRADE AND INDUSTRIAL EDUCATION; *JUNIOR COLLEGES; *EDUCATIONAL PROGRAMS; *VOCATIONAL ADJUSTMENT; EDUCATIONAL EXPERIENCE; AUTO BODY REPAIRMEN; AUTO MECHANICS (OCCUPATION); ELECTRONIC TECHNICIANS; *VOCATIONAL FOLLOWUP; PROGRAM EVALUATION
*NORTHERN IDAHO JUNIOR COLLEGE; IDAHO

Fifteen of 25 graduates and dropouts formerly enrolled in Automobile and Body and Fender Repair, 32 of 70 formerly enrolled in Automobile Mechanics, and 54 of 73 formerly enrolled in Industrial Electronics responded to questionnaires concerning their status since leaving college and their retrospective evaluation of their educational experience. Relatively small numbers and return percentages for the three groups necessitate caution in the interpretation of the findings which indicate that the majority of respondents were satisfied

with their choice of programs and that the college is doing a commendable job in training. An analysis of the total number of jobs held by the three program groups revealed that the majority were not related to the respondents' programs of training. Of respondents engaged in jobs related to their training, a majority indicated that their education had prepared them for responsibility and advancement while the opposite response was made by those in jobs not related to their training. (HC)

VI 002 313 ED 019 437

Miller, John G.

Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.

New York Univ., N.Y. Center for Field Research and School Service

EDRS PRICE MF-\$0.25 HC-\$1.24

Pub Date - Nov66 29p.

TEST SELECTION; *TRADE AND INDUSTRIAL EDUCATION; VOCATIONAL HIGH SCHOOLS; OCCUPATIONAL CHOICE; *PREDICTIVE ABILITY (TESTING); GRADE 12; *ADMISSION CRITERIA; STUDENT ABILITY; STANDARDIZED TESTS; TEST DEVELOPMENT; ACHIEVEMENT TESTS; *TESTING PROGRAMS
CONNECTICUT

The Flanagan Aptitude Classification Test, the Gordon Occupational Check List, the Stanford Achievement Test, the Primary Mental Abilities Test, and the Gordon Survey of Interpersonal Values were administered in a pilot study undertaken as part of a larger study designed to define more effective instruments for identifying vocationally talented students. Comprehensive achievement tests in trade machine shop and trade electrical shop were developed by curriculum specialists to be used as criteria measures and were administered with the predictive test battery to about 200 grade 12 students enrolled in trade programs as six selected vocational-technical schools. An analysis of school records and teacher marks indicated that a majority of students who scored above the mean on the achievement instrument were scholastically in the upper one-third of their vocational group and had intelligence quotients of above 100. Use of the Survey of Interpersonal Values and the Occupational Check List showed little difference between the responses of successful and unsuccessful students. The correlation of scores on the predictive test battery with those on the achievement instruments indicated that all of the test had some degree of predictive value. The predictive test battery was reduced and administered to all students entering vocational-technical schools in the fall of 1966. Following suggested recommendations, the scores will be used for future comparisons and refinements of the test battery. (HC)

VT 002 432

Evaluation Results for Leadership Development Seminars I, II, III, Vocational-Technical Education.

Maryland Univ., College Park
MF AVAILABLE IN VT-ERIC SET.

OEG-2-6-062188-0732

08

BR-6-2188

Pub Date - 66 5p.

*PROGRAM EVALUATION; *LEADERSHIP TRAINING; *SEMINARS; CHANGING ATTITUDES; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION

An inventory-evaluation sheet was developed to measure changes in attitudes and understandings of participants in three leadership development seminars for vocational and technical personnel, two held at the University of Maryland (reported in ED 010 629 and ED 010 630) and the third at Tahoe, California, (reported in ED 010 631) 1966. The instrument was used as a pre and a post test and the differences in mean scores were calculated for each item for each seminar. An increase was found for each item. The greatest change occurred on the item, "My understanding of the leadership development process," with the most change occurring during Seminar II. Participants completing open ended evaluation forms at the end of each semester judged as most worthwhile (1) learning different conference procedure methods, better knowledge of conference tools and techniques, and leadership skills, and (2) meeting in informal sessions outside the scheduled day. They judged the Task Force to be least worthwhile because too much time was spent on it, the situation was artificial, and too few materials were available. Tabular data give the mean pre- and post-test scores and mean difference for each item for all three seminars. (EM)

VT 003 205 ED 018 613

Baldwin, Thomas S.

The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.

North Carolina Univ., Raleigh. N.C. State Univ.
EDRS PRICE MF-\$0.25 HC-\$0.56

OEG-2-6-000517-0585

BR-6-0517

Pub Date - 2Mar67 12p.

RESEARCH PROJECTS; *ACHIEVEMENT TESTS; *TEST CONSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION; TECHNICAL EDUCATION; TACTUAL PERCEPTION; CURRICULUM; AUDITORY PERCEPTION
NORTH CAROLINA

During the first year of the project, to discover more adequate ways of measuring important tactile-kinesthetic modalities, approximately 40 instructors within the North Carolina Department of Community Colleges and Technical Institutes, working with project staff members, completed a curriculum analysis for the technical or trade specialty in each of the seven areas for which tests are being developed and compiled a pool of from 500 to 800 test items for each curriculum. These items were constructed to represent each topic into which each curriculum had been divided, and the 4 levels of classifying educational objectives which were accepted by the project staff--knowledge, understanding, and two levels of application. Paper and pencil tests were completed in electronics technology and electronics data processing technology. Two analogous forms of the test in each technical area were developed, and item and factor analyses will determine the most appropriate items for each form of the final tests. Paper and pencil tests and performance tests in the other five areas are in the process of development. Standardized data from student records is to be studied to determine its relationship to any of the factors of achievement identified through factor analysis. An experimental section established within the project will conduct basic investigations concerning the auditory, visual, kinesthetic, and olfactory senses. Thirty institutions, representing over 95 percent of the total North Carolina enrollment in each of the seven areas, have agreed to participate in the project. The project has been completely staffed, an advisory committee has been formed, and several nationally known consultants have been secured for the project. Other progress reports are VT 003 315, VT 003 699, VT 005 199, and VT 005 200. (HC)

VT 003 232 ED 018 616

Forsyth, G.R.; Nininger, J.R.

Expanding Employability in Ontario, An Assessment of the Federal-Provincial Program for Training and Upgrading the Skills of the Unemployed and Its Implications for Governments, Business, and Labour.

Ontario Economic Council, Toronto

EDRS PRICE MF-\$0.50 HC-\$2.96

Pub Date - May66 72p.

*MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; *JOB TRAINING; *UNEMPLOYED; PROGRAM DESCRIPTIONS; *PROGRAM EFFECTIVENESS; *PROGRAM EVALUATION; FEDERAL LAWS; FEDERAL PROGRAMS; STATE PROGRAMS; JOB PLACEMENT; GOVERNMENT ROLE; INDIVIDUAL CHARACTERISTICS; EMPLOYERS
ONTARIO; *PROGRAM 5

Program 5 training for the unemployed came into existence under the Technical and Vocational Training Assistance Act of 1960. This study was conducted to evaluate the program's effectiveness and provide guidelines for its future operation. The study concentrated on (1) the program trainees, (2) employer knowledge, attitudes, and use of the trainees, and (3) the administrative aspects of the program. Data from personal interviews and mailed questionnaires indicated that the program had been highly successful by almost every measure available. The enrollment grew from 500 in 1960 to 23,000 in 1964 which represented almost 28 percent of the unemployed. Nearly 70 percent of the trainees found employment within a month after graduation. The completion rate of the training programs varied between 40 and 60 percent with many of those who dropped out doing so to accept employment. The program's lack of well-defined objectives at all levels of operation complicated the development of effective policies and performance measures. Employers were not informed about the purposes of the program and there were no effective means of keeping the program abreast of employer needs. The many recommendations are grouped under the headings (1) Role of Government in Education and Manpower Development, (2) Awareness of the Need for Manpower Training, (3) Testing and Counseling: Personnel and Facilities, (4) The Role of the National Employment Service, (5) Measures of Program Performance, and (6) Needs of the Individual Trainee. The research design, a nonresponse analysis, a list of courses offered in Ontario, an explanation of student living allowances, and completion record forms are included in the appendixes. (HC)

VT 003 247

Lee, Allen

Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.

California Univ., Berkeley. School of Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 6Jan67 47p.

*VOCATIONAL EDUCATION; *EDUCATIONAL ADMINISTRATION; QUESTIONNAIRES; RATING SCALES; *OPINIONS; STATE SUPERVISORS; *EVALUATION; TECHNICAL EDUCATION; *STATE DEPARTMENTS OF EDUCATION; NATIONAL SURVEYS

This document is an instrument designed to obtain perception of the current administration of vocational-technical administration at the state level. It was developed by the Program for Research and Development in Vocational-Technical Education, University of California and includes a personal data sheet, and eight groups of objective-type questions to ascertain perceptions, opinions, and suggestions for maintaining the current status or for making changes in vocational-technical administration. Instructions precede and a sheet for comments and suggestions on the interview questions or other pertinent questions follows each section. "Identification and Development of Instruments for a Study of Expectations and Perceptions of the State Vocational-Technical Education Agencies and Their Influences Upon Local Programs" (ED 013 362) contains the rationale and development of this instrument and a copy of the instrument. (MM)

VT 003 315 ED 018 629

The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.

North Carolina State Univ., Raleigh

EDRS PRICE MF-\$0.25 HC-\$1.80

OEG-2-6-000517-0585

08

BR-5-1319

Pub Date - 66 43p.

*ACHIEVEMENT TESTS; *TEST CONSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION; RESEARCH PROJECTS; TECHNICAL EDUCATION; CURRICULUM; PSYCHOMOTOR SKILLS; TACTUAL PERCEPTION; CURRICULUM EVALUATION
NORTH CAROLINA

The 11 institutions agreeing to participate in the study to discover more adequate ways of measuring important tactile-kinesthetic modalities were visited, and the operating procedures and information on what would be expected of each institution were outlined. Approximately 20 instructors began work on a detailed curriculum analysis in their respective areas and on the development of items from which a preliminary form of a comprehensive examination will be made. A preliminary form of a comprehensive electronics technology examination and results from 41 students who took the examination 2 years ago were made available by the Curriculum Laboratory, North Carolina Department of Community Colleges. Statistical analyses were performed, and it is felt that this examination may form a nucleus for the paper and pencil test to be developed. The staff decided to attempt to measure tactile-kinesthetic sensitivity by an experiment utilizing the psychophysical approach. Specialized apparatus was designed and contracted for construction. The appendixes contain (1) an amendment to the research project, to provide a basic research effort directed toward obtaining answers to some of the questions emanating from the achievement test development, and (2) working papers titled "Tactile-Kinesthetic Sensitivity Experiment" and "The Assessment of Trade and Technical Education Courses--The Use of Instructor and Peer Ratings as Intermediate Criteria of Curricula Effectiveness." A bibliography is included. Other progress reports are VT 003 205, VT 003 699, VT 005 199, and VT 005 200. (HC)

VT 004 045

McCrystal, Thomas J.

A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966. Research Report 6.

North Dakota Univ., Grand Forks

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun67 19p.

SURVEYS; *PARENT ATTITUDES; *VOCATIONAL EDUCATION; *PARENTAL ASPIRATION; *EDUCATIONAL ATTITUDES; MOBILITY; ADULT EDUCATION; QUESTIONNAIRES; HIGH SCHOOL STUDENTS; GRADE 12
NORTH DAKOTA

Questionnaires returned by 2,674 parents in 23 counties revealed their opinions on community schools, vocational training, reasons for not attending vocational school, themselves, adult education, and mobility. The "average" parent was in his late forties, had lived most of his life in the state, had completed grade 11, had a strong interest in his schools and little doubt that high school training is of great importance. About half of the parents thought more vocational training was needed in their community and accounting, bookkeeping and secretarial training was that most desired. Nearly two-thirds planned for their children to attend college, and 54 percent wanted them to have vocational training after high school. About one-third said their children were not interested in vocational school. Parents and guardians saw themselves as being helpful or extremely helpful in their children's career planning. Half expressed an interest in adult education, and would like to continue their high school education. Over 80 percent said they had no intention of moving from their present community. A copy of the questionnaire is included. (MM)

VT 004 456 ED 017 691

Test Administrator's Manual for the Vocational Education Test Battery.

George Washington Univ., Washington, D.C. School of Education

EDRS PRICE MF-\$0.25 HC-\$1.00

BR-5-0061

Pub Date - 65 23p.

*VOCATIONAL APTITUDES; *STANDARDIZED TESTS; *APTITUDE TESTS; *NATIONAL NORMS; *TESTING; VOCATIONAL EDUCATION; TEST RESULTS; HIGH SCHOOL STUDENTS
*VOCATIONAL EDUCATION TEST BATTERY; *PROJECT TALENT

The standardized instructions in this manual are for administering the test battery used with the research project "Development of a Curriculum and Materials for Teaching Basic Vocational Talents," (VT 004 454). This test battery was adapted from the test battery developed by the staff of Project Talent under three separate contracts with the Cooperative Research Branch, the Office of Education, and the Department of Health, Education, and Welfare. The norms are based upon a national sample of approximately 440,000 school students and were reported in "The American High School Students," (ED 002 224) and "Studies of a Complete Age Group--Age 15," (ED 003 858) which gives norms for 15-year-old boys and girls both separately and combined. The norms for the tests used in this battery are given in the appendix to this manual. Related documents are VT 004 454 through VT 004 471. (EM)

VT 004 937 ED 019 492

Nelson, Helen Y.; Jacoby, Gertrude P.

Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.

New York State College of Home Economics, Ithaca

EDRS PRICE MF-\$0.75 HC-\$6.84

OEC-5-85-110

BR-5-0043

Pub Date - Oct67 169p.

*OCCUPATIONAL HOME ECONOMICS; *PROGRAM EVALUATION; PILOT PROJECTS; *STUDENT EVALUATION; CHILD CARE WORKERS; COUNSELOR ATTITUDES; TEACHER ATTITUDES; PERSONNEL EVALUATION; PROGRAM EFFECTIVENESS; ENROLLMENT INFLUENCES; STUDENT CHARACTERISTICS; HIGH SCHOOLS; RATING SCALES; VOCATIONAL FOLLOWUP; FOOD SERVICE WORKERS; WORK ATTITUDES; STUDENT ATTITUDES; SKILL DEVELOPMENT; JOB SKILLS
NEW YORK

Twelve pilot programs for training food service workers and child care center aides for entry-level jobs were studied (1) to evaluate student progress towards specific objectives related to knowledge, job competencies, and work attitudes, (2) determine the relationship of student success in the course and on the jobs to student characteristics, and (3) provide by means of descriptive data, answers to questions of general interest to occupational education. Descriptive rating scales measuring occupational skills, a questionnaire measuring motivation for enrollment and achievement tests were administered to 138 students as pre- and post-tests. Rating scales for the followup study and questionnaires to secure guidance counselor and teacher information were also used. Data analyses included developing an index of student success and correlating it with student characteristics, correlating test scores for a total sample with selected variables, and determining the best predictors of helpful work attitudes and employer requirements by multiple regression analysis of two rating scales. The variable most often contributing to student success in occupational education were self-confidence, academic ability, and positive attitudes toward school and toward working with others. A successful program in home economics occupational education was characterized by provision of outside work experience, classes of reasonable size, potential dropouts staying in school, student acceptance of the course and the occupation for which it trained, a positive teacher, administrative support, personal guidance, and an advisory committee which included outside employers. (FP)

VT 005 046

Ehresman, Norman D., And Others

A Review and Synthesis of Research Relating to Vocational Education in North Dakota. Research Report 10.

North Dakota Univ., Grand Forks

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jan68 58p.

*VOCATIONAL EDUCATION; HIGH SCHOOLS; ADULT VOCATIONAL EDUCATION; POST SECONDARY EDUCATION; POPULATION TRENDS; EMPLOYMENT OPPORTUNITIES; EDUCATIONAL NEEDS; *PROGRAM EVALUATION; JOB TRAINING; FEDERAL PROGRAMS; *STATE PROGRAMS; SURVEYS; TECHNICAL EDUCATION; EDUCATIONAL GOALS
NORTH DAKOTA

This study was designed to analyze the adequacy of present training programs and the needs to provide a sound basis for further development of vocational education in North Dakota. The project was initiated at the request of the State Director of Vocational Education and the State Board for Vocational Education. A rationale for vocational education and goals for occupational education were presented in support of the study. State agency annual descriptive and statistical reports provided information on the facilities and services currently available in (1) programs of vocational education at the secondary, adult, and post-secondary levels, (2) supplementary programs such as Manpower Development and Training Act, Rural Area Redevelopment, Job Corps, labor unions, and private vocational school, and (3) ancillary services. Studies, technical reports, U.S. Department of Labor reports, and other publications provided information on national, regional, and state population, education, and employment. A Research Coordinating Unit survey furnished information about employer's vocational needs and opinions about vocational education programs. It was concluded that the vocational education program in North Dakota is not adequate for the present needs of its people. Based on the findings, recommendations were made for expanded programs of education for vocational education teachers,

reorganized and expanded administration and supervision, expanded vocational programs at all levels, the development of a research section within the Department of Vocational-Technical Education, and the development of more efficient ways of administering and financing vocational education in North Dakota. (HC)

VT 005 194 ED 018 666

Addison, Robert T., And Others

A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools (A Trial Document).

Ohio State Dept. of Education, Columbus. Div. of Vocational Education
EDRS PRICE MF-\$0.25 HC-\$1.68

OSDE-8u11-4

Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University,
1885 Neil Avenue, Columbus, Ohio 43210 (\$1.00).
Pub Date - Jun67 40p.

*PROGRAM EVALUATION; *EVALUATION CRITERIA; CHECK LISTS; *BUSINESS EDUCATION; HIGH SCHOOLS; *SELF EVALUATION;
COOPERATIVE EDUCATION; *OFFICE OCCUPATIONS EDUCATION

Instructions, the philosophy of the evaluative procedure, and the philosophy and objectives of business education programs preface the self-evaluation instrument which was compiled from a master's thesis submitted to the Ohio State University in 1960 and a report of a workshop held at the University of Toledo in 1966. A checklist of provisions, conditions, or characteristics found in a good business and office education program and a section of evaluation items to be judged by use of a five-point rating scale are provided for each of the following: (1) Organization and Administration of the Business and Office Education Programs, (2) Nature of Offerings, (3) Physical Facilities and Equipment, (4) Instruction--Staff, (5) Instruction--Activities, (6) Instruction--Materials and Resources, (7) Evaluation, and (8) Guidance, Placement, and Followup. A separate evaluation instrument for cooperative office education covers: (1) Public Relations, (2) Coordination, (3) Work Stations, and (4) Selection of Students. Forms for the evaluator's summary and a departmental profile are included. (PS)

VT 005 199 ED 018 668

Baldwin, Thomas S.

The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.

North Carolina State Univ., Raleigh
EDRS PRICE MF-\$0.25 HC-\$0.32

BR-5-1319

OEG-2-6-000517-0585

08

Pub Date - 1Jun66 6p.

*ACHIEVEMENT TESTS; *TEST CONSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION; RESEARCH PROJECTS; TECHNICAL
EDUCATION; PSYCHOMOTOR SKILLS; CURRICULUM
NORTH CAROLINA

Preliminary work on developing the conceptual framework into which psychomotor behaviors can be categorized involved designing studies to discover the dimensionality of the tactile-kinesthetic sense modalities in order that their modifications as a function of training can be studied. The important changes that occur in acquiring the skills being studied have to do with the problem of tactile-kinesthetic perception. The seven curriculum areas with which the project is concerned are being analyzed by a psychologist, an industrial education specialist, and subject matter experts so that the cognitive and psychomotor behaviors that are intended to be taught can be specified in behavioral terms. Thirteen North Carolina technical institutes and community colleges have tentatively been selected for participation in the project. All full-time positions on the project have been filled, and five consultants have been contacted and have agreed to serve. Other progress reports are VT 003 205, VT 003 315, VT 003 699, and VT 005 200. (HC)

VT 005 200 ED 018 669

Baldwin, Thomas S.

The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.

North Carolina State Univ., Raleigh
EDRS PRICE MF-\$0.25 HC-\$1.08

BR-6-1319

OEG-2-6-000517-0585

08

Pub Date - 67 25p.

*ACHIEVEMENT TESTS; *TEST CONSTRUCTION; *TRADE AND INDUSTRIAL EDUCATION; *PERFORMANCE TESTS; TECHNICAL
EDUCATION; RESEARCH PROJECTS; CURRICULUM; ELECTRON CS; ELECTRONIC DATA PROCESSING; TESTING PROGRAMS; COGNITIVE
TESTS

Two forms of paper and pencil achievement tests were assembled in four and one form was assembled in the other of the five trade curriculum areas in which the project is developing achievement measures. Design and production of 10 of the 12 measures of performance for the five areas were completed. Nine hours of testing time were requested of the participating institutions for administering the paper and pencil performance and reference tests, and testing was begun. Tests in the two technologies included in the project were administered to 179 students in electronic data processing and to 338 students in electronics technology in 10 institutions in five different states. To identify the factors isolated through factor analysis, several tests which measure relatively pure factors of intelligence are to be used in the project testing program. These were selected from the "Kit of Reference Tests for Cognitive Factors," described in the appendix. A description of each performance test is included. Other progress reports are VT 003 205, VT 003 315, VT 003 699, and VT 005 199. (HC)

VT 005 223

Grabowski, Donald J.

Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.

New York State Dept. of Labor, Albany
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Oct67 88p.

*ADULT VOCATIONAL EDUCATION; EMPLOYMENT EXPERIENCE; PROGRAM COSTS; *PROGRAM EFFECTIVENESS; *PROGRAM
EVALUATION; *COST EFFECTIVENESS; FEDERAL LEGISLATION; STATE LEGISLATION; STUDENT CHARACTERISTICS; FEDERAL

PROGRAMS; STATE PROGRAMS; VOCATIONAL TRAINING CENTERS; ON THE JOB TRAINING; EDUCATIONAL PROGRAMS; FEDERAL STATE RELATIONSHIP; TABLES (DATA)
*MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS; NEW YORK; MDTA PROGRAMS;

Two basic objectives of this study were to evaluate state-operated manpower training programs (based on a representative sample of 25 selected programs) on a cost-benefit relationship basis and to evaluate a larger universe of state-operated programs from a cost-effectiveness viewpoint. The latter portion of the survey included most (310) of the institutional programs completed since 1962 and all on-the-job training (OJT) projects from 1963 through 1967 which were developed by the staff of New York's Division of Manpower. Among the highlights of the study were: (1) For institutional trainees, the average earnings gain was 54 cents for every dollar invested by the government in training, (2) For OJT trainees, the earnings gain was \$2.10 for every dollar invested by the government, (3) The educational level of trainees dropped steadily (over 47 percent lack a high school diploma), and younger persons, aged 19 to 34, made up the largest group among the trainees, (4) 72 percent of the institutional trainees who completed training had a job at the time of the last report to the Division of Employment, while 92 percent of the OJT trainees were employed at the completion of their training, and (5) 50 OJT contracts involving 118 projects, and more than 20 different institutional training programs are now underway as a result of state financing. Also included are tables, the legislative background of manpower training, part of the State Manpower Training Act, a description of trainee characteristics, and findings of other cost-benefit studies. (ET)

FACILITIES
AND EQUIPMENT
SECTION

VT 001 019

Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.

Colorado State Board for Vocational Education, Denver

MF AVAILABLE IN VT-ERIC SET.

Colorado State Board for Community Colleges and Occupational Education, Room 207 State Services Building, Denver, Colorado 80203 (single copies).

Pub Date - 63 5p.

*VOCATIONAL AGRICULTURE; *EDUCATIONAL FACILITIES; *SCHOOL PLANNING; CLASSROOMS; SCHOOL SHOPS

Supervisors and teacher educators developed this brief guide. Recommendations for planning vocational agriculture facilities cover size, lighting, special equipment, construction materials, heating, equipment storage, and electrical service for offices, classrooms, and shops. (JM)

VT 001 208

National Standard School Shop Safety Inspection Check List.

Joint Safety Committee of the American Vocational Assn. and the National Safety Council

MF AVAILABLE IN VT-ERIC SET.

National Safety Council, 425 North Michigan Avenue, Chicago, Illinois 60611 (\$1.00 for packets of 50).

Pub Date - Jul 64 4p.

*SCHOOL SAFETY; *CHECK LISTS; *INDUSTRIAL ARTS; *STANDARDS; *SCHOOL SHOPS

A safe environment is an essential part of the school shop safety education program. This checklist was developed to standardize the evaluation of shop facilities and equipment. It covers: (1) General Physical Condition, (2) Housekeeping, (3) Equipment, (4) Electrical Installation, (5) Gas, (6) Personal Protection, (7) Instruction, (8) Accident Records, and (9) First Aid. In most categories, space is provided for listing of standards, requirements, or regulations which have local application only. (EM)

VT 001 483 ED 018 583

Coof, Fred S.; Maliche, Eleanor

Office Machines Used in Business Today.

Wayne State Univ., Detroit, Mich.

EDRS PRICE MF-\$0.25 HC-\$2.36

Pub Date - Dec 65 57p.

*OFFICE MACHINES; SURVEYS; *EMPLOYER ATTITUDES; *OFFICE OCCUPATIONS; *EDUCATIONAL NEEDS; OFFICE OCCUPATIONS EDUCATION; QUESTIONNAIRES; EMPLOYMENT QUALIFICATIONS; BUSINESS; ON THE JOB TRAINING; INTERVIEWS
BAY CITY; MICHIGAN

Interviews of 239 businesses of the Bay City Standard Metropolitan Statistical Area of Michigan provided information on (1) the type and number of machines used in business, (2) the training demand by employers for personnel using this office equipment, (3) the extent of on-the-job training given by employers, (4) the implications for vocational education, and (5) a survey research methodology which would possibly be useful to other communities in obtaining accurate local data. An analysis of data focused on eight machines: adding-calculating, billing-bookkeeping, copying, dictating, duplicating, electronic accounting, electronic data processing, and typewriters. Some conclusions were: (1) Electric machines, excluding typewriters, were more popular than their manually operated counterparts, (2) Businessmen did not demand that their employees have training and experience in office machines with the exception of typewriters, and (3) Approximately one-third of the companies reported that they administered some type of on-the-job training. It was recommended that no additional state or federal funds be allocated for the purchase of office machines with the exception of typewriters, and that funds expended should be used to rent, not purchase, equipment. The instrument was too complicated for optimum analysis, and the use of amateur interviewers presented problems in collecting data. The instrument and tabular data are included. (PS)

VT 001 965

Hollenberg, A.H.; Johnson, E.J.

Buildings, Equipment, and Facilities for Vocational Agriculture Education. Vocational Division Bulletin No. 284, Agricultural Series No. 76.

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

MF AVAILABLE IN VT-ERIC SET.

OE-81003

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$.45).

Pub Date - 60 96p.

*VOCATIONAL AGRICULTURE; *BUILDING DESIGN; *EQUIPMENT; *EDUCATIONAL FACILITIES; *EDUCATIONAL SPECIFICATIONS; HAND TOOLS

Buildings and facilities for vocational agriculture require special design to accommodate the program. This bulletin was prepared by U.S. Office of Education specialists for use by teachers, supervisors, teacher educators, architects, and school authorities in planning new or remodeling old facilities. The bulletin was based upon suggestions of state staffs, commercial organizations, and other specialists from many other states. Included are sections on (1) Planning and Locating the Department, (2) Determining Building Types and Design, (3) Selecting Construction Materials, (4) Developing Department Building Plans, (5) Tools and Equipment, and (6) Planning Guide for Buildings and Facilities. The latter section provides specifications for building features and essential equipment. The bulletin is illustrated with drawings and photographs. (JM)

VT 002 208

Wade, Charles D.

A Guide for the Use of the Kentucky Vocational Education Research-Resource Library.

Kentucky Research Coordinating Unit, Lexington

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Aug 67 15p.

*LIBRARY SERVICES; *RESEARCH COORDINATING UNITS; RESEARCH TOOLS; *LIBRARY GUIDES

Information from state Research Coordinating Units having or developing libraries was used to plan and improve the Vocational Education Research-Resource Library which has as its purposes to (1) implement the

objectives of the program of occupational research and development in Kentucky by bringing together all available library research resources to support a continuing program of vocational education, and (2) facilitate access to the research and resource materials significant to immediate and anticipated needs of vocational education personnel involved in research and development activities. The guide gives the library's location, hours, equipment available for use, staff, services provided by the staff, and instructions for use of library materials outside the library. Materials available in the library are (1) books classified according to the Dewey Decimal system, (2) microfiche from Educational Resources Information Center, (3) verticle file materials such as research proposals, studies, bibliographies, questionnaires, project summaries, and information about projects approved and funded which arranged into the 10 areas, and (4) periodicals. Cooperating libraries and information systems are listed with general statements about their scope. (MM)

VT 002 305 ED 019 435
Technology-Resource Center for Vocational-Technical Education.

Rutgers, The State Univ., New Brunswick, N.J.
EDRS PRICE MF-\$0.25 HC-\$0.84

OEG-5-85-043

08

BR-5-0018

Pub Date - 19p.

*RESOURCE CENTERS; *EDUCATIONAL FACILITIES; TEACHER EDUCATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; BUILDING DESIGN; *INSERVICE TEACHER EDUCATION; *INSTRUCTIONAL TECHNOLOGY

A model facility for updating vocational-technical teachers, planned in the project "A Vocational Technical Teacher Technology Center: The Development of a Model" (ED 003 522), is described. The Center consists of a technology and a resources complex. The circular technology complex, devoted to updating and enriching the instructional program, is designed on three levels: (1) the lower level which accomodates a television studio, control room, storage and mechanical equipment-utilities room, (2) the technology complex level which provides for four modules, a large group instructional room, mechanical equipment and utility room, storage, staging, and lounge, and (3) the upper level which provides for a central audiovisual control area, observation room, and rear screen and television projection windows. The four modules provide for instructional groups of varying sizes and fields of study. The rectangular resource complex is joined to the technology complex by a glass corridor. It provides facilities oriented for improving teaching-learning techniques. It includes instruction, evaluation and research, darkroom, reproduction, curriculum development, innovation center, library, public lounge, and exhibit areas. An outdoor demonstration area is planned. A site plan, floor plan, and an outline of architectural considerations are included. (PS)

VT 002 328

Terrell, Errol J.

A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.

Pub Date - Nov66 10p.

*ENROLLMENT PROJECTIONS; *SCHOOL PLANNING; *AREA VOCATIONAL SCHOOLS
MILFORD; STRATFORD; CONNECTICUT

This summary report of selected data relative to the need of a new vocational school includes (1) identification of primary feeder towns, (2) travel distances to existing and proposed schools, (3) estimated enrollment based on 6 percent of students entering ninth grade, and (4) projections of potential enrollment through 1976. (EM)

VT 003 446

Simpson, Elizabeth J.; Barrow, Joseph M.

The Setting for the Home Economics Program at the Secondary Level: A New Look.

MF AVAILABLE IN VT-ERIC SET.

Illinois Teacher of Home Economics; v8 n2 1964.

Pub Date - 64 14p.

*HOME ECONOMICS EDUCATION; *SECONDARY SCHOOLS; *EDUCATIONAL FACILITIES; FLEXIBLE FACILITIES; CLASSROOM ARRANGEMENT; *FACILITY GUIDELINES

Home economics for the present and foreseeable future at the secondary level proposes to prepare students for homemaking, wage earning, and college. These purposes, among others, must be considered in planning educational facilities. Laboratories to prepare students for homemaking have tended to simulate home settings. Broader educational objectives would be served in a highly accomodative, multi-purpose laboratory. Concepts and generalizations are more likely to be developed in a generalized environment than in a more specific "like-a-house" setting. Flexibility, variability, generality, and accomodativeness are key guidelines for educational facilities which will aid the transfer of learning for homemaking and apply equally well to wage earning programs. Facilities for occupation preparation must take into consideration the extent that skills and abilities will be developed in the classroom, whether cooperative or on-the-job training will be offered, and whether the content suggests facilities different from those now in use. For college oriented students, facilities for individual study and research, such as study carrels, are suggested. A high school home economics department incorporating the suggested criteria is described and illustrated. (FP)

VT 004 108 ED 021 052

Uxer, John Elmo

An Operations Research Model for Locating Area Vocational Schools.

New Mexico State Univ., Las Cruces

EDRS PRICE MF-\$0.75 HC-\$6.92

Pub Date - 13May67 171p.

FEASIBILITY STUDIES; *SCHOOL LOCATION; VOCATIONAL EDUCATION; SITE SELECTION; *ECONOMIC FACTORS; *AREA VOCATIONAL SCHOOLS; *EMPLOYMENT OPPORTUNITIES; *ENROLLMENT INFLUENCES; MODELS

The purposes of this study were to determine the major characteristics of a predictive model for use in locating and establishing area vocational schools, develop this predictive model, and analyze the statistical significance of the factors comprising each of the characteristics. A literature review and conferences with state and local educational leaders were used to identify the major elements for the model. A survey of 94 schools in 14 states provided data which was analyzed and categorized into the model's elements. A jury of 30 educators ranked the elements on relative importance. Three major characteristics of the model

were potential enrollment, job opportunities for graduates, and financial support. The model was applied to two communities in New Mexico to predict whether or not they could successfully support an area vocational school. When the discrimination function model was applied to the sample of existing area vocational schools, the results coincided with classifications made by state vocational directors and the investigator in 86.17 percent of the instances. Such models can be used by educators as analogues representing processes or systems under study. (EM)

VT 005 024

Suggested Facilities for Agricultural Courses in Area Vocational Technical Schools, Perspective of Agricultural Wing.

Pennsylvania State Univ., University Park. Dept. of Agricultural Education
Pennsylvania State Dept. of Public Instruction, Harrisburg
Risheberger (Jack W) and Associates, State College, Pa.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Sep65 1p.

*VOCATIONAL AGRICULTURE; *AREA VOCATIONAL SCHOOLS; *EDUCATIONAL FACILITIES

The floor plan of facilities for area vocational-technical school agriculture courses is provided. Major features include a classroom, shop, lath house, greenhouse, headhouse, storage shed, and courtyard. The arrangement of major equipment and auxiliary space is shown. (JM)

VT 005 030

Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory in Occupational Home Economics.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 8p.

*OCCUPATIONAL HOME ECONOMICS; *FLORICULTURE; *LABORATORY EQUIPMENT; EQUIPMENT STANDARDS; CLASSROOM FURNITURE; *FLORIST WORKER

Suggested equipment, furnishings, and supplies for occupational home economics programs which train workers in floristry are listed under furnishings, equipment, instructional materials and supplies, filing equipment and supplies, and cleaning equipment. Specifications and the recommended number for a class of 16-24 pupils are given for each item. (FP)

VT 005 031

Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High schools (For Regular and Occupational Home Economics Programs).

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 25p.

EQUIPMENT STANDARDS; *LABORATORY EQUIPMENT; *CLASSROOM FURNITURE; *HOME ECONOMICS EDUCATION

Suggestions for equipment, furnishings, and supplies for all areas of general and occupational home economics education are listed under (1) needs for all areas of home economics, (2) laboratory equipment for foods and nutrition, (3) laboratory equipment and supplies for clothing and textiles, (4) laboratory furnishings for art, home furnishings, hospitality and home management, and (5) equipment, instructional materials and supplies for floral designing. Specifications and the recommended number for classes of 16 to 24 students are given for each item. (FP)

VT 005 032

Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory in Occupational Home Economics.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 10p.

*OCCUPATIONAL HOME ECONOMICS; *CLOTHING INSTRUCTION; *CLOTHING MAINTENANCE SPECIALISTS; *CLASSROOM FURNITURE; *LABORATORY EQUIPMENT; EQUIPMENT STANDARDS

Necessary educational equipment for establishing a laboratory which prepares students for commercial sewing and clothing alteration occupations are listed under furnishings, equipment, and supplies. Specifications and the recommended number are given for each item. (FP)

VT 005 033

Furnishings, Equipment and Supplies for Child Development Laboratory in Occupational Home Economics.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 15p.

*CHILD DEVELOPMENT; *OCCUPATIONAL HOME ECONOMICS; *CHILD CARE OCCUPATIONS; *LABORATORY EQUIPMENT; EQUIPMENT STANDARDS; *CLASSROOM FURNITURE

Suggested furnishings, equipment, and supplies for the child development laboratory are listed under (1) furnishings, (2) food preparation equipment, (3) food serving equipment, (4) miscellaneous equipment, (5) equipment for children's activities, (6) supplies, (7) audio-visual equipment, (8) filing equipment and supplies, and (9) cleaning equipment and supplies. Each item contains specifications and the number recommended for 20 children. (FP)

VT 005 034

Equipment for Quantity Food Preparation and Service Laboratory in Occupational Home Economics.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 22p.

*LABORATORY EQUIPMENT; *FOODS INSTRUCTION; *EQUIPMENT STANDARDS; CLASSROOM EQUIPMENT; *FOOD SERVICE OCCUPATIONS; *OCCUPATIONAL HOME ECONOMICS

Minimum equipment needed for quantity food preparation to serve 100 persons at one meal is listed. The information might be useful for planning purchases of equipment to be used in the occupational or general home economics food service laboratories or to evaluate other facilities available in the school or community. Items are listed according to (1) large cooking and baking equipment, (2) sinks and work tables, (3) refrigeration, (4) dishwashing equipment, (5) mobile equipment, (6) serving equipment, (7) small equipment, (8) storage and cleaning, (9) laundry equipment, (10) first aid and fire prevention, (11) appliances, (12) classroom furnishings, and (13) audio-visual aids. Specific items, listed in chart form, include descriptions of specifications and recommended amount or number. An index is included. (FP)

VT 005 035

Inventory - Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.

Alabama State Dept. of Education, Montgomery. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 65 11p.

*FACILITY INVENTORY; *HOME ECONOMICS EDUCATION; *RECORDS (FORMS); LABORATORY EQUIPMENT; CLASSROOM FURNITURE

Three-year inventory forms provide space for checking itemized equipment and furnishings on hand, and additional or replacements needed for each year. The forms are categorized as (1) Classroom Furnishings and Equipment for Instruction in All Areas of Home Economics, (2) Laboratory Equipment for Foods and Nutrition, (3) Laboratory Equipment for Clothing and Textiles, (4) Laboratory Furnishings for Art, Home Furnishings Hospitality, and Home Management, and (5) Equipment for Floral Designing. (FP)

VT 005 288

Johnson, Carlton E.; Hummel, Richard
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.

Ohio State Dept. of Education, Columbus. Agricultural Education Service
MF AVAILABLE IN VT-ERIC SET.
Ohio Vocational Agriculture, Instructional Materials Service, The Ohio State University, 2120 Fyffe Road, Columbus, Ohio 43210 (\$.75).
Pub Date - Mar68 17p.

*FACILITY GUIDELINES; *VOCATIONAL AGRICULTURE; *EDUCATIONAL FACILITIES; HIGH SCHOOLS; *SCHOOL PLANNING; SCHOOL SPACE

Information on planning vocational agriculture facilities is presented for use by vocational agriculture teachers, school administrators, boards of education, and school architects. It was developed by a teacher educator, state supervisor, and a committee of teachers. Major sections are (1) Recommendations for Vocational Agriculture Facilities which discusses site, classroom, and office-conference area, (2) The Agricultural Mechanics Laboratory which discusses considerations such as areas of work, size, location, construction, tool placement, lighting, plumbing, and electrical equipment, and (3) Horticulture Laboratory which covers the greenhouse and lath house requirements. Floor plans, line drawings, and photographs illustrate specific details. (WB)

VT 005 408

Harding, A. Louise
Practical Nursing Facilities.

Pennsylvania State Dept. of Public Instruction, Harrisburg
MF AVAILABLE IN VT-ERIC SET.
Technical and Industrial Education, State Department of Public Instruction, Harrisburg, Pennsylvania. 17126.
Pub Date - Feb68 4p.

*HEALTH OCCUPATIONS EDUCATION; *PRACTICAL NURSES; PROGRAM PLANNING; *EDUCATIONAL FACILITIES; *STATE STANDARDS; SCHOOL SPACE; LIBRARY FACILITIES; *FACILITY GUIDELINES

This guide was developed by a state coordinator of health occupations on the basis of experience in approved programs. To assist in planning the establishment, relocation, or expansion of facilities, specific recommendations for implementing the more general recommendations of the State Board of Nurse Examiners are given for offices, classrooms, laboratory, library and study facilities, student lounge, and heating, lighting, and ventilation. Eight general recommendations concern amount of floor space, drinking fountains, bulletin boards, parking area, floor plan requirements, and plan submission. (JK)

VT 005 419

ED 022 031

McMahon, Gordon G.
Seminar on Shop and Laboratory Planning for Vocational Education. Final Report.

New York State Univ. College, Oswego
Office of Education (DHEW), Washington, D.C.
EDRS PRICE MF-\$0.25 HC-\$0.56

BR-6-8530

OEG-1-6-068530-2227

08

Pub Date - Jan68 12p.

*SCHOOL SHOPS; *EDUCATIONAL SPECIFICATIONS; *SEMINARS; *SCHOOL PLANNING; *VOCATIONAL EDUCATION; EDUCATIONAL FACILITIES; LEADERSHIP TRAINING; PROGRAM EVALUATION
NEW YORK

The seminar's major purpose was to prepare 17 participants to provide leadership in facility planning for vocational programs in New York State. It was held in the summer of 1966 and focused on an individual planning problem of each participant. Some of the seminar topics were (1) criteria for plan evaluation, (2) the relation of an educational program to instructional, auxiliary, and ancillary space, (3) New York school shop standards, (4) procedures for securing funds, and (5) the theory of educational specifications. Each

participant developed educational specifications for his problem. An evaluation questionnaire was completed 1 year later by 14 of the participants. Results indicated (1) 10 were involved in local program evaluation, (2) two reported no involvement in building programs, (3) 11 were involved in remodeling, (4) nine had involved advisory committees in their work, (5) nine had developed educational specifications and these had been used by architects, (6) seven reported personal involvement in the drawing of plans, and (7) nine indicated local job opportunities and student interest as the most important factors in determining program priorities. The questionnaire is included. (EM)

VT 005 620 ED 020 430

Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.

New York State Education Dept., Albany

EDRS PRICE MF-\$0.25 HC-\$1.32

Pub Date - 66 31p.

*HEALTH OCCUPATIONS EDUCATION; *NURSES; PROGRAM DEVELOPMENT; PROGRAM ADMINISTRATION; AGENCY ROLE; SCHOOL ROLE; INTERAGENCY COOPERATION; HOSPITALS; COMMUNITY COLLEGES; JUNIOR COLLEGES; ASSOCIATE DEGREES; RECORDS (FORMS); *GUIDELINES; *HEALTH FACILITIES; *COOPERATIVE PROGRAMS; EVALUATION CRITERIA; SELECTION

Developed as an aid to college personnel in selecting clinical facilities, the guide also serves to assist officials of cooperating agencies to understand the type and quality of facilities needed. Basic considerations include the philosophy of the educational program and the attitudes of the personnel of the potential cooperating agency to the educational program, patients, and agency nursing staff. Physical facilities are discussed in terms of patient care areas, equipment and supplies, instructional areas, library facilities, accessibility, dining room facilities, and the maintenance and availability of records. Nursing care is discussed in relation to staffing patterns and quality of care and overall agency administration in relation to the importance of administrative understanding, hospital and medical organization, and supplementary and related services. A discussion of formal contractual agreements includes a listing of topics which should be considered in surveying an agency and a checklist for use in surveying. Appendixes include a sample contractual agreement and a list of 17 types of organizations and agencies that may provide educational experiences. (JK)

INDIVIDUALS
WITH SPECIAL NEEDS
SECTION

VT 000 653

Roman, John

Disadvantaged Youth Program in Business Education, Clerical Services.

Cincinnati Public Schools, Ohio

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 30Jun65 23p.

*DISADVANTAGED YOUTH; *BUSINESS EDUCATION; *CLERICAL OCCUPATIONS; *CURRICULUM GUIDES; *PROGRAM GUIDES; HIGH SCHOOLS

This sequence of courses was designed to provide prevocational business education for students ranking in the lower one-third in general scholastic ability. The content of the program is geared to the slow learner who may have reading and listening difficulty. Remedial courses in English, social studies, home economics, mathematics, and science can be combined with basic business courses, typewriting, record keeping, and terminal clerical courses. Clerical Services I, grade 10, is designed to furnish pupils with the elementary understandings, appreciations, and simple skills essential for economic citizenship. It includes basic business, handwriting and spelling, arithmetic review, simple record keeping, filing, typewriting, elementary duplicating techniques, and manually operated adding and calculating machine procedures. Clerical Services II, grade 11, includes personal record-keeping problems as well as simple business record-keeping applications. Clerical Services III, grade 12, is a terminal vocational course and is intended to provide achievement at the acquaintanceship and work-skill level. Objectives, course content, instructional materials, and teacher readings are listed for each grade level. Included are a discussion of general characteristics of disadvantaged youth, school and community cooperation, jobs on which these students are ordinarily employed, and special characteristics of the Clerical Services Program. (PS)

VT 000 668

Occupational Work Experience Program.

Penta-County Vocational School and Technical College, Perrysburg, Ohio

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Oct65 13p.

*PROGRAM PLANNING; *LOW ABILITY STUDENTS; HIGH SCHOOLS; *WORK EXPERIENCE PROGRAMS

The purpose of this occupational work-experience program, planned on either a 1- or 2-year basis, is to assist the identifiable limited ability student (I.Q. 75 to 89) to find a place in employment at the unskilled or operator level. Examples of approved occupations from 122 listed are airlines porter, assembly line worker, bell boy, and baker's helper. Additional information includes advantages for the student and school, suggestions for acquainting the school faculty with the program, school-employer relations, advantages for employers, selection of the occupational teacher, qualifications of the teacher, student placement, minimum program standards, and facilities to be furnished by the school. An occupational work experience agreement form is included. (PS)

VT 001 247

ED 017 647

Stavros, Denny; Kobernick, Allan

A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.

EDRS PRICE MF-\$0.50 HC-\$3.44

Pub Date - Mar66 84p.

*EMPLOYMENT PROGRAMS; *NEGRO EMPLOYMENT; *PROGRAM EVALUATION; YOUTH EMPLOYMENT; JOB ANALYSIS; VOCATIONAL EDUCATION; *VOCATIONAL FOLLOWUP; INTERVIEWS; *DISADVANTAGED YOUTH; URBAN AREAS; PROGRAM ATTITUDES; EMPLOYMENT PROBLEMS; PERSONNEL EVALUATION; UNEMPLOYMENT; SEX (CHARACTERISTICS) EMPLOYMENT EXPERIENCE; DEMONSTRATION PROGRAMS
MICHIGAN; *MAYOR'S YOUTH EMPLOYMENT PROJECT; DETROIT

The sample was composed of 22 Negro males and 28 Negro females employed at the time of interview, and 17 Negro females, recently employed but unemployed when interviewed. A personal interview was conducted with the trainees selected, and a mail-out interview was used in collecting data from employers. The differences in the occupational distribution of the subjects were compared with 1960 census figures for the total populations and total nonwhite population in the Detroit Metropolitan Area. Also studied were the aspects of the jobs, job characterization, employee satisfaction, job expectations for age 25, employer evaluations, desirable and undesirable job characteristics, projected job continuity, job seeking of unemployed females, and evaluations by subjects of the Mayor's Youth Employment Project. Some of the findings were: (1) The jobs held by the females were most often in the area in which they were presumably trained, (2) The jobs held by the males were more often not in the area in which they were presumably trained, (3) Over half of the females were trained as clerks and close to half of the males were trained as service workers, and (4) Three out of five females and four out of five males identified the project as a source of assistance in obtaining their jobs. Criticisms and suggestions for improving the program are given. (PS)

VT 001 863

ED 017 655

Bohleber, Michael E.

Disabilities in Oklahoma--Estimates and Projections, Report of the Oklahoma Survey of Disabilities.

Oklahoma State Univ., Stillwater. Research Foundation

EDRS PRICE MF-\$0.50 HC-\$3.64

Pub Date - 66 89p.

*MENTALLY HANDICAPPED; *PHYSICALLY HANDICAPPED; *STATE SURVEYS; *INTERVIEWS; ATTITUDES; *STATISTICAL DATA; QUESTIONNAIRES; RURAL URBAN DIFFERENCES; INDIVIDUAL CHARACTERISTICS; VOCATIONAL REHABILITATION; AGE; SEX (CHARACTERISTICS); RACIAL CHARACTERISTICS; POPULATION TRENDS
OKLAHOMA

The purpose of the study was to provide reasonably accurate estimates of the number and types of disabled persons and their needs as a basis for both present and future planning. Personal interviews were conducted with adult respondents in 3,000 households in Oklahoma, a random sample stratified on the rural-urban dimension. Data from 2,058 interviews are presented for the following disabilities: (1) visual defects, (2) hearing defects, (3) functional impairments, (4) absence of limb, or amputations, (5) mental or personality disorders, and (6) other conditions such as cancer, allergy, epilepsy, heart and circulatory conditions, ulcers, and speech impairments. Tabular data include: (1) Estimates of Numbers of Persons in Oklahoma Having Disabilities, 1967, By Type of Disability, Residence, Sex, Race, and Age, (2) Projections of numbers of persons having disabilities, 1970 and 1975, by type of disability, residence, sex, race, and age, (3) characteristics of persons having disabilities, (4) estimates of numbers of persons who have spent time in mental hospitals or correctional institutions, (5) attitudes of respondents toward mental hospitals, and

(6) attitudes of respondents toward former inmates of mental hospitals and prisons. From the sample, it was estimated that 17.1 percent of the population had some physical or mental disability. (PS)

VT 002 195

Loudermilk, Kenneth M.

A Study of Vocational Training for Mentally and Physically Handicapped.

Idaho Occupational Research Coordinating Unit, Moscow
MF AVAILABLE IN VT-ERIC SET.

OEC-5-85-118
BR-5-0102

08

Pub Date - Dec66 20p.

*MENTALLY HANDICAPPED; *PHYSICALLY HANDICAPPED; VOCATIONAL EDUCATION; EMPLOYMENT OPPORTUNITIES; *VOCATIONAL REHABILITATION; SPECIAL EDUCATION; HANDICAPPED CHILDREN; PROGRAM DESCRIPTIONS; STATE AGENCIES; SOCIAL AGENCIES; COMMUNITY AGENCIES (PUBLIC)
IDAHO

Services offered by the following training facilities in Idaho are described and numerical data are given concerning the individuals assisted: Elks Rehabilitation Center, Department of Public Assistance, Lesic Inc., Lincoln School, Idaho Society for Crippled Children and Adults Inc., Department of Employment, Idaho State Board for Vocational Education, Vocational Rehabilitation Service, Idaho State School and Hospital, Veterans Administration Hospital, Idaho Department of Health, Job Placement for Retarded Workers. Since only a small proportion of the handicapped were being aided, the following recommendations of the Idaho Council on Mental Retardation were endorsed as applicable to all handicapped persons: (1) The Idaho Board for Vocational Education should promote and seek legislative support for especially designed vocational educational programs as well as continue to encourage training in regular vocational training, (2) The state vocational rehabilitation program, now conducted by the Idaho Vocational Service, should include the mentally retarded, (3) The Idaho Board of Health should be vested by the Legislature with the responsibility for vocational rehabilitation, (4) The Vocational Rehabilitation Agency should assist local groups to establish sheltered employment and training opportunities, and (5) The Idaho Department of Employment should provide fuller employment services to the retarded and train counselors to understand the mentally retarded. Additional recommendations were to provide for early identification of the handicapped through the schools, additional work-experience programs to bridge the gap between school and the job, and additional sheltered workshops. A listing of examples of types of jobs which mentally handicapped persons may be employed is included. (JK)

VT 002 503

Grigg, Shirlene R.

Pennies Grow on Plans, A Pre-Occupational Education Unit for Educable Mentally Handicapped Girls in Junior High School.

South Carolina Vocational Education Research Coordinating Unit, Clemson
South Carolina State Department of Education, Columbia. Home Economics Education
MF AVAILABLE IN VT-ERIC SET.
Carnegie Library, Winthrop College, Rock Hill, South Carolina.
Pub Date - Oct67 71p.

*EDUCABLE MENTALLY HANDICAPPED; *UNITS OF STUDY (SUBJECT FIELDS); *PREVOCATIONAL EDUCATION; *HOME ECONOMICS EDUCATION; JUNIOR HIGH SCHOOLS; INSTRUCTIONAL MATERIALS; *TEACHING GUIDES

This unit is for teacher use in providing preoccupational learning experiences for educable mentally handicapped girls in junior high school. It was developed as part of an action research project for the Master of Science degree on the basis of the author's experience with her own class, and the completed unit was taught to a home economics class of handicapped by a teacher experienced in teaching educable handicapped girls. Lesson plans are presented to achieve each of the objectives: (1) to identify ways of earning money, (2) to determine personal qualifications needed to secure various jobs, (3) to gain an understanding of work habits designed by employers, (4) to develop work skills of home laundry and housecleaning, (5) to determine methods of securing a job, and (6) to make a personal budget. Each lesson plan includes generalizations, before-class preparation, an interest approach, teaching methods, the main teaching point, an assignment, a summary, a suggestion for evaluation, and a teacher's reaction and evaluation of the lesson. The teacher evaluating the unit felt that the material was meaningfully organized and well prepared but that the words used needed to be simplified, the unit seemed too long, and the programed booklets on laundry and housekeeping and the dramatization on employee characteristics were especially successful. Scores on an objective-type achievement test showed normal distribution, and mother evaluations of home performance tasks judged them to be successful. Supplementary teaching materials include checklists, tests, a skit, programed lessons on laundry and housekeeping, an expense record, a budget form, and a letter to mothers. Selected annotated references are listed. The these, "The Development of a Home Economics Unit for Junior High School Educable Mentally Handicapped Girls in Charlotte, North Carolina" was submitted to Winthrop College, Rock Hill, South Carolina. (FP)

VT 002 551

Phipps, Lloyd J.; Fuller, Gerald R.

Project REDY, Rural Education-Disadvantaged Youth (A Research Prospectus).

Illinois Univ., Urbana
MF AVAILABLE IN VT-ERIC SET.

OEC-5-85-041
BR-5-0125

08

Pub Date - 10p.

*VOCATIONAL EDUCATION; *DISADVANTAGED YOUTH; *RURAL YOUTH; *RESEARCH PROJECTS; *EDUCATIONAL PROGRAMS
*PROJECT REDY

The rationale and the proposed procedural steps in conducting project REDY, the informal title of a project, "Development of Human Resources of Youth Through a Vocationally Oriented Educational Program for Disadvantaged Families in Depressed Rural Areas" are presented. The purpose of the project is to generate an effective vocationally-oriented educational program for disadvantaged youth so that they might become successfully employed outside their community or improve the economic and social situation in their own depressed rural community. The project proposes to focus on families to create readiness and motivate participation in vocational education programs. The major objectives are to (1) study a selected rural area to identify anthropological, economic, psychological, and sociological conditions and trends, (2) develop a model program, and (3) evaluate the model program. The study is to be conducted in four phases: (1) community study, (2) sample population study, (3) developmental in which the model program is to be tried, analyzed, and evaluated, and (4) experimental in which the model is to be applied in five communities. (JM)

VT 002 648

Occupational Exploration Program Manual of Operations.

Champaign Community Unit 4 School District, Illinois

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 64 21p.

*PREVOCATIONAL EDUCATION; *WORK EXPERIENCE PROGRAMS; HIGH SCHOOLS; PROGRAM DESCRIPTIONS; PROGRAM ADMINISTRATION; *POTENTIAL DROPOUTS; OCCUPATIONAL GUIDANCE; *PROGRAM GUIDES

The occupational exploratory program of special curriculum and services was designed for high school students who, because of social problems, are unable to make constructive use of their school experience and require the provisions of special services designed to promote their educational growth and development. Social problems is interpreted to mean poor social adjustment associated with factors such as cultural deprivation, educational retardation, population mobility, socioeconomic considerations, and inadequate school opportunities. Pupil eligibility is based on observed social maladjustment, academic retardation, and results of a case conference of professional personnel. The maximum class size is 20 pupils, all aspects of each pupil's program must have 10 semester hours of specialized training in courses such as educational and psychological diagnosis, remedial methods, mental health, abnormal psychology, and advanced sociology. The curriculum is vocationally oriented, functional, and tailored to the individual to the extent possible. Course offerings include English, mathematics, social studies, vocations, and electives. The pupil is involved in a work experience program designed to promote his vocational growth and development by his sequential progression through a work experience laboratory, an inschool cooperative work program, a cooperative work-study program, and a progressive work experience program. The pupil is under direct supervision of a prevocational adjustment counselor and has available to him the services of the Division of Vocational Rehabilitation, social agencies, and school psychologists. The appendixes contain copies of the various record forms needed in operating and administering the program. (BS)

VT 003 599

Gallington, Ralph O.

Experimental and Demonstration Project Vocational Education, An Interim Report.

Illinois State Board of Vocational and Educational Rehabilitation, Springfield

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jan66 36p.

*COOPERATIVE EDUCATION; *OCCUPATIONAL INFORMATION; *OCCUPATIONAL GUIDANCE; *HIGH SCHOOL STUDENTS; DROPOUT IDENTIFICATION; DROPOUT RESEARCH; EXPERIMENTAL PROGRAMS; REMEDIAL PROGRAMS; POTENTIAL DROPOUTS; CONTROL GROUPS; EXPERIMENTAL GROUPS; VOCATIONAL EDUCATION; *DROPOUT PREVENTION ALEXANDER COUNTY; ILLINOIS

In the 3-year project, remedial programs were proposed to retard dropout rates in two high schools in Alexander County, Illinois. The problem was to determine whether a special vocational counseling and occupational information class for freshmen and sophomores at one high school and a cooperative vocational education class for junior and seniors at both high schools would affect dropout rates. Parallel experimental and control groups, each consisting of 27 or 29 students, predominantly potential dropouts, were selected upon the basis of dropout identification instrument scores. Pearson product-moment correlation and sign test statistics were used to test respective objective and subjective scores of both paired groups. No significant difference was found between experimental and control group scores in either experiment. This interim report presenting results on 1 year's study indicates a slightly better performance by both experimental groups. The final report will provide data on the longitudinal performance of the groups in both experiments. Related project reports are available as VT 003 600, VT 004 743, and ED 010 018. (JM)

VT 003 600

Gallington, Ralph O.

Experimental and Demonstration Project Vocational Education. Second Interim Report.

Illinois State Board of Vocational Education, Springfield. Div. of Vocational and Technical Education

Southern Illinois Univ., Carbondale. School of Technology

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Mar67 46p.

EXPERIMENTAL PROGRAMS; *HIGH SCHOOL STUDENTS; POTENTIAL DROPOUTS; *COOPERATIVE EDUCATION; *OCCUPATIONAL INFORMATION; *OCCUPATIONAL GUIDANCE; STUDENT ATTITUDES; PROGRAM ATTITUDES; PARTICIPANT SATISFACTION; PROGRAM EVALUATION; REMEDIAL PROGRAMS; EXPERIMENTAL GROUPS; CONTROL GROUPS; VOCATIONAL EDUCATION; *DROPOUT PREVENTION ILLINOIS

This report, the second in a series concerning a 3-year experimental and demonstration project in vocational education, evaluates the progress made during the second year of the project. The first report (VT 003 599) included methods of group selection and an indication of what the following reports could contain. The project consists of two remedial programs in two high schools. The first provides vocational counseling, occupational information, and guidance for freshmen and sophomores and the second is a cooperative vocational education program designed for juniors and seniors. All of the six class groups were tested and classified as either potential dropouts or potential graduates. Some of the findings to date indicate: (1) The 1965-66 experimental class in special vocational counseling and occupational information did improve retention as compared with the control class, (2) The 1965-66 experimental class in cooperative vocational education contributed to the retention of potential dropouts when compared with the control class, (3) Subjective instructor's ratings of students indicate little change in personality, generally improved attitudes, some academic improvement among occupational information class students and none among cooperative vocational education students, (4) Most participating students felt that the courses were valuable, that they met individual needs, and that success was challenging and attainable as a result of the instructor's efforts. (MM)

VT 003 698

Dennis, Lawrence E.

Education and a Woman's Life, Proceedings of the Itasca Conference on the Continuing Education of Women (Itasca State Park, Minnesota).

American Council on Education, Washington, D.C.

MF AVAILABLE IN VT-ERIC SET.

American Council on Education, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.50).

Pub Date - 63 165p.; Proceedings from the Itasca Conference on the Continuing Education of Women (Itasca State Park, Minnesota).

*WORKING WOMEN; *WOMENS EDUCATION; *ADULT EDUCATION; CONFERENCES; COLLEGES; FEMALES; EMPLOYMENT OPPORTUNITIES; SOCIOECONOMIC INFLUENCES
 *ITASCA CONFERENCE ON THE CONTINUING EDUCATION OF WOMEN

Eighty-five representatives of educational institutions, governmental and other agencies, and industry attended the conference on women's educational needs and opportunities. Major presentations were (1) "A Woman Is a Woman," by O.M. Wilson, (2) "Education and a Woman's Life," by K.J. Monsour, (3) "The Mileau of the Educated Woman" by C.E. Rothwell, (4) "Needs and Opportunities in our Society for the Educated Woman" by Esther Peterson, and (5) "The College and Continuing Education of Women" by G.W. Blackwell. In a panel discussion, "Pilot Projects for Continuing Education of Women," projects at the University of Minnesota, University of Kansas City, Rutgers University, Sarah Lawrence College, Radcliffe Institute for Independent Study, American Association of University Women Educational Foundation, and Brooklyn College were described. "The Facts, the Hopes, and the Possibilities" by Margaret Cullin Banning summed up the conference. Summaries of eight discussion groups, resolutions of the conference, and a list of participants were included. (FP)

VT 004 191 ED 020 323

McKee, John M.

Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report, May 1-July 1, 1967.

Draper Correctional Center, Elmore, Alabama. Rehabilitation Research Foundation
 EDRS PRICE MF-\$0.50 HC-\$4.96
 Pub Date - 67 122p.

PRISONERS; CORRECTIVE INSTITUTIONS; CASE RECORDS; REHABILITATION PROGRAMS; JOB PLACEMENT; *CORRECTIONAL EDUCATION; *PROGRAM DESCRIPTIONS; *VOCATIONAL EDUCATION; *EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROJECTS
 MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Progress in the areas of employment, public relations, the correctional system, cooperating agencies, and recidivism are illustrated by four case studies of parolee graduates from the Center's educational program. Of the 980 inmates who applied for training during 33 months of project operation, 271 completed training, and 74 were presently enrolled. All of the 208 paroled graduates were placed, 170 in training related jobs. Thirty-six graduates were returned to prison for parole violation and 16 for new offenses. The rate of graduate return to prison was 25 percent compared to 65 percent for Draper inmates who had not participated in a treatment program. Major reasons given for lack of parolee success were "lack of money," "lack of ability to handle money," "poor work habits," and "poor personal-social conduct." Staff inservice training utilizing the "management by objectives" concept was conducted, the recidivist phase of the followup study was completed, the staff participated in conferences on manpower, an intensive counseling experiment involving two students was conducted, and 40 students successfully completed the prevocational basic education classes. The appendixes included (1) excerpts from "A Follow-Up Study of Draper Graduates," (2) "Dramatic Applications of Educational Technology in Corrections" by John McKee, (3) a summary of socioeconomic data on current trainees, and (4) public relations materials. (EM)

VT 004 743

Gattington, Ralph O.

Success Factors in Retaining Potential Dropouts, A Research Report; Experimental and Demonstration Project Extending from June 1964 to December 31, 1967.

Southern Illinois Univ., Carbondale
 MF AVAILABLE IN VT-ERIC SET.
 Pub Date - Jan68 73p.

EXPERIMENTAL PROGRAMS; *OCCUPATIONAL GUIDANCE; *COOPERATIVE EDUCATION; *OCCUPATIONAL INFORMATION; *HIGH SCHOOL STUDENTS; CONTROL GROUPS; VOCATIONAL EDUCATION; *DROPOUT PREVENTION; EXPERIMENTAL GROUPS; DROPOUT IDENTIFICATION; REMEDIAL PROGRAMS; POTENTIAL DROPOUTS
 ALEXANDER COUNTY; ILLINOIS

This study was to ascertain whether two remedial programs would have any effect on the retention of high school students. Potential dropouts and potential graduates in two high schools in Alexander County, Illinois, were identified by objective and subjective measures, and experimental and control groups were established in grades 9, 10, 11, and 12 with potential dropouts and graduates in all eight groups. In grades 9 and 10 the program consisted of occupational information and vocational counseling for Tamms High School students and in grades 11 and 12 it consisted of cooperative vocational education for both Tamms and Thebes High School students. The programs were studied for three years with the students passing from one grade to another but maintaining membership in the original experimental or control group. The results indicated that both programs prevented significant numbers of potential dropouts from leaving school. (EM)

VT 004 998

State Committee on Seasonal Agricultural Labor, Their Organization and Programs. Bulletin 274.

Bureau of Labor Standards, Washington, D.C.
 MF AVAILABLE IN VT-ERIC SET.
 Pub Date - Jun65 77p.

AGRICULTURAL LABORERS; *MIGRANT WORKERS; *STATE PROGRAMS; *FEDERAL LAWS; COMMUNITY ACTION; *DIRECTORIES; *COMMITTEES; DISADVANTAGED GROUPS; FEDERAL AID

Information about state committees concerned with migratory labor is given in this revised bulletin. Committees in 28 states assist community groups in translating federal legislation into local action programs through studying the different aspects of the migrant problem, coordinating existing programs to alleviate the problems, and making recommendations to the governors and agencies for improving programs and services. Recent federal legislation affecting agricultural workers is The Manpower Development and Training Act of 1962, The Migrant Health Act of 1962, The Economics Opportunity Act of 1964, The Farm Labor Contractor Registration Act of 1964, and The Housing Act of 1964. A list of federal agencies which have responsibility for administering laws and programs is included. For each of 34 committees in the 28 states, information is provided on the (1) type of membership, (2) establishment date and method, (3) purpose, (4) activities, (5) meeting schedule, (6) financing, (7) staff, (8) future plans, and (9) member names and representation. (JMA)

VT 005 023

Prouty, Robert H.

State Plan for Workshops and Rehabilitation Facilities.

Missouri State Dept. of Education, Jefferson City. Vocational Rehabilitation Section
 MF AVAILABLE IN VT-ERIC SET.
 Pub Date - 67 128p.

*STATE STANDARDS; *REHABILITATION PROGRAMS; *SHELTERED WORKSHOPS; *VOCATIONAL TRAINING CENTERS; SPECIAL SERVICES; HANDICAPPED; STATE AGENCIES; *FACILITY GUIDELINES; FACILITY INVENTORY; DEMOGRAPHY; INTERAGENCY COORDINATION
MISSOURI

The initial Missouri State Workshops and Rehabilitation Facilities Plan includes (1) an inventory of existing workshops and rehabilitation facilities within the State and a description of services provided therein; (2) an evaluation of utilization patterns of existing workshops and facilities and their utilization potential; (3) a determination of needs for new workshops and facilities throughout the State; (4) a description of continuing activities of the state agency in the area of workshops and rehabilitation facilities; and (5) a description of continuing coordination of planning. The State is divided into 20 planning areas for the purpose of developing the State Plan for workshops and rehabilitation facilities. In general most of the rehabilitation facilities and workshops are operating near capacity, and an analysis of the percentage of total client load receiving workshop and rehabilitation facility services indicates a need for more facilities located in certain geographic areas. The major population and rehabilitation facility and workshop services are in Kansas City and St. Louis metropolitan areas. The aggregate amount of services in these areas is inadequate for meeting the needs of the severely disabled, mentally ill, and mentally retarded. Metropolitan areas lack sufficient services and rural areas lack essential services. Maps showing client data are included. Appendixes provide an inventory of activities, a utilization schedule, and demographic data on planning areas. (HC)

VT 005 051

Higman, Howard; Hunter, Robert
The Colorado Story, Volume II; An Evaluation Report on the University of Colorado Employment Security Institute on the Management and Operation of Youth Opportunity Centers, February 5-25, 1966. Research Report Number 103166.

Colorado Univ., Boulder. Bureau of Sociological Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 117p.

YOUTH PROGRAMS; *DISADVANTAGED YOUTH; EMPLOYMENT PROBLEMS; *PROGRAM EVALUATION; *COUNSELOR TRAINING; *YOUTH AGENCIES; ECONOMIC DISADVANTAGEMENT; PROFESSIONAL TRAINING; LEGAL PROBLEMS; ECONOMIC FACTORS; INSERVICE PROGRAMS; EMPLOYMENT SERVICES; CHANGING ATTITUDES; POVERTY PROGRAMS; *INSTITUTES (TRAINING PROGRAMS); SPEECHES; QUESTIONNAIRES; PROGRAM DESCRIPTIONS
*YOUTH OPPORTUNITY CENTERS

This addendum to the first part of "The Colorado Story" (VT 005 052) describes the second Institute conducted by the University of Colorado for training Youth Opportunity Center personnel. Details of the development and conduct of the program of both institutes are presented in VT 005 052 and some of the modifications and changes resulting from the first experience in Volume II. Program changes included (1) addition of information about the courts and law enforcement, (2) inclusion of businessmen and representatives of the public educational system, (3) provision for contact with welfare officials and opportunity to observe the home environment of youth, and (4) the inclusion of more senior Employment Service personnel in the training program. The lecture, demonstration, and field experience approach was continued. The lectures were: (1) "Economics of War of Poverty" by R.A. Zubrow, (2) "The Establishment" by H.H. Higman, (3) "Cultural Pluralism and the Southwest" by C.S. Knowlton, (4) "The Judge and the Poor" by Ted Rubin, and (5) "The Law and the Poor" by Jim Carrigan. Texts of the lectures and the results of a series of program evaluation questionnaires completed by participants are included. (ET)

VT 005 052

Higman, Howard, And Others
The Colorado Story; An Evaluation Report on the University of Colorado Employment Security Institute on the Management and Operation of Youth Opportunity Programs, October 5-23, 1964. Research Report Number 251965.

Colorado Univ., Boulder. Bureau of Sociological Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jul 66 176p.

*DISADVANTAGED YOUTH; EMPLOYMENT PROBLEMS; PROGRAM DEVELOPMENT; YOUTH EMPLOYMENT; *YOUTH AGENCIES; YOUTH PROGRAMS; UNEMPLOYED; EMPLOYMENT SERVICES; PROFESSIONAL TRAINING; PROGRAM EVALUATION; COLLEGE ROLE; *COUNSELOR TRAINING; COUNSELORS; FEDERAL PROGRAMS; *PROGRAM DESCRIPTIONS; ECONOMIC DISADVANTAGEMENT; ECONOMIC FACTORS; *INSTITUTES (TRAINING PROGRAMS); QUESTIONNAIRES; POVERTY PROGRAMS; CHANGING ATTITUDES; INSERVICE PROGRAMS
*YOUTH OPPORTUNITY CENTERS

The Colorado Department of Employment requested that the Extension Division of the University of Colorado propose and conduct a special training program for employees of Youth Opportunity Centers in Montana, New Mexico, Wyoming, and Colorado. The resulting proposal, funded by the United States Department of Labor and included in this report, outlines an experimental 3-week intensive training course which included such non-traditional approaches to education as (1) placing the educational setting in a poverty area, (2) requiring participants to involve themselves completely in the setting, (3) encouraging participants to seek part-time employment in the area, and (4) involving indigent personnel along with professional educators in the process of teaching the participants. The program itself had as a major objective to help Youth Opportunity Center counselors to acquire an awareness of the nature of the problems facing youth. The entire content of the Institute is outlined, parts of the proceedings are presented, and evaluations of its impact on counselors are included. A report of the second Institute, held in 1966, is VT 005 051. (ET)

VT 005 131 ED 018 663

Huffman, Harry
Boost--Business and Office Education Student Training. Preliminary Report. Research No. 14.

Ohio State Univ., Columbus. Center for Vocational Education
EDRS PRICE MF-\$1.25 HC-\$10.88
The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212 (\$3.00).
Pub Date - 77 270p.

*OFFICE OCCUPATIONS EDUCATION; BUSINESS EDUCATION; *DISADVANTAGED YOUTH; URBAN YOUTH; OFFICE OCCUPATIONS; TEACHER WORKSHOPS; SPEECHES; *TEACHING GUIDES; COMMUNITY INVOLVEMENT; *STUDENT ATTITUDES
EMPLOYEE ATTITUDES; WORK ATTITUDES; BIBLIOGRAPHIES; UNITS OF STUDY (SUBJECT FIELDS); PERCEPTION

The purpose of the 3-year project, begun in October 1966, is to design an educational program to modify the perceptions of urban disadvantaged youth toward office work so they can make a successful transition from

school to office employment, and to develop instructional materials for preparing office education teachers of disadvantaged youth. The perceptions of office work held by disadvantaged students in urban areas, urban area students not classified as disadvantaged, and office workers who graduated from urban high schools and who had less than 3 years' experience were identified by use of a perception scale developed for the project. The gaps between the perceptions among these groups were analyzed. A 5-week summer workshop was held at Hunter College to develop methods and materials for modifying perceptions of the disadvantaged youth. It included lectures and films, readings, group discussions, and laboratory experiences with disadvantaged students. The 27 participants developed the units "Understanding Yourself," "Knowing About the Business Community," and "Entering the Business Community" to supplement existing programs. Fourteen resource persons presented speeches related to business education and the disadvantaged. The materials and methods developed will be field tested on three student groups. Three workshops to develop institutes will be held in 1969 to provide teachers and teacher educators with the new methods and materials. The instructional units, the workshop speeches, and an extensive bibliography are included. (PS)

VT 005 414 ED 019 498

Jeffery, C. Ray

Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education. Final Report.

Washington School of Psychiatry, Washington, D.C.

EDRS PRICE MF-\$0.75 HC-\$7.84

OEC-6-85-355

BR-5-0145

08

Pub Date - Jun67 194p.

*DISADVANTAGED YOUTH; DROPOUT REHABILITATION; DELINQUENT BEHAVIOR; *REMEDIATION INSTRUCTION; VOCATIONAL EDUCATION; REWARDS; *OPERANT CONDITIONING; YOUTH OPPORTUNITIES; COMMUNITY ATTITUDES; DELINQUENTS; PROGRAMED INSTRUCTION; PROGRAM DESCRIPTIONS; NEGRO YOUTH; FAMILY RELATIONSHIP; WORK STUDY PROGRAMS; RECREATION; SLOW LEARNERS; ACADEMIC EDUCATION; INSTRUCTIONAL STAFF; COMMUNITY AGENCIES (PUBLIC); *URBAN DROPOUTS; DELINQUENT REHABILITATION
WASHINGTON; DISTRICT OF COLUMBIA

The social and educational rehabilitation of high school dropouts with delinquent records was attempted by reinforcing behavior associated with academic remediation, work preparation, and social conduct. Of the 163 Negro youths who participated at some time during the program, only 42 were actively participating when the program terminated, and the range of participation for this latter group was from 16 weeks to 130 weeks. Subjects were enticed to the project by offers of food and refreshment and, once there, were offered a system of rewards, including money, for completing educational and occupational tasks. Weekly earnings ranged up to \$40 for successful participation in remedial programed instruction activities. Academic progress was achieved in mathematics, English, social studies, science, and reading and 13 of 22 participants who took the General Educational Development Test passed, thus being certified as high school graduates. Work crews of eight to 10 participants were supervised in refurbishing slum housing as general work preparation. A recreation program for students was a total failure. There was little success in efforts toward employment or job training, and there was no evidence that the antisocial or delinquent behavior of the group was diminished to any significant extent. The participants were primarily interested in "beating the system." It was concluded that delinquency, under-education, and unemployment are related to each other and to other variables in such a way that a change in one variable will not necessarily produce a change in others. (EM)

VT 005 420 ED 017 744

DeMond, Albert L., And Others

Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States. Discussion Copy.

Office of Education, Washington, D.C. Program Planning and Development Branch

EDRS PRICE MF-\$1.00 HC-\$2.88

Pub Date - 6Feb68 220p.

*VOCATIONAL EDUCATION; *HANDICAPPED STUDENTS; MENTALLY HANDICAPPED; SPECIAL PROGRAMS; SPECIAL EDUCATION; ACADEMICALLY HANDICAPPED; *STATE PROGRAMS; PROGRAM DEVELOPMENT; ANNUAL REPORTS; *PROGRAM DESCRIPTIONS; PROGRAM ADMINISTRATION; FEDERAL PROGRAMS; MINORITY GROUPS; EXPENDITURES; *DISADVANTAGED GROUPS; TECHNICAL EDUCATION; EDUCATIONAL RESEARCH; SOCIALLY DISADVANTAGED; ECONOMICALLY DISADVANTAGED; CULTURALLY DISADVANTAGED; PHYSICALLY HANDICAPPED

Programs developed since the passage of the Vocational Education Act of 1963 are reported for each state, Guam, Puerto Rico and the Virgin Islands. Each report includes introductory information and the occupational areas in which training is being offered. A large number of successful programs are getting substantial results in reducing school dropouts, increasing school achievement and attendance, rehabilitating school-leavers and unemployed youth and adults, regenerating school "sit-ins" with new motivation, and successfully placing persons in entry-level jobs. The national average of vocational education funds spent for programs for persons with special needs is 3.7 percent. Examples of developments are: (1) Of 951,000 enrollees in vocational education in California 32,048 were served in special needs programs, (2) In Colorado, a system of special programs for inmates of correctional institutions has been initiated, (3) Two regional centers for the educable mentally retarded have been established in Connecticut, (4) Minnesota is operating a rehabilitation center for culturally and educationally deprived youth and adults, and (5) Oregon is serving 5,000 dropouts and near-dropouts in a personalized employment program. Summaries of results of 22 projects dealing with the handicapped are included. The appendixes list (1) the estimated total expenses for vocational education for the fiscal year 1968, (2) projected program activities for new teachers, 1968, (3) major points in developing programs for persons with special needs, and (5) a directory of state officials responsible for the special needs programs. (WB)

VT 005 653 ED 019 518

Greenfield, Richard

An Experimental and Demonstration Manpower Program for Disadvantaged Youths. Final Report.

New York City Board of Education, N.Y. Job Counseling Center

EDRS PRICE MF-\$0.75 HC-\$5.80

Pub Date - 66 143p.

EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROGRAMS; *DISADVANTAGED YOUTH; URBAN SCHOOLS; STAFF UTILIZATION; VOCATIONAL COUNSELING; *COUNSELING PROGRAMS; REMEDIAL READING; *UNEMPLOYED; *VOCATIONAL EDUCATION; INTERAGENCY COOPERATION; JOB PLACEMENT; PROGRAM EVALUATION; RECRUITMENT; REMEDIAL INSTRUCTION
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The Job Counseling Center initiated an experimental and demonstration program to test the thesis that an urban school could provide a manpower training program to out-of-school, unemployed, and disadvantaged youth.

Licensed school personnel were used in four centers in areas having high unemployment rates and a concentration of Negro and Puerto Rican families to provide counseling, remedial education, short-term vocational training, and job placement services. The Center served disadvantaged youth, 16 to 21 years old. The highest source of recruitment was referral by other clients which accounted for 37 percent of the case load. The counseling program concentrated on quick job placement for clients who did both prevocational and post-placement counseling, used both licensed school counselors and social workers, and provided orientation sessions and staff meetings for inservice training. Remedial reading instruction was offered on a voluntary basis, used tutors when available, did speech remediation, and most clients who stayed with the program 6 months or more showed gains. Skills training, offered in "try-out shops" in typing and office machines, proved motivational but did not provide salable skills except in a few cases. Industrial shops were discontinued, and clients were referred to other institutions for such training. The program cooperated with other agencies such as the public schools, the employment service, Manpower Development and Training Agencies, community agencies, and other special educational programs with some success in obtaining services, training, and job placement for some clients. There were 5,986 employment referrals and 3,493 client placements during the program. The program demonstrated that a school system can provide professional personnel who are qualified to run a program for out-of-school and disadvantaged youth. As technical resources to the community, the Centers earned respect and recognition. Extensive discussion of each facet of the program, general evaluative statements, and a summary and recommendations are included. (EM)

VT 005 714 ED 020 433

McKee, John M.

Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Foundation

EDRS PRICE MF-\$0.50 HC-\$2.48

Pub Date - Jun 67 60p.

*CORRECTIONAL EDUCATION; INFORMATION DISSEMINATION; REHABILITATION PROGRAMS; *EXPERIMENTAL PROGRAMS; *PUBLIC RELATIONS; *PROGRAM DESCRIPTIONS; *DEMONSTRATION PROJECTS; INSTRUCTIONAL TECHNOLOGY; VOCATIONAL EDUCATION; ACADEMIC EDUCATION; PROGRAMED MATERIALS; MATERIAL DEVELOPMENT; TEACHER ROLE
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The prime objective of the dissemination phase of this experimental and demonstration project was to create and maintain good public relations to facilitate efforts to place graduates in jobs and to solicit community volunteers whose areas of expertise could implement health, safety, and enrichment programs for the target population. Activities during June included preparing and editing materials for eight dissemination conferences, answering 26 requests for 636 pieces of printed materials, making 15 contacts with news media, distributing two press releases and three press kits, delivering six speeches, and preparing five audiovisual presentations, a slide presentation, and a sound tape to accompany the slide presentation. The appendix includes: (1) "Dramatic Applications of Educational Technology in Corrections" by John M. McKee, (2) "Development, Evaluation, and Use of Programed Materials as Developed in the Draper Experimental and Demonstration Project," and (3) "The Roles of the Teacher for the Effective Use of Programed Instruction in a Correctional Setting" by Donna M. Seay. A fact sheet and a schedule for a project visitor are included. Other dissemination reports are VT 004 372, VT 005 715, and VT 005 716. (EM)

VT 005 715 ED 020 434

McKee, John M.

Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Foundation

EDRS PRICE MF-\$0.25 HC-\$2.04

Pub Date - 67 49p.

*CORRECTIONAL EDUCATION; INFORMATION DISSEMINATION; *EXPERIMENTAL PROGRAMS; *DEMONSTRATION PROJECTS; *PROGRAM DESCRIPTIONS; *PUBLIC RELATIONS; REHABILITATION PROGRAMS; PSYCHOLOGISTS; VOCATIONAL EDUCATION; JOB PLACEMENT; BONDS (INDEMNITY)
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The primary objective of the dissemination phase of this experimental and demonstration project was to create and maintain good public relations. Activities from September-November 30, 1967, included making presentations at nine conferences, filling 104 requests from 24 states, District of Columbia, Canada, and England for publications, distributing 1,200 other publications, publishing one speech, making three presentations to outside groups, and hosting 122 visitors. The appendix includes: (1) a brief review of the project, (2) "Manpower Development Psychology in the Penal Institutions" by John M. McKee, (3) "Report of the Bonding Assistance Program--Draper MDTA Project," (4) sample bonding histories of inmates, and (5) representative correspondence, press releases, and press publicity. Other dissemination reports are VT 004 732, VT 005 714, and VT 005 716. (EM)

VT 005 716 ED 020 435

McKee, John M.

Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.

Draper Correctional Center, Elmore, Ala. Rehabilitation Research Foundation

EDRS PRICE MF-\$0.25 HC-\$2.08

Pub Date - Aug 67 50p.

*CORRECTIONAL EDUCATION; INFORMATION DISSEMINATION; REHABILITATION PROGRAMS; *EXPERIMENTAL PROGRAMS; *PUBLIC RELATIONS; *PROGRAM DESCRIPTIONS; *DEMONSTRATION PROJECTS; CONFERENCES; BEHAVIOR CHANGE; PRISONERS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The primary objective of the dissemination phase of this experimental and demonstration project was to create and maintain good public relations. Activities during August included disseminating a bimonthly progress report, providing inservice training for staff members, holding local dissemination conferences, devising a portable display unit, making 185 press contacts, attending six conferences, and hosting 39 visitors. The appendix includes: (1) "Organization of Institutional Resources for Behavior Change--A Model" by John C. Watkins, (2) a brief description of the project's impact on employment, the general public, the correctional system, and other agencies, (3) facsimile copies of press articles, (4) correspondence items, and (5) a sample visitor's itinerary. Other dissemination reports are VT 004 372, VT 005 714, and VT 005 715. (EM)

INSTRUCTIONAL
MATERIALS AND DEVICES
SECTION

VT 001 921 ED 019 419

Ridenour, Harlan E.; Woodin, Ralph J.

Guidelines for State Vocational Agriculture Curriculum Materials Services. A Research Report of a Graduate Study. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-6293, microfilm \$3.05, xeroxed copy \$10.60).

Pub Date - Oct66 51p.

*AGRICULTURAL EDUCATION; CURRICULUM DEVELOPMENT; CURRICULUM PLANNING; INSTRUCTIONAL AIDS; AUDIOVISUAL AIDS; INSTRUCTIONAL MATERIALS; *INSTRUCTIONAL MATERIALS CENTERS; FINANCIAL SUPPORT; *PROGRAM ADMINISTRATION; INFORMATION UTILIZATION; COOPERATIVE PROGRAMS; CURRICULUM EVALUATION; *STATE PROGRAMS; *GUIDELINES; PROGRAM DEVELOPMENT; NATIONAL SURVEYS; MATERIAL DEVELOPMENT; INFORMATION DISSEMINATION; POLICY FORMATION; THEORIES; ORGANIZATION; QUESTIONNAIRES

Problems of vocational agriculture teachers in keeping abreast of technical knowledge, finding time to keep informed, and obtaining or preparing materials structured in logical sequence for teaching prompted a study to develop guidelines for organizing and operating a statewide vocational agriculture curriculum materials service. A survey of 48 state directors of vocational education, 48 state supervisors of vocational agriculture, and 45 persons responsible for curriculum materials work provided information on services to teachers, administrative procedures, length of time services had been in effect, and opinions regarding the value of the services. The curriculum materials service was theorized as being an educational organization engaged in selection, evaluation, procurement, production, and distribution of curriculum materials that assist in obtaining predetermined, desirable changes in students. Its success depends upon the extent to which 11 conditions concerning (1) administration, use of staff, teacher, and specialist advisory groups, and (2) production of materials to meet specific criteria are achieved. Guidelines, based on the proposed theory and findings of the study, are presented for 24 aspects of curriculum materials service. Findings concerning the extent of curriculum materials activities in 45 states, the survey instruments, and a bibliography are included. The complete report of the Ph.D. thesis, "Guidelines for Organizing and Operating a State Vocational Agriculture Curriculum Materials Service," is available. (JM)

VT 002 185

Mathetics, A System of Programmed Instruction.

Draper Correctional Center, Elmore. Ala. Rehabilitation Research Foundation

MF AVAILABLE IN VT-ERIC SET.

Rehabilitation Research Foundation, P.O. Box 1107, Elmore, Alabama 36025.

Pub Date - 66 60p.

*PROGRAMED INSTRUCTION; *PROGRAMING; PROGRAM PLANNING; *INSTRUCTIONAL DESIGN; VOCATIONAL EDUCATION; JOB ANALYSIS; JOB SKILLS; EDUCATIONAL NEEDS; EDUCATIONAL OBJECTIVES
MATHETICS

Mathetics is a training system that provides for the trainer a guide for determining what to teach, a basis for making teaching strategy decisions, a detailed procedure for constructing a lesson. It includes making a job analysis, describing the characteristics of the trainees, and determining training objectives, the differences between the master of the job and the student. With the job and population analysis and the objectives as guides, the matheticist writes "a prescription" for the training deficiencies. The prescription expresses the steps in producing a product in stimulus-response units called operants which may be arranged so that the student is presented the last step of a performance first, the next to last second, and in that sequence until all operants have been taught. This procedure is "chaining." Four papers presented at programed instruction conferences in April 1966 are included: "The Two Meanings of Mathetics" and "Mathetics--The Ugly Duckling Learns to Fly," by J.H. Harless, are an overview of the mathetical system and the techniques employed by the mathetical analyst and writer. "Mathetics in Industrial and Vocational Training," by M.T. McGaully, describes the activities of major mathetical programing units in the United States. "The Development and Production of Mathetical Programs--A Case History" by S.J. Cassels, III, describes the major production procedures of the programing unit of the Rehabilitation Research Foundation of Alabama. (PS)

VT 003 201 ED 018 612

Taylor, Robert E.; Christensen, Virgil E.

Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.

Ohio State Univ., Columbus. Center for Vocational Education

EDRS PRICE MF-\$0.50 HC-\$1.08

Pub Date - 10Oct66 25p.

PROGRAM PLANNING; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *INSTRUCTIONAL AIDS; AUDIOVISUAL AIDS; AUTOINSTRUCTIONAL AIDS; *INSTRUCTIONAL MATERIALS; EDUCATIONAL NEEDS; EDUCATIONAL IMPROVEMENT; *EDUCATIONAL STRATEGIES

The assumption is made that vocational and technical education is "undeveloped" in terms of adequately exploiting the full range of possibilities inherent in modern educational media and technology. This paper presents an overview of the broad setting in which vocational and technical education functions, the general benefits of applications of media to diverse and varied instructional situations, and strategies for optimizing applications to the vocational and technical education curricula. Selected examples where media have specific implications for vocational and technical education are discussed. Examples include programed materials, single concept film loops, auto-tutorial materials, television monitors, media materials for simulated experiences, computer assisted instruction, computer gaming techniques, closed circuit television, airborne television, computer assisted counseling, and micro-teaching. Suggestions and recommendations are made to help assure that future developments of media are positive and efficient. (PS)

VT 003 384

A Model Instructional Materials File for Coordinators of Cooperative Occupational Education. Instructional Resource Series, Number 3.

Michigan State Univ., East Lansing. Bureau of Educational Research Services

MF AVAILABLE IN VT-ERIC SET.

Pub Date - May65 16p.

*COOPERATIVE EDUCATION; *INFORMATION STORAGE; *INSTRUCTIONAL MATERIALS; OFFICE OCCUPATIONS EDUCATION; DISTRIBUTIVE EDUCATION; TRADE AND INDUSTRIAL EDUCATION

This publication is designed to aid the coordinator and his students in developing and using systematically the materials necessary for program operation and student learning activities. A four-drawer filing system designed to be used in an office, distributive, or industrial cooperative program is described. The first drawer should have files on administration and program records. The second drawer should have files pertaining to technical information, such as bulletins and other literature on the processes, operating procedures, and techniques of the occupation. The third drawer should contain files for product and merchandise information. The fourth drawer should contain occupational information, such as information about specific occupations, obtaining further education, and general knowledge all workers should have. Within each drawer, the filing system is based on the simple-to-use numerical index. Suggested tips for filing and a detailed listing of the contents of each drawer are included. (FS)

VT 003 999 ED 019 470

Buntin, L. Ann

A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.

Texas Technological Coll., Lubbock
EDRS PRICE MF-\$0.75 HC-\$5.76
Pub Date - 31Aug67 142p.

*OCCUPATIONAL HOME ECONOMICS; CURRICULUM DEVELOPMENT; *PROGRAM DESCRIPTIONS; INSTRUCTIONAL MATERIALS CENTERS; *INSTRUCTIONAL MATERIALS; PROGRAM DEVELOPMENT; MATERIAL DEVELOPMENT; JOB ANALYSIS; *CHILD CARE WORKERS; EDUCATIONAL NEEDS; JOB SKILLS; *SEAMSTRESSES; *FOOD SERVICE WORKERS

The major purpose of the project was to establish a center for developing instructional materials needed by trainees for employment in home economics related occupations. The project staff (1) developed a plan for collecting existent materials, (2) prepared a bibliography for three occupational areas, (3) developed a filing system, (4) visited three curriculum centers, (5) developed a chart of Texas occupational programs in home economics, (6) secured information on the extent of current programs, (7) studied space, facilities, personnel and budget requirements for a proposed center, and (8) established procedural steps and completed the first four for developing materials for the child care aide, clothing specialist, and food service employee. The steps were (1) define job by title, (2) develop job analysis, (3) prepare course outline based on tasks listed in job analysis, (5) construct instructional sheets to guide students in job performance, and (6) evaluate and revise instructional materials. The plan for the proposed center was submitted to the Texas Education Agency. The center envisions a long-term project to (1) plan, produce, evaluate, and revise instructional materials for home economics occupational cooperative part-time training procedures, high school preemployment programs, and post-high school technical occupations programs, and (2) assist teachers in using the materials through visits, workshops, and inservice training. The extensive appendix includes (1) charts of the filing systems and the Texas programs, and (2) the job analyses, course outlines, units, and bibliographies developed by the staff for child care aide, clothing alterer, dressmaker, bus boy, waiter, kitchen helper, and cook. (FP)

VT 004 409

Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.

San Mateo Coll., Calif. Business Div.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Aug67 72p.

*CURRICULUM GUIDES; *BUSINESS EDUCATION; *SECRETARIES; POST SECONDARY EDUCATION; MATERIAL DEVELOPMENT; SURVEYS; EDUCATIONAL NEEDS; EMPLOYER ATTITUDES; QUESTIONNAIRES

Based on information from questionnaires returned by 217 members of the San Mateo County Medical Society, 166 members of the San Mateo County Bar Association and 43 members of the Western Electronic Manufacturers Association, and on guidelines provided by advisory committees, course curriculum guides and units of study were developed by college instructors for the legal, medical, and technical secretarial programs at the college level. Prerequisites, aims, objective, scope, methods of instruction, text, facilities, evaluation, and catalog descriptions are included in the curriculum guide for each of the courses: (1) Legal Shorthand Dictation and Transcription, (2) Legal Secretarial Procedures and Office Administration, (3) Medical Dictation and Transcription, (4) Medical Office Procedures, (5) Technical Dictation and Transcription, (6) Technical Typewriting, and (7) Technical Secretarial Procedures and Office Administration. Units within each course contain class hours, objectives, content, and suggested teaching materials and evaluation techniques. A proposed modular time schedule which requires 10 hours a week for all three areas, 4 for dictation and transcription and 6 for office procedures, is presented. (PS)

VT 004 608

DeBlassie, Richard R.; Jones, William P.
Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.

New Mexico State Univ., Las Cruces
New Mexico Occupational Research and Development Coordinating Unit, Santa Fe
New Mexico State Dept. of Education, Santa Fe. Div. of Guidance and Special Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 147p.

*RESOURCE UNITS; *OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; JUNIOR HIGH SCHOOLS; BIBLIOGRAPHIES; *PREVOCATIONAL EDUCATION; EVALUATION CRITERIA

The purposes of this project were to compile sources of occupational information relevant to opportunities in vocational education which were appropriate for junior high students and to establish some guidelines for evaluating and integrating these materials into the curriculum. Project activities included reviewing the literature, consulting with specialists and company representatives, surveying current school practices, and examining the characteristics of junior high students. Evaluation criteria established for occupational materials were publication date, relevancy, qualifications of the author, purpose, and manner of presentation including style and format, reading level, and technical quality. Occupational information may be used in the classroom in group projects, in the unit approach, or in the occupations class. Activities which can be used with either the class or unit method are making career notebooks, giving special reports, participating in group discussions, case studies, and supplemental reading programs, making community job surveys, holding career days and conferences, and making field trips. Examples of general and specific units are presented. An extensive bibliography lists occupational pamphlets, books, films, and filmstrips. Sources of materials, trade and technical schools, and apprenticeships are also listed, and a sample evaluation is included. (EM)

VT 004 780 ED 017 722

Jensen, Arthur K.
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education. Final Report.

Clemson Univ., S.C.
EDRS PRICE MF-\$0.75 HC-\$6.12
Pub Date - 20Dec67 151p.

OEG-2-6-068320-1103

08

*VOCATIONAL AGRICULTURE; *AGRICULTURAL MACHINERY; *OVERHEAD PROJECTORS; *TRANSPARENCIES; MATERIAL DEVELOPMENT; MECHANICS (PROCESS); TEACHER ATTITUDES

The investigation resulted in the production of 88 low-cost overhead projection transparencies on the basic principles of power transmission in agricultural machinery. Developing techniques for offset printing on plastic required overcoming problems of static electricity, ink adhesion, offsetting, and drying. Machinery, environment, and ink were tested and adjusted to produce single color transparencies economically. Media quality was tested by 53 vocational agriculture teachers in five states. They were enthusiastic about the production approach, satisfied with the projection quality, product durability, and assembly methods, and expressed a need for the product. The nine sets of transparencies are enclosed in file-folders, upon which are printed suggested references and learning activities. The 88 transparencies include 37 in more than one color and provide overlays, cutaway views, and exploded views of assembly components. Specific sets of transparencies are (1) Bearings, (2) Differentials, (3) Friction Clutches, (4) Transmissions, (5) Gears, (6) Chains, (7) Belts and Pulleys, (8) Flexible Couplings, and (9) Power Take-Offs. Instructions for using the transparencies in teaching a 3-6 week unit were outlined for the selected teachers who evaluated the product. (JM)

VT 004 863 ED 018 660

Norton, Robert E.
Using Programed Instruction in Occupational Education.

New York State Education Dept., Albany. Bureau of Occupational Education Research
Cornell Univ., Ithaca, N.Y. Dept. of Education
EDRS PRICE MF-\$0.25 HC-\$2.32
Pub Date - Sep67 56p.

*PROGRAMED INSTRUCTION; *VOCATIONAL EDUCATION; *EDUCATIONAL PRINCIPLES; RESEARCH REVIEWS (PUBLICATIONS); *SELECTION; INFORMATION SOURCES; BIBLIOGRAPHIES; EVALUATION

Although this report on the status of programed instruction and the potential it holds for schools emphasizes the applications of programed instruction to occupational education, much of what is said is also applicable to general education. An example of programed instruction, an overview of supporting psychological principles, research findings, some controversies, some advantages, and some limitations of programed instruction are presented. A discussion of the selection and use of programed materials includes what the materials can teach, how they should be used, the kinds available, the economics of using them, and recommended selection procedures. Case studies from schools and industries using programed instruction successfully in occupational education are presented for basic industrial skills, business, English, medical education, health and safety, home economics, industrial training, medical sales, personnel practices, trade and industrial, selling and retailing, spelling, vocational agriculture, and 14 vocational areas. Although the successful use of programed instruction has been widespread, administrators and teachers should learn as much as possible about it before attempting to use it, involve qualified teachers, select materials carefully, try it on a small scale until it is proved successful, follow good management procedures, and integrate it with other methods of instruction. Sources of programed text materials, recommended references, criteria for assessing programed instructional materials, recommendations for reporting the effectiveness of the materials, and a bibliography are included. (PS)

VT 005 195 ED 018 667

Wells, Inez Ray
Programmed Shorthand Laboratory for Skill Development. Developed by Summer Workshop in Vocational Business and Office Education (University of Akron, Akron, Ohio, June 28-July 16, 1965).

Ohio State Dept. of Education, Columbus. Business and Office Education Service

Akron Univ., Ohio
EDRS PRICE MF-\$0.75 HC-\$5.28
OSDE-Bull-10

Ohio Trade and Industrial Education Service, Instructional Materials Laboratory, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio 43210 (\$1.35).
Pub Date - Aug66 150p.

*STENOGRAPHY; *LABORATORY EQUIPMENT; *AUTOINSTRUCTIONAL LABORATORIES; *TAPE RECORDINGS; *SUMMER WORKSHOPS; INSERVICE TEACHER EDUCATION

A programed shorthand laboratory is one in which prerecorded dictation is available for use by students and teachers either during the class period or during study periods for individual work and skill development. Eight Ohio business education teachers participated in a workshop to: (1) become oriented to the concepts and goals of the electronic shorthand laboratory for the classroom, (2) evaluate the seven electronic dictation systems which were installed by the equipment company representatives and used by the workshop members, and (3) dictate actual shorthand tapes. Consultants from education and industry discussed (1) considerations in setting up a shorthand laboratory, (2) types of laboratories, (3) cost of equipment, (4) provision for monitoring the tapes, (5) channels needed, (6) advantages and disadvantages of shorthand laboratories, (7) acquisition, preparation, and use of tapes, and (8) features of available equipment. The teacher participants dictated 40 tapes in five-word progressions in speeds ranging from 80 to 130 words per minute which will be loaned to manufacturers to enable them to make master tapes for Ohio teachers on a minimum cost basis. The appendixes include a description of a shorthand laboratory, a comparison of eight shorthand laboratory systems, a partial list of manufacturers, and the script used in preparing the tapes. (PS)

PHILOSOPHY
AND OBJECTIVES
SECTION

VT 000 422

Hull, William L.

Objectives for Vocational and Technical Education in Agriculture. Objective 2, To Develop Agricultural Competencies Needed by Individuals Engaged in or Preparing to Engage in Agricultural Occupations Other Than Production Agriculture.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 66 10p.; Paper in "Report of a National Seminar, Evaluation and Program Planning in Agricultural Education" (The Ohio State University, July 27-30, 1964).

*SPEECHES; *EDUCATIONAL OBJECTIVES; OFF FARM AGRICULTURAL OCCUPATIONS; FARM OCCUPATIONS; PLANT SCIENCE; ANIMAL SCIENCE; *VOCATIONAL AGRICULTURE; PROGRAM PLANNING; *AGRICULTURAL OCCUPATIONS; *EDUCATIONAL NEEDS AGRICULTURAL SKILLS

*NATIONAL SEMINAR ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION

In discussing the objective developing agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture, three assumptions are made: (1) Knowledge and skills in agriculture exist, can be identified, and can be translated into educational objectives, (2) The selection of specific objectives contributes to a quality program, and (3) Teachers in a subject area should select the educational objectives. Propositions set forth include: (1) Before objectives can be identified, agricultural occupations must be described, (2) The extent to which technical knowledge of plant and animal growth principles is required best defines the nature of the occupation, (3) Essentially no difference exists in the nature of units taught to develop competency in occupations either on or off the farm, and (4) Teachers of vocational agriculture are best qualified to teach principles of plant and animal growth. Three levels of the occupations need specific objectives: production agriculture, supporting occupations supplying inputs, and consumer commodities. Competency factor groups for each must be devised, and instructional content ordered. Student performance will include mastery of content and acquisition of a kind of behavior operating in a substantive area. Because definite stages in the learning process exist, it is necessary that a continuum be derived by appropriately ordering animal growth principles. This continuum can be expanded into attributes identifying agricultural occupations. This paper appears in ED 011 037. (JM)

VT 000 430

Shontz, David F.

Objectives for Vocational and Technical Education in Agriculture. Objective 3, To Develop an Understanding of and Appreciation for Career Opportunities in Agriculture and the Preparation Needed to Enter and Progress in Agricultural Occupations.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 66 8p.; Paper in "Report of a National Seminar, Evaluation and Program Planning in Agricultural Education" (The Ohio State University, July 27-30, 1964).

*EDUCATIONAL OBJECTIVES; *VOCATIONAL AGRICULTURE; *CAREER OPPORTUNITIES; *SPEECHES
*NATIONAL SEMINAR ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION

Any measure of program success in agricultural education must be in terms of its enhancement of human capacities. It must be considered in terms which identify the people concerned, the kind of behavior or action to be accomplished, and the content or problem area in which this behavior or action is to operate. Objectives which contribute to this are: (1) Understand and appreciate the importance of agriculture, (2) Determine types and numbers of occupational opportunities, (3) Evaluate information concerning occupations, (4) Relate occupational information to personal characteristics, aptitudes, and interests, (5) Obtain exploratory work experience under supervision, and (6) Continue education to advance in the occupation. Other areas that merit consideration are programs for the disadvantaged, broadened objectives, vocational exploration in the elementary school, and objectives based upon the needs expressed by youth and adults. The report of the national seminar is available as ED 011 037. (EM)

VT 000 433

Haltermann, Jerry J.

Objectives for Vocational and Technical Education in Agriculture. Objective 4, To Develop the Ability to Secure Satisfactory Placement and to Advance in an Agricultural Occupation Through a Program of Continuing Education.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 66 8p.; Paper in "Report of a National Seminar, Evaluation and Program Planning in Agricultural Education" (The Ohio State University, July 27-30, 1964).

*JOB PLACEMENT; *SPEECHES; *VOCATIONAL AGRICULTURE; *EDUCATIONAL OBJECTIVES; PROGRAM EVALUATION; AGRICULTURAL OCCUPATIONS; *ADULT VOCATIONAL EDUCATION; EMPLOYMENT OPPORTUNITIES
*NATIONAL SEMINARS ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION

The objective concerning satisfactory placement and subsequent advancement in an agricultural occupation implies that the qualification of the student and the requirements of a position are in congruence and that the level of employee performance is acceptable to employers. It is the responsibility of vocational and technical educators to measure how well the educational programs are meeting these conditions. Followup records seem requisite to such a measurement. Evidences are needed which will reflect information in sufficient detail so that efficiency measures can be made of various phases of the program. Valid occupational opportunity and job requirement information resulting from changes in agriculture is essential to program development. Persons needed in agriculture can be identified according to their specialized training, distinctive abilities, and level of occupational competence. A continuum of level-of-occupational preparation is suggested for meeting the needs of technologically oriented agricultural occupations. Efficiency of training for level-of-competence can be evaluated by the use of classification guides and job analyses. Evaluation should not only provide information necessary for adjusting, modifying, or extending current programs to meet changing agricultural demands but also for the continuing education of workers. Vocational and technical education must provide for experiences helpful to the student in the areas of available resources, application for employment, self-employment, job opportunities, continuing education, and progress and advancement. The report of the national seminar is available as ED 011 037. (JM)

VT 000 466

Loreen, C.O.

Objectives for Vocational and Technical Education in Agriculture. Objective 5, To Develop Those Abilities in Human Relations Which are Essential in Agricultural Occupations.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 66 10p.; Paper in "Report of a National Seminar, Evaluation and Program Planning in Agricultural Education" (The Ohio State University, July 27-30, 1964).

*VOCATIONAL AGRICULTURE; *HUMAN RELATIONS; *EDUCATIONAL OBJECTIVES; AGRICULTURAL OCCUPATIONS; *INDIVIDUAL CHARACTERISTICS; *WORK ATTITUDES; COOPERATIVE EDUCATION; *SPEECHES
*NATIONAL SEMINAR ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION

Concern for the development of abilities in human relations is pronounced in training programs for the off-farm agricultural occupations and is related to preparation for successful job entry and advancement. Human relations may be defined as the field of applied sociology which seeks to reduce tensions and antagonisms that may exist or might arise among people. Good communication is essential to human relations and can be taught. Constructive attitudes and appreciation of the dignity of work are important. Training should emphasize the development of other traits such as accuracy, responsibility, dependability, intelligence, and courtesy. Presence of still other traits can determine the degree of success of the employee. Some of these are loyalty, respect for authority, willingness to learn, cooperation, honesty, responsibility, leadership, and morale. How well these are taught depends largely on how well the teacher, by both his instruction and his example, succeeds in developing the whole person for his role in the world of work. To allow teachers to set worthy examples of human relations it is necessary to avoid overburdening them with large classes and extraneous tasks. The report of the national seminar is available as ED 011 037. (JM)

VT 001 855 ED 019 412

Crawford, Lucy C.

A Philosophy of Distributive Education, A Report of the First Step in the Research Project "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education".

Council for Distributive Teacher Education

Virginia Polytechnic Inst. Blacksburg. Div. of Distributive Education

EDRS PRICE MF-\$0.50 HC-\$4.48

CDTE-Prof-Bull-10.

Pub Date - Jan67 110p.

*DISTRIBUTIVE EDUCATION; *EDUCATIONAL PHILOSOPHY; Q SORT; VOCATIONAL EDUCATION; EDUCATIONAL OBJECTIVES; SECONDARY EDUCATION; DEMOCRATIC VALUES; TEACHER ATTITUDES; *STATE SUPERVISORS; *TEACHER EDUCATORS; GUIDANCE; CURRICULUM; PROGRAM COORDINATION; PROGRAM ADMINISTRATION; QUESTIONNAIRES; TEACHER CHARACTERISTICS; INDIVIDUAL CHARACTERISTICS

The first of four steps in a study to determine the learning experiences that should be included in a distributive teacher education program was to construct a philosophy of distributive education consistent with the philosophy of vocational education, the goals of secondary education, and the ideals of American democracy. Statements of basic beliefs reflecting the definitions, principles, and objectives of the distributive education program, derived from literature, research, speeches, and consultation with selected leaders, were evaluated, tested for consistency against a Purposes of Vocational Education card sort, revised, and made into a 96-item Basic Belief card sort. Of the 172 distributive education state supervisory and teacher education personnel, 153 responded to the statements of basic beliefs. The major findings were: (1) There were a few statistically significant differences of opinion among the responding groups, and (2) The respondents had a very high degree of agreement on 83 of the 96 statements. The agreement of the vast majority of the leadership in distributive education upon the statements of belief indicated that the philosophy of distributive education expressed in the findings can serve as a theoretical structure on which future research can be based. A bibliography, statistical data, the profile inquiry form, and lists of the agreed-upon beliefs are included. (SL)

VT 001 908 ED 019 416

Vocational Education for American Youth.

American Vocational Assn., Washington, D.C.

EDRS PRICE MF-\$0.25 HC-\$0.76

Pub Date - 64 17p.

*VOCATIONAL EDUCATION; *HIGH SCHOOLS; AREA VOCATIONAL SCHOOLS; OCCUPATIONAL GUIDANCE; VOCATIONAL EDUCATION; TEACHERS; GENERAL EDUCATION; ADMINISTRATIVE PERSONNEL; *EDUCATIONAL OBJECTIVES

Education for living and education for earning a living must be regarded as integral parts of a comprehensive program fitting American youth for their future responsibilities. In this country, vocational education serves two major functions: (1) It provides the opportunity for secondary school youth to acquire, along with or following a general education, some type of specific and useful occupational training, and (2) It provides a very important continuing program of training for out-of-school youth, and adults who want and can profit from extended skills, knowledge, and understandings in a chosen occupation. This booklet, concerned only with the first function, briefly describes the philosophy underlying vocational education, points out some of the essential features of a sound vocational program, and indicates the contributions this specific education makes to the nation's security and prosperity. (SL)

VT 002 709 ED 020 317

Yoho, Lewis W.

The "Orchestrated System" Approach to Industrial Education (Industrial Arts-Technical-Vocational).

Indiana State Univ., Terre Haute

EDRS PRICE MF-\$0.25 HC-\$1.92

Pub Date - 67 46p.

*INDUSTRIAL EDUCATION; INDUSTRIAL ARTS; *CURRICULUM DEVELOPMENT; EDUCATIONAL PHILOSOPHY; NETWORKS; *MODELS; *EDUCATIONAL OBJECTIVES; CULTURAL CONTEXT; PROGRAM CONTENT; COMMUNICATIONS; INSTRUCTIONAL DESIGN; EDUCATIONAL STRATEGIES; *SYSTEMS APPROACH; INDUSTRY SNAP MAPS; *SYSTEMS NETWORKS ANALYSIS PROCESS; *ORCHESTRATED SYSTEMS APPROACH

This systems approach determines and identifies ultimate educational goals and intermediate goals which provide the operational dynamics for goal attainment by using models designed by Systems Network Analysis Process, or SNAP MAPS, which are simplified flow charts, exposing tentative social and industrial elements of the industrial arts curriculum. This process is in contrast to the usual practice of factoring out elements of industry such as trades, concepts, or sample experiences. The ultimate goal of education, "the good life" and intermediate goals, or educational curriculum areas, are diagramed to show their purpose and place from their position and relationship in the model. "Education for developing competencies in communications" is designed into the industrial arts model as the key goal gradient. When these competencies are developed, the student may begin parallel development of other goal gradients, each of which may be subjected to the systems modeling technique in continued subanalysis, each revealing more specific content. The theory of teaching and learning for this systems approach is based upon developing

individual self-motivation and self-discipline and upon creating a "whole" which the student must synthesize and relate into an understanding of the "whole." Thirty-nine charts and SNAP MAPS illustrate the progressive subanalysis of the industrial education curriculum elements and the concepts of educational planning presented. (EM)

VT 003 411 ED 019 466
New Directions for Industrial Arts.

American Industrial Arts Assn., Washington, D.C.
EDRS PRICE MF-\$0.75 HC NOT AVAILABLE FROM EDRS.
Executive Secretary, AIAA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (hard cover \$4.50, soft cover \$3.50).
Pub Date - 64 193p.; Addresses and Proceedings of the Annual Convention of the American Industrial Arts Assn. (26th, Washington, 1964).

*INDUSTRIAL ARTS; CONFERENCES; *SPEECHES; *EDUCATIONAL PHILOSOPHY; CURRICULUM; *PROGRAM DESCRIPTIONS;
COURSE CONTENT; *TEACHER EDUCATION; *EDUCATIONAL PROBLEMS
AMERICAN INDUSTRIAL ARTS ASSOCIATION

Most of the important addresses given at the 26th American Industrial Arts Association convention are in this report. They include (1) "Industrial Arts and Economic Growth" by E. McCarthy, (2) "The Manpower Problem: Some Challenges for All Levels of Education" by E. Clague, (3) "New Pressures: And Old" by H. Benjamin, (4) "Identifying the Student's Unique Pattern of Talents" by J.C. Flanagan, (5) "Industrial Arts Education: A View from the Outside" by E.J. Meade, (6) "A New Look at Methods and Techniques in Teacher Development" by R.S. Acker, (7) "Research Developments in Learning: Implication for Teaching" by W.B. Waetjen, (8) "New Trends and Developments" by S. Lambert, (9) "Where Do You Put the I" by E.K. Emurian, (10) "The Peace Corps and Industrial Arts" by N. Parmer, (11) "Directions in Post-Baccalaureate Teacher Education Programs" by D.W. Robinson, (12) "New Directions in Higher Education" by P. DeVore, (13) "Industrial Developments and Their Implications for Industrial Arts" by W.P. Spence, (14) "Industrial Developments and Their Implications for Industrial Arts Content" by D. Sams, (15) "A New Concept of Interpreting Productive Society to Youth: A Description of the Ziel Program of Industrial Arts" by J.E. Gallagher, (16) "The School of Tomorrow, Today" by W. Smith, (17) "A Progressive Industrial Arts Program in Broward County, Florida" by S. Johnson, (18) "Technology: A Structure for Industrial Arts" by P. DeVore, (19) "Industrial Arts as a Cultural Experience" by D. Maley, (20) "Industrial Arts: A Vital Part of Every Student's Education" by J. Giovanni, (21) "Science and Industrial Arts" by Kazer and Huebner, (22) "An Industrial Arts Research Laboratory" by A.P. Keeny, (23) "Research and Development and You" by Durkin and Todd, (24) "The Group Project: An Old Name--A New Venture" by K. Gettle, (25) "The Mass Production Experience" by N. Frantz, (26) "Emerging Graphic Arts Content and Approaches for the Intermediate Level" by G. Horton, (27) "Exploration and Experimentation in Graphic Arts" by C. Brenner, and (28) "The Use of Programmed Materials in Teaching Technical Information" by E.C. Hinckley. (EM)

VT 004 489
Johnson, Hildegard, And Others
Our Educational Beliefs.

MF AVAILABLE IN VT-ERIC SET.
Journal of Home Economics; March 1961.
Pub Date - Mar61 5p.

*HOME ECONOMICS EDUCATION; HOME ECONOMICS TEACHERS; *EDUCATIONAL PHILOSOPHY; *BELIEFS
NORTH CAROLINA

As the first step to discover discrepancies between educational beliefs and practice among secondary home economics teachers in North Carolina, this study determined which educational beliefs authorities in home economics education accept as important. Thirty-seven educational beliefs were determined by a review of the literature and consultation with leaders in the field. Seventy-six state supervisors and heads of teacher training departments rated each belief as very important, less important, or not true. Of the 37 beliefs, 20 were considered very important by 90 percent of the educators. Thirty which were considered very important by 75 percent of the respondents were arranged in tabular form according to implications for (1) teacher objectives and course content, (2) methods of teaching, (3) evaluation of school program, (4) pupil participation in total home economics program, (5) extra class responsibilities of teachers, and (6) physical facilities of the home economics department. The results indicated that authorities in home economics education generally agree on this body of educational theory. The classroom teacher lag in implementing these theories is attributed to her incomplete understanding of the theory and to her lack of skill. How to improve teacher understanding and skill and where to concentrate teacher educator efforts need to be studied. (FP)

RESEARCH DESIGN
AND RESEARCH DEVELOPMENT
SECTION

VT DDD 076

Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research (Ohio State University, 1964).

MF AVAILABLE IN VT-ERIC SET.
Pub Date - May65 64p.

*VOCATIONAL EDUCATION; *PROGRAM ADMINISTRATION; PROGRAM DEVELOPMENT; *EDUCATIONAL RESEARCH; *EDUCATIONAL CHANGE; *SPEECHES
*NATIONAL VOCATIONAL TECHNICAL EDUCATION SEMINAR ON THE ADMINISTRATION OF RESEARCH

"Synthesis of Administration of Research in Vocational Education" by C.W. Hill, advances the belief that research and development is the foundation for quality in vocational education. In "Freedom of Researchers," Lloyd J. Phipps gives the researchers' responsibilities to administrators and discusses the freedoms researchers have a right to expect of administrators. "Research and Development, The Foundations for Quality in Vocational Education," by Walter M. Arnold, discusses the needs in vocational education for specific types of research, the deficiencies in the research field, and the implications contained in the Vocational Education Act of 1963 for developing vigorous research programs. In "Utilizing Research in Program Development," by L.T. White, the need for research is presented relative to what is expected of the new educational programs. "Administering Change," by T.J. Jenson, presents a discussion of two phenomena, the processes of administering and of change. "An Action Program for Improving Research in Vocational Education," by Walter R. Williams, Jr., cites the potential of recent vocational education acts to meet new and evolving demands. (SL)

VT DD1 237

Goff, Maurice L.

Selected Techniques for Formulating the Questionnaire, Mechanics and Related Materials of a Follow-Up Procedure Dealing with Post Secondary Vocational-Technical Graduates.

Wyoming State Dept. of Education, Cheyenne. Vocational-Technical Div.
Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 38p.

*QUESTIONNAIRES; *LITERATURE REVIEWS; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *RESEARCH DESIGN; POST SECONDARY EDUCATION; *GRADUATE SURVEYS; VOCATIONAL FOLLOWUP

A comprehensive review of the literature dealing with the mail questionnaire is presented for three general areas: instrument of the follow-up procedure, mechanics of the follow-up procedure, and supplementary materials of the follow-up procedure. Examples of subtopics are (1) justification for use of the mail questionnaire, (2) consideration for its construction, (3) follow-up of non-respondents, and (4) accompanying letter and validation of the questionnaire. A bibliography is included. (SL)

VT DD1 87D

ED D19 413

Proceedings of Regional Research Conference in Agricultural Education (New Brunswick, New Jersey, November 9-11, 1966).

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education
EDRS PRICE MF-\$0.50 HC-\$2.52
Pub Date - 67 61p.

*AGRICULTURAL EDUCATION; *EDUCATIONAL RESEARCH; VOCATIONAL EDUCATION; OCCUPATIONAL SURVEYS; EXPERIMENT STATIONS; CULTURALLY DISADVANTAGED; ARTICULATION (PROGRAM); RESEARCH COORDINATING UNITS; SPEECHES; HIGH SCHOOLS; POST SECONDARY EDUCATION; EDUCATIONAL INNOVATION; CURRICULUM; OFF FARM AGRICULTURAL OCCUPATIONS; *CONFERENCES
NORTH ATLANTIC REGION; NEW JERSEY; MASSACHUSETTS; NEW YORK; PENNSYLVANIA; CONNECTICUT

Seventy-eight educators from 13 northeastern states and Washington, D.C. participated in the 3-day conference focused on topics of interest to both state supervisors and teacher educators. Major speeches were (1) "A Review of Research in Agricultural Education in the North Atlantic Region" by G.M. Love, (2) "Review and Synthesis of Vocational Education Research" by C.J. Schaefer, (3) "A Shift in Emphasis of Experiment Station Research" by W.A. MacLinn, (4) "The Teacher and the Psychology of the Culturally Deprived" by B.W. Tuckman, and (5) "The Structures, Goals, and Activities of the New York Research Coordinating Unit" by P.T. Harkness. Brief reports on the New Jersey, Pennsylvania, and Connecticut Research Coordinating Units are also presented. Studies reported were "Articulation of High School and Technical College Curriculums in Agriculture," and "A Study of the Innovative Aspects of Emerging Off-Farm Agricultural Programs at the Secondary Level and the Articulation of Such Programs with Technical College Curriculum in Agriculture." Other reports concerned implementation of state occupational studies in Massachusetts and Pennsylvania and agricultural education at the secondary level in New York. Minutes of the business meetings of the conference are included. (JM)

VT DD2 241

ED D19 433

Crews, James W.

Research Needed in Florida Business Education.

EDRS PRICE MF-\$0.25 HC-\$1.24
Pub Date - Mar67 29p.

*BUSINESS EDUCATION; *RESEARCH NEEDS; *ADMINISTRATOR ATTITUDES; *TEACHER ATTITUDES; ADMINISTRATIVE PERSONNEL; SUPERVISORS; TEACHER EDUCATORS; BUSINESS TEACHERS; STATE SURVEYS; QUESTIONNAIRES; EMPLOYMENT EXPERIENCE FLORIDA

A research committee composed of business and vocational educators in Florida developed a 33-item questionnaire to identify needed research in business education from information derived from personal interviews with teachers, supervisors, administrators, and business teacher-education personnel. Business teachers and administrators completed 243 questionnaires. Data were analyzed by categories relating to the professional characteristics of the respondents, such as position, years of occupational experience in offices, grade levels, and subjects taught. The following items are ranked in the order of importance assigned by the total group of respondents: (1) What skills, knowledges, and understandings should business and office employees possess, (2) How can business teachers be assisted in becoming aware of new and innovative instructional materials and developing competence in using these materials, (3) What over-all goals should characterize business and office education at various educational and maturity levels such as junior high school, senior high school, junior college, and adult programs, (4) What educational programs are

appropriate to realize the goals noted in the preceding items, and (5) What devices, techniques, and methods can be used effectively to assist business teachers in staying current in knowledges and understandings pertinent to the world of work and in educational practices. The questionnaire is included. (PS)

VT 002 746

Stephens, John F.
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City
Utah State Dept. of Public Instruction, Salt Lake City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 1Jun67 22p.

OEG-4-7-063046-1612

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; *VOCATIONAL EDUCATION; *STATE PROGRAMS; CRITICAL PATH METHOD

Six research programs supported in whole or part by the Unit were completed since the last quarterly report, and nine are in progress. Those completed were (1) Catalogue of Vocational and Technical Education Scholarships Available to Utah High School Seniors, (2) Survey of Commercial Arts Curriculum, (3) A Study of Utah's Requirements in Eight Paramedical Occupations, (4) Feeder Study of High School Vocational Programs, (5) Office Simulation Project, and (6) Evaluation of the Effectiveness of "Pride and Performance" ETV Program. Programs in progress were: (1) Utah VIEW Program, (2) Study of Appropriate Vocational Programs Applicable to the Utah State Industrial School, (3) An Assessment of Typewriting Skills in the Secondary Schools of Utah in Relation to Entry Job Requirements, (4) The Adequacy of Utah's Distributive Education Graduates, (5) Evaluation of Manpower Schools at Salt Lake City and Ogden, (6) A Pilot Program to Test the Feasibility of Increasing the Number of Vocational and Technical Education Scholarships in Tooele County, (7) A Study of Mechanical Jobs Performed by Farmers of Utah, (8) Sevier Valley Tech Curriculum Design Workshop, and (9) Vocational Curriculum Design Workshop, Delta. Unit expenditures from December 1, 1966 through May 31, 1967 totalled \$20,815.45 in federal funds and \$6,107.54 in state funds. Program Evaluation and Review Technique (PERT) diagrams are included for seven projects. (MM)

VT 003 594

Horner, James T., And Others
Technical Progress Report, September 1-November 30, 1967. (Title Supplied).

Nebraska Occupational Needs Research Coordinating Unit, Lincoln
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 28Dec67 4p.

OEC-5-85-127

*PROGRAM DESCRIPTIONS; *RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *STATE PROGRAMS; *VOCATIONAL EDUCATION
NEBRASKA

During the quarter, research-training was encouraged through weekly training sessions for the Research Coordinating Unit (RCU) staff, and short-term research studies were made by research assistants to develop a plan for the depth study in the area of their special competency. Final agreements were completed with the Lincoln school system for an occupational opportunities study for Lancaster County, and considerable progress was made in developing an occupational opportunities model for determining statewide occupational opportunities. A major portion of the RCU staff time was devoted to data collection. Research assistants in the areas of health occupations, home economics, and office occupations were added to the staff during the quarter. Abstracts of relevant literature and information about college entrance requirements were published in the Newsletter, and three presentations on the ERIC system of dissemination were made to interested groups. Projected activities include: (1) The occupational opportunities model development will continue and data collection will have priority, (2) Staff research assistants will be completing their short term studies and beginning depth studies to determine specific competency needs where employment opportunities exist, and (3) The RCU Newsletter will be devoted to abstracted research in specific occupational areas. (MM)

VT 003 690

First Annual Report of the Michigan RCU.

Michigan Vocational Education Research Coordinating Unit, Lansing
Michigan State Dept. of Public Instruction, Lansing
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 18p.

*ANNUAL REPORTS; *RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *STATE PROGRAMS; PROGRAM DESCRIPTIONS; ADMINISTRATIVE POLICY
MICHIGAN

The purpose of the Research Coordinating Unit (RCU) is to stimulate vocational education research and developmental activities within the state. Its activities during the first year of operation included: (1) Operational policies were written and approved by the Department of Education, (2) A vocational education research funds policy was approved and placed on file in the U.S. Office of Education, (3) Totals of \$220,544 from the State Vocational Education budget in 1965 and \$127,524 in 1966 were allocated for institutions for research applications, (5) Guidelines, brochures, proposal formats, and flow charts of RCU purposes, activities, and services were distributed to stimulate projects, (6) Presentations were made at five conferences, and a research training workshop was sponsored to provide leadership in research, (7) The staff coordinated Unit research efforts with those of other agencies and professions, served consultants on research ideas and projects, developed long range plans for research, and identified research training needs and personnel, (8) The Unit disseminated briefs of completed research, lists of approved projects, and research projects from other states, and (9) It established a library of available research reports, began a research reference collection, and cooperated in gathering data for the Vocational Education Information System and Educational Resources Information Center. (MM)

VT 003 708

West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical and Adult Education
MF AVAILABLE IN VT-ERIC SET.

OEG-2-6-062722-2077

BR-6-2722

Pub Date - 67 9p.

08

*RESEARCH COORDINATING UNITS; *PROGRAM DESCRIPTIONS; *EDUCATIONAL RESEARCH; RESEARCH PROJECTS; *VOCATIONAL EDUCATION; STATE PROGRAMS
WEST VIRGINIA

The Unit proceeded in a developmental stage with additional activities being added as experience and progress of the staff allowed. Five additional staff people were employed, and a Research Council of seven members was appointed to serve in an advisory and evaluative capacity and will meet on a bimonthly basis. The director participated in nine activities connected with research and organization. The Unit is participating in a state study of vocational education and is conducting studies of county vocational education programs. It developed a procedural guide for applying for grant funds and established liaison with various state agencies. It is providing consultative, informational, research, and planning and development services without cost to all agencies and individuals planning or conducting research in vocational education. It is anticipated that as the services offered by the RCU become known, the staff will be called on to assist in many ways in the coordinating and disseminating research activities. (MM)

VT 004 199

Stephens, John F.

Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.

Utah State Dept. of Public Instruction, Salt Lake City
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 15Sep67 35p.

OEG-4-7-063046-1612

*RESEARCH COORDINATING UNITS; *PROGRAM DESCRIPTIONS; RESEARCH PROJECTS; *VOCATIONAL EDUCATION; *STATE PROGRAMS; *EDUCATIONAL RESEARCH; CRITICAL PATH METHOD
UTAH

During the quarter from June to August 1967 two projects, "A Study of Appropriate Vocational Programs Applicable to the Utah State Industrial School" and "An Assessment of Typewriting Skills in the Secondary Schools of Utah in Relation to Entry Job Requirements" were completed. Nine projects in progress were (1) Utah VIEW Program, (2) The Adequacy of Utah's Distributive Education Graduates, (3) Evaluation of the Manpower Schools at Salt Lake City and Ogden, Utah, (4) Inservice Training Program for Vocational Director, (5) A Study of the Qualifications and Duties of Local Vocational Director, (6) Followup Study of Utah's Vocational Graduates, (7) Sevier Valley Tech Curriculum Design Workshop, (8) Study of the Adequacy of the Training Available for Volunteer Fire Departments in Utah, and (9) A Pilot Program to Test the Feasibility of Increasing the Number of Vocational and Technical Education Scholarships in Tooele County, Utah. Federal expenditures through August 31, 1967 totaled \$28,027.65. State Expenditures totaled \$11,403.49. Program Evaluation and Review Technique networks, diagrams showing progress, for all projects are included. (EM)

VT 004 386 ED 017 684

Annual Report, November 1967.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-\$0.25 HC-\$2.36
Pub Date - Nov67 57p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; RESEARCH PROJECTS; OCCUPATIONAL INFORMATION; CONFERENCES; *RESEARCH AND DEVELOPMENT CENTERS; *EDUCATIONAL RESEARCH; INFORMATION CENTERS; ANNUAL REPORTS; *PROGRAM DESCRIPTIONS; PUBLICATIONS

The major activities of the Center are reviewed. The Advisory Committee met for the fourth time and proposed program emphases such as studies relating to the Job Corps, the declining farm population, the part-time student, salary levels in vocational education, and high school vocational education. Over 5,400 documents are now indexed and housed in the Center's reference collection. The staff prepares and circulates periodic bibliographies on 18 general topics, prepares bibliographies for individuals, and did 300 special searches and reports during the year. An evaluation of this bibliographic service by its users was completed. The Center employs eight research assistants and nine project assistants during the year, established its first internship, and awarded two fellowships. Three conferences were held: "Curriculum Programs in Action--Their Administration and Evaluation," "The Encouragement of Research in Predominantly Negro Universities" and "The Education and Training of Racial Minorities." The Center initiated a series of publications including a professional journal, a newsletter, a detailed periodic report of activities, a reprint series, conference proceedings, research reports, and an assortment of publications describing in detail the acquisitions, bibliographies, and services of the Reference Unit. Thirty Center projects are indexed under the headings: "Appraising the Effectiveness of Vocational Education," "Apprenticeship," "Counseling and Occupational Choice," "Teacher Training and Recruitment," "Labor Market Analysis," and "Vocational Training for the Unemployed." (EM)

VT 004 488 ED 016 863

Little, J. Kenneth; Somers, Gerald G.
Annual Report, November 1966.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-\$0.50 HC-\$2.88
Pub Date - Nov66 65p.

*VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *INFORMATION DISSEMINATION; *RESEARCH AND DEVELOPMENT CENTERS; *PROGRAM DESCRIPTIONS; INFORMATION CENTERS; RESEARCH PROJECTS; ADVISORY COMMITTEES; LEADERSHIP TRAINING; GRADUATE STUDY; PUBLICATIONS; CONFERENCES; ANNUAL REPORTS

The Center was established in October 1964 through a 5-year grant from the Ford Foundation. Its purposes are to (1) establish a national information depository in the field of vocational and technical education, and an information center, (2) conduct research and development studies in vocational and technical education, (3) provide financial support for graduate study and internships in vocational and technical education, (4) conduct conferences and workshops for personnel engaged in research in the area of vocational and technical education, and (5) disseminate research findings by a series of publications to be distributed among interested groups. Approximately 10,000 publications were acquired or cited, and topical bibliographies were compiled for over 150 people requesting them. Twenty research projects and related publications were reported in the areas of apprenticeship training, planning and establishment of vocational schools and programs, occupational demand related to vocational education, vocational education for special groups, vocational guidance and counseling, and followup evaluation of vocational education. Twelve graduate research assistants and one intern trainee were associated with the Center. Six conferences on such subjects as research, the disadvantaged, occupational choice and job placement, the curriculum, and economics were conducted. Center publications included (1) "The Journal of Human Resources," (2) "The IRR1 Report," (3) "The Newsletter," (4) conference proceedings, (5) a reprint series, and (6) reference unit publications such as bibliographies, a nationwide directory of vocational and technical programs, and miscellaneous reports. (MM)

VT 004 492

Schrader, Gene

Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.

Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne
MF AVAILABLE IN VT-ERIC SET.

Pub Date - Oct67 17p.

*RESEARCH COORDINATING UNITS; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; *STATE PROGRAMS
WYOMING

Unit activities for the period May 1 to October 31, 1967, are presented. Completed projects included "Selected Techniques for Formulating the Questionnaire, Mechanics and Related Materials of a Follow-up Procedure Dealing with Post-Secondary Vocational Graduates," (2) "A Survey of Vocational-Technical Education Needs in Goshen County," (3) "Occupational Needs of the Socio-Economic Disadvantaged and Other Handicapped Youth of Laramie County School District," (4) "Fremont County Survey of Vocational-Technical Education Needs in Business and Industry," (5) "A Study of the Educational Needs of Adults in Wyoming," and (6) a vocational-technical workshop to inform selected vocational educators, guidance counselors, and administrators of the present concept and approach to research in vocational education. Projects underway included (1) the Governor's Vocational Conference, (2) a study, "Are Wyoming's Secondary School Vocational Programs Geared to Wyoming Industries," (3) a study to determine why practical nursing students are discontinuing their training at the Laramie MDTA Vocational School of Practical Nursing, (4) a study of the correlation between the American College Test and the Iowa Silent Reading Test and the effect of the results on remedial students, and (5) a study, "Followup Procedure for Post-Secondary Vocational Technical Graduates." Sixteen proposed projects are being evaluated. The monograph, "Program Evaluation and Review Technique for Education Research Project Development and Control" was published. (MM)

VT 004 661

Price, Joel; Barnes, Bill

Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe

MF AVAILABLE IN VT-ERIC SET.

OEG-4-7-063028-1591

Pub Date - 67 19p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; *STATE PROGRAMS; *VOCATIONAL EDUCATION; RESEARCH PROJECTS
NEW MEXICO

The major project of the Unit during the quarter was a Statewide Vocational Manpower Needs Survey. This survey, due to be completed in 1967, will process about 35,000 questionnaires from businesses listed in the telephone directories in the state. Other research projects funded during this period were (1) The Vocational Core Followup Project with Hobbs Municipal Schools, (2) a followup project by the vocational counselor of Northern New Mexico State School, (3) a survey of female vocational-technical education students in cooperation with Eastern New Mexico University, and (4) a survey by the assistant director of the Unit to establish and compare the priority of activities of vocational-agriculture teachers in the state. The Unit has established a library of ERIC documents on microfiche, and equipment includes three readers, one reader printer, and a fiche to fiche reproducer. The appendix contains "Research Activities of the Research Coordinating Unit," published quarterly, which includes descriptions of 10 completed projects, 11 projects underway, 2 proposed projects, 5 publications, and a list of available project summaries. (MM)

VT 004 758

ED 018 658

Pittant, George P.

Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.
Final Report.

Washington Research Coordinating Unit for Vocational Education, Olympia

EDRS PRICE MF-\$0.25 HC-\$1.16

OEC-5-85-124

BR-5-0108

08

Pub Date - 27Jun67 27p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *STATE PROGRAMS; *PROGRAM DESCRIPTIONS; RESEARCH PROJECTS
WASHINGTON

The Washington Research Coordinating Unit (RCU), organized in the Washington State Department of Public Instruction on June 1, 1965, aimed to initiate, coordinate, and relate vocational education research, activities, and information to meet the vocational needs of the state's youth. Major projects carried out under contract between the RCU and other agencies and individuals were: (1) the development of a graduate followup system using data processing development of a graduate followup system using data processing techniques, (2) a needs survey for oceanography technicians, (3) the development of an introductory program for distributive education, (4) an agri-distribution education feasibility study, (5) the operation of an industrial cooperative training program for aircraft assemblers, and (6) the development of programed instructional materials for agricultural education. The Unit staff conducted an overall cost study of vocational education in the State and in-depth analyses of the specific programs for engineering aides, office occupations, electronic technicians, welding, mid-management personnel, licensed practical nurses, key punch operators, auto mechanics, and data processing technicians. The Unit offered consultant services for a study of manpower needs in health occupations, formation of the Research and Development Center at Washington State University, a vocational education project in the Seattle secondary schools, and a School of Business. RCU personnel attended state and national conferences and disseminated information about completed projects. However, dissemination is an area that needs to be expanded. (EM)

VT 004 762

ED 018 659

Langdon, Charles L.

A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.
Final Report.

Michigan Vocational Education Research Coordinating Unit, Lansing

EDRS PRICE MF-\$0.25 HC-\$1.60

OEC-5-85-134

BR-5-0134

08

Pub Date - Jun67 38p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *STATE PROGRAMS; RESEARCH PROPOSALS; *VOCATIONAL EDUCATION; INFORMATION DISSEMINATION; *PROGRAM DESCRIPTIONS
MICHIGAN

The Michigan Vocational Education Research Coordinating Unit was established on October 27, 1965, as a part of the Division of Vocational Education of the Michigan Department of Education. Its purposes were to stimulate research and development activities which would improve existing programs, to coordinate occupational research, and to disseminate research information. Its staff consists of a coordinator, two research consultants, a research intern, and two secretaries. Unit activities included (1) identifying research and development needs, (2) identifying innovative leader schools to conduct pilot and demonstration projects, (3) promoting local programs, (4) conducting research training workshops, (5) preparing and disseminating research briefs, (6) giving proposal writing assistance and consultation, and (7) gathering reports for the Educational Resources Information Center. The appendix gives operational policies, funding policies, a list of supported projects, a flow chart of Unit activities, and a bibliography of 22 research briefs. (EM)

VT 004 856

Guidelines for Submitting Occupational Research and Development Proposals to the Bureau of Occupational Education Research the New York State Education Department.

New York State Education Dept., Albany.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 67 13p.

*RESEARCH PROPOSALS; *GUIDELINES; *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *RESEARCH COORDINATING UNITS; PROJECT APPLICATIONS; RESEARCH PROJECTS; RESEARCH NEEDS
BUREAU OF OCCUPATIONAL EDUCATION RESEARCH; NEW YORK

The Bureau of Occupational Education Research of The New York State Education Department is the Research Coordinating Unit (RCU) for New York State. The Bureau is responsible for the promotion, management, evaluation, and dissemination of occupational research under the Vocational Education Act of 1963. Research studies submitted to the Bureau require well-developed proposals dealing with significant educational problems. The format to be used in submitting proposals includes: (1) the cover page, listing the title, sponsor, principal investigator, project approval, duration of project, funds requested, and date of submission, (2) the body of the proposal, stating the problem, objectives, related research, hypotheses, and procedures, (3) the time schedule, (4) personnel by name, title, and educational background and occupational experience, and (5) budget including personnel salaries, travel, supplies, fringe benefits, and miscellaneous costs. Four signed copies of the proposal must be submitted to the Bureau Project Officer. Project budget forms are included for itemizing and summarizing the funds requested under the proposal. (HC)

VT 004 929

Robinson, George A.
RCU Staff Study.

Kansas Vocational Education Research Coordinating Unit, Topeka

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Dec67 22p.

*RESEARCH COORDINATING UNITS; *PROFESSIONAL PERSONNEL; *NATIONAL SURVEYS; NONPROFESSIONAL PERSONNEL; EDUCATIONAL BACKGROUND; EMPLOYMENT EXPERIENCE

The Director of the Kansas Research Coordinating Unit (RCU) mailed an instrument to each of the 44 RCU's to gather information relevant to RCU staffing patterns. The major interest concerned professional staff positions although data was obtained for nonprofessional staff positions as well. Instruments were returned from 37 (84 percent) of the RCU's. The instrument covered the following items for each staff position: (1) educational background, (2) job title, (3) percent of time devoted to RCU, (4) nature of work other than RCU, (5) years with RCU in this state, (6) years with other state RCU's, (7) highest educational degree held, (8) annual salary, and (9) years experience in education. Some findings were: (1) 29 of the RCU's had full-time directors, (2) 23 of the 33 directors responding to the item had either Ph.D. or Ed.D. degrees, (3) 14 of 34 responding had an annual salary between \$12,500 and \$14,999, and 13 had an annual salary over \$15,000, (4) 11 had an agricultural education background, and (5) the average number of years of experience in education was 16.75. The data is presented in tabular form by position and by RCU. A copy of the cover letter and the instrument used are included. (ET)

VT 005 043 ED 019 493

Haines, Peter G., And Others

A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept. Final Report.

Michigan State Univ., East Lansing. Coll. of Education

EDRS PRICE MF-\$0.25 HC-\$1.20

OEC-5-85-111

BR-5-0048

08

Pub Date - 67 28p.

*RESEARCH AND DEVELOPMENT CENTERS; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *PROGRAM DESCRIPTIONS; TEACHER EDUCATION; PROGRAM PLANNING; ADMINISTRATIVE ORGANIZATION; EDUCATIONAL EXPERIMENTS; RESEARCH PROJECTS
MICHIGAN

The progress of the Research and Development (R and D) Program in Vocational-Technical Education during the first 18-month contract period is summarized, and projections are made regarding its future operation. The R and D Program is rooted in the clinical approach to teacher education and program experimentation. This approach utilizes the schools as laboratories for controlled experimentation, and it stresses leadership development and development of demonstration schools. Among the major projects of the program are (1) Vocational Office Block Project, (2) Distributive Education Preparatory Project, (3) Shared Time Project, (4) Rural Schools Project, (5) Evaluation Systems in Local Schools Project, (6) Hospitality Education Project, and (7) Vocational Internship Project. A contract with the United States Office of Education provides for continuation of all major R and D projects for an additional 19 months (until June 30, 1968) the completion of some and the initiation of several new ones. The Program has sponsored a number of conferences and institutes. A task force completed a study of needs for experimental programs and teacher education in health occupations. A 4-week national institute for post-high school teachers of marketing and distribution had 35 participants from 20 states. The initial stage of the R and D Program has shown that it is a viable operation and that it can make significant contributions to the improvement of vocational technical education. (ET)

VT 005 044

Price, Joel W.

New Mexico Research Coordinating Unit Congress Report, September 1-November 30, 1967.

New Mexico State Dept. of Education, Santa Fe. Vocational Education Div.
MF AVAILABLE IN VT-ERIC SET.

OEG-4-7-063028-1591

08

BR-6-3028

Pub Date - 31Jan68 8p.

*RESEARCH COORDINATING UNITS; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; *STATE PROGRAMS; *VOCATIONAL EDUCATION; RESEARCH PROJECTS
NEW MEXICO

Major activities during the quarter included: (1) a statewide recurring manpower survey, (2) a high school curriculum evaluation, (3) the development of guidelines for a transition from a 3-year program in nursing to a 2-year associate degree program, (4) a followup study of graduates at Northern New Mexico State School, (5) a survey to determine priorities of activities of vocational-agriculture teachers, (6) an agreement to fund six position papers in cooperation with the Designing Education for the Future Project, and (7) a display of ERIC materials at the State Teachers' Convention. Materials disseminated consisted of project reports, informational packets for vocational teachers in New Mexico, publications, and research material. The professional staff attended the Training Session ERIC System in Columbus, Ohio, and the State Teachers' Convention and the Conference on Innovative Concepts in Secondary School Scheduling in Albuquerque, New Mexico. Proposed new studies included a comprehensive post-secondary vocational student followup at the three remaining area vocational schools and conferences with the instructional staff of the State Department of Education and the home economics supervisor of Albuquerque Public Schools to plan a project for curriculum revision. (MM)

VT 005 146 ED 019 495
Research Report, 1966-1967.

Connecticut Vocational Education Research Coordinating Unit, Hartford
EDRS PRICE MF-\$0.25 HC-\$1.48
Pub Date - Dec67 35p.

*RESEARCH PROJECTS; *RESEARCH REVIEWS (PUBLICATIONS); *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH

Abstracts of 31 completed and in-process projects are presented in this annual review of vocational research in Connecticut. Each abstract includes the project number, principal investigator, purpose of the study, source of data, findings and conclusions, and implementation, where possible. Representative project titles are: (1) "A Study of the Need for a Vocational-Technical School in the New London-Groton Area," (2) "Annual Statistical Summary," (3) "Predictive Test Battery--Regional Vocational Technical Schools," (4) "Program Development in Vocational Education in Health Service Occupations at the Secondary and Post-Secondary Levels in Connecticut," (5) "Non-Graduate Terminations in Connecticut Vocational-Technical Schools," (6) "An Experimental Study to Evaluate the Introduction of a Vocationally Oriented Program at the Junior High School Level," (7) "A Study of Beginning Office Workers in Connecticut," (8) "Distributive Education Wholesaling--A Pilot Program at Hartford Public High School," (9) "Graduate Followup Survey--Class of 1966," (10) "A Survey to Determine the Occupational Needs for the Food and Lodging Industry," (11) "Educational Status Study--Division of Vocational Education," (12) "The University and Vocational-Technical Education," (13) "Sophomore IQ Study--Vocational-Technical Schools," (14) "Survey of Training Needs for Diesel Engine Maintenance and Repairmen," (15) "Survey of Training Needs for Small Gasoline Engine Repairmen," (16) "The Establishment of the Research Coordinating Unit in the Connecticut State Department of Education," and (17) "Occupational Education in the Shoreline Area." (MM)

VT 005 163 ED 020 406
Annual Report, November 1965.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education
EDRS PRICE MF-\$0.25 HC-\$1.92
Pub Date - Nov65 46p.

ANNUAL REPORTS; *RESEARCH AND DEVELOPMENT CENTERS; CONFERENCES; PERSONNEL; *INFORMATION DISSEMINATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *EDUCATIONAL RESEARCH; *PROGRAM DESCRIPTIONS; INFORMATION CENTERS; RESEARCH PROJECTS; PUBLICATIONS; GRADUATE STUDY

A 5-year grant from the Ford Foundation supports the Center at the University of Wisconsin. The mission of the Center is to (1) establish a national depository of materials relating to vocational and technical education and an information retrieval and dissemination center, (2) conduct research and development in the field, (3) support graduate study and internship, (4) conduct conferences and workshops, and (5) disseminate research findings. The first year of operation was dominated by staffing, equipping, and initial activities. A reference unit containing over 3,500 separate items, an information retrieval system, and literature search services were established. Summaries of five completed, 13 in process, and two proposed studies covering labor market aspects of vocational education, curriculum, counseling, and graduate trainee followup are included. Graduate research projects and internships were initiated, and two conferences on occupational data requirements and development of leadership abilities for distributive education were held and two others on followup studies and research findings were planned. The Center initiated a series of publications, including the "Journal of Human Resources," a periodic report of Center activities, reprints, brochures on Reference Unit Acquisitions and descriptions of graduate study and research opportunities. Details of the staff makeup and advisory committee activities are included. (JM)

VT 005 190 ED 020 410
Courtney, E. Wayne

Research Needs in Vocational-Technical Education.

Stout State Univ., Menomonie, Wis. Graduate School
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison
EDRS PRICE MF-\$0.25 HC-\$2.20
Pub Date - Apr66 53p.

*RESEARCH NEEDS; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; STATE SURVEYS; *ADMINISTRATOR ATTITUDES; VOCATIONAL DIRECTORS; QUESTIONNAIRES
WISCONSIN

The objective of this study was to identify a starting point for research efforts in the State's vocational and technical education system. The directors of the 64 schools offering vocational and technical programs in the State ranked, according to research importance, the components in 14 categories relating to the broad areas of occupational opportunities, human resources, and educational resources. Although in general, agreement was low, the following components received a plurality of first place rankings of research importance: (1) occupations for which vocational and technical education programs should be available, (2) competencies needed for successful entry, persistence, and advancement, (3) factors affecting motivation

of the socioeconomically handicapped to pursue training for gainful employment and to seek employment, (4) improvement of community attitudes toward vocational education as preparation for employment, (5) factors which affect decisions to move and seek employment in new situations, (6) assisting students to cope effectively with career changes throughout life, (7) identifying persons who can benefit from vocational education, and types of training that would be most beneficial, (8) basic skills which are transferable from one occupation to another or which function in clusters, (9) curriculums for new and emerging occupational fields, (10) optimum mix of theory and practice, (11) sources of personnel appropriate to specific staffing needs, (12) effective methods of organizing, administering, and supervising programs of vocational education, (13) effective vocational guidance and counseling procedures, and (14) facilities and equipment necessary to prepare persons to enter and advance in various occupations. The instrument is included. (EM)

VT 005 284 ED 020 415

Taylor, Robert E.

The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967, through January 15, 1968. Progress Report.

Ohio State Univ., Columbus. Center for Vocational Education
EDRS PRICE MF-\$0.50 HC-\$2.96

OEG-3-7-000158-2037

08

BR-7-0158

Pub Date - 68 72p.

*RESEARCH AND DEVELOPMENT CENTERS; *LEADERSHIP TRAINING; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; *PROGRAM DESCRIPTIONS; RESEARCH PROJECTS; INSTITUTES; SEMINARS; INFORMATION CENTERS; INFORMATION DISSEMINATION

Activities of the Center for the quarter included continued work on 14 Center research and development projects and on two additional research projects and a research training program funded by special contracts. Leadership development activities included a 2-day meeting for state personnel on information accessibility, four research training sessions, and continuation of work related to the four technical institutes held in the summer of 1967. Proposals were submitted for an institute in programing-planning-budgeting systems, two institutes in leadership development in technical education, and a proposal for "Development of Performance Goals for a New Office and Business Education Learnings System." The Educational Resources Information Center (ERIC) Clearinghouse received 963 documents and completely abstracted and indexed 447 of which 200 were sent to ERIC. Also reported is information about staffing and staff development, the research library, the advisory committee meeting, Center contributions to activities of other groups, leadership roles of Center staff at the American Vocational Association meeting, and expansion of Center facilities. The appendixes include (1) a list of Center publications, (2) a roster of advisory committees and panels, (3) information relating to the National Invitational Research Dissemination Workshop and the ERIC Information Seminar, (4) lists of contributors to Center activities, consulting specialists, and institutional participants, and (5) lists of articles, papers, and presentations of Center staff members. (JK)

VT 005 285 ED 020 416

Vivian, Neal E.

Special Project for Research Training in Vocational Education. Final Report.

Ohio State Univ., Columbus. Center for Vocational Education
EDRS PRICE MF-\$0.50 HC-\$4.12

OEG-1-7-078451-4576

24

BR-7-8451

Pub Date - 3Dec67 101p.

*EDUCATIONAL PROGRAMS; *VOCATIONAL EDUCATION; *STAFF IMPROVEMENT; *EDUCATIONAL RESEARCH; *RESEARCH METHODOLOGY; PROGRAM EVALUATION

Special research training was provided for 85 individuals in four, 2-day training programs held as presessions to the 1967 American Vocational Association Convention. Two-thirds of the participants were vocational-technical and research personnel from colleges and universities, and the remainder were from research coordinating units, state departments of education, research development units, and public school systems representing 32 states. The broad purpose of the project was to upgrade the research competencies of participants by focusing upon the statistical techniques available for application to critical, researchable problem areas in vocational and practical arts education. The major content topics of the concurrent programs were: (1) applications of regression models to prediction problems, (2) applications of analysis of variance techniques to evaluation problems, (3) applications of nonparametric statistics, and (4) developing data collection instruments. Each program had an instructional team consisting of a statistical specialist and vocational consultant. Summaries of 74 participant evaluation sheets indicated project success in obtaining the objectives. Extensive appendixes include a project narrative, a list of participants, the evaluation summary, summaries of the four programs, and a form for recording participants' plans for applying seminar outcomes. (MM)

VT 005 404

New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.

New York State Education Dept., Albany. Bureau of Occupational Education Research
MF AVAILABLE IN VT-ERIC SET.

OEG-1-7-063019-2924

Pub Date - 68 11p.

*RESEARCH COORDINATING UNIT; *PROGRAM DESCRIPTIONS; *EDUCATIONAL RESEARCH; *STATE PROGRAMS; *VOCATIONAL EDUCATION
NEW YORK

Activities of the Research Coordinating Unit staff on committees and conferences include: (1) presentation at superintendents' conference of research, dissemination, and services of the Bureau of Occupational Education Research Association convention in Chicago, (3) attendance at National Conference on the Diffusion of Education Ideas in Michigan, (4) sponsorship of the Northeastern States Research Coordinating Units Conference with representation from eight states, (5) presentation at conference on Home Economics Occupational Education for the New York State Bureau of Home Economics, and (6) participation as a committee member and consultant of a Job Fair for Albany area. Other activities include progress on nine on-going projects and development of four proposed projects. Dissemination activities have expanded with the dissemination of research projects from ERIC and the development of a monthly newsletter to serve as a dissemination vehicle. (MM)

STUDENTS AND
STUDENT PERSONNEL SERVICES
SECTION

VT 001 248

Lunder, Robert O.; Ringo, Earl N.
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.

Minnesota Univ., Minneapolis. Bureau of Institutional Research
MF AVAILABLE IN VT-ERIC SET.
Pub Date - Apr65 13p.

*AREA VOCATIONAL SCHOOLS; TECHNICAL EDUCATION; VOCATIONAL EDUCATION; *STUDENT CHARACTERISTICS; *POST SECONDARY EDUCATION; ACADEMIC APTITUDE; COMPARATIVE ANALYSIS; *COLLEGE FRESHMEN; JUNIOR COLLEGES; COLLEGES; STATE UNIVERSITIES; HIGH SCHOOL STUDENTS; GRADE 11; ACADEMIC ACHIEVEMENT
MINNESOTA

The purpose of the study was to ascertain certain academic characteristics of first-year post-high school students in the area vocational-technical schools of Minnesota in the Fall of 1964. There were 2,881 first-year students in 17 schools. The preselected measures of academic ability were high school rank, scores of the Minnesota Scholastic Aptitude Test (MSAT), and scores of the Cooperative English Test, Form Z (CET). Data for vocational students were compared with those of freshmen in junior colleges, state colleges, the University of Minnesota, and high school juniors in 1962 to get some idea of the relative position of the vocational students on the academic scale. Data were available for 92 percent of the vocational students on high school rank, 87 percent on MSAT, and 86 percent on CET. Entering vocational school students had a lower high school percentile rank and earned lower scores on the MSAT and CET than entering freshmen in the other institutions. Conclusions included (1) The vocational students as a group came largely from the lower half of the high school population, and (2) Vocational schools were attracting a large number of young adults not being served by any of the public colleges. A cooperative institutional effort to provide programs for all levels of ability and aptitude was recommended. (SL)

VT 001 470

Completion Report on Guidance Counselors Workshops in Health Careers; Development and Trial Phases.

Health Careers Council of Illinois, Chicago
Illinois State Office Superintendent of Public Instruction, Chicago. Dept. of Guidance Services
Sears-Roebuck Foundation, Chicago, Ill.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 14Dec66 62p.

*HEALTH OCCUPATIONS; *WORKSHOPS; GUIDANCE COUNSELING; CAREER PLANNING; *OCCUPATIONAL GUIDANCE
ILLINOIS

Five workshop sessions were held in each of the six state districts of Illinois to convey operational guidance information and tools on health careers to school counselors to improve the effectiveness of school counselor guidance and counseling activities on health careers. In Sessions 1, students in health occupations training presented their views on their chosen fields, education, and high school preparation and guidance (views not included in this report). Session 2 presented descriptions of 50 health occupations by means of a case study. Session 3 included a hospital tour. The fourth session included a presentation by a university guidance professor on new and expanded materials from both theory and practice (presentation not included in this report). The final session reviewed the resources that exist in schools and community for guidance in health occupations. Both counselors and teaching staff concluded that the workshops were successful. Suggested changes and general comments of counselors from workshop evaluations are listed. (PS)

VT 001 913 ED 019 418

Bottoms, James E.
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together, A Report (Atlanta, Georgia, July 21-22, 1966).

Georgia State Dept. of Education, Atlanta. Vocational Guidance Service
EDRS PRICE MF-\$0.50 HC-\$3.08
Pub Date - Sep66 75p.

*VOCATIONAL EDUCATION; AREA VOCATIONAL SCHOOLS; HIGH SCHOOLS; STUDENT PERSONNEL SERVICES; *OCCUPATIONAL GUIDANCE; *SECONDARY SCHOOL COUNSELORS; *COOPERATIVE PLANNING; *CONFERENCES; WORK ATTITUDES; OCCUPATIONS; SOCIAL STATUS; SPEECHES

Approximately 60 Georgia high school counselors and area vocational-technical school staff members participated in a conference to explore working relationships between the two groups and to examine the unique characteristics of the vocational school and the problems related to this type of education. Background papers presented were (1) "Attitudes of the American Public Regarding Prestige Assigned to Various Types of Work" by Raymond Payne, which discussed the universality and timelessness of the sociological trait of assigning prestige to various occupations, (2) "Stereotyped Attitudes Toward Occupations--An Obstacle to Freedom of Choice" by Emeliza Swain, which challenged the audience to examine their own occupational prejudices before attempting to deal with those of students, and (3) "Behavior of Area School Personnel Workers in Working with Surrounding High School Counselors--Relationships, Activities, and Materials" by Kenneth Hoyt, which outlined the relationships and activities of the personnel worker and the high school counselor in forming an effective and responsible alliance. Major problems and solutions identified in group discussions are presented. Reports and recommendations are included for group assignments on (1) defining the role of the counselor and the personnel worker in cooperative efforts to acquaint students with vocational-technical school opportunities, (2) compiling a list of cooperative activities and specific responsibilities for each activity, and (3) compiling specific information needed by counselors and potential vocational-technical students and listing media for making the information available. (PS)

VT 002 246

What's Your Future in the World of Work--Think About It.

Bucks County Public Schools, Doylestown, Pa.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 24p.

*CAREER CHOICE; *EDUCATIONAL PROGRAMS; *EMPLOYMENT OPPORTUNITIES; EDUCATIONAL NEEDS; *OCCUPATIONAL GUIDANCE

This booklet is designed to inform youth of the opportunities in Pennsylvania for learning and for developing their interests and talents to become productive citizens. The briefly stated concepts are presented in simple, direct language with liberal line drawing illustration. The concepts are: (1) Almost everyone works,

(2) Jobs are changing, (3) It is desirable to be good at a job, (4) Each person may achieve some excellence, (5) Excellence is required, (6) Satisfying work contributes to personal freedom, (7) Education is the means to success in work, (8) Jobs require certain kinds of education, (9) This education is available, (10) Choices must be made, and (11) Help in making choices is available. Different types of educational institutions and their relationships are shown in diagrams. (JM)

VT 002 395 ED 019 442
Experimental Summer Program for High School Seniors and Faculty.

San Francisco City Coll., Calif.
EDRS PRICE MF-\$0.25 HC-\$1.24
Pub Date - Nov67 29p.

ORIENTATION; JUNIOR COLLEGES; *HIGH SCHOOL STUDENTS; *TECHNICAL EDUCATION; *COUNSELOR TRAINING; VOCATIONAL COUNSELING; GROUP GUIDANCE; SUMMER PROGRAMS; TEACHERS; COUNSELORS; EXPERIMENTAL PROGRAMS; GRADE 12; *OCCUPATIONAL GUIDANCE; *PROGRAM EVALUATION; SUMMER WORKSHOPS; PROGRAM DESCRIPTIONS

The program involved (1) the 6-week enrollment of 222 high school senior students in the San Francisco City College group guidance type courses and in exploratory orientation courses in technical curriculums, and (2) a counselor's workshop to acquaint 29 teachers, counselors, and administrators with the technical offerings of the college and provide them an opportunity to function as vocational guidance workers in a junior college setting. The orientation courses acquainted the students with the range and depth of available technical offerings for preparation for specific careers in business and industry. In addition, the group guidance courses enabled them to learn something about themselves, their attitudes, abilities, achievement, strengths, weaknesses, interests, and personality. The counselors then assisted the students in interpreting and matching these items with job requirements in certain areas and setting realistic occupational goals. Field trips to a number of businesses and industries helped to give purpose and motivation to classroom presentations. The low dropout rate, the 2.66 grade point average, and the responses on evaluation questionnaires indicated that the students were quite pleased with the exploratory experience and felt that it assisted them in career decisions. The workshop counselors felt that they gained counseling skills and increased their understanding of the occupational offerings, and the instructors of the orientation courses generally praised the program. (HC)

VT 002 708
Technical-Vocational Education at Diablo Valley College, A Counselor's Guide for the Purpose of Advising Students of Educational Opportunities.

Diablo Valley Coll., Concord, Calif.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 41p.

*VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; VOCATIONAL COUNSELING; *COMMUNITY COLLEGES; *CURRICULUM; *OCCUPATIONAL INFORMATION; ASSOCIATE DEGREE

Counselors, teachers, and administrators may use this guide in counseling students as to the occupational preparation available in Diablo Valley College. Two-year college programs leading to Associate in Arts degrees and employment or transfer to a 4-year college are presented for the areas: (1) business and management which includes curriculums in bookkeeping and accounting, business management, data processing, general office training, restaurant and cafeteria operation, retailing, and secretarial training, (2) applied and graphic arts which includes a curriculum in apparel design, (3) technologies which includes curriculums in architecture, engineering, engineering electronics, industrial electronics, and technical-industrial processes, (3) health services which includes curriculums in dental assisting, dental hygiene, and licensed vocational nursing, and (4) services which includes a course in police science. Each curriculum contains an occupational description, the employment outlook, requirements for admission, a source of additional information, and courses listed by semester. (WB)

VT 003 233
Kostenbauder, Scott
A Description of A Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University.

Pennsylvania State Univ., University Park. Dept. of Vocational Education
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 2Aug67 4p.

*OCCUPATIONAL GUIDANCE; *OCCUPATIONAL INFORMATION; *COMPUTER PROGRAMS

The computer-assisted occupational information program is written in Coursewriter language. The student aptitude scores and a student reference number are stored in the computer. The student responds, through the terminal, to a series of questions relating to his preferences and selects an occupation for examination. A summary description of the occupation is provided by the terminal typewriter. The student may ask for a detailed description of this occupation, go to another occupation, or go back to change his answers to the preference questions. The detailed description provides a comparison routine which points out discrepancies between the student's responses to the preference questions and conditions of the selected occupation. These comments are advisory in nature to remind the student to be aware of the differences. A visual display of a worker in several typical jobs of the occupation is shown, and a recorded interview with this typical worker is played. This display and recording is made accessible, selected, shown, and played by computer control. After the tape segment has been played, the typing of information resumes. After the occupation is completely described, the student is then returned to another point of selection, or he may ask the computer to suggest a list of possible occupations using his aptitude scores and answers to the preference questions. Variations of this process may continue until the student receives all the information desired about various occupations. (HC)

VT 003 237
Foree, Robert
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.

Wyoming Research Coordinating Unit in Vocational-Technical Education, Cheyenne
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 67 67p.

*HEALTH OCCUPATIONS EDUCATION; *PRACTICAL NURSES; *VOCATIONAL FOLLOWUP; GRADUATE SURVEYS; *DROPOUTS; *GRADUATES; INDIVIDUAL CHARACTERISTICS; VOCATIONAL SCHOOLS; MANPOWER DEVELOPMENT; DROPOUT CHARACTERISTICS LARAMIE, WYOMING; MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

Eighty-nine percent of 48 graduates and 64 percent of the 50 dropouts of the Laramie Vocational School during its 4 years of operation responded to a questionnaire to determine factors causing students to leave school and those which distinguished between students who withdrew from and those who completed the course. Data were furnished by the 71 percent of the returns which were usable and by school records. The only significant item on the questionnaires which seemed to have a bearing on predicting success was the employment of the mother when the student was a child. The probability of success seemed to be smaller for the student whose mother worked while she was a child. Information from school records indicated: (1) The probability of success increases with the age of the student, (2) I.Q.'s below 100 limit chances of success in 7 to 20, (3) Prenursing test percentiles below 50 limit success to 4 in 20, and (4) Married students have a higher percentage of success than single students. Recommendations concerned (1) student selection, (2) physical facilities, (3) curriculum, and (4) other factors such as increasing the course length, providing the prospective student with more information, providing more student counseling, avoiding downgrading students and showing favoritism, and continuing the school. (JK)

VT 003 276 ED 018 620

Bruton, John C.

The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.

Oklahoma State Univ., Stillwater

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (68-8370, microfilm \$3.00,

xeroxed copy \$4.60).

Pub Date - May67 91p.

*VOCATIONAL AGRICULTURE; *ANIMAL SCIENCE; *COLLEGE FRESHMEN; RURAL YOUTH; *AGRICULTURAL COLLEGES; *ACADEMIC ACHIEVEMENT; EDUCATIONAL BACKGROUND
OKLAHOMA

A written examination was administered to 605 freshmen enrolled in Oklahoma colleges offering agricultural programs to determine whether certain background experiences contributed to the student's knowledge and understanding of major concepts in animal science, to make information available to the Animal Science Department of Oklahoma State University for possible sectioning of animal science students, and to provide a useful instrument for counseling high school students. A two by two factorial design was used to classify students into four groups according to numbers of years of vocational agriculture completed and years lived on a farm. High percentiles were used as measures of academic achievement. Students' scores on the animal science test in inverse relationship to their ACT percentile scores, but their animal science test scores increased in proportion to farm experience and education in vocational agriculture. The proportion of students participating in various work experiences was similar regardless of farm experience background. Some conclusions were: (1) Those students having farm experience, vocational agriculture education while in high school, and some combination of animal science projects in their supervised farming program had more knowledge and understanding of animal science than any other combination of experiences investigated, and (2) The granting of credit in a basic animal science course to entering students with satisfactory subject examination scores should be permitted. The appendixes contain the animal science examination, introductory letters, and other related data. (WB)

VT 003 763

Straus, Murray A.; Sudia, Cecelia E.

Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.

MF AVAILABLE IN VT-ERIC SET.

Rural Sociology; v30 n3 p291-298b September 1965.

Pub Date - 65 12p.

*SECONDARY SCHOOL STUDENTS; *GOAL ORIENTATION; MALES; FAMILY STATUS; *ASPIRATION; VOCATIONAL INTERESTS; SOCIAL INFLUENCES; BUSINESS SKILLS; *FARM MANAGEMENT; STUDENT CHARACTERISTICS; PERSONALITY ASSESSMENT; *PERSONAL VALUES
WASHINGTON COUNTY; WISCONSIN

Data obtained from 416 junior and senior boys enrolled in Washington County, Wisconsin, high schools were compared by farm, working class, and middle class family background on evaluative, cognitive, and affective aspects of entrepreneurial orientation. The hypothesis was that farm-reared boys would be the least entrepreneurially oriented of the three occupational groups studied. Data were collected by a questionnaire consisting of items selected to form Guttman and summated rating scales for each of the variables under study. Some findings were: (1) The farm boys had the lowest scores on the Business Values Profiles, the Business Knowledge Test, and the Business Career Interest Scale, (2) The middle class boys had the highest scores on the tests, and (3) The scores of sons from working class families were in between the two other groups but closest to the farm group. It was concluded that there were marked occupational class differences in the aspects of personality which has been called entrepreneurial orientation. To achieve the occupational aspirations and perform successfully in the role of farmer or small business man, the working class and farm boys need the knowledge and justifying ideology which the present research shows they lack. (WB)

VT 003 767

Straus, Murray A.

Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.

MF AVAILABLE IN VT-ERIC SET.

Rural Sociology; v27 n3 p257-74 Sep 1962.

Pub Date - 62 18p.; Reprint.

*HIGH SCHOOL STUDENTS; MALES; RURAL YOUTH; URBAN YOUTH; SUBURBAN YOUTH; *WORK EXPERIENCE; *INCOME; EXPENDITURES; CHILD ROLE; *CHILD RESPONSIBILITY; GRADE 11; GRADE 12; SURVEYS; COMPARATIVE ANALYSIS
WISCONSIN

Selected aspects of the work experience, income, expenditure responsibilities, and family work role orientation for 470 high school boys attending the 11th and 12th grades in a metropolitan fringe county of Wisconsin were analyzed from data obtained from questionnaires and school records. Comparisons were made among farm, fringe, and town boys of similar socioeconomic levels. Some findings were: (1) There was near universality in task assignment starting with age 17 for the farm group and age 8 for the non-farm boys, (2) Parents expressed concern for providing meaningful work role learning experiences for their sons, (3) Farm boys worked longer hours, earned less, and were given less responsibility in providing for their needs from funds under their direct control than were the non-farm boys, and (4) The emphasis on work as an important part of the socialization process held for all residence groups but was more marked among farm families. It was concluded that the findings on fiscal responsibility for farm boys were a dysfunctional

element in the role structure of farm families. Further analytic research is needed to determine the motivations, values, and structural supports and constraints which account for variations in the fiscal and work roles assigned to children and the sanctions used to teach these roles. (WB)

VT 004 009

Adams, Spencer D.

The Degree to Which Utah High Schools Students Are Being Oriented as to Vocational and Technical Goals.

Brigham Young Univ., Provo. Dept. of Industrial Education

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 67 129p.

SENIORS; *STUDENT OPINION; *OCCUPATIONAL GUIDANCE; *PROGRAM EFFECTIVENESS; *HIGH SCHOOL STUDENTS; OCCUPATIONAL CHOICE; *GOAL ORIENTATION; VOCATIONAL EDUCATION; TECHNICAL EDUCATION
UTAH

The purpose of this study was to determine the degree to which high school seniors had been oriented toward vocational goals during high school. Of the 701 males and 579 females surveyed in 31 schools, 40.6 percent were in a general, 33 percent in a college preparatory, 10.4 percent in an industrial vocational, 13.8 percent in a commercial or business, and 2.1 percent in a special curriculum. Findings included: (1) 27.3 percent of the students had not visited the counselor, (2) 31.6 percent had made one or two visits, (3) 62.8 percent of the males and 69.7 percent of the females indicated that counselors had no influence on their occupational plans, (4) About 42 percent planned to attend college while about 6.6 percent planned to attend a vocational or technical school, (5) About 70 percent of those who had selected an occupation did so between grade 10 and graduation, and (6) 91.4 percent stated they would like to have learned more about job opportunities. It was concluded that students are not being oriented to vocational and technical occupations. Recommendations concerned conducting workshops to acquaint counselors with student occupational opportunities, testing student interests and abilities with results to be interpreted by counselors, defining and recognizing counselor responsibilities, and establishing vocational and technical schools and vocational guidance programs. The questionnaire is included. (EM)

VT 004 046

Kiefert, James J.

The Migration Aspiration of North Dakota Senior Males. Research Report-7.

North Dakota Univ., Grand Forks

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Aug67 22p.

*MIGRATION; GRADE 12; SURVEYS; MALES; *ASPIRATION; *STUDENT ATTITUDES; STUDENT CHARACTERISTICS; OCCUPATIONAL CHOICE
NORTH DAKOTA

Of 1,744 senior boys from 75 schools who responded to questionnaires to find if those who intended to migrate differed significantly from those who did not intend to migrate, 1,185 had low migration aspiration and 558 had high migration aspiration. The perceived social cost of migration did not appear to be a factor in migration. Although the prestige of the planned occupation was not reliably related to migration aspiration, the degree of certainty of occupational choice was higher in the high migration aspiration group. Students who planned to migrate had a higher mean composite score on the Iowa Test of Educational Development than those of the low migration aspiration group. The attitude of the student toward his present community was reliably related to his migration aspiration. Factors having no relation to migration aspiration appeared to be education aspirations, ratings of aid provided by the school in making occupational and educational plans, size of school class, and occupational prestige of fathers, occupational levels of parents, or family income. Students with high migration aspiration lived in larger communities and had lived fewer years in their present community. Students living on farms or communities of less than 1,000 had generally lower migration aspiration although many in the group probably will be forced to move in order to earn a living. This suggests a need for special counseling of these students during their high school years. (MM)

VT 004 615 ED 020 352

Drabick, Lawrence W.

Perceived Sources of Influence Upon Occupational and Educational Expectations.

North Carolina Univ., Raleigh. N.C. State Univ.

North Carolina Agricultural Experiment Station, Raleigh

EDRS PRICE MF-\$0.50 HC-\$3.20

Educ-Res-Ser-8; Prog-Rep-Ser-50-1967

Pub Date - 67 78p.

SENIORS; *OCCUPATIONAL CHOICE; *ACADEMIC ASPIRATION; PARENT ATTITUDES; RACIAL DIFFERENCES; SEX DIFFERENCES; INTELLIGENCE DIFFERENCES; RURAL URBAN DIFFERENCES; *HIGH SCHOOL STUDENTS; RACE INFLUENCES; *DECISION MAKING; PARENT INFLUENCE; ENVIRONMENTAL INFLUENCES; INTERVIEWS
NORTH CAROLINA

Influences which high school seniors perceive as affecting their occupational and educational aspirations were investigated. Group-administered interview schedules were completed by 1,068 seniors in 12 high schools basically attended by white students and 11 high schools predominantly attended by Negro students. Differences in perceptions were categorized by race, sex, intelligence, and residence. Variables included sources of influence upon occupational or educational decisions, particularly the attitude of the mother, attitude of the father, and influence of the high school education. Though most students perceived occupational choice as their own, parents were the most important external source of influence, especially among those of lower intelligence. The most frequently mentioned extra-familial source of influence upon occupational decisions was the teacher. Negroes were influenced more by the mother, as were females of both races. Residential differences between rural and urban environments were slight. High school education was perceived as having an important effect in occupational decisions with the degree of influence varying among the categories. Students also perceived educational decisions to be their own with the most frequently mentioned external influence being the mother. Differences in sources of influence of educational decisions were found in sex, race, intelligence, and residence categories. (JM)

VT 004 621 ED 020 354

Harp, John, And Others

Expectations and Realities--A Study of Migration Behavior of Youth. Bulletin No. 69.

New York Agricultural Experiment Station, Ithaca
EDRS PRICE MF-\$0.25 HC-\$1.72
Pub Date - Mar67 41p.

*OCCUPATIONAL CHOICE; *MIGRATION; *HIGH SCHOOL GRADUATES; PARENTAL BACKGROUND; SOCIOECONOMIC STATUS; STUDENT ATTITUDES; HIGH SCHOOL CURRICULUM; LONGITUDINAL STUDIES; INDIVIDUAL CHARACTERISTICS
NEW YORK

School records and questionnaires responses obtained from 590 high school senior boys and girls in 18 public high schools in a rural, northern New York county in 1962 and from 75 percent of this group again in 1965 provided migration behavior information. More than 80 percent of the 1965 respondents had changed place of residence during the intervening 3 years, although 47 percent had remained within the county. It was apparent that selective migration did take place and that the extent of migration was influenced by certain differential opportunities afforded the individual. The migration of males was more clearly connected to various differential factors than that of females. Factors significantly related to a respondent's migration were family socioeconomic status, father's education, and when compared with other respondents, a high school curriculum including fewer vocational majors, a higher aptitude, and a lesser identification with the community. The education of the mother, residential background, and school size were not significantly related to migration. Of those respondents carrying out their vocational and educational plans, 73 percent maintained consistency in their plans to migrate, while only 60 percent of those who did not carry out their plans maintained this consistency. This finding has particular significance in that it points to the interrelatedness of migration and occupational choice for the high school youth. (JM)

VT 004 736 ED 020 378

McMillion, Martin B.
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.

DOCUMENT NOT AVAILABLE FROM EDRS.
University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (66-12381, microfilm \$3.00, xeroxed copy \$6.80).
Pub Date - 66 133p.

*VOCATIONAL AGRICULTURE TEACHERS; *HIGH SCHOOL STUDENTS; *SEMANTICS; SOCIOECONOMIC STATUS; *VOCABULARY;
*VOCATIONAL AGRICULTURE
ILLINOIS

The purpose of the study was to determine (1) whether three different socioeconomic groups of students and vocational agriculture teachers placed different connotative meanings on certain words and phrases important in vocational agriculture, and (2) the extent to which teachers recognized differences existing among students. Pupils in 21 Illinois high schools were classified into three socioeconomic groups in each of four high school grades by use of the Sims SCI Occupational Rating Scale. A stratified random sample of 20 students from each of the 12 stratifications and 21 teachers completed a semantic differential scale. Multivariate analysis of variance was used to test hypotheses. Grade level was not related to the connotative rating of any of the 11 words or phrases. The socioeconomic level was related to connotations of the words "leadership" and "cooperation". "Leadership" was valued more highly by the lower than the upper socioeconomic group, and "cooperation" was valued more highly by the middle than the highest socioeconomic group. Teachers predicted the meaning pupils placed on the words and phrases equally well for the 12 subgroups and were more in agreement with the meanings which juniors and seniors placed on the words and phrases than with the meanings freshmen and sophomores placed on them. This Ed.D. dissertation was submitted to the University of Illinois. (JM)

VT 004 753 ED 020 380

Kuvlesky, William P.; Ohlendorf, George W.
A Bibliography of Literature on Status Projections of Youth. I, Occupational Aspirations and Expectations.
Departmental Information Report No. 67-10.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology
EDRS PRICE MF-\$0.50 HC-\$2.40
Pub Date - Sep67 58p.

*OCCUPATIONAL ASPIRATION; *YOUTH; *BIBLIOGRAPHIES; *OCCUPATIONAL CHOICE; *SOCIAL STATUS; SOCIAL MOBILITY; OCCUPATIONAL MOBILITY; HIGH SCHOOL STUDENTS; COLLEGE STUDENTS

One of a series intended to serve as a comprehensive listing of the literature from diverse publications, disciplines, and agencies, on the status projections (aspirations and expectations) of youth, this report lists 621 citations arranged alphabetically by author under journal articles, bulletins, reports, and unpublished material. Publication dates range from approximately 1938 to 1967. Nineteen citations on the relationship of occupational orientation to subsequent behavior, with publication dates from 1937 to 1967, are included in a separate listing. Researchers in the problem area of status projections of youth may use the bibliography as a guide to sources of information for planning and interpreting studies. Bibliographies on educational aspirations (VT 004 754) and residence, income, and family orientation (VT 004 755) are available. (ET)

VT 004 754 ED 020 381

Ohlendorf, George W., And Others
A Bibliography of Literature on Status Projections of Youth. II, Educational Aspirations and Expectations.
Departmental Information Report No. 67-11.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology
EDRS PRICE MF-\$0.25 HC-\$1.52
Pub Date - Sep67 36p.

*YOUTH; *BIBLIOGRAPHIES; *SOCIAL STATUS; SOCIAL MOBILITY; HIGH SCHOOL STUDENTS; COLLEGE STUDENTS; OCCUPATIONAL CHOICE; ASPIRATION; *ACADEMIC ASPIRATION; *EDUCATIONAL ATTITUDES

One of a series intended to serve as a comprehensive listing of the literature, from diverse publications, disciplines, and agencies, on the status projections (aspirations and expectations) of youth, this report lists 323 citations, arranged alphabetically by author under books, journal articles, bulletins, reports, and unpublished material. Publication dates range approximately from 1949 to 1967. The report should serve to guide researchers of the problem area of status projections of youth to sources of information that can be used to plan and interpret their studies. Bibliographies on occupational aspirations and expectations (VT 004 753) and residence, income, and family orientation (VT 004 755) are available. (ET)

VT 004 755 ED 020 382

Ohlendorf, George W.; Kuvlesky, William P.

A Bibliography of Literature on Status Projections of Youth. III, Residence, Income, and Family Orientation. Departmental Information Report No. 67-12.

Texas A and M Univ., College Station. Dept. of Agricultural Economics and Sociology

EDRS PRICE MF-\$0.25 HC-\$0.84

Pub Date - Sep67 19p.

*BIBLIOGRAPHIES; *YOUTH; *SOCIAL STATUS; *ASPIRATION; SOCIAL MOBILITY; RURAL YOUTH; MIGRATION; OCCUPATIONAL MOBILITY; OCCUPATIONAL CHOICE; INCOME; GOAL ORIENTATION; FAMILY ATTITUDES

One of a series intended to serve as a comprehensive listing of the literature, from diverse publications, disciplines, and agencies, on the status projections (aspirations and expectations) of youth, this report lists 142 citations, including books, journal articles, bulletins, reports, and unpublished material, which are arranged alphabetically by author under the subjects residence, income, and family orientations. Publication dates range from approximately 1949 to 1967. The report should serve to guide researchers of the problem area of status projections of youth to sources of information that can be used to plan and interpret their studies. Bibliographies on educational aspirations and expectations (VT 004 754) and occupational aspirations and expectations (VT 004 753) are available. (ET)

VT 004 769 ED 017 719

Ashcraft, Marion Gilbert

An Analysis of the Effect of the High School Curriculum Upon College Achievement.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe

New Mexico State Univ., Las Cruces

EDRS PRICE MF-\$0.50 HC-\$5.12

Pub Date - Oct67 126p.

COMPARATIVE ANALYSIS; SEX (CHARACTERISTICS); *HIGH SCHOOL CURRICULUM; *ACADEMIC ACHIEVEMENT; *COLLEGE STUDENTS; COLLEGE PREPARATION; GRADE POINT AVERAGE; LITERATURE REVIEWS
NEW MEXICO

The principal objective of this study was to determine the effects of 2 different high school curriculums, college preparatory and noncollege preparatory, on college achievement. High school transcripts of 906 entering freshmen, ranked on the basis of the percentage of college preparatory courses included, were divided at the first and third quartiles. Group A included 228 transcripts which indicated at least 73 percent college preparatory courses and Group B included 226 which indicated less than 59 percent of such courses. College grade point averages were analyzed for combined and for separated male and female samples for eight consecutive semesters of college with the American College Test composite score as the statistical control of ability. On the basis of this score, Group A excelled Group B, but when scores were adjusted to a common mean, no significant difference existed for achievement, the college entered, or sex. An analysis of variance of college grade point average on male and female subsamples showed that significant differences of ability existed between the two groups but achievement was not significantly different for the last six semesters. The data tended to indicate that the high school curriculum was not highly critical but that general intelligence and nonintellective factors were more decisive to college achievement. The data collection instrument, tabular data, and a bibliography are included. (EM)

VT 005 091 ED 019 494

Cushman, Harold R., And Others

The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.

New York State Coll. of Agriculture, Ithaca. Div. of Agricultural Education

EDRS PRICE MF-\$0.25 HC-\$2.36

OEG-1-6-000369-0655

08

BR-5-0161

Pub Date - 67 57p.

*VOCATIONAL AGRICULTURE; *COOPERATIVE EDUCATION; *EMPLOYER ATTITUDES; *STUDENT ATTITUDES; *PARENT ATTITUDES; AGRICULTURAL MACHINERY; OCCUPATIONS; ORNAMENTAL HORTICULTURE; OCCUPATION; SURVEYS; INTERVIEWS; QUESTIONNAIRES

The purpose of the study was to determine the concerns and expectations of students, parents, and employers regarding prospective participation in work experience programs. Concerns and expectations cited in previous studies were included in an interview schedule which was field tested, refined, and administered to 105 ornamental horticulture and agricultural mechanization students, one or both parents of 102 students, and 52 prospective employers. Major student concerns related to program quality, interference of program with other activities, costs, and employers. Parents were principally concerned about transportation, employers, adequacy of on-the-job supervision, and interference with other activities. Employers were concerned mostly about work period length and student selection. Students expected specific training, credit toward graduation, good employers, and minimum wages. Parents expected credit toward graduation, insurance coverage, and good employers. Employers expected varied work, good students, school training for the specific occupation, worthwhile work period length, and teacher coordination of the program. The implications of the findings for directed work experience programs are given. The appendixes include (1) a description of directed work experience programs in agriculture, (2) lists of duties and responsibilities of students, parents, and employers, and (3) the interview schedules. (JM)

VT 005 474 ED 018 675

Law, Gordon F.

Research Visibility. Vocational Education Is Service--Vocational Guidance.

EDRS PRICE MF-\$0.25 HC-\$0.72

OEG-2-7-070633

American Vocational Journal; v43 n3 March 1968

Pub Date - Mar68 16p.

*BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH; *OCCUPATIONAL GUIDANCE; *COUNSELOR TRAINING; RESEARCH REVIEWS (PUBLICATIONS); VOCATIONAL DEVELOPMENT; HIGH SCHOOLS; CONFERENCES; SYSTEMS APPROACH

Nineteen reviews in this issue pertain to vocational guidance and are organized by topics: (1) "Systems Technology in Guidance" reviews an exploratory study of information processing procedures and computer applications in guidance, and a conference on systems development for vocational guidance, (2) "Career Development Theory and Practice" treats guidance curriculum planning and a career simulation game, (3) "Counselor Training Programs and Institutes" describes nine counselor training programs, (4) "Regional Resources" describes the San Diego Career Information Center, and (5) "Experiments and Developmental Studies" reviews a creative thinking test validation study, the development of an instrument to measure achievement motives in vocational education, guidelines for research and practice in guidance, an instrument to

appraise social readiness for employment, and a study of junior college students in occupational education. "Plain Talk," a continuing column, discusses some gaps and weaknesses of the guidance phase of vocational education and warns that reliance on man-machine systems may cause counselors to lose their ability to relate to students, recommends more emphasis on the theoretical rationale of counseling, and points out that the job placement phase had been neglected. The bibliography lists 16 related studies which are in process. (EM)

VT 005 648 ED 019 517

Cooke, Lot H. Jr.; Morine, John P.

Summer Institute for Vocational Counseling and Guidance Personnel (Fitchburg, Massachusetts, November 28, 1966).

EDRS PRICE MF-\$0.25 HC-\$1.28

BR-6-2347

OEG-1-6-062347-0712

95

Pub Date - 28Nov66 30p.

*SUMMER INSTITUTES; *GUIDANCE PERSONNEL; *VOCATIONAL COUNSELING; PROGRAM DESCRIPTIONS; *DISADVANTAGED YOUTH; *URBAN YOUTH; PROGRAM EVALUATION; QUESTIONNAIRES

Thirty-four public school guidance counselors from six New England states, New York, and New Jersey participated in an institute to become acquainted with the problems and special techniques involved in counseling the urban disadvantaged student. The program consisted of lectures by outstanding authorities in the field, limited discussion periods, visits to local industry and vocational schools, and actual practice in techniques such as job analysis. Thirty-three participants responded to a questionnaire which requested their reactions to the institute. In general, the participants felt that they had received much benefit from the institute, but claimed that it had featured too many lectures, left too little time for discussion and practice, and left them sketchily prepared to actually employ the new techniques in school situations. The background of the institute, purposes, methods or procedures, and results are discussed. A list of lecturers, institute activity schedule, participant application form, questionnaire form, and a table of questionnaire results are given in the appendix. (PS)

VT 005 710 ED 019 520

Gysbers, Norman C.

Proceedings, National Seminar on Vocational Guidance, (Northern Michigan University, August 21-26, 1966).

American Vocational Assn., Washington, D.C.

American Personnel and Guidance Assn., Washington, D.C.

EDRS PRICE MF-\$0.75 HC-\$6.28

OEC-2-6-062207-0727

BR-6-2207

08

Pub Date - Jun67 156p.

*OCCUPATIONAL GUIDANCE; *SEMINARS; ELEMENTARY SCHOOL GUIDANCE; HIGH SCHOOLS; GUIDANCE PROGRAMS; COUNSELOR QUALIFICATIONS; STATE SUPERVISORS; VOCATIONAL DIRECTORS; VOCATIONAL DEVELOPMENT; RESEARCH AND DEVELOPMENT CENTERS; OCCUPATIONAL INFORMATION; VOCATIONAL EDUCATION; EMPLOYMENT SERVICES; CURRICULUM; STATE DEPARTMENTS OF EDUCATION; PROFESSIONAL ASSOCIATIONS; INTERAGENCY COOPERATION; LABOR UNIONS; BUSINESS RESPONSIBILITY; SCHOOL INDUSTRY RELATIONSHIP; SUMMER INSTITUTES; GOVERNMENT ROLE; INFORMATION CENTERS
*NATIONAL SEMINAR ON VOCATIONAL GUIDANCE

Approximately 117 educators and representatives from other areas participated in a seminar to improve guidance services through improvement of state supervisory services. Major speeches were: (1) "The Influence of the State Supervisor on the Future of Vocational Guidance" by K.B. Hoyt, (2) "Recent Conferences on Career Development and Vocational Guidance" by H. Borow, (3) "Educational and Occupational Information from Kindergarten to Grade 12--Implications for Supervision and Counselor Education" by R. Hopsock, (4) "Making Vocational Guidance Real to the Noncollege Bound Student" by G. Venn, (5) "ERIC--Educational Research Information Centers" by C. Harris and G. Walz, and (6) "Three Needs of School Guidance--Review, Refresh, Reorient" by R. Getson. Two panels "State Level Guidance Responsibilities, Programs, and Needs as Viewed by State Directors of Vocational Education" and "Resources for Vocational Guidance," and a dialogue, "APGA-AVA Relationships" by L. Burkett and W. Dugan were presented. Summaries of 11 group session programs concern a career program, institutes, plant-industry-business workshops, and guidance programs, activities, and resources. Reports of seven work groups concern program proposals, information needs, testing services, counselor preparation, and methods and techniques in establishing vocational courses or area vocational schools. (JK)

VT 005 952

Campbell, Robert E., And Others

The Choice of Vocational Education as an Educational Opportunity: A Bibliography.

American Personnel Guidance Assn., Washington, D.C.

American School Counselors Assn., Washington, D.C.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Feb63 15p.

*BIBLIOGRAPHIES; OCCUPATIONAL GUIDANCE; *OCCUPATIONAL CHOICE; OCCUPATIONAL ASPIRATION; VOCATIONAL INTERESTS; *EDUCATIONAL INTEREST; *STUDENT NEEDS; STUDENT MOTIVATION; STUDENT ATTITUDES; HIGH SCHOOL STUDENTS; STUDENT ABILITY; *VOCATIONAL EDUCATION

The search of the literature cited in this document was completed in January 1968. Approximately 200 references were cited by reviewing the following sources retroactive to 1960: (1) American Vocational Journal, (2) Education Index, (3) ERIC Clearinghouse on Vocational and Technical Education, Columbus, Ohio, (4) Personnel and Guidance Journal, (5) Poverty and Human Resources Abstracts, (6) Psychological Abstracts, (7) Selected Bibliographies, (8) Sociological Abstracts, and (9) Vocational Guidance Quarterly. (MM)

TEACHERS AND
TEACHER EDUCATION
SECTION

VT 000 218

East, Marjorie

The Role of Teacher Education Institutions. Changes Needed in State Certification Requirements.

Ohio State Univ., Columbus. Center for Vocational Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Mar66 5p.; Speech delivered at the Seminar for Home Economics Leaders (Ohio State University, March 1966)

SPEECHES; *OCCUPATIONAL HOME ECONOMICS; *CERTIFICATION; *TEACHER QUALIFICATIONS; *HOME ECONOMICS TEACHERS

The major purpose of teacher certification is to insure a minimum level of exposure to education in hopes that the exposure will provide adequate entrance skills and potentialities for growth in the teaching profession. Principles basic to any state plan for certification are to (1) work cooperatively to establish minimum standards for certification, (2) establish responsibility for individual certification of teachers, (3) establish special provisions for certifying experienced homemakers who are graduate home economists but who did not take a teacher-education program and refresher provisions for teachers who have not been professionally active for some years, and (4) establish reciprocal certification arrangements between states at the secondary level. Current issues in the preparation of teachers for occupational programs include: (1) Shall teachers have occupational experience themselves, (2) Shall these occupational teachers have a full college preparation and meet all certification requirements, and (3) Shall teachers have special courses to help them to teach occupational education. Speaking tentatively, a teacher certified to work in occupational programs should have a regular home economics teacher's certificate, a minimum of one year's experience in home economics teaching, at least 3 months' job experience, a minimum of six credits of special course work in planning and teaching in occupational programs, and required cooperative work with other occupational teachers in yearly workshops or institutes. (MS)

VT 000 936 ED 018 553

Frank, Sheldon, And Others

Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.

Michigan State Univ., East Lansing. Coll. of Education

EDRS PRICE MF-\$0.25 HC-\$0.96

Pub Date - Jul66 22p.

*ANCILLARY SERVICES; *BUSINESS EDUCATION; *COLLEGES; UNIVERSITIES; QUESTIONNAIRES; SCHOOL SIZE; COLLEGE PROGRAMS; *ENROLLMENT TRENDS; *TEACHER EDUCATION; NATIONAL SURVEYS; EDUCATIONAL RESEARCH; INSTRUCTIONAL MATERIALS

A study was made to identify the current thinking and practices of business education leaders in colleges and universities in regard to ancillary services. Questionnaires were sent to 293 colleges and universities and returns were received from 175 representing 46 states, the District of Columbia, and Puerto Rico. A substantial percentage of the schools carried on research projects and consulting functions and provided occupational information services. Teaching aids, audiovisual aids, and simulation projects were developed rather consistently by a substantial percentage of the schools. A majority of ancillary services were distributed free with the exception of films and filmstrips. Workshops and conferences were sponsored by the business education departments in the following order of frequency: programs for experienced teachers, conferences for supervisors of student teachers, and conferences and workshops for first-year teachers. Over half of the schools active in ancillary services were in the small category (7,500 students or below) and offered degrees beyond the bachelor's. The medium-sized and very large institutions had shown a very favorable attraction for business education majors while the small and medium-large were definitely lagging. The growth patterns for institutions as a whole were ahead of business education department growth patterns in all school-size categories identified. A substantial percentage of the schools indicated that business education curriculum revision should be based primarily on followup information on business teacher problems, technological innovations, and educational research. (PS)

VT 001 245

A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.

Michigan State Dept. of Public Instruction, Lansing. Div. of Vocational Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Apr65 1p.

*EMPLOYMENT OPPORTUNITIES; *EMPLOYMENT PROJECTIONS; *VOCATIONAL EDUCATION TEACHERS; *STATE SURVEYS MICHIGAN

Questionnaires returned by 320 K-12 districts and 13 community colleges indicated (1) 3,259 vocational-technical teachers were currently employed, (2) 251 were currently needed, (3) 1965-66 needs totaled 634, and (5) 1970 projections indicated 1,862 additional teachers would be needed. Occupational subject areas covered by these schools are (1) agriculture, (2) office occupations, (3) distributive occupations, (4) home economics, (5) industrial occupations, (6) food service occupations, (7) health service occupations, (8) public service occupations, (9) tourist and resort occupations, and (10) management development. (EM)

VT 001 830

Ford, Roxanne R.

Attitudes of Home Economics Teachers Toward Children.

Minnesota Univ., Minneapolis. Bureau of Educational Research

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun66 49p.

HOME ECONOMICS EDUCATION; *TEACHER ATTITUDES; TEACHER SUPERVISION; TEACHER EDUCATION; *TEACHER EXPERIENCES; FEMALES; COLLEGE STUDENTS; STUDENT ATTITUDES; LONGITUDINAL STUDIES; *HOME ECONOMICS TEACHERS; *CHILDREN; *TEACHER CHARACTERISTICS; SURVEYS; BEGINNING TEACHERS; ATTITUDE TESTS *MINNESOTA TEACHER ATTITUDE INVENTORY

To determine home economics teacher attitudes toward children, the hypotheses were examined: (1) Changes in attitude take place during the college period, and (2) Factors of student and teacher background and experience are associated with such changes. In the first phase of the study, data were derived from a data sheet and the Minnesota Teacher Attitude Inventory (MTAI) administered to a stratified random sample of 1,939 experienced homemaking teachers from six states. There were statistically significant differences in the attitudes toward children shown by teachers in the several states, graduates of the different institutions, and by teachers in school systems of different sizes: teachers in the middle-sized schools

16 to 75 faculty) earned the highest mean scores. Although the results were not statistically significant, a trend was evident that teachers who found teaching loads satisfactory, had more recently enrolled in college credit courses, had engaged in youth activities, taught in a vocational home economics department, and found supervision helpful had more accepting attitudes toward children. In the second phase, a longitudinal study used similarly derived data from 1,326 freshmen from seven institutions and nine teachers colleges and the same students remaining as juniors, seniors, and first-year teachers. Subjects from these institutions showed a gain in MTAI mean scores between the freshman and senior years but a drop for the first-year teachers. Positive statements based on findings from the very small number remaining in the study (68 freshmen, 85 seniors, and 90 first-year teachers) could be made. Four substudies showed that (1) Teachers with 20 or more years of experience had lower MTAI mean scores than those in other experience groupings, (2) The low mean Ohio scores, compared to those in the five other states, might be accounted for by a higher proportion of older teachers in the sample, a higher proportion of the sample drawn from large cities, and a more heterogeneous school sample, (3) In Iowa, no significant relationship existed between the MTAI and the Johnson Home Economics Interest Inventory scores, and (4) In Minnesota, the vocational teachers made higher MTAI scores than nonvocational, and supervisors of student teachers scored almost twice as high as others. Implications for teacher education and preservice education are presented. This is Chapter 2 of "Home Economics Teachers, Preservice and Inservice Levels, Their Interest in Teaching, Their Attitudes Toward Children and Families" (VT 001 255). Other chapters are VT 001 831 and VT 001 832. (MS)

VT 001 831

Chadderdon, Hester

Interest in Teaching Home Economics. Hypotheses and Design for the Study.

Minnesota Univ., Minneapolis. Bureau of Educational Research

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun66 25p.

HOME ECONOMICS EDUCATION; TEACHER EXPERIENCE; INTEREST RESEARCH; CAREER CHOICE; SURVEYS; COLLEGE STUDENTS; BEGINNING TEACHERS; ECONOMICS TEACHERS; *VOCATIONAL INTERESTS; TEACHER EDUCATION; *TEACHER BACKGROUND; LONGITUDINAL STUDIES; FEMALES
*JOHNSON HOME ECONOMICS INTEREST INVENTORY

Because it is assumed that teachers with a high interest in teaching are more effective than those with a low interest, the characteristic of professional interest was studied by exploring the hypotheses: (1) Interest in teaching home economics changes during the college period and in the first year of teaching, and (2) Certain factors in the experiences of students and teachers are associated with interest in teaching. Results were based on data derived by administering the Johnson Home Economics Interest Inventory to 165 subjects at 13 institutions during their freshman and senior years and at the end of the first year of teaching. Interest in teaching did not change significantly from the freshman year until the end of the first year of teaching. The interest scores of freshmen and seniors were not related to the amount of precollege experience in homemaking education or with children, or to the 13 reasons for choosing home economics teaching, although about 91 percent indicated that one of the five practical reasons had influenced their choice of a major. The interest scores of the first-year teachers were not related to (1) satisfaction with teaching generally, with teaching load, with the space and facilities in the department, or with the help given by the principal or supervisor, or to (2) participation in experiences leading to professional improvement. Results indicated that interest in teaching home economics is sufficiently stable to use freshman scores, supplemented with other data, in predicting the scores of seniors and teachers. Recommendations for further study concerned administering the interest inventory after the freshman year and after the first year of teaching, exploring other factors of precollege experience, studying motivation and bases for selection of students in teacher education, and obtaining a better measure of teacher satisfaction. This is chapter 3 of "Home Economics Teachers, Preservice and Inservice Levels, Their Interest in Teaching, Their Attitudes Toward Children and Families" (VT 001 255). Other chapters are VT 001 830 and VT 001 832. (MS)

VT 001 832

Lehman, Ruth T.

Attitudes Toward Groups and Families.

Minnesota Univ., Minneapolis. Bureau of Educational Research

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun66 43p.

HOME ECONOMICS EDUCATION; TEACHER EDUCATION; *TEACHER ATTITUDES; TEACHER EXPERIENCE; *HOME ECONOMICS TEACHERS; *TEACHER CHARACTERISTICS; *GROUPS; FAMILIES; STUDENTS; LONGITUDINAL STUDIES; BEGINNING TEACHERS; STUDENT ATTITUDES; COLLEGE STUDENTS; ATTITUDE TESTS; TEST CONSTRUCTION

A total of 1,076 home economics majors in six universities responded to an attitude inventory in their junior and senior years and at the close of their first year of teaching to determine the degree to which they accepted persons and groups like and unlike themselves. The study was based on the assumptions that teachers who accept persons different from themselves are more effective, their experience increases their acceptance of others, and the college has a responsibility for helping students in this area. It was hypothesized that attitudes toward certain groups would change during the time of the study and attitude scores would be associated with socioeconomic background, experience, and the school situation. The findings showed: (1) A change in attitudes occurred, but in general it was reflected by a loss instead of a gain in scores, (2) Teachers scored lower than they did as juniors and seniors on the groups parents today, foreigners, adults with less education, slum families, a problem school, another race, and youth, (3) Total mean scores were not significantly associated with selected factors of socioeconomic background at the junior level, nor were they significantly related to certain differences between their home and significantly associated with experience. Implications were that: (1) Criteria other than the socioeconomic should be considered in any attitude study, (2) Preservice education should include knowing many groups, deriving satisfaction from experience with them, and relating that experience to teaching, and (3) The teacher needs to know her community. This is Chapter 4 of "Home Economics Teachers, Preservice and Inservice Levels, Their Interest in Teaching, Their Attitudes Toward Children and Families" (VT 001 255). Other chapters are VT 001 830 and VT 001 831. (MS)

VT 001 990 ED 019 426

Patterson, Irene

A Community Approach to Student Teaching. Research Report Number 4.

State Univ. of N.Y., Ithaca. Coll. of Home Economics at Cornell

EDRS PRICE MF-\$0.50 HC-\$3.32

Pub Date - Jun66 81p.

*TEACHER EDUCATION; *STUDENT TEACHERS; *HOMEMAKING EDUCATION; PILOT PROJECTS; QUESTIONNAIRES; *COMMUNITY INVOLVEMENT; PROGRAM IMPROVEMENT; TEACHER MOTIVATION; *PROGRAM EVALUATION; PROGRAM ATTITUDES; HOME

ECONOMICS TEACHERS; STUDENT ATTITUDES; TEACHER ATTITUDES; FOLLOWUP STUDIES; HOME VISITS
NEW YORK

As an outgrowth of an earlier study on improving student teaching in home economics, a pilot program was initiated to determine the effectiveness of a student teaching program designed to produce homemaking teachers who could quickly become acquainted with a community, adapt teaching to it, and locate and use local resources. Instruments were developed (1) to test student attitudes and beliefs about this teaching approach, (2) to determine interests, motivation, and knowledge in relation to families and communities, and (3) to rate the value of community experiences. Most of the data were collected from student teachers with additional information from teacher educators, supervisors, teachers, and pupils. Some findings were: Living in the community during the student teaching period contributed to student acceptance of a community approach to teaching, (2) Home visits were the best way to learn about homes and families, (3) A large majority of former students judged the student teaching program to be effective in preparing them to teach units in relation to community conditions and student background but not in preparing them to teach adults, and (4) The research tools developed for the project provided means for evaluating future teacher education programs. A summary of the earlier study, findings from testing the research tools, a detailed report of the followup portion of the study, and resumes of seven theses related to the project are included. (BS)

VT 002 291

Egermeier, John C., And Others

Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.

OEC-5-85-001
BR-5-0095

08

Pub Date - 3p.

ROLE THEORY; *ROLE PERCEPTION; *VOCATIONAL EDUCATION TEACHERS; *TEACHER ROLE; ROLE CONFLICT; *TEACHER BEHAVIOR; *COUNSELORS
OKLAHOMA

Role and role conflicts of vocational teachers were studied. Unstructured interviews with vocational education personnel, administrators, and teacher educators resulted in a list of vocational teacher behaviors for distributive education, trade and industrial education, vocational agriculture, and technical education. Based on this list, an instrument was developed which permitted respondents to indicate on a six point continuum the extent to which teachers actually engaged in the behaviors and the extent to which they should do so. It was tried with a pilot sample, refined, and administered to a stratified random sample of 1,502 vocational teachers, other teachers, vocational students, parents of vocational students, counselors, and administrators in 82 Oklahoma schools. Data were analyzed in terms of activity cognition and norms by the Kruskal-Wallis one-way analysis of variance and Mann-Whitney U tests. It was evident that counselors contributed to ambiguity of vocational teacher role through disparities between their own and teacher cognitions of what is and what ought to be done by teachers, through disparities between norms and expectations which they hold for the teacher. (JM)

VT 002 292

Egermeier, John C.; Twyman, J. Paschal

Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.

Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.

OEC-5-85-001
BR-5-0095

08

Pub Date - 6p.

*TEACHER ROLE; *VOCATIONAL EDUCATION TEACHERS; DISTRIBUTIVE EDUCATION TEACHERS; TRADE AND INDUSTRIAL TEACHERS; VOCATIONAL AGRICULTURE TEACHERS; STUDENTS; *COUNSELORS; *TEACHER BEHAVIOR; *ROLE PERCEPTION

A total of 1,502 counselors, administrators, vocational and nonvocational students, vocational and nonvocational teachers, and parents responded to a questionnaire listing 11 items of behavior to determine the extent to which they felt vocational teachers actually engage in the behavior (activity cognition) and should engage in it (norm). The response to each item was scored on a six-point continuum. Statistically significant differences in responses were identified by the Mann-Whitney U procedures. Of the respondents, 595 were in vocational agriculture, 548 with trade and industry, 87 with technical education, and 272 with distributive education programs. Activity cognitions and norms held for distributive education, trade and industrial, and vocational agriculture teachers were compared with counselor response, and the mean response was given when group and counselor response differed significantly. Comparisons of activity cognitions and norms held by counselors for the three teacher groups showed significant disparities in providing students with information about where they can get jobs, in maintaining up-to-date placement records of graduates, and in taking counseling or guidance courses in colleges. A summary of the report is available as VT 002 291. (WB)

VT 002 322

Rjos, O.E.

Vocational Teacher Education.

Idaho Univ., Moscow
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 92p.

*TEACHER EDUCATION; *VOCATIONAL EDUCATION; GRADUATE STUDY; *COLLEGE CURRICULUM; *ADMINISTRATIVE ORGANIZATION; *PROGRAM COORDINATION; LAND GRANT COLLEGES; TEACHER EDUCATORS; TEACHER ATTITUDES
UNIVERSITY OF IDAHO

The objectives of the study were to ascertain the feasibility of coordinating current programs and developing a graduate program in the administration and supervision of vocational teacher education. Analysis of the catalog descriptions of programs in 44 land-grant universities showed the most common pattern to be separate departments in more than one college, 38.6 percent, and the least common to be a single department in one college, 13.7 percent. The seven teacher-trainers at the University of Idaho preferred the existing structure of four programs in three professional colleges to either the coordinated or separate department plan. They recognized the need for coordinating activities in vocational education, however, and were concerned about the possibility of course duplication and the need for the most qualified person to be responsible for each course. The feasibility of coordinating activities was supported by the fact that the major interest of the teacher trainers in the professional aspects of teacher education tended to be distributed throughout the various areas. Findings supporting the development of a graduate program in administration and supervision of vocational education showed that a basic core of upper division and

graduate level courses is currently being offered that would be suitable for such a program, only one or two new staff would be needed, and most of the present teacher-trainers indicated an interest in participating in the program. (MM)

VT 002 689

Pearce, Theodore

Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.

Fluid Power Society, Thiensville, Wis.
Office of Education (DHEW), Washington, D.C.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 15Feb67 25p.

OEG-3-85-093

*FLUID POWER EDUCATION; *SUMMER INSTITUTES; *PILOT PROJECTS; *TEACHER EDUCATION; *PROGRAM EVALUATION; CURRICULUM DEVELOPMENT; INDUSTRIAL EDUCATION

"The Fluid Power Institutes--A Pilot Program for Introducing Emerging Technologies" is summarized. The complete study is available as VT 002 870 or ED 012 396. (EM)

VT 002 919

Schaefer, Carl J.

What Makes a Master Teacher.

Rutgers, The State Univ., New Brunswick, N.J.
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 12Sep63 7p.

*TRADE AND INDUSTRIAL TEACHERS; VOCATIONAL DIRECTORS; TEACHER EDUCATORS; *MASTER TEACHERS; *TEACHER CHARACTERISTICS; TEACHER ATTITUDES; ADMINISTRATOR ATTITUDES; SURVEYS

An opinionnaire containing 26 items relative to master teacher characteristics such as knowledge, ability, understanding, and experience was completed by 28 local directors of vocational-technical education and 18 teacher educators. There was a high degree of relationship between the thinking of the two groups as to what makes a master teacher. The groups agreed that the most important items were (1) the ability to motivate students, (2) knowledge and understanding of the objectives of vocational-technical education, (3) knowledge and understanding of the basic principles of learning, (4) experience in the skills of the specialized area being taught, (5) the ability to express ideas adequately, (6) the ability to demonstrate skills, and (7) knowledge and understanding of related technical theory in specialized area. The items on which the groups had the most disagreement were (1) the ability to develop an effective course of study, (2) the ability to develop an appreciation of good workmanship, (3) the ability to select, evaluate, classify, file, and use prepared subject materials, (4) knowledge and understanding of testing and evaluation, (5) knowledge and understanding of child growth and development, and (6) experience in teaching shop and related subjects. Few items were checked as unimportant to the effectiveness of the master teacher. The opinions expressed will be considered in formulating new curricula. (EM)

VT 003 246

How to Train Workers on the Job.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training
MF AVAILABLE IN VT-ERIC SET.
Pub Date - 66 34p.

*ON THE JOB TRAINING; *TEACHER EDUCATION; TEACHING METHODS; TEACHING PROCEDURES; *INDUSTRY

This manual is designed to help the technically competent worker become an effective instructor for on-the-job training programs. The critical problem in training people for skilled jobs is the effective transmission of know-how from the instructor to the learner. A skilled worker can become a skilled instructor if he learns the techniques of successful instruction and uses them to pass his physical and mental skills along to others. The successful training instructor must develop sensitivity to trainee attitudes and problems. He must develop a pattern of training by planning a detailed breakdown of every step in the job. This breakdown permits him to deal with one step of the operation in depth and prevents his trying to cover too much at one time. The instructor uses the coaching process to deal with the difficulties of the trainee by observing, diagnosing, prescribing, motivating, trying, and reviewing. Specific areas covered are (1) on-the-job training, (2) knowledge versus instruction, (3) challenges and problems, (4) need for a program plan, (5) training patterns, (6) job analysis, (7) instructor's outline, (8) standards, (9) the coaching process, (10) tests, (11) the job log, and (12) self-development. (HC)

VT 003 251

ED 018 619

Woodin, Ralph J.

Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.

Ohio State Univ., Columbus. Dept. of Agricultural Education
EDRS PRICE MF-\$0.25 HC-\$0.92
Pub Date - 67 21p.

*VOCATIONAL AGRICULTURE TEACHERS; *TEACHER SUPPLY AND DEMAND; TEACHER RECRUITMENT; *TEACHER SHORTAGE; NATIONAL SURVEYS; COLLEGE GRADUATES; AGRICULTURAL EDUCATION; EMPLOYMENT PROJECTIONS; GRADUATE SURVEYS; GEOGRAPHIC REGIONS

As part of a continuing study by the recruitment committee of the American Vocational Association Agricultural Education Division, data were collected by questionnaires from head state supervisors in 49 states and teacher educators in 76 institutions on the 1966-67 supply and demand for vocational agriculture teachers. The extent of the shortage of teachers was indicated by 232 unfilled positions and 242 teachers employed with emergency or temporary certificates. Of 10,221 positions available, 1,104 were replacements and 232 were new. In 1967-68, 117 departments were unable to operate because of the teacher shortage. As a 3-year trend, there was a slight decline in the total number of positions, a steady increase in the number of replacement needed, and an increase in the shortage. An estimated 10 percent increase in positions by 1970 was lower than that predicted in the previous years. Of 1,233 newly-qualified teachers, only 60.2 percent entered vocational agriculture teaching, the lowest percentage in 3 years. Of the 1,336 open teaching positions, 56 percent were filled by new graduates. An increasing number of teaching positions involved the programs of vocational agriculture. About one-fourth of all teachers were teaching at least one class and

eight percent were teaching full-time in new programs. Nearly 70 percent were offering both high school and out-of-school classes, and nearly one-fourth were teaching in multiple-teacher departments. (JM)

VT 003 254 ED 015 261

Maley, Donald

The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project, Second Quarterly Report.

Maryland Univ., College Park. Dept. of Industrial Education
EDRS PRICE MF-\$0.25 HC-\$1.60

OEG-2-7-062312-0175

BR-6-2312

Pub Date - 1Mar67 40p.

*EXPERIMENTAL PROGRAMS; *TRADE AND INDUSTRIAL EDUCATION; *OCCUPATIONAL CLUSTERS; *TEACHER SELECTION; CURRICULUM MATERIALS; HIGH SCHOOLS; TEACHER EDUCATION
*CLUSTER CONCEPT PROJECT

Objectives during the project's second quarter were to (1) complete the selection of teachers, (2) complete the development of the teacher preparation program, (3) initiate the teacher preparation program, (4) hold orientation meetings for counselors and administrators involved in the pilot programs, and (5) obtain material and information from industrial organizations and businesses about preparing the selected teachers to teach the job entry tasks in their respective occupational clusters. An interview schedule was used in a tape-recorded interview with each teacher candidate. Rokeach Dogmatism Scale was administered to obtain an indication of cognitive rigidity and flexibility. Using a composite of the information, an evaluation panel selected three teachers for each of four counties. Three teacher preparation sessions involved analyzing a job entry task, writing behavioral objectives, and formulating a format for arranging instructional information. Orientation sessions acquainted counselors and administrators with the project purposes and encouraged their cooperation with the pilot programs. Possible industrial resource personnel were identified. Proposed objectives and activities for the third quarter are given. The appendix contains forms used in teacher selection. Related documents are VT 002 165, VT 002 491, and VT 002 356. (EM)

VT 004 193 ED 016 846

Hull, William L.; And Others

Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations. Final Report.

Oklahoma State Univ., Stillwater
EDRS PRICE MF-\$0.75 HC-\$5.40

OEC-5-85-077
BR-5-0025

08

Pub Date - Sep67 133p.

VOCATIONAL AGRICULTURE TEACHERS; *INSERVICE TEACHER EDUCATION; *DISTRIBUTIVE EDUCATION; *COOPERATIVE EDUCATION; INSTRUCTIONAL MATERIALS; PROGRAM DEVELOPMENT; PROGRAM EVALUATION; OFF FARM AGRICULTURAL OCCUPATIONS; *VOCATIONAL AGRICULTURE; EDUCATIONAL INNOVATION; *SUMMER INSTITUTES

Two 6-week workshops were conducted at Oklahoma State University for 60 selected vocational agriculture teachers from 17 states during the summers of 1965 and 1966 with the objectives of (1) upgrading teachers in the distributive phases of vocational education, (2) acquainting teachers with supervised training methods, (3) helping rural high schools by qualifying teachers to conduct distributive programs, and (4) adapting existent instructional material in distributive education to the needs of vocational agriculture. Distributive education coordinators taught much of the course, and a variety of methods and activities were utilized including seminars and tours. Two workshops reports containing lesson plans, references, and ideas, and many promotional aids were developed. More than 200 copies of the reports were sent to persons requesting them. Pre- and post-test data showed that participants increased their knowledge of distribution significantly. Although followup evaluation revealed that program implementation was difficult, participants had integrated agricultural distribution units of instruction into regular instruction, and most were teaching job application and salesmanship, and making merchandising manuals. Teachers in multiple teacher departments were more likely to have implemented their programs. Implementing workshop plans was dependent on persons and factors other than the participant, such as availability of training situations in home communities. References, instructional materials developed during the workshop, excerpts from workshop reports, a sample copy of a newsletter, and evaluation and implementation data are included. (JM)

VT 004 200 ED 016 113

Pearce, Theodore

Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.

Fluid Power Society, Thiensville, Wis.
EDRS PRICE MF-\$0.25 HC-\$0.88

OEG-3-6-062203-0734

08

BR-6-2203

Pub Date - 1Mar67 22p.

*FLUID POWER EDUCATION; *SUMMER INSTITUTES; TRADE AND INDUSTRIAL EDUCATION; *TEACHER EDUCATION; *PROGRAM DESCRIPTIONS

These institutes continued the emphasis of the 1964 and 1965 institutes on training teachers to teach fluid power and evolving effective techniques for introducing new technologies to educators. They were administered by the Fluid Power Society which, through advisory committees, established the content, procedures, and coordination of the institutes in the five colleges or universities which contracted to provide the facilities and instruction--Trenton State College, Bradley University, Wayne State University, Hampton Institute, and California State College. Most of the 75 participants who came from 24 states, the District of Columbia, and two other countries, were high-school or college level teachers. The instruction included eight units on fluid power and a seminar in teaching fluid power. Conventional instruction methods, teaching-demonstration devices, and guest lectures and consultants were used. The participants, working as teams, developed a recommended curriculum for the educational level of primary interest to each team. Results of pre- and post-tests of 50 problems showed an increase in mean scores from 26.4 to 46.2, indicating a high degree of success in instructional competency. It was concluded that the summer institute can be a most effective vehicle for introducing a new technology to teachers, since it offers a controlled environment and the efficient means of bringing together the teachers and educational, industrial, and technological authorities. The professional society of a new technology can effectively act as the coordination agency of pilot programs involving multiple summer institutes. The complete evaluation report of the 1965 institutes is published in ED 012 396. (HC)

VT 004 406 ED 017 687
 Kurth, Edwin L.; Gianini, Paul C.
 Professional Competencies of Teachers of Technical Education in Florida.

Florida State Dept. of Education, Tallahassee
 EDRS PRICE MF-\$0.50 HC-\$3.12
 Pub Date - 67 76p.

*TECHNICAL EDUCATION; *TEACHER BACKGROUND; *TEACHER CHARACTERISTICS; COMPARATIVE ANALYSIS; *TEACHER EVALUATION; *TEACHER QUALIFICATIONS; JUNIOR COLLEGES
 FLORIDA

The purpose of this study was to determine whether the professional competency of technical education teachers was a function of several educational background variables. The subjects, 108 technical education teachers in the junior colleges of Florida, were judged on the bases of a basic comprehensive examination, a sociometric rating of professional colleagues, and the level of cooperation shown during the study. Background variables included (1) type and classification of college attended, (2) elapsed time between teaching certification and receipt of technical subject degree, (3) geographic location of degree granting college, (4) other degrees acquired, (5) amount of occupational experience other than teaching, and (6) the classification of the other occupational experience. Findings included: (1) Teachers who held academic degrees in addition to the degree in their speciality area scored significantly higher on the comprehensive examination, (2) Higher scores on the sociometric measure were generally achieved by those with no experience other than teaching, (3) Higher cooperativeness ratings were generally achieved by those who received their technical degree in the northeastern states, and (4) There were no significant differences based on colleges attended, time lapse between degree and certification, and the number of years employed in other occupations. The questionnaire, sociometric measure, and a bibliography are included. (EM)

VT 004 416 ED 019 476
 Kitchenstein, Dolores
 Pre-Service Education of Office Occupations Teachers. Final Report.

Texas Technological Coll., Lubbock, Tex. Dept. of Business Education
 EDRS PRICE MF-\$0.50 HC-\$3.32

OEG-1-7-070450-3524

BR-7-0450

Pub Date - Nov67 81p.

*INSTITUTES (TRAINING PROGRAMS); *PRESERVICE EDUCATION; *TEACHER EDUCATION; *OFFICE OCCUPATIONS EDUCATION; *PROGRAM PLANNING; BEGINNING TEACHERS; FEDERAL PROGRAMS; PROGRAM EVALUATION; PARTICIPANT CHARACTERISTICS

Forty teachers representing 29 states and the Virgin Islands attended a 4-week institute from July 17 through August 11, 1967, planned primarily for those preparing to teach for the first time in federally funded vocational office occupations programs during the 1967-68 school year. This report of the institute was planned, written, and distributed primarily to assist faculty in other schools to plan, organize, and administer effective office education institutes. Seminar presentations covered (1) office occupations students, teachers, and programs, (2) cooperative office education courses and teachers, (3) administration and supervision, (4) facilities, equipment, supplies, and classroom layouts, (5) office machines procedures, (6) research, and (7) cooperative, simulated, and directed programs. Participant projects, planned recreation for participants, and publicity provided before and at the close of the institute are outlined. Evaluation and comments by the participants, the major strengths of the institute, a proposed time schedule for planning selected phases of future institutes, and suggestions for improvement are included. The participant application form, evaluation form, certificate of completion, news releases, and other materials used in the institute are presented in the appendixes. (PS)

VT 004 756 ED 019 477

Oliver, Wilmet F.
 The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers. Final Report.

Rutgers, The State Univ., New Brunswick, N.J. Dept. of Vocational-Technical Education
 EDRS PRICE MF-\$0.50 HC-\$3.28

OEC-1-7-D396

BR-6-8327

Pub Date - Oct67 80p.

*FEEDBACK; *VOCATIONAL EDUCATION TEACHERS; STUDENT OPINION; TEACHING QUALITY; TEACHER IMPROVEMENT; COMPARATIVE ANALYSIS; QUESTIONNAIRES; EXPERIMENTAL GROUPS; CONTROL GROUPS; *EFFECTIVE TEACHING; TEACHER CHARACTERISTICS; TEACHER EXPERIENCE; SUPERVISORS; BEGINNING TEACHERS; *TEACHER EVALUATION

The purpose of this study was to determine the relative effectiveness of informational feedback from supervisors, students, and students and supervisors combined as a means of improving the teacher image of beginning and experienced teachers. The 286 vocational teachers included in the study were categorized into groups based on years of teaching experience and then randomly assigned to one of four feedback conditions: (1) supervisor only, (2) grade 10, 11, and 13 students only, (3) supervisor and students combined, and (4) a control group which received no feedback. Form 6 of the Student Opinion-Questionnaire was administered to the feedback groups at the beginning and end of a 12-week period. The data were organized and mailed with interpretive information to each teacher in the experimental groups. The data were used in a 2x2x3 factored experiment with the statistical method of unweighted means because of different sizes of cells. The findings were: (1) There were significant differences in teacher effectiveness as observed by students between those groups receiving feedback from students, either alone or in combination with feedback from supervisors, and those who received no feedback, (2) Student feedback improved teacher effectiveness while supervisor feedbacks did not, and the effect of combined feedback did not exceed that of student feedback alone, (3) The most experienced teachers were least receptive to feedback, and the effect on intermediate and less experienced teachers was about equal but greater at the .05 level than on the most experienced. Student feedback during the first 10 years of teaching can be used as an effective method of improving teacher effectiveness as seen by students. A bibliography, the questionnaire, and related research materials are included. (MM)

VT 004 935 ED 018 661

Arnold, Joseph D., And Others
 Guidelines for the Development of Baccalaureate Technical Teacher Education Programs. Excerpt from Final Report of a Summer Institute for the Improvement of Technical Teacher Education Programs.

Purdue Univ., Lafayette, Ind.
 EDRS PRICE MF-\$0.25 HC-\$0.80

OEG-3-7-0528-3D18

BR-7-0528

Pub Date - Nov67 18p.

08

*GUIDELINES; *TECHNICAL EDUCATION; *TEACHER EDUCATION; TEACHER EDUCATION CURRICULUM; PROGRAM IMPROVEMENT;
 *CURRICULUM DESIGN
 *SUMMER INSTITUTE FOR THE IMPROVEMENT OF TECHNICAL TEACHER EDUCATION PROGRAMS

Guidelines which were developed during the Institute for the Improvement of Technical Teacher Education Programs (reported in VT 004 936) are given. Assumptions which underlie the guidelines are; (1) Technical teachers will be prepared for post-secondary or college teaching, (2) They will be prepared primarily for teaching technical subjects, and (3) Their employers will desire or ultimately expect that they have graduate degrees. Three general guidelines are aimed at (1) establishing a minimum background similar to that of the prospective teacher's future technical program graduates, (2) relating the teacher's occupational orientation to future job function of the technical student, and (3) focusing attention on including a balance of content at the theoretical and operational levels. The 21 guidelines are presented under six categories: (1) general education, (2) mathematics, (3) science, (4) technical content, (5) occupational experience, and (6) professional education. (EM)

VT 004 936 ED 017 729

Arnold, Joseph P., And Others

A Summer Institute for the Improvement of Technical Teacher Education Programs. Final Report.

Purdue Univ., Lafayette, Ind. School of Technology

EDRS PRICE MF-\$0.75 HC-\$5.56

OEG-3-7-070528-3018

Pub Date - Nov67 137p.

*SUMMER INSTITUTES; *TEACHER EDUCATION; *TECHNICAL EDUCATION; TRADE AND INDUSTRIAL EDUCATION; HEALTH OCCUPATIONS EDUCATION; *GUIDELINES; TEACHER EDUCATION CURRICULUM; TEACHER QUALIFICATIONS; EDUCATIONAL PROGRAMS; *PROGRAM DEVELOPMENT; PROGRAM EVALUATION; TEACHER ROLE; EMPLOYMENT OPPORTUNITIES; CURRICULUM GUIDES; PROGRAM DESCRIPTIONS; EDUCATIONAL NEEDS; EDUCATIONAL RESEARCH

Thirty-six participants selected from community colleges, technical institutes, and university teacher education staffs across the United States participated in an institute to stimulate and encourage the development of quality baccalaureate programs in technical teacher education. Activities and topics of the institute concerned existing technical teacher education programs, desired capabilities and background of technical teachers, and relevant research for technical teacher education program design. The combined interaction and perceptions of the participants, speakers, and institute staff resulted in a set of guidelines for developing baccalaureate technical teacher education programs. The guidelines were aimed at establishing a minimal teacher background, relating the teacher's occupational orientation to the job function of the technical student, and focusing attention on the balance of theoretical and operational content. The categories used in organizing the institute program and the 24 guidelines were technical content, mathematics, science, occupational experience, general education, and professional preparation. Abstracts of speaker and consultant presentations are included. Results of pre-post testing of participants suggested a relatively high degree of satisfaction with the total program. (EM)

VT 004 991

Finsterbach, Fred C.

Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.

Delaware Occupational Research and Coordinating Unit, Dover

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 64 8p.

*SCHEDULING; *FLEXIBLE SCHEDULING; *INSERVICE TEACHER EDUCATION; *VOCATIONAL EDUCATION TEACHERS
 *MCBEE KEYSORT

The New York State Regional Industrial Center in New York City provided, after regular school hours, a training service for approximately 1,000 regularly employed vocational-technical teachers. Because of the special needs of a variety of teachers, scheduling and maintaining the training program called for a more flexible method for scheduling. The Keysort system designed by the McBee Corporation was chosen. With the cooperation of this company, a subject card was designed. The make up of the card, student scheduling, instructor scheduling, room assignments, and mailing of scheduling results are described. The card system was successful--scheduling time was reduced by two-thirds, total training time for some students was shortened from 4 to 6 years to 2.5 to 3.5 years, conflicts in schedules were avoided or easily adjusted, and more students were accommodated at a time agreeable to them. (PS)

VT 005 045 ED 017 735

Zimmerman, Beatrice B.; Amos, Ruth

A Survey of the Need for Pre-School Teacher Training.

North Dakota Univ., Grand Forks

EDRS PRICE MF-\$0.25 HC-\$1.16

NDU-RR-11

Pub Date - Jan68 27p.

*PRESCHOOL TEACHERS; *EDUCATIONAL NEEDS; *TEACHER EDUCATION; SURVEYS; SUBPROFESSIONALS; TEACHER AIDES; TEACHER ATTITUDES; CHILD CARE WORKERS; ADMINISTRATOR ATTITUDES; PRESCHOOL EDUCATION; HOME ECONOMICS EDUCATION; *FEASIBILITY STUDIES
 MINOT; NORTH DAKOTA

This study was made to arouse interest in preschool education and to assess the need for a training program for preschool teachers and assistant teachers in and near the city of Minot, North Dakota. Opinions from eighty educators and government officials and teachers and administrators of preschool programs were secured by personal contacts, questionnaires, and telephone conversations. The data indicated a real need for training at the professional and paraprofessional level and for training essential for good teacher education. Educators and administrators approved the development of a course for child care and training, and over half of the teachers and administrators of preschool programs expressed definite interest in taking child development courses. High school home economics teachers felt there were possibilities for child care training among wage earning classes, and the North Dakota State Supervisor of Home Economics Education foresaw the development of child care courses in high school vocational education programs to train teacher aides and child care assistants. It was recommended that a training program for preschool teachers and assistants be initiated at Minot State College. Suggested programs include course listings and credit hours for a bachelor of science degree for certification of professional teachers in preschool education, for nondegree teachers or a minor in preschool education, and for semiprofessionally trained personnel in preschool agencies. A bibliography and the questionnaire are included. (HC)

VT 005 276 ED 018 670
Hastings, James R., And Others
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report,. Volume 1.

New York State Univ., Oswego
EDRS PRICE MF-\$2.00 HC-\$20.32

OEC-6-10-128
BR-5-1369

24

Pub Date - Aug67 506p.

*INDUSTRIAL ARTS; *TEACHER EDUCATION; INDUSTRIAL ARTS TEACHERS; COURSE DESCRIPTIONS; PRESERVICE EDUCATION; INDUSTRIAL STRUCTURE; SCHOOL INDUSTRY RELATIONSHIP; MATERIAL DEVELOPMENT; *INDUSTRY; *CURRICULUM DEVELOPMENT; INDUCIVE METHODS; FUNDAMENTAL CONCEPTS; CONCEPT FORMATION; STUDENT SEMINARS; *FIELD EXPERIENCE PROGRAMS; RESOURCE UNITS; STUDY GUIDES; GUIDELINES

The objectives of this project were to develop a course model and the accompanying instructional materials for an inductive study of the nature and organization of industry in an undergraduate industrial arts teacher education program. A structure for a model curricular component was created and tested on four student groups during 2 years. Phase I consists of 1 week of on-campus orientation seminars covering (1) industrial psychology, sociology, and economics, (2) history of industry and labor, and (3) industrial organization. Phase II consists of 6 weeks of concentrated study and observation of industrial relations, engineering, production, labor, financial control, and marketing. Phase III is devoted to 2 weeks of on-campus curriculum development workshop where major concepts and information gathered during the industry phase are developed into resource units. A student workbook, 206 lesson topics, 42 seminar resource units, a guide for cooperating industrial personnel, an industrial concepts test, and a procedure for concept identification and tabulation were developed. The course requires an instructor-coordinator and an industrial coordinator in each establishment utilized in the course. The extensive appendixes include administrative forms and letters, a program schedule, and 21 seminar resource units. Appendixes D through K are in VT 005 277. (EM)

VT 005 277 ED 018 671
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report. Volume 2.

New York State Univ., Oswego
EDRS PRICE MF-\$1.50 HC-\$15.80

OEC-6-10-128
BR-5-1369

24

Pub Date - Aug67 393p.

*INDUSTRIAL ARTS; *TEACHER EDUCATION; *STUDY GUIDES; RESOURCE UNITS; ANNOTATED BIBLIOGRAPHIES; *INDUSTRY; INDUSTRIAL STRUCTURE; TESTS; *FUNDAMENTAL CONCEPTS; FIELD EXPERIENCE PROGRAMS; RESOURCE GUIDES; PROGRAM GUIDES

This document contains instructional materials developed in a pilot project to provide coordinated educational and industrial field experiences in a 9-week course for preservice industrial arts teacher education. The materials present fundamental concepts relative to industrial structure and organization. The contents, presented as appendixes D through K, include: (1) "Directed Field Study Student Resources File" which includes a bibliography of pamphlets, films, textbooks, and periodicals, (2) "Student Workbook" which provides references and assignments for the entire course and an integral format for reports, (3) "A Guide for Industrial Personnel" which outlines the program and gives the responsibilities of all persons involved, (4) "Tabulation of Industrial Concepts" which provides a list of 326 industrial concepts identified by the four classes in 1,722 student responses, (5) "Understanding Industry" which is a 71-item multiple choice test covering industrial concepts with its answer key, and (6) "Examples of Curriculum Resource Units" which gives examples of resource materials prepared by the students. The project report, program description, and appendixes A through C are given in VT 005 276. (EM)

VT 005 451 ED 020 423
Haines, Peter G., And Others
Readings in Distributive Education--The Project Plan of Instruction and Related Teacher Education. Project Report No. 5.

Michigan State Univ., East Lansing. Dept. of Secondary Education and Curriculum
EDRS PRICE MF-\$0.75 HC-\$6.92

OEG-3-7-070489-3128

08

BF-7-0489

Pub Date - 68 171p.; Selected papers from the National Seminar in Distributive Education (Michigan State University, 1967).

*PROJECT TRAINING METHOD; *DISTRIBUTIVE EDUCATION; *TEACHER EDUCATION; *TEACHING METHODS; EDUCATIONAL OBJECTIVES; PROGRAM PLANNING; COOPERATIVE EDUCATION; STUDENT EVALUATION; PROGRAM DEVELOPMENT; STUDENT PROJECTS; JOB SKILLS; MODELS; INSTRUCTIONAL MATERIALS; EDUCATIONAL FACILITIES; TEACHER EDUCATORS; TEACHER ROLE; *SEMINARS; OCCUPATIONAL CHOICE; CURRICULUM RESEARCH; TEACHER BEHAVIOR; *SPEECHES
*NATIONAL SEMINAR IN DISTRIBUTIVE EDUCATION

The purpose of the seminar was to assist teacher education staffs to identify, evaluate, and respond to the implications of the Vocational Act of 1963 from which sprang the concept of the project plan of instruction. Papers developed by practitioners and professional educators in the field of marketing and distribution are presented: (1) "An Overview" by K. L. Rowe, (2) "Project Training--Its Impact on Program Development" by E.L. Nelson, (3) "Similarities and Differences in Project and Cooperative Training" by M.V. Marks, (4) "Project Method in Education" by E.E. Bayles, (5) "Projects and Project Structure" by H.E. Samson, (6) "Desired Outcomes of Projects" by W.G. Meyer, (7) "Development of a Matrix" by H.E. Samson, (8) "Variations of Time and Place Patterns in Project Training" by E.T. Ferguson, (9) "Using Appropriate Evaluation Techniques" by C.B. Coakley, (10) "Using Appropriate Materials and Media" by H.R. Cheshire, (11) "The Utilization of Facilities and Equipment in Distributive Education Project Method Training" by W.H. Antrim, (12) "A Philosophy of Teacher Education--Teaching, Research or Service" by P.G. Haines, (13) "Distributive Teacher Education--Its Role in Program Development" by W.G. Meyer, (14) "Gearing the Teacher Education Program for Teaching by the Project Method" by P.A. Rush, (15) "Relations of Teacher Education to State Staff" by E.L. Dorr, (16) "Methods in Distributive Teacher Education Classrooms" by R.D. Ashmun, (17) "Inservice Teacher Education" by L.C. Crawford, (18) "The Role of the Teacher Educator in Research and Materials Development" by V.K. Ely, (19) "Teacher Behavior and Teacher Education" by T. Ward, and (20) "The Changing Nature of Vocational Choice" by C.G. Wrenn. (MM)

VT 005 479 ED 020 425
Bell, A.P.
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities. Center Seminar and Conference Report No. 8.

North Carolina State Univ., Raleigh. Center for Occupational Education
EDRS PRICE MF-\$1.00 HC-\$8.36

OEG-7-7-070348-759B

BP-7-0348

Pub Date - 67 207p.

*SUMMER INSTITUTES; *TEACHER EDUCATION; *VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *TEACHER EDUCATORS; EDUCATIONAL PROBLEMS; EDUCATIONAL PLANNING; EDUCATIONAL RESEARCH; PROGRAM DEVELOPMENT; COLLEGES; UNIVERSITIES; SCHOOL INDUSTRY RELATIONSHIP; FACULTY RECRUITMENT; INSTRUCTIONAL MATERIALS; SPEECHES

Thirty participants including teacher educators and administrators attended a 2-week teacher education institute designed to consider critical issues in vocational and technical education and their implications for programs of teacher preparation in small colleges and universities. The presentations by special consultants were: (1) "Critical Issues in Vocational and Technical Education" by J. Kaufman, (2) "Purposes, Policies, and Organization of Teacher-Education" by H.G. Beard, (3) "Research Development Grants and Small Project Research" by J. Morrow, (4) "Planning and Strategies for Developing More Effective Teacher Education Programs" by F.M. Worthington, (5) "Identifying and Utilizing Human and Institutional Resources for the Development of Teacher Education Programs" by L.W. Jones, (6) "Developing College-Industry Cooperative Programs in Vocational Teacher Education" by G.H. Silvius, (7) "Identifying, Interpreting, and Implementing Research Findings in Teacher Education to Improve the Pre-service Program" by G.Z. Stevens, (8) "Recruitment of Students for Teacher Education Programs" by C.E. Dean, (9) "Recruiting, Upgrading, and Developing Adequate Faculty in the Subject Areas with Special Reference to Occupational Oriented Skills" by F.O. Morrison, (10) "Upgrading and Developing Adequate Faculty in Subject Areas with Special Reference to Occupational Oriented Skills" by G.F. Rankin, and (11) "The Role of New Media in Teacher Education" by D.R. Young and S. Beecraft. Also included are (1) summary report of small group seminar sessions, (2) a paper, "Research Design in Agricultural Education" by G.Z. Stevens, (3) the institute program and a list of participants, (4) definitions, and (5) critical issues to start discussion. (HC)

VT 005 502 ED 019 505

Patner, Ruriel

Community College Health Careers Project Phase II--Teacher Preparation. Final Report.

New York State Education Dept., Albany
EDRS PRICE MF-\$0.25 HC-\$0.88

OEG-1-6-000550-0617

08

BP-5-1328

Pub Date - Jun67 20p.

*HEALTH OCCUPATIONS EDUCATION; *PROGRAM DEVELOPMENT; *TEACHER EDUCATION; *TECHNICAL EDUCATION; COMMUNITY COLLEGES; PILOT PROJECTS

The State University of New York at Buffalo and City University of New York cooperated with the Community College Health Careers Project by establishing programs to prepare practitioners to teach in community college programs in (1) occupational therapy assisting, (2) dental assisting, (3) ophthalmic dispensing, and (4) medical record, environmental health, biomedical engineering, inhalation therapy, operating room, X-ray, and medical emergency technology. Although the educational backgrounds of 17 program enrollees ranged from high school graduation to Ph.D. candidacy, educational preparation for teaching was very limited for the entire group. The content of the programs, inaugurated on a 2-semester, 25-hour-per-week basis, included the philosophy of education, the community college, higher education, curriculum development, use of extended campus resources, methods of teaching, a teaching practicum, the nature of the health service industry, and tests, measurements, and evaluation. The participants also worked with personnel of the colleges in which they were to teach in writing course outlines and catalog descriptions, establishing laboratory and equipment specifications, doing practice teaching in related subjects, arranging for clinical practice experiences, and recruiting in local high schools. At the conclusion of the programs, 13 of the trainees signed contracts to teach in the pilot programs for which they were prepared. Difficulties encountered by the universities included a lack of time to plan and recruit, a lack of inducements to interest practitioners in academic careers, and early knowledge that followup would not be funded because of the unanticipated termination of financial support for the Project. Appendix A, reporting Phase I, is available as ED 011 198. Appendixes B, C, and D are included in this document. (JK)

VT 005 503 ED 019 506

East, Marjorie; Boleratz, Julia M.

An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers. Final Report.

Pennsylvania State Univ., University Park
EDRS PRICE MF-\$0.50 HC-\$4.80

OEG-6-85-060
BP-5-0167

08

Pub Date - Feb68 118p.

*HOME ECONOMICS EDUCATION; *TEACHER EDUCATION; *WORK STUDY PROGRAMS; *FIELD EXPERIENCE PROGRAMS; STUDENT SEMINARS; COLLEGE STUDENTS; EDUCATIONAL EXPERIMENTS; *DISADVANTAGED ENVIRONMENT; CHANGING ATTITUDES; PROGRAM EVALUATION; PARTICIPANT OBSERVERS; TESTING PROGRAMS; QUESTIONNAIRES; DISADVANTAGED GROUPS; CASE RECORDS

To evaluate the feasibility of providing experiences for increasing future home economics teachers' awareness of working class patterns of life and work, 13 college students, at the sophomore or junior levels, spent a period of 10 weeks living and working in home situations characterized by low income, large families, and limited education, and holding jobs characterized by low pay, routine work, and association with fellow employees. In the first stage of the experiment, students attended a seminar of approximately 15 hours to review previously-learned concepts from sociology, psychology, child development, family relationships, home management, and education. The second and third phases included the 10-week living-in situation and daily responsibility of holding a job. The fourth stage was a postseminar of approximately 15 hours of post testing and discussion. The test scores of the participants as a group showed significant gains in self-actualization, on certainty of answers on a test of knowledge of the disadvantaged, and on a measure assessing attitudes toward families unlike their own. In the project as a whole, (1) Successful relationships were established with social agencies, employers, and advisors, (2) Appropriate instructional materials were developed and used throughout the operation of the study, and (3) It was the consensus of the participants and project personnel that it was feasible to incorporate such experiences into the curriculum of home economics education majors. Minutes of the Exploratory Conference, instructional materials, examples of items from some instruments used in the study, and information gathering devices are included. (FP)

VT 005 556 ED 020 427

Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education. Project Report No. 6.

Michigan State Univ., East Lansing. Dept. of Secondary Education

EDRS PRICE MF-\$0.50 HC-\$4.04

BR-7-0486

CEG-3-7-070469-3128

08

Pub Date - Apr68 99p.

*PROJECT TRAINING METHOD; *DISTRIBUTIVE EDUCATION; *TEACHER EDUCATION; CURRICULUM; GUIDELINES; *PROGRAM DEVELOPMENT; SEMINARS; TEACHER QUALIFICATIONS; DISTRIBUTIVE EDUCATION TEACHERS; INSERVICE TEACHER EDUCATION; WORK EXPERIENCE; MATERIAL DEVELOPMENT; CURRICULUM RESEARCH; INSTRUCTIONAL MATERIALS; EDUCATIONAL FACILITIES

The 1967 national seminar in distributive education considered two major problems: (1) implications for teacher education in using the project method in distributive education, and (2) implementation of curriculum changes involving the project method of training distributive education students. This report on implications for teacher education covers the topics: (1) Competencies and Experiences Needed by Project Training Teachers, (2) Inservice Teacher Education, (3) Experiences Provided for the Teacher Trainees, (4) Ancillary Services, Research and Materials Development, and (5) Resources Needed by the Teacher Education Institution. Since each topic was examined by two task forces, the reports of both are included. Each contains a summary, key points, implications for development, and references. "Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools" (VT D05 557) contains the reports of task forces that considered the second problem. (MM)

VT 005 627 ED 020 431

Vivian, Neal E.; Hoffman, Kenneth E.

Vocational-Technical Teacher Education--National Seminar Proceedings (September 24-29, 1967). Leadership 15.

Ohio State Univ., Columbus. Center for Vocational Education

EDRS PRICE MF-\$1.25 HC-\$11.08

The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212 (\$3.25).

Pub Date - 67 275p.

*VOCATIONAL EDUCATION; TECHNICAL EDUCATION; *TEACHER EDUCATION; *TEACHER EDUCATION CURRICULUM; *INSTRUCTIONAL INNOVATION; *SEMINARS; TEACHER SUPPLY AND DEMAND; TEACHER ROLE; VOCATIONAL EDUCATION TEACHERS; INDUSTRIAL EDUCATION; EDUCATIONAL TRENDS; EDUCATIONAL PROBLEMS; BEHAVIORAL SCIENCE RESEARCH; WORK EXPERIENCE; BUSINESS EDUCATION; AGRICULTURAL EDUCATION; DISTRIBUTIVE EDUCATION; HOME ECONOMICS EDUCATION; TRADE AND INDUSTRIAL EDUCATION

*NATIONAL SEMINAR ON VOCATIONAL TECHNICAL TEACHER EDUCATION

Approximately 300 teacher-educators and national leaders and experts in education and related disciplines from 46 states, two territories, and two Canadian provinces participated in a seminar to identify alternative approaches for improving programs in preparing and upgrading vocational teachers. Major speeches included: (1) "Urgency of the Demand for Vocational-Technical Teachers" by G. Venn, (2) "Areas of Critical Importance in Vocational-Technical Teacher Education" by M.L. Barlow, (3) "The Economics of Learning to Work" by H.F. Clark, (4) "The Role and Status of Vocational-Technical Education" by A. Widener, (5) "Emerging Approaches in the Professional Education of Vocational-Technical Teachers" by L.D. Haskew, (6) "Contributions of the Behavioral Sciences to Teacher Education" by R.W. Tyler, (7) "Recent Developments in Providing Major Fields Content Education" by G.I. Swanson, and (8) "An Approach to Providing Vocational Teachers with Experience in the Occupation They Teach" by W.G. Meyer. Speeches and discussion summaries are included for three vocational service area group sessions concerned with implications of the major topics for agricultural, business and office, distributive, home economics, technical, and trade and industrial education. Special interest group sessions exploring major topic implications for educating high school, post-high school, adult, special needs, and leadership development teachers are reported. (MM)

VT 005 634 ED 020 432

Kalish, Martin

Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.

EDRS PRICE MF-\$0.25 HC-\$0.60

Board of Education, 2322 Dubois, Detroit, Michigan 48207.

Pub Date - 66 13p.

*EXPERIMENTAL TEACHING; *COOPERATING TEACHERS; LAY TEACHERS; TEACHER SUPERVISION; TEACHER SEMINARS; TEACHER RESPONSIBILITY; *TEACHER AIDES; STAFF ROLE; STAFF UTILIZATION; INDIGENOUS PERSONNEL; STAFF ORIENTATION; PRESERVICE EDUCATION

As a result of the successful experience in four pilot schools, in which approximately 350 aides were employed without the benefit of pre-service orientation or training, a grant was sought and attained from the U.S. Office of Economic Opportunity for a pilot project to train teacher-aides. Forty aides and forty teachers were selected from four pilot schools to participate in the project. Since the feasibility of using aides in clerical, monitorial, and routine tasks was well established, it was decided to investigate the possibility of using aides as subprofessionals, who would perform selected teaching tasks. Teachers identified teaching tasks, that could be performed in total or in part by a training aide. Participants in the project attended lectures, made lesson plans, had a daily in-classroom practicum, evaluated themselves and were observed by consultants. Evidence gathered in the project as the basis of several recommendations for the need for: (1) city-wide standards for employment of aides, (2) specifications of orientation and pretraining, (3) on-going supervision and evaluation, (4) training teachers to use aides effectively, and (5) general policies concerning tasks aides performed, teacher responsibility for discipline, responsibility for discipline and punishment, etc. The forty participating teachers in the pilot project worked out tentative answers to these questions. Briefly, pre-service experience is necessary, training must be done by local educators, and they suggested minimum age and educational qualifications for the various categories. Detroit's teacher-aide program has become institutionalized to the point that the release from nonteaching chores now appears as a contract item between the Detroit Board of Education and the Detroit Federation of Teachers. Salaries for aides listed in the document ranged from \$1.25 per hour to \$3.50 per hour depending on responsibility and qualifications. (FP)

VT 006 458

Houston, David Juan, Jr.

Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980. Work Project No. 12.

New Mexico Occupational Research and Development Coordinating Unit, Santa Fe
New Mexico State Advisory Committee on Designing Education for the Future

MF AVAILABLE IN VT-ERIC SET.
Pub Date - Jun69 56p.

*VOCATIONAL EDUCATION TEACHERS; *TEACHER QUALIFICATIONS; *TEACHER SUPPLY AND DEMAND; *EMPLOYMENT PROJECTIONS;
ADMINISTRATOR ATTITUDES; QUESTIONNAIRES; STATE SURVEYS
NEW MEXICO

To determine the projected needs and qualifications for vocational instructors 194 questionnaires were mailed (133 returned) to high school principals, superintendents, directors of vocational programs, and directors of vocational-technical schools in the state. Reported qualifications and needs for vocational instructors are expected to be on the incline in all vocational-technical areas. State administrators estimated expanding numbers of vocational instructors in 1967-68 to 1980 to be: (1) Agriculture, high school present 60, increase to 70, post-high school present 2, increase to 14, (2) Business and Office Education, high school present 104, increase to 292, post-high school present 18, increase to 47, (3) Distributive education, high school present 24, increase to 71, post-high school present 1, increase to 16, (4) Health Occupations, high school present 15, increase to 46, post-high school present 9, increase to 34, (5) Home Economics, high school present 98, increase to 158, post-high school present none, increase to 20, (6) Technical Education, high school present 15, increase to 79, post-high school present 13, increase to 60, (7) Trade and Industrial Education, high school present 60, increase to 165, post-high school present 17, increase to 67. Samples of the data gathering instruments are included. (MM)

TEACHING
AND LEARNING
SECTION

VT 000 615

Structuring Family Finance for Home Economics Teaching.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Sep63 39p.; Annual State Homemaking Conference (45th, Nebraska Center for Continuing Education, August 15-18, 1963).

*CONFERENCES; CONSUMER ECONOMICS; *HOME MANAGEMENT; *MONEY MANAGEMENT; *HOMEMAKING EDUCATION; SPEECHES; EDUCATIONAL RESOURCES; INSTRUCTIONAL IMPROVEMENT; TEACHING METHODS; *FAMILY INCOME; CREDIT *ANNUAL STATE HOMEMAKING EDUCATION CONFERENCE

The emphasis of the conference was on values and decision-making especially in teaching Family Finance. The report summarizes conference speeches and discussions to provide usable reference material for the teacher, and a means for reviewing ideas. Speeches were: (1) "The Structure of Family Finance and Its Place in the Home," by Helen Thal, (2) "Management--An Overview and Review," by Janet Wilson, (3) "Management of Family Income," by Helen Thal, and (5) "Identifying Concepts and Generalizations," by Helen Thal. There were group presentations on "Relating Values to Finance and Credit," "Understanding Credit," and "Objectives and Behavioral Outcomes Related to Credit." (MS)

VT C01 305 ED 019 397

Williams, Twyman G., Jr.

Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.

Vacaville Union High School District, Calif.

EDRS PRICE MF-\$0.25 HC-\$0.68

BR-6-1407

OEG-4-6-061407-0638

08

Pub Date - Aug67 15p.

*VOCATIONAL AGRICULTURE; *TEACHING METHODS; SCIENTIFIC PRINCIPLES; *LEARNING; *FEEDBACK; TIME FACTORS (LEARNING); RETENTION; *AUTOINSTRUCTIONAL METHODS; HIGH SCHOOLS; EXPERIMENTAL GROUPS; CONTROL GROUPS; COMPARATIVE ANALYSIS; EDUCATIONAL EXPERIMENTS CALIFORNIA; *EDEX COMMUNICATOR

The effectiveness of visible recorded feedback responses in teaching scientific theory and principles to vocational agriculture students was studied. Specific objectives were to determine the value of group feedback to the teacher, the difference in learning retention between students with and without feedback, and the difference in efficient use of teaching time between the feedback and traditional methods. Experimental and control groups of 140 students in four California schools were taught teacher-developed lessons in animal physiology and plant cells, each for 1 week. One subject was taught by traditional methods and the other by the use of the Edex Communicator which consisted of individual pupil response units and a console which showed individual and group student response to each question. The experimental applications in different schools were staggered to utilize equipment. A pretest, post test, and a test of retention after 3 months were given. Data were subjected to an analysis of covariance. Results showed that immediate feedback did not improve student learning more than the traditional method, retention was greater by the control group, and teachers and students judged the feedback meter to be efficient in terms of time, (JM)

VT 003 059

Mather, Mary; Groemling, Dorothy M.

Home Economics in the Junior High School.

MF AVAILABLE IN VT-ERIC SET.

Illinois Teacher of Home Economics; vVII i5 1964.

Pub Date - 64 50p.

*JUNIOR HIGH SCHOOLS; *HOME ECONOMICS EDUCATION; PROGRAM PLANNING; *SCHOOL ORGANIZATION; *TEACHING TECHNIQUES

The purpose of this article is to give administrators, junior and senior high school teachers, teacher education personnel, and parents of junior high school students an understanding of problems and characteristics of junior high schools. Organization patterns, advantages and disadvantages of various patterns, purposes, problems, and the extent of home economics in junior high schools are discussed. Junior high schools typically encompass grades 7, 8, and 9 or the ages 12 to 15 and may be part of the familiar 6-3-3 plan, or others such as the 6-6, 5-3-4, or 4-4-4 patterns. Historically junior high schools were organized to shorten elementary years and introduce college preparatory subjects earlier. Later reorganization was supported for other reasons such as improving holding power, bridging the gap between elementary and secondary schools, and meeting the needs of early adolescents. Home economics is important in junior high school because of the contributions it can make to the general objectives and because of the number of students enrolled. More are enrolled in home economics at this level than at any other. In 1959, 42 percent of all courses offered in home economics classes were in grades 7, 8, or 9. Home economists differ about how much home economics and what curriculum content should be offered, but home economics instruction for boys is recommended. Conant recommends that all girls in grades 7 and 8 receive home economics instruction. Continuing challenges in articulating junior and senior high level courses, integrating home economics with other subject areas, and preparing junior high home economics teachers. This document contains data from relevant studies, references, and shared ideas for learning experiences, field trips, career opportunities, and integration with other subjects. (FP)

VT 003 093

Keenan, Dorothy; Shannon, Barbara

Experimentation in the Teaching of Foods.

MF AVAILABLE IN VT-ERIC SET.

Illinois Teacher of Home Economics; v6 n4 p145-92 Dec 1962.

Pub Date - Dec62 49p.

*HOME ECONOMICS EDUCATION; *FOODS INSTRUCTION; *SCIENTIFIC METHODOLOGY; TEACHING TECHNIQUES; *PROBLEM SOLVING; CRITICAL THINKING; *LABORATORY EXPERIMENTS

Students need to master the scientific method of problem recognition, hypothesis formulation and testing, and tentative acceptance of the hypothesis to the point that they will be able to apply them to various problem situations which characterize everyday living. Opportunities for applying the scientific method in food preparation are presented. Subject matter covers: (1) steps in inquiry training related to foods instruction, (2) learning experiences which demonstrate chemical or physical principles, (3) examples of experimentation lessons for the foods laboratory, (4) thought provoking questions, (5) a chart showing basic scientific principles, their application to food preparation, and indicated reaction, (6) a unit of study,

"Cooking Is Also a Science," (7) exercises on measuring versus weighing, canned versus homemade, and nutrient retention in cooked food, (8) evaluation and report forms, (9) lists of materials, procedures, questions, and criteria for judging quality or results, and (10) suggested ways to illustrate and explain the principles involved in the listed foods experiments. (FP)

VT 004 552

Starling, John Tull

A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (65-5681, microfilm \$2.75, xeroxed copy \$7.20).

Pub Date - 64 146p.

*VOCATIONAL AGRICULTURE; *HIGH SCHOOLS; *BIOLOGY; *CURRICULUM DEVELOPMENT; SCIENTIFIC PRINCIPLES; TEACHER ATTITUDES; VOCATIONAL AGRICULTURE TEACHERS; POST TESTING; PRETESTING; TRANSFER OF TRAINING; *INTEGRATED ACTIVITIES; EDUCATION INNOVATION; PROBLEM SOLVING; CONTROL GROUPS; EXPERIMENTAL GROUPS; COMPARATIVE ANALYSIS

The purpose of the study was to determine the feasibility of integrating biological principles with instruction in high school vocational agriculture in Ohio. Teachers in 15 pilot schools integrated biological principles with agricultural problem solving, and teachers in eight control schools conducted a traditional program. Pre- and post-test scores from each group on the California Achievement Tests, and an Interest Inventory were analyzed to determine differences in achievement between the groups. Teacher opinion was secured with a questionnaire. Pilot school students showed significant gains on all tests at either .01 or .05 levels. Student age and achievement in biology were negatively correlated. The number of principles taught was the most important factor influencing change in achievement in biology. Teacher opinion was favorable concerning the extent to which students transferred the understanding of principles to agricultural problem solving. Teachers also indicated that the approach made vocational agriculture more challenging by placing emphasis upon "why" rather than "how." This Ph.D. thesis was submitted to The Ohio State University. A briefer report of the study is available as ED 012 753. (JM)

VT 004 669

Anderson, Donald Norris

An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course. (Ph.D. Dissertation).

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (63-7903, microfilm \$3.00, xeroxed copy \$9.00).

Pub Date - Jun63 201p.

DOCTORAL THESES; *INDUSTRIAL ARTS; *CREATIVITY RESEARCH; *PROBLEM SOLVING; *CREATIVITY; *COLLEGE STUDENTS; CONTROL GROUPS; PRETESTING; EXPERIMENTAL GROUPS; POST TESTING

College students enrolled in a course titled "Industry and the Consumer" which was a general education elective course were utilized in a pilot study and three replications to test two methods of developing creative problem solving abilities. The students in four sections were placed into high, average, and low groups on the basis of their scores on the "American Council of Education Psychological Examination for College Freshmen." Students within these groups were randomly assigned to two experimental groups and one control group. All groups received the same lectures and instructional brochures, but one experimental group received additional printed material intended to encourage creativity while the second experimental group received additional verbal instructions from the teacher. Criterion measures were "The Minnesota Tests of Creative Thinking" and the final course test. Conclusions included: (1) The treatment involving verbal instructions was superior, (2) Differences among ability levels were not consistently in the same direction, (3) There was no consistent pattern of effects due to treatments and levels, and (4) No combination of treatment and level had a significant effect on learning as measured by the final course test. Resource materials utilized are available as VT 004 670. (EM)

VT 004 670

Anderson, Donald Norris

Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course (Ph.D. Dissertation).

MF AVAILABLE IN VT-ERIC SET.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (63-7903, microfilm \$3.00, xeroxed copy \$9.00).

Pub Date - Jun63 202p.

DOCTORAL THESES; *INDUSTRIAL ARTS; *CREATIVITY RESEARCH; *PROBLEM SOLVING; *INSTRUCTIONAL MATERIALS; RESOURCE MATERIALS; *COLLEGE STUDENTS; *CREATIVITY

Instructional materials utilized in the doctoral dissertation, "An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course," (VT 004 669) are included. (EM)

VT 004 673

Kinning, Darrell R.

An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 65 92p.

*INDUSTRIAL ARTS; MASTERS THESES; *TEACHING TECHNIQUES; *FIELD TRIPS; *INSTRUCTIONAL FILMS; HIGH SCHOOLS; *COMPARATIVE TESTING; EDUCATIONAL EXPERIMENTS; COMPARATIVE ANALYSIS; CONTROL GROUPS; EXPERIMENTAL GROUPS ST. PAUL; MINNESOTA

The major purpose was to compare the effectiveness of a 16mm motion picture film and an industrial trip on learning about industry. The population consisted of 141 boys enrolled in woodshop at Johnson High School, St. Paul, Minnesota during 1964-65. These were ranked by their Otis Gamma Intelligence Test Scores and divided into equal groups of high, average, and low ability. Random assignment was then made to Group A (field trip), Group B (film), and Group C (control). Group A toured an industrial plant, and Group B viewed films covering approximately the same material as the tour. All three groups were given a test of knowledge related to the treatments, and 7 weeks later Groups A and B were given the same test for a retention measurement. A treatment by levels analysis of variance was the statistical design used for the analysis.

Findings based on an objective test immediately following treatments and the same test repeated 7 weeks later includes: (1) The film treatment was superior to the tour treatment, (2) High and average ability groups achieved significantly higher mean scores than did low ability groups, and (3) High ability groups did not achieve significantly higher mean scores than the average ability groups. Interaction did occur between treatment groups and ability levels on the first measure but not on the retention measure. A bibliography, tour and film outlines, an achievement test, and statistical data are included. This MA paper was submitted to the University of Minnesota. (EM)

VT 004 730 ED 020 372

Stauffer, Robert Harry.
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.

DOCUMENT NOT AVAILABLE FROM EDRS.

University Microfilms, Inc., 300 North Zeeb Road, Ann Arbor, Michigan 48106 (67-5974, microfilm \$3.00, xeroxed copy \$4.40).

Pub Date - 66 74p.

*EXTENSION EDUCATION; *AGRICULTURE; *HOME ECONOMICS; *LEARNING MOTIVATION; ADULTS; ORIENTATION; ADULT EDUCATION; INDIVIDUAL CHARACTERISTICS
PENNSYLVANIA

To test the Houle theory that adults have three orientations toward learning: the goal, the activity, and the knowledge orientations, a revised Sheffield learning-orientation scale was administered to 704 adults to determine learning orientation priorities of men and women who attended 32 agricultural and home economics meetings of cooperative extension in 16 Pennsylvania counties. Demographic factors included were age, sex, years of formal education, occupation, and degree of participation. Statistical treatment included factor analysis, correlation, and analysis of variance. Three primary learning orientations found among cooperative extension clientele were knowledge, affiliation, and occupation. Individuals with a knowledge orientation sought intellectual satisfaction through learning while affiliation-oriented individuals sought personal associations and friendships. Alleviation, civic altruism, and insight were secondary learning orientations. The occupation orientation had higher priority among men than women. The older clientele attended meeting for affiliation reasons and alleviation of boredom and frustration. Homemakers desired knowledge and association with others. Farmers were interested in occupational improvement. Manager-professionals, sales and service personnel, and young adults considered knowledge and occupational improvement to be the important reasons for attending extension meetings. The knowledge and affiliation orientations found were related to Houle's knowledge and activity categories, and the alleviation and civic altruism orientations to Sheffield's need for activity and personal and societal goals orientations. Neither described the insight orientation. This D.Ed. thesis was submitted to The Pennsylvania State University. (WB)

VT D05 417 ED 020 419

Ferguson, Edward T.

A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level. Research Report No. 4.

Michigan State Univ., East Lansing. Dept. of Secondary Education
EDRS PRICE MF-\$0.25 HC-\$0.96

OEG-3-7-070211-2679

BR-5-0D48; BR-7-0694

Pub Date - Apr68 22p.

*DISTRIBUTIVE EDUCATION; *COOPERATIVE EDUCATION; *PROJECT TRAINING METHOD; *EDUCATIONAL METHODS; *COMPARATIVE ANALYSIS; GRADE 12; GRADE 11; HIGH SCHOOL STUDENTS; ECONOMICS; SALESMANSHIP; STUDENT CHARACTERISTICS; TEACHER ATTITUDES; CONTROL GROUPS; ACADEMIC ACHIEVEMENT
MICHIGAN

A comparison of the effectiveness of project and cooperative methods of teaching high school distributive education in the competency areas of economic understanding and sales comprehension used (1) 251 grade 11 students in distributive education project method classes, (2) 299 grade 11 students in science or English classes, (3) 216 grade 12 students in distributive education cooperative method classes, and (4) 221 grade 12 students in science or English classes in 16 schools. Each of the distributive education classes met a single period three days a week, but the grade 12 cooperative method classes also had on-the-job training at least 15 hours per week. Data were collected on: (1) socioeconomic status, (2) student prior achievement based on standardized tests of reading, (3) student scores on standardized tests of economic understanding, sales comprehension, and sales terms, (4) student and teacher personal data, and (5) distributive education teacher scores on a teacher attitude inventory. Major findings were: (1) There was no significant correlation between the variables of student socioeconomic status, age, sex, and teacher attitude and student scores on reading comprehension, (2) The achievement of cooperative method classes was significantly higher on tests of sales comprehension than that of the project classes, (3) There was no significant difference between scores of the project and cooperative method groups on the test of economic understanding, (4) There was a positive correlation between students' prior achievement and scores on the achievement tests of economic understanding and sales comprehension, and (5) The control groups did as well or better than distributive education groups on economic and sales comprehension tests. (MM)

VT DD5 429

Der Hovanesian, Joseph

A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Jun54 74p.

*ADULT FARMER EDUCATION; *TEACHING PROCEDURES; *COMPARATIVE ANALYSIS; *PROGRAM EFFECTIVENESS
MICHIGAN

The purpose of the study was to determine the practices used and valued by Michigan teachers in both the more and the less effective adult farmer programs, and whether there were any significant differences in practices used and valued by the two groups. Effectiveness measured by use of Schroeder's 10 criteria for evaluating adult farmer classes determined the selection of 15 more effective and 14 less effective programs. Previously-collected data were analyzed. Of the 167 practices listed under 13 headings on the original questionnaire, 37 were "proven best," 51 were "proven good," 16 were "possibly good" practices, 41 were "unproven but showed promise," and 22 were "unproven." Practice usages were quite consistently distributed throughout the 13 headings by both groups but teachers in the more effective programs used significantly more practices. These teachers also used and valued more of the generally more valued practices, while teachers in less effective programs used and valued some of the generally less valued practices. Some highly valued

practices were not generally used, some teachers used practices of limited value, and some teachers used practices not valued highly by those using them. Schroeder's 10 criteria, the original questionnaire, references, and a list of practices used and valued are included. (JM)

VT 005 453 ED 019 499

Oxendine, Joseph B.

The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.

EDRS PRICE MF-\$0.25 HC-\$1.86

BR-6-8640

OEG-1-7-068640-0287

24

Pub Date - 45p.

PERFORMANCE FACTORS; INTELLIGENCE FACTORS; *PSYCHOMOTOR SKILLS; *OVERT RESPONSE; *SKILL DEVELOPMENT; MALES; *PERCEPTUAL MOTOR LEARNING; EDUCATIONAL EXPERIMENTS; GRADE 7; COMPARATIVE ANALYSIS; EXPERIMENTAL GROUPS; *PHYSICAL ACTIVITIES

The purpose of the study was to determine the effects of different schedules of mental and physical practice on the learning and retention of three motor tasks: using the pursuit rotor and learning the soccer kick, and jump shot. Three separate experiments were conducted in three junior high schools using 80, 72, and 60 seventh grade boys as subjects. Each experiment involved four groups, equated on the basis of initial performance scores in the particular learning task. Each group was assigned to a different practice schedule for 7 successive school days. Three of the groups followed both physical and mental trials can prove as valuable in learning a motor task as a schedule in which all trials are physical, (2) Within the intelligence ranges of subjects used in these studies, IQ scores were not indicative of one's ability to benefit from mental practice, (3) Up to 50 percent of the practice time (or trials) spent in mental practice can be as effective as 100 percent of the time spent in physical practice, and (4) Although subjects responded favorably and conscientiously to the suggestion of mental rehearsal, some became impatient when the technique was used to excess, up to three-fourths of the practice time. (PS)

VT 005 534 ED 022 039

White, Patricia Carlin

Concept Formation and the Home Economics Curriculum. Inter-University Project One Publication Series.

Cornell Univ., Ithaca, N.Y.

Ford Foundation, New York, N.Y.

EDRS PRICE MF-\$0.50 HC-\$2.84

Project One Publication Office, 320 Wait Avenue, Ithaca, New York 14850 (single copies without charge).

Pub Date - Apr65 69p.

*CONCEPT FORMATION; *COGNITIVE PROCESSES; *LEARNING THEORIES; *CONCEPT TEACHING; LEARNING PROCESSES; CURRICULUM DEVELOPMENT; *HOME ECONOMICS EDUCATION; HOME MANAGEMENT

Principles of concept formation extracted from an extensive review of theoretical and empirical work in psychology, and their relationship to home economics are presented. The present attempts of home economics educators to identify the basic concepts of the field and organize curriculums around them are potentially fruitful, both for students and for the image of home economics. However, these educators have limited the meaning of "concept" in their use of the "concept approach." Curriculum groups have thus far been concerned only with concepts as products while experimental psychologists have investigated the process of learning concepts. The home economics teacher would profit from the curriculum in which the two approaches were unified. More and somewhat different types of materials are needed to teach for conceptual learning. Only national cooperation in building high school home economics curriculums would make possible the development of correlated textbooks, pamphlets, films, filmstrips, tapes, demonstration equipment and other illustrative materials for providing more direct or vicarious experiences for the students. Topics discussed are (1) meanings of concept, and the task, methodological, organismic, and strategy variables in concept learning, (2) the use of the concept approach in improving high school curriculums in the physical, biological, and social sciences and mathematics, and (3) sample lessons in the area of management of personal and family life illustrating the "conceptual mode" of teaching. (FP)

VT 005 538 ED 019 510

West, Leonard J.

Effects of Interval Pacing on the Acquisition of Typewriting Skill. Final Report.

New York City Univ., N.Y. Office of Research and Evaluation

EDRS PRICE MF-\$0.25 HC-\$1.76

OEG-1-7-062116-0397

08

BR-6-2116

ORE-RR-68-3

Pub Date - Jan68 42p.

*TYPEWRITING; *BUSINESS EDUCATION; *SKILL DEVELOPMENT; *INTERVAL PACING; SELF MOTIVATION; *TEACHING METHODS; HIGH SCHOOLS; EDUCATIONAL EXPERIMENTS; COMPARATIVE ANALYSIS

High school typists at four stages of training participated in an investigation of the relative effects of externally-paced versus self-paced practice on speed and accuracy in ordinary typewriter copy work. Two teachers in each of four schools taught both an externally-paced and a self-paced class to a total of 120 students per treatment in 16 classes. A mean of fifty 5-minute practice trials (3 or 4 a day) under either condition were conducted over a 4-week period on a body of ordinary prose paragraphs providing for 5 minutes of practice at every even-numbered speed from 16-76 words per minute. For externally-paced practice, copy was marked by the teacher. Subjects were to adjust stroking rates upward or downward in accord with time announcements. Self-paced practice copy was not marked internally, and there were not time announcements. Subjects were assigned to speed or to accuracy trials at individually appropriate speeds and progressed to higher speeds and a changed objective (speed or accuracy) according to their practice performance. Covariance analysis of post test speed and error scores showed no significant treatment differences. However, various lines of evidence suggest that possible treatment effects may have been swamped by the extremely disadvantageous amounts and distributions of speed and accuracy practice and practice rules applied by both pacing modes. Investigation under more advantageous practice rules was recommended. (AUTHOR)

VT 005 777 ED 021 131

Bjorkquist, David C.

The Education and Employment of Technicians. Interim Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education
EDRS PRICE MF-\$0.50 HC-\$3.44

OEC-4-10-108
BR-5-0085

08

Pub Date - Mar68 84p.

*MANPOWER DEVELOPMENT; MANPOWER UTILIZATION; *TECHNICAL EDUCATION; *MECHANICAL DESIGN TECHNICIANS;
INFORMATION DISSEMINATION; RESEARCH PROJECTS; *CONFERENCE REPORTS; EDUCATIONAL PROGRAMS
MDTA PROGRAMS; *MANPOWER DEVELOPMENT AND TRAINING ACT PROGRAMS

The Technical Manpower Conference, held at the Pennsylvania State University campus on January 24 and 25, 1968, was the first phase in the dissemination of the research project, "Effects of Field and Job Oriented Technical Retraining on Manpower Utilization of the Unemployed." The presentations in Part I, intended to provide background and general considerations concerning the education and industrial utilization of technicians, are: (1) "The Education and Utilization of Technicians" by F.A. Gregory, (2) "Developing Technical Manpower, The Role of Industry" by F.R. Thornton, (3) "Developing Technical Manpower, The Role of Education" by R.M. Knoebel, and (4) "Technical Manpower and Industrial Development" by T.R. Robb. The presentations in Part II, concerned with an effort to answer specific questions about the education and employment of mechanical technicians, are: (1) "Field-Oriented Technician Education" by W.A. Dunn, (2) "Job-Oriented Technical Education" by G.W. Ellison, (3) "Manpower Research, Implications for the Education of Technicians" by C.R. Finch, and (4) "The Design Graduate and His Job" by S.R. Wiersteiner. (HC)

OTHER
RESOURCES
SECTION

VT 001 383 ED 020 302

Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.

American Vocational Assn., Washington, D.C.

EDRS PRICE MF-\$0.75 HC-\$6.08

American Vocational Association, 1510 H Street, N.W., Washington, D.C. 20005 (\$1.25).
Pub Date - Jun68 150p.

*BIBLIOGRAPHIES; *RESEARCH REVIEWS (PUBLICATIONS); *VOCATIONAL EDUCATION; HIGH SCHOOLS; CURRICULUM RESEARCH; POST SECONDARY EDUCATION; ADULT VOCATIONAL EDUCATION; DISADVANTAGED YOUTH; OCCUPATIONAL GUIDANCE; EDUCATIONAL NEEDS; TEACHER EDUCATION; LEADERSHIP TRAINING; EDUCATIONAL ADMINISTRATION; VOCATIONAL TEACHERS; EVALUATION; *EDUCATIONAL RESEARCH

The complete texts of "Research Visibility" sections published in the nine issues of "American Vocational Journal," September 1967 through May 1968 are presented. The initial source of direction in determining appropriate themes and subtopics for each issue was the Panel of Consultants' report, "Vocational Education for a Changing World of Work." The reviews include research in the areas (1) high school age youth, September 1967, (2) people with educational needs beyond high school, October 1967, (3) youth with special needs, November 1967, (4) youth and adults unemployed or at work, December 1967, (5) toward teaching excellence, January 1968, (6) curriculum development and instructional materials, February 1968, (7) Vocational guidance, March 1968, (8) leadership and administration, April 1968, and (9) research and evaluation, May 1968. Each section contains general discussion of the month's theme, the synthesis of research, the column "Plain Talk" and a bibliography of research, demonstrations, and institutes in process. (MM)

VT 002 984 ED 019 464

Summaries of Studies in Agricultural Education, An Annotated Bibliography of Studies in Agricultural Education with Classified Subject Index. Supplement No. 16, Vocational Division Bulletin No. 180, Agricultural Series No. 80.

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

EDRS PRICE MF-\$0.50 HC NOT AVAILABLE FROM EDRS.

OE-81002-63

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (F55.281:81002-63, \$.30).
Pub Date - 65 75p.

*AGRICULTURAL EDUCATION; *MASTERS THESES; *DOCTORAL THESES; *ANNOTATED BIBLIOGRAPHIES; *EDUCATIONAL RESEARCH

The 144 studies are categorized under the topics: administration, guidance, instruction, and teacher education. Each has been published or is available on loan from a university library or state department of education as indicated in the listing. Twenty are staff studies, 42 are doctoral dissertations, and 82 are master's theses in which the inferences drawn are applicable to areas or regions broader than local communities. This supplement of the project begun in 1932 represents participation or an increased number of states and universities, and construction of more studies on an experimental design or on probability sampling surveys. A classified index of the studies is included. (WB)

VT 003 632

RCU Research and Study Projects.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Aug67 14p.

*RESEARCH COORDINATING UNITS; *RESEARCH PROJECTS; *BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; *EDUCATIONAL RESEARCH

This bibliography indicates the range and scope of activities being conducted by various research coordinating units (RCU) to facilitate exchange of information between RCU's on projects of mutual interest. Listed are 159 research projects and less formal activities from 12 RCU's categorized under the topics administration, adult, agricultural, basic education, cluster concept, community surveys, cooperative education, cost analysis, curriculum, disadvantaged, distributive, dropouts, employment surveys, evaluation, facilities, followup, guidance, handicapped, health occupations, home economics, information programs, Indians (Americans), mobility, motivation, Negro, office occupations, orientation, on-the-job training, pre-technical, private schools, recreation, retraining, scholarships, state plans and programs, students plans and character, teacher education, team teaching, technical, television, trade and industry, underachieving, university, and non-experience. The names of the 12 Unit directors and a topical index are included. (EM)

VT 004 185

RCU Research and Study Projects.

Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education

MF AVAILABLE IN VT-ERIC SET.

Pub Date - Nov67 27p.

*RESEARCH COORDINATING UNITS; *RESEARCH PROJECTS; *VOCATIONAL EDUCATION; *BIBLIOGRAPHIES

The 392 completed and in-process research projects and activities on all phases of vocational and technical education which are listed indicate the range and scope of the research and activities of 29 research coordinating units. They are listed by states. A topical index is included. (EM)

VT 004 373

List of Studies Made at University of Minnesota in Business and Distributive Education.

Minnesota Univ., Minneapolis

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 67 24p.

*BUSINESS EDUCATION; *DISTRIBUTIVE EDUCATION; *BIBLIOGRAPHIES; MASTERS THESES; DOCTORAL THESES; STUDENT RESEARCH
UNIVERSITY OF MINNESOTA

The 274 studies done for college credit, and masters and doctoral degrees in the fields of business and distributive education are listed by year, from 1948 through 1967. The amount of credit received and the number of pages are given for each. (MM)

VT 004 650

Gray, Robert K., And Others

An Illinois Inventory of Research and Studies in Vocational Education.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Tech. Ed.
Illinois Research and Development Coordinating Unit, Springfield.

MF AVAILABLE IN VT-ERIC SET.

OEC-5-85-126

IRDCU-Misc-Pub-401

Pub Date - Dec67 35p.

RESEARCH PROJECTS; *ANNOTATED BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; EDUCATIONAL RESEARCH
ILLINOIS

This bibliography containing 284 items represents a large portion of the vocational educational research effort in the State from January 1965 through July 1967. Both completed and in-progress research is included. Many items are annotated but the bibliographic citations are not complete. The entries are categorized under (1) Agriculture and Related, (2) Business Education, (3) Cooperative Education, (4) Culturally Deprived, Socially Maladjusted, and Potential Dropouts, (5) Guidance and Placement, (6) Health Occupations, (7) Home Economics Education, (8) Industrial and Related, and (9) Junior College-Post-Secondary. In the index, each subject heading is followed by a series of numbers referring to the specific citations in that category. (EM)

VT 004 923

Bibliography of Selected Research in the Field of Occupational Education.

Delaware Occupational Research and Coordinating Unit, Dover

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 67 18p.

*BIBLIOGRAPHIES; *RESEARCH PROJECTS; *VOCATIONAL EDUCATION; *MICROFICHE; *EDUCATIONAL RESEARCH
ERIC

The Delaware Occupational Research Coordinating Unit (RCU) has compiled, as a service to local schools, a listing of selected research studies in the field of occupational education and related areas which have been reported in "Research in Education," a publication of the ERIC System. Each of approximately 125 studies listed is available on microfiche cards at the RCU office. Complete bibliographic data and the ERIC document number are given for each reference included. Publication dates are from 1954 through 1966. Each of the documents contains the final report of a research project funded under the Vocational Education Act of 1963. The dissemination of this information is intended to (1) provide the schools with a source of up-to-date information on developments in the field of occupational education, (2) provide data to substantiate changes that help to improve programs at the local school level, and (3) provide samples of written research documents that would assist local schools in writing research proposals. (ET)

VT D05 047

Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas--1960-1967.

Iowa Research Coordinating Unit, Des Moines

MF AVAILABLE IN VT-ERIC SET.

Pub Date - 68 44p.

*BIBLIOGRAPHIES; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; INDEXES (LOCATORS); *MASTERS THESES; *EDUCATIONAL
RESEARCH; DOCTORAL THESES; RESEARCH COORDINATING UNITS
IOWA

Titles of contract research and abstracts of master's theses and doctoral dissertations, completed between 1960 and 1967, are presented. Most of the research was done at the three state universities and one private university, Drake University, Des Moines, Iowa. The 329 items are listed in a content index by author, year, and Iowa Research Coordinating Unit publication number and abstract number. The title index, alphabetized by author, includes the same information in addition to the title, the degree level of the author or name of the contract agency, the university, and the date of completion. A subject index provides abstract numbers under 32 area headings. Some of the areas are administration, adult education, building and equipment, business education, community resources, evaluation, guidance, student interests, teacher education, and trade and industry. (HC)

VT 006 926 ED 022 065

Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education (ARM), Fall 1968.

Ohio State Univ., Columbus. Center for Vocational and Technical Education

EDRS PRICE MF-\$5.75 HC NOT AVAILABLE FROM EDRS.

Pub Date - 68 1,509p.

INDEXES (LOCATORS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES;
RESOURCE MATERIALS

Documents announced in the Fall 1968 issue of "Abstracts of Research and Related Materials in Vocational and Technical Education" (ARM) but not announced in "Research in Education" are included in this microfiche set. The microfiche set is arranged in the following sequence: (1) a Vocational Technical (VT) number index to documents in the microfiche collection, (2) the author index, the vocational and supporting services index, and the subject index from ARM, and (3) the full text of documents listed in the VT number index. The texts are filmed continuously in VT number sequence. (BS)

VT 007 213 ED 022 970

Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.

Ohio State Univ., Columbus. Center for Vocational Education

Sears-Roebuck Foundation, Skokie, Ill.

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

EDRS PRICE MF-\$1.25 HC-\$11.28
Pub Date - 68 280p.

*ANNOTATED BIBLIOGRAPHIES; INFORMATION DISSEMINATION; INDEXES (LOCATORS); *EDUCATIONAL RESEARCH; *VOCATIONAL EDUCATION; *TECHNICAL EDUCATION; CLEARINGHOUSES; RESOURCE MATERIALS

This quarterly publication announces the availability of documents acquired and processed by the Educational Resources Information Center (ERIC) Clearinghouse on Vocational and Technical Education. It contains abstracts of research and other materials which are useful to researchers, supervisors, teachers, educators, education specialists, administrators, teachers, and others who have an interest in vocational and technical education. The abstracts are organized by topical groupings: (1) Administration and Supervision, (2) Curriculum, (3) Employment and Occupations, (4) Evaluation and Measurements, (5) Facilities and Equipment, (6) Individuals with Special Needs, (7) Instructional Materials and Devices, (8) Philosophy and Objectives, (9) Research Design and Development, (10) Students and Student Personnel Service, (11) Teachers and Teacher Education, (12) Teaching and Learning, and (13) Other Resources. Indexes provide an approach to the abstracts by (1) personal and institutional authors, (2) document accession number with a table showing ED numbers for documents available through the ERIC Document Reproduction Service, (3) vocational and supporting services, and (4) subjects. A separate microfiche set which includes documents without ED numbers, is available from the ERIC Document Reproduction Service (VT 006 926). (HC)

INDEXES

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
ADAMS, SPENCER D. VT 004 009 The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.	369	AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C. VT 003 698 Education and a Woman's Life.	344	APPLEGARTH, BOYD VT 001 382 A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.	328
ADDISON, ROBERT T. AND OTHERS VT 005 194 ED 018 666 A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.	333	AMERICAN INDUSTRIAL ARTS ASSN., WASHINGTON, D.C. VT 003 411 ED 019 466 New Directions for Industrial Arts.	356	ARNOLD, WALTER M. VT 003 590 The Federal Government's Role in the Training of Technicians.	281
AEROSPACE EDUCATION FOUNDATION, WASHINGTON, D.C. VT 004 590 ED 020 348 Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.	284	AMERICAN INSTITUTES FOR RESEARCH, PITTSBURGH, PA. VT 005 598 ED 019 516 An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.	297	ASBELL, BERNARD VT 004 376 ED 020 326 New Directions in Vocational Education.	283
ARIZONA UNIVERSITY, TUCSON VT 005 195 ED 018 667 Programmed Shorthand Laboratory for Skill Development.	352	AMERICAN PERSONNEL AND GUIDANCE ASSN., WASHINGTON, D.C. VT 005 710 ED 019 520 Proceedings, National Seminar on Vocational Guidance.	372	ASHCRAFT, MARION GILBERT VT 004 769 ED 017 719 An Analysis of the Effect of the High School Curriculum upon College Achievement.	371
ALABAMA STATE DEPT. OF EDUCATION, MONTGOMERY. HOME ECONOMICS EDUCATION VT 005 030 Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.	338	AMERICAN PERSONNEL AND GUIDANCE INTERDIVISIONAL COMMISSION ON GUIDANCE AND VOCATIONAL EDUCATION VT 005 952 The Choice of Vocational Education as an Educational Opportunity.	372	BAIL, JOE P. VT 004 948 Careers in Agriculture, A Guide for High School Students.	324
VT 005 031 Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High Schools.	338	AMERICAN SOCIETY OF AGRICULTURAL ENGINEERS, ST. JOSEPH, MICH. VT 001 995 Technician Needs in a Farm Machinery Engineering Group.	311	BAILEY, JOSEPH KENNA VT 004 533 Non-Farm Agricultural Employment in West Virginia.	322
VT 005 032 Furnishings, Equipment and Supplies for Commercial Sewing and Alteration Laboratory.	338	AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C. VT 001 389 ED 020 302 Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.	392	BALDWIN, THOMAS S. VT 003 205 ED 018 613 The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.	330
VT 005 033 Furnishings, Equipment and Supplies for Child Development Laboratory.	338	VT 001 908 ED 019 416 Vocational Education for American Youth.	355	VT 005 199 ED 018 668 The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.	333
VT 005 034 Equipment for Quantity Food Preparation and Service Laboratory.	338	VT 005 710 ED 019 520 Proceedings, National Seminar on Vocational Guidance.	372	VT 005 200 ED 018 669 The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.	333
VT 005 035 Inventory-Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.	339	AMOS, RUTH VT 005 045 ED 017 735 A Survey of the Need for Pre-School Teacher Training.	380	BARNES, BILL VT 004 661 Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.	361
ALASKA STATE DEPT. OF EDUCATION, JUNEAU. DIV. OF VOCATIONAL EDUCATION. VT 005 463 Guideline for Cooperative Education Coordinator.	294	ANDERSON, DONALD NORRIS VT 004 669 An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.	387	BARNETT, LAWRENCE J. VT 002 266 ED 020 311 Curriculum Relevancy and Work.	300
ALTMAN, JAMES W. VT 004 363 A Behavioral View of Vocational-Technical Education.	302	VT 004 670 Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.	387	BARROW, JOSEPH M. VT 003 446 The Setting for the Home Economics Program at the Secondary Level-- A New Look.	337
VT 005 598 ED 019 516 An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.	297	ARNOLD, JOSEPH P. AND OTHERS VT 004 935 ED 018 661 Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.	361	BATTELLE MEMORIAL INST., COLUMBUS SOCIO-ECONOMICS RESEARCH SECTION VT 000 886 The Michigan Power Study. Phase I.	309
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C. VT 002 922 Paramedical and Health-Related Programs in the Junior College.	279	VT 004 936 ED 017 729 A Summer Institute for the Improvement of Technical Teacher Education Program.	380	BEAL, GEORGE M. AND OTHERS VT 002 885 ED 002 885 The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.	278

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
BEALL, MIRIAM L. VT 002 105 ED 018 608 Leadership Development Seminar, Vocational-Technical Education.	275	BRICKNER, DALE G. VT 002 655 ED 019 461 Proceedings, Indiana Manpower Re- search Conference.	314	CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. VOCATIONAL EDUCATION SECTION VT 005 158 Instructional Codes and Titles.	292
BECKMAN, ANN C. VT 003 555 ED 018 632 Research in Apprenticeship Train- ing.	280	BRIGHAM YOUNG UNIV., PROVO. DEPT. OF INDUSTRIAL EDUCATION VT 004 009 The Degree to Which Utah High School Students are Being Orient- ed as to Vocational and Technical Goals.	369	CALIFORNIA STATE POLYTECHNIC COLL., SAN LUIS OBISPO. DEPT. OF BUSINESS VT 001 956 A Pilot Study of Real Estate Educa- tion and Research Needs in the South Coast Region.	274
BELL, A.P. VT 005 479 ED 020 425 Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.	381	BROCK, DON AND OTHERS VT 000 580 Cooperative, Supervised, Part- Time, Occupational Educational Program in Agriculture.	269	CALIFORNIA UNIV., BERKELEY. SCHOOL OF EDUCATION VT 001 615 Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.	272
BENDER, RALPH E. VT 001 917 Procedures Employed by Teachers in Conducting Off-Farm Coopera- tive Work Experience Programs.	274	BRUNNER, KEN AUGUST VT 000 794 A Study of Organized Occupational Education in Missouri Institu- tions of Higher Education.	271	VT 003 247 Group Interview Guide, A Nation- wide Study of the Administration of Vocational-Technical Education at the State Level.	331
VT 004 613 ED 020 351 Adapting the FFA to a Changing Program of Vocational Agriculture.	303	BRUTON, JOHN C. VT 003 276 ED 018 620 The Effect of Vocational Agricul- ture Class Enrollment and Farm Experience on Animal Science Knowl- edge of First Year Students En- rolled in Oklahoma Colleges of Agriculture.	368	CALIFORNIA UNIV., DAVIS VT 005 028 Motivation of Domestic Seasonal Farm Workers.	324
BENNETT, WILLIAM CLAIR, JR. VT 003 567 Competencies in Soil Management and Use of Fertilizers Needed by Farmers.	319	BUCKS COUNTY PUBLIC SCHOOLS, DOYLESTOWN, PA. VT 002 246 What's Your Future in the World of Work?	366	CALIFORNIA UNIV., LOS ANGELES VT 002 137 ED 018 609 Leadership Development Seminar, Vo- cational-Technical Education. Final Report.	275
BINKLEY, HAROLD VT 005 721 ED 020 440 Demonstration Center at Reidland High School.	298	BUNTIN, L. ANN VT 003 999 ED 019 470 A Planning Grant for the Estab- lishment of a Center for the De- velopment of Home Economics In- structional Materials.	351	CAMPBELL, ROBERT E. AND OTHERS VT 005 952 The Choice of Vocational Educa- tion as an Educational Oppor- tunity.	372
BJORQUIST, DAVID C. VT 005 777 The Education and Employment of Technicians.	390	BUREAU OF LABOR STANDARDS, WASHING- TON, D.C. VT 004 998 State Committee on Seasonal Agri- cultural Labor.	345	CAREY, OMER L. AND OTHERS VT 003 412 Trends in Distribution, Services and Transportation, With Particu- lar Reference to the State of Washington.	317
BLAIR, MARGARET AND OTHERS VT 005 504 ED 019 507 A Regional Institute to Aid Im- provement of Instructional Prac- tices, Materials and Student Ex- periences.	294	CAIN, PAUL S. VT 004 649 Employment Opportunities and Us- able Agricultural Skills in Non- Farm Agricultural Occupations in Appalachia.	323	CENTER FOR URBAN EDUCATION, NEW YORK, N.Y. VT 002 266 ED 020 311 Curriculum Relevancy and Work.	300
BOHLEBER, MICHAEL E. VT 001 863 ED 017 655 Disabilities in Oklahoma--Esti- mates and Projections.	342	CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO VT 005 144 A Study of Technical Education in California.	291	CENTRAL WYOMING COLLEGE, RIVERTON. VT 000 856 Fremont County Survey of Voca- tional-Technical Education Needs in Business and Industry.	308
BOLERATZ, JULIA M. VT 005 503 ED 019 506 An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Eco- nomics Teachers.	382	CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF BUSINESS EDUCATION VT 001 329 Impact of Automation on Office Occupations.	310	CHADDERDON, HESTER VT 001 831 Interest in Teaching Home Econom- ics.	375
BOOZ ALLEN AND HAMILTON, INC. VT 003 675 An Action Program for Industrial Progress in Idaho.	320	CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION VT 002 368 Roadmap for a Decade of Progress in Industrial Education.	276	CHAMBER OF COMMERCE OF THE UNITED STATES, WASHINGTON, D.C. VT 003 564 ED 018 633 Automation and Unemployment.	318
BOTTOMS, JAMES E. VT 000 664 Development of a Master Plan for Vocational Education in the State of Georgia.	270	CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. BUREAU OF INDUSTRIAL EDUCATION VT 002 368 Roadmap for a Decade of Progress in Industrial Education.	276	CHAMPAIGN COMMUNITY UNIT 4 SCHOOL DISTRICT, ILL. VT 002 649 Occupational Exploration Program Manual of Operations.	344
VT 001 913 ED 019 418 Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.	366	CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO. INSTRUCTIONAL MATERIALS LABORATORY VT 001 213 Science and Engineering Techni- cian Study.	309	CHICAGO BOARD OF EDUCATION, ILL. DEPT. OF VOCATIONAL AND PRACTICAL ARTS EDUCATION VT 001 435 ED 018 574 Survey of Currently Employed Nurse Aides in Chicago.	328
BRADEN, PAUL V. VT 004 918 ED 020 395 Occupational Education Beyond the High School in Oklahoma.	288				

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
CHRISTENSEN, VIRGIL E.		VT 001 664	273	CORNELL UNIV., ITHACA, N.Y.	
VT 003 201 ED 018 612	350	Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.		VT 005 534 ED 022 039	389
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.				Concept Formation and the Home Economics Curriculum.	
CINCINNATI PUBLIC SCHOOLS, OHIO		VT 002 905	278	CORNELL UNIV., ITHACA, N.Y. DEPT. OF EDUCATION	
VT 000 653	342	Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.		VT 004 863 ED 018 660	352
Disadvantaged Youth Program in Business Education, Clerical Services.				Using Programed Instruction in Occupational Education.	
CIVIL SERVICE COMMISSION, WASHINGTON, D.C.		COLORADO STATE UNIV., FORT COLLINS		COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION	
VT 002 247 ED 019 434	311	VT 004 177 ED 019 471	301	VT 001 855 ED 019 412	355
Job Briefs, Selected Federal Jobs.		The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.		A Philosophy of Distributive Education.	
CLARK, RAYMOND M.		COLORADO STATE UNIV., FORT COLLINS. DEPT. OF VOCATIONAL EDUCATION		COURTNEY, E. WAYNE	
VT 000 566	326	VT 000 527	269	VT 003 614	320
Training for Off-Farm Agricultural Occupations.		Manual for Young and Adult Farmer Programs.		Some Statistical Correlates in Industrial Graphics.	
VT 000 568	269			VT 005 190 ED 020 410	363
Training for Off-Farm Agricultural Occupations.		COLORADO UNIV., BOULDER		Research Needs in Vocational-Technical Education.	
CLARY, JOSEPH RAY		VT 005 720 ED 020 439	304	CRAWFORD, LUCY C.	
VT 004 537	284	Scientific Secretary Training Program Development.		VT 001 855 ED 019 412	355
Guidelines for the Development of Training Programs for Agricultural Technicians.		COLORADO UNIV., BOULDER. BUREAU OF SOCIOLOGICAL RESEARCH		A Philosophy of Distributive Education.	
CLEMSON UNIV., S.C.		VT 005 051	346	CREWS, JAMES W.	
VT 004 780 ED 017 722	352	The Colorado Story, Volume II.		VT 002 241 ED 019 433	358
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.		VT 005 052	346	Research Needed in Florida Business Education.	
		The Colorado Story.		CURTIS, C.M.	
CLOYD, HELEN M. AND OTHERS		COLORADO UNIV., BOULDER. SCHOOL OF NURSING		VT 000 540	306
VT 000 673	326	VT 005 521 ED 020 426	304	Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.	
Follow-Up Study of Business Education Graduates of Selected High School in Michigan.		Associate Degree Nursing Program Workshop.		VT 000 581	306
COLE, LUCY W.		VT 005 522	295	Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.	
VT 000 552	306	Proceedings, Associate Degree Workshop.		VT 000 583	307
A Case Study in Trade-Area Development.		COMMONWEALTH EDUCATION LIAISON COMMITTEE, LONDON (ENGLAND)		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.	
VT 000 666	307	VT 005 022 ED 020 400	289		
A Case Study in Trade-Area Development, A Statistical Supplement.		Education and Training of Technicians.		CUSHMAN, HAROLD R. AND OTHERS	
COLLINS, CHARLIE J.		CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD. DIV. OF VOCATIONAL EDUCATION		VT 005 091 ED 019 494	371
VT 004 703	286	VT 002 328	337	The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.	
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.		A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.		DAILEY, JOHN T.	
COLORADO STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION, DENVER		CONNECTICUT VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, HARTFORD		VT 004 454 ED 017 689	302
VT 005 183 ED 018 664	292	VT 005 146 ED 019 495	363	Development of a Curriculum and Materials for Teaching Basic Vocational Talents.	
Colorado Master Plan for Community Colleges and Occupational Education.		Research Report, 1966-1967.		DAVIS, RENE V.	
COLORADO STATE BOARD FOR VOCATIONAL EDUCATION, DENVER		CONNOLLY, JOHN		VT 001 480 ED 018 582	329
VT 000 527	269	VT 003 888 ED 018 645	281	Development and Administration of the Youth Opinion Questionnaire.	
Manual for Young and Adult Farmer Programs.		Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.		DEAN, ERNEST H.	
VT 001 019	336	COOK, FRED S.		VT 000 553	269
Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.		VT 001 483 ED 018 583	336	Recommendations for the Improvement of Utah's Post-High Schools Vocational Technical Education Program.	
		Office Machines Used in Business. Today.		DEBIASSIE, RICHARD R.	
		COOKE, LOT H., JR.		VT 004 608	351
		VT 005 648 ED 019 517	372	Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.	
		Summer Institutes for Vocational Counseling and Guidance Personnel.			

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
DELAWARE OCCUPATIONAL RESEARCH AND COORDINATING UNIT, DOVER		VT 005 714 ED 020 433	348	EHRESMAN, NORMAN D. AND OTHERS	
VT 004 923	393	Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.		VT 005 046	332
Bibliography of Selected Research in the Field of Occupational Education.				A Review and Synthesis of Research Relating to Vocational Education in North Dakota.	
VT 004 991	380	VT 005 715 ED 020 434	348	ELLIS, JEWELL DEENE	
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.		VT 000 206	268
VT 005 871	298			Highlights Basic to Program Development, Interpreting Wage Earning Occupations.	
The Role of Advisory Committees in Vocational-Technical Education.		VT 005 716 ED 020 435	348	EMERSON, LYNN A.	
DELAWARE STATE DEPT. OF PUBLIC INSTRUCTION, DOVER		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.		VT 005 130	290
VT 004 604	204			Technician Training Beyond the High School.	
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year.		DUEKER, RICHARD L.		FAVREAU, D.F.	
DELTA PI EPSILON. ALPHA LAMBDA CHAPTER, MICHIGAN STATE UNIV., EAST LANSING		VT 005 598 ED 019 516	297	VT 005 048	290
VT 000 673	326	An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.		Crisis in the Fire Service.	
Follow-Up Study of Business Education Graduates of Selected High School in Michigan.		DUFTY, NORMAN F., ED.		FERGUSON, EDWARD T., JR.	
DEMOND, ALBERT L. AND OTHERS		VT 002 477	276	VT 004 195 ED 019 473	301
VT 005 420 ED 017 744	347	Essays on Apprenticeship.		A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.	
Progress Reports of Vocational-Technical Education Program Development for Persons with Special Needs by States.		DUKE UNIV., DURHAM, N.C.		VT 005 417 ED 020 419	388
DENNIS, LAWRENCE E.		VT 003 701 ED 013 098	281	A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.	
VT 003 698	344	Developments in Technical and Vocational Education.		FERGUSON, GORDON E.	
Education and a Woman's Life.		DUNCAN, J.W.		VT 000 837	271
DER HOVANESIAN, JOSEPH		VT 000 886	309	Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.	
VT 005 429	388	The Michigan Power Study. Phase I.		FINSTERBACH, FRED C.	
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.		DUNN, CHARLIE M.		VT 004 991	380
DIABLO VALLEY COLL., CONCORD, CALIF.		VT 004 017	282	Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.	
VT 002 708	367	Summer Technical Training Programs at Kirkman Technical High.		FISH, LAWRENCE D.	
Technical-Vocational Education at Diablo Valley College.		EAST, MARJORIE		VT 001 382	328
DILLON, ROY D.		VT 000 218	374	A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.	
VT 004 649	323	The Role of Teacher Education Institutions.		FLANEGAN, CATHERINE P.	
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.		VT 005 503 ED 019 506	382	VT 004 346	322
DRABICK, LAWRENCE W.		An Experience with the Life and Work of the Disadvantaged for Preservice Education of Home Economics Teachers.		Annotated Bibliography on Gainful Employment in Home Economics.	
VT 004 615 ED 020 352	369	EDUCATION COMMISSION OF THE STATES. AD HOC COMMITTEE ON VOCATIONAL-TECHNICAL EDUCATION		FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE	
Perceived Sources of Influence Upon Occupational and Educational Expectations.		VT 004 681 ED 018 657	286	VT 001 241	328
DRAPER CORRECTIONAL CENTER, ELMORE, ALA. REHABILITATION RESEARCH FOUNDATION		Changing the Contexts in Which Occupational Education Takes place.		Industrial Arts Education in Escambia County.	
VT 002 185	350	EGERMEIER, JOHN C.		VT 004 619 ED 017 711	285
Mathetics, A System of Programmed Instruction.		VT 002 292	376	Distributive Education Programs in Florida's Junior Colleges.	
VT 004 191 ED 020 323	345	Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.		VT 004 620 ED 017 712	285
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.		EGERMEIER, JOHN C., AND OTHERS		The Project Plan for Distributive Education in Florida High Schools.	
		VT 002 291	376	VT 005 264	293
		Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.		The Cooperative Plan for Distributive Education in Florida's High Schools.	
				FLORIDA STATE DEPT. OF EDUCATION, TALLAHASSEE. AGRICULTURAL EDUCATION SECTION	
				VT 002 620	276
				Summary of the Annual State Conference for Teachers of Vocational Agriculture.	

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
HARDING, A. LOUISE VT 005 407 Handbook for Practical Nursing Teachers.	294	HULL, WILLIAM L. VT 000 422 Objectives for Vocational and Technical Education in Agriculture. Objective 2.	354	ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD VT 001 691 Essentials and Requirements of a Vocational Agriculture Program.	273
VT 005 408 Practical Nursing Facilities.	339	HULL, WILLIAM L. AND OTHERS VT 004 193 ED 016 846 Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.	378	VT 003 404 Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.	317
HARE, JOHN AND OTHERS VT 004 621 ED 020 354 Expectations and Realities.	369	HUMMEL, RICHARD VT 005 288 Planning Facilities for Vocational Agriculture Departments in Ohio Schools.	339	VT 004 270 Illinois Agricultural Education Curriculum Research Project.	301
HARRIS, NORMAN C. VT 003 701 ED 013 098 Developments in Technical and Vocational Education.	281	HUNTER, ROBERT VT 005 051 The Colorado Story, Volume II.	346	ILLINOIS STATE BOARD OF VOCATIONAL EDUCATION AND REHABILITATION, SPRINGFIELD, VOCATIONAL AND TECHNICAL DIV. VT 003 599 Experimental and Demonstration Project Vocational Education, An Interim Report.	344
HASTINGS, JAMES R. AND OTHERS VT 005 276 ED 018 670 Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume I.	381	HUNTER, WILMA VT 003 404 Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.	317	VT 003 600 Experimental and Demonstration Project Vocational Education. Second Interim Report.	344
HEALTH CAREERS COUNCIL OF ILLINOIS, CHICAGO VT 001 470 Completion Report On Guidance Counselors Workshops in Health Careers.	366	IDAHO OCCUPATIONAL RESEARCH COORDINATING UNIT, MOSCOW VT 002 156 A Follow-Up Study of Vocational Students at North Idaho Junior College.	329	VT 004 650 An Illinois Inventory of Research and Studies in Vocational Education.	393
HERNDON, LEO PRICE VT 004 733 ED 020 375 Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.	286	VT 002 195 A Study of Vocational Training for Mentally and Physically Handicapped.	343	ILLINOIS STATE EMPLOYMENT SERVICE, CHICAGO. CHICAGO AREA RESEARCH AND STATISTICS UNIT VT 003 220 DuPage County Manpower Profile, 1947-1970.	315
HIGMAN, HOWARD VT 005 051 The Colorado Story, Volume II.	346	VT 002 800 A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.	314	ILLINOIS STATE OFFICE SUPERINTENDENT OF PUBLIC INSTRUCTION, CHICAGO. DEPT. OF GUIDANCE SERVICES VT 001 470 Completion Report on Guidance Counselors Workshops in Health Careers.	366
HIGMAN, HOWARD AND OTHERS VT 005 052 The Colorado Story.	346	VT 003 703 ED 016 025 Study of Agriculturally Related Occupations in Selected Counties in Idaho.	320	ILLINOIS STUDY COMMISSION ON NURSING, CHICAGO VT 004 961 The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.	288
HIMMALE, IRVIN H. VT 004 630 ED 018 656 Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.	286	IDAHO STATE DEPT. OF COMMERCE AND DEVELOPMENT, BOISE VT 003 675 An Action Program for Industrial Progress in Idaho.	320	ILLINOIS UNIV., URBANA VT 002 551 Project REDY.	343
HOFFMAN, KENNETH E. VT 005 627 ED 020 431 Vocational-Technical Teacher Education--National Seminar Proceedings.	383	IDAHO UNIV., MOSCOW VT 002 322 Vocational Teacher Education.	376	ILLINOIS UNIV., URBANA. AGRICULTURAL EDUCATION DIV. VT 004 270 Illinois Agricultural Education Curriculum Research Project.	301
HOLLENBERG, A.H. VT 001 965 Buildings, Equipment, and Facilities for Vocational Agriculture Education.	336	ILLINOIS LEAGUE FOR NURSING, CHICAGO VT 004 961 The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.	288	INDIANA EMPLOYMENT SECURITY DIV., INDIANAPOLIS. RESEARCH AND STATISTICS SECTION VT 003 227 Evansville Area Skill Survey.	315
HORNER, JAMES T. VT 000 809 Report on the Need for Vocational Technical Schools in Nebraska.	271	ILLINOIS NURSES' ASSN., CHICAGO VT 004 961 The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.	288	INDIANA MANPOWER RESEARCH ASSN., LAFAYETTE VT 002 655 ED 019 461 Proceedings, Indiana Manpower Research Conference.	314
HORNER, JAMES T. AND OTHERS VT 003 594 Technical Progress Report. September 1-November 30, 1967.	359	ILLINOIS RESEARCH AND DEVELOPMENT COORDINATING UNIT, SPRINGFIELD VT 004 650 An Illinois Inventory of Research and Studies in Vocational Education.	393	VT 003 781 Inventory of Manpower Research Projects in Indiana. Number 2.	321
HOUSTON, DAVID JUAN, JR. VT 006 458 Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980	383				
HUFFMAN, HARRY VT 005 131 ED 018 663 Boost--Business and Office Education Student Training.	346				

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
INDIANA STATE DEPT. OF PUBLIC INSTRUCTION, INDIANAPOLIS. DIV. OF VOCATIONAL EDUCATION VT 003 721 Adult D.E. Programs in the Secondary School.	281	IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES. DEPT. OF EDUCATION VT 003 567 Competencies in Soil Management and Use of Fertilizers Needed by Farmers.	319	JOINT SAFETY COMMITTEE OF THE AMERICAN VOCATIONAL ASSN. AND THE NATIONAL SAFETY COUNCIL VT 001 208 National Standard School Shop Safety Inspection Check List.	336
INDIANA STATE UNIV., TERRE HAUTE VT 002 709 ED 020 317 The "Orchestrated System" Approach to Industrial Education.	355	VT 003 569 Competencies in Farm Machinery Maintenance Needed by Farmers.	319	JONES, WILLIAM P. VT 004 608 Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.	351
INDUSTRIAL EDUCATIONAL CENTER, DURHAM, N.C. VT 005 587 Dental Laboratory Technician's Training Program.	296	VT 003 574 Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.	319	JORDAN, BETH C. VT 001 551 ED 018 589 Young Women in Virginia.	329
INTERNATIONAL FIRE ADMINISTRATION INST., ALBANY, N.Y. VT 005 048 Crisis in the Fire Service	290	IOWA UNIV., IOWA CITY. CENTER FOR LABOR AND MANAGEMENT VT 001 836 ED 019 411 Selection and Training, A Survey of Iowa Manufacturing Firms.	311	KALISH, MARTIN VT 005 634 ED 020 452 Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.	383
INTERNATIONAL LABOUR OFFICE, GENEVA (SWITZERLAND) VT 000 795 Labour and Automation.	308	JACOBY, GERTRUDE P. VT 004 937 ED 019 492 Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume I.	332	KANSAS CITY ASSN. OF TRUST AND FOUNDATIONS, MO. VT 000 794 A Study of Organized Occupational Education in Missouri Institutions of Higher Education.	271
IOWA AGRICULTURE AND HOME ECONOMICS EXPERIMENT STATION, AMES VT 003 567 Competencies in Soil Management and Use of Fertilizers Needed by Farmers.	319	JACOBY, ROBERT VT 001 252 A Report on the Present Status of Trade and Technical Education in Pennsylvania.	272	KANSAS STATE BOARD FOR VOCATIONAL EDUCATION, TOPEKA VT 003 636 Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.	300
VT 003 569 Competencies in Farm Machinery Maintenance Needed by Farmers.	319	JARRETT, VON H. VT 002 016 ED 019 427 Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.	311	VT 005 198 A Preliminary Study of Kansas Area Vocational-Technical Schools.	293
VT 003 574 Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.	319	JEFFERY, C. RAY VT 005 414 ED 019 498 Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.	347	KANSAS VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, TOPEKA VT 004 929 RCU Staff Study.	362
IOWA RESEARCH COORDINATING UNIT, DES MOINES VT 005 047 Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas -- 1960-1967.	393	JENSEN, ARTHUR K. VT 004 780 ED 017 722 Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.	352	VT 005 198 A Preliminary Study of Kansas Area Vocational-Technical Schools.	293
IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. DIV. OF VOCATIONAL EDUCATION VT 004 054 Part-Time Cooperative Industrial Education.	282	JOHNSON, CARLTON E. VT 005 288 Planning Facilities for Vocational Agriculture Departments in Ohio Schools.	339	KANTER, EARL F. VT 004 613 ED 020 351 Adapting the FFA to a Changing Program of Vocational Agriculture.	303
IOWA STATE DEPT. OF PUBLIC INSTRUCTION, DES MOINES. VOCATIONAL AGRICULTURE SECTION VT 003 567 Competencies in Soil Management and Use of Fertilizers Needed by Farmers.	319	JOHNSON, E.J. VT 001 965 Buildings, Equipment, and Facilities for Vocational Agriculture Education.	336	KASE, DONALD VT 004 395 ED 017 685 Curricular Needs of North Bay Schools.	302
VT 003 569 Competencies in Farm Machinery Maintenance Needed by Farmers.	319	JOHNSON FOUNDATION, RACINE, WIS. VT 005 029 Wingspread Conference on Fire Service Administration.	289	KAUFMAN, HAROLD F. VT 000 552 A Case Study in Trade-Area Development.	306
VT 003 574 Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.	319	JOHNSON, HILDEGARDE AND OTHERS VT 004 489 Our Educational Beliefs.	356	VT 000 666 A Case Study in Trade-Area Development, A Statistical Supplement.	307
IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES VT 002 885 ED 016 800 The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.	278			KEENAN, DOROTHY VT 003 093 Experimentation in the Teaching of Foods.	386
				KENTUCKY RESEARCH COORDINATING UNIT, LEXINGTON VT 002 208 A Guide for the Use of the Kentucky Vocational Education Research Resource Library.	336

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page	Page	Page
KENTUCKY UNIV., LEXINGTON. DIV. OF VOCATIONAL EDUCATION VT 005 721 ED 020 440 Demonstration Center at Reidland High School. 298	KREUTER, MORTIMER VT 002 266 ED 020 311 Curriculum Relevancy and Work. 300	LOREEN, C.O. VT 000 466 Objectives for Vocational and Technical Education in Agriculture, Objective 5. 353
KENYON, PAUL VT 001 956 A Pilot Study of Real Estate Education and Research Needs in the South Coast Region. 274	KUHNS, EILEEN P. VT 000 560 Technical and Semi-Professional Occupational Survey. 306	LOUDERMILK, KENNETH M. VT 002 156 A Follow-Up Study of Vocational Students at North Idaho Junior College. 329
KIEFERT, JAMES J. VT 001 385 Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota. 310	KURTH, EDWIN L. VT 004 406 ED 017 687 Professional Competencies of Teachers of Technical Education in Florida. 379	VT 002 195 A Study of Vocational Training for Mentally and Physically Handicapped. 343
VT 004 046 The Migration Aspirations of North Dakota Senior Males. 369	KUVLESKY, WILLIAM P. VT 004 753 ED 020 380 A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations. 370	LOUISIANA STATE DEPT. OF LABOR, BATON ROUGE. RESEARCH AND STATISTICS UNIT VT 002 580 ED 019 458 Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations. 313
KILCHENSTEIN, DOLORES VT 004 416 ED 019 476 Pre-Service Education of Office Occupations Teachers. 379	VT 004 755 ED 020 382 A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation. 371	LOUISIANA STATE UNIV., BATON ROUGE. DEPT. OF VOCATIONAL AGRICULTURAL EDUCATION VT 000 540 Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area. 306
KIHNING, DARRELL R. VT 004 673 An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry. 387	LANGDON, CHARLES L. VT 004 762 ED 018 659 A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan. 361	VT 000 581 Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area. 306
KJOS, O.E. VT 002 322 Vocational Teacher Education. 376	LAW, GORDON F. VT 005 474 ED 018 675 Research Visibility. Vocational Education Is Service--Vocational Guidance. 371	VT 000 583 Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area. 307
KISHKUNAS, LOUIS J. VT 005 511 ED 019 508 Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I. 303	LEE, ALLEN VT 002 247 Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level. 331	LOUISIANA VOCATIONAL CURRICULUM DEVELOPMENT AND RESEARCH CENTER, NATCHITOCHES VT 002 580 ED 019 458 Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations. 313
VT 005 512 ED 019 509 Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II. 303	LEHMAN, RUTH T. VT 001 832 Attitudes Toward Groups and Families. 375	LOVE, EDWIN LAMAR VT 004 732 ED 020 374 An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania. 323
KITC.I., DONALD E. VT 005 158 Instructional Codes and Titles. 292	LEIBERG, LEON G. VT 005 654 ED 019 519 Project Challenge. 298	LOVING, ROSA H. VT 001 551 ED 018 589 Young Women in Virginia. 329
KOBERNICK, ALLAN VT 001 247 ED 017 647 A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project. 342	LERNER, SIDNEY AND OTHERS VT 001 997 Cooperative Work Experience Manual for Business and Distributive Education. 274	LUNDER, ROBERT O. VT 001 248 Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational Technical Schools of Minnesota. 366
KOHEN, RAY W. VT 002 452 ED 019 447 Earnings Mobility of MDTA Trainees. 312	LESLIE, JOHN D. VT 001 209 Training Needs in Central Kentucky, Student Interest and Availability. 271	LYNN, FRANK VT 002 821 ED 016 794 An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II. 314
KOSTENBAUDER, SCOTT VT 003 233 A Description of a Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University. 367	LIN, NAN VT 005 160 ED 017 741 Innovative Methods for Studying Innovation in Education. 292	
KOTZ, ARNOLD VT 005 041 ED 017 733 Occupational Education--Planning and Programming, Volume One. 289	LITTLE, J. KENNETH VT 004 488 ED 016 863 Annual Report, November 1966. 360	
VT 005 042 ED 017 734 Occupational Education--Planning and Programming. Volume Two. 290	VT 005 569 ED 019 514 Directory, Programs of Vocational Education in the United States. 296	

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
VT 004 006 ED 016 832	321	VT 003 254 ED 015 261	378	VT 003 254 ED 015 261	378
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.		The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II. Cluster Concept Project. Second Quarterly Report.		The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II. Cluster Concept Project. Second Quarterly Report.	
MC CRYSTAL, THOMAS J.		MALICHE, ELEANOR		MATHER, MARY	
VT 004 045	331	VT 001 483 ED 018 583	336	VT 003 059	386
A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.		Office Machines Used in Business Today.		Home Economics in the Junior High School.	
MACGILLIVRAY, JOHN H.		MANAGEMENT AND ECONOMICS RESEARCH, INC., PALO ALTO, CALIF.		MATTHEWS, RALPH W.	
VT 005 028	324	VT 005 183 ED 018 664	292	VT 003 462	294
Motivation of Domestic Seasonal Farm Workers.		Colorado Master Plan for Community Colleges and Occupational Education.		Guideline for Cooperative Education Coordinator.	
MC KEE, JOHN M.		MANKATO AREA VOCATIONAL-TECHNICAL SCHOOL, MINN.		MEADERS, O. DONALD	
VT 004 191 ED 020 323	345	VT 002 522	313	VT 005 552 ED 019 513	296
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.		The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.		Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.	
VT 005 714 ED 020 433	348	MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.		MICHIGAN STATE DEPT. OF PUBLIC INSTRUCTION, LANSING	
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.		VT 002 353 ED 019 440	312	VT 003 690	359
VT 005 715 ED 020 434	348	Negroes in Apprenticeship.		First Annual Report of the Michigan RCU.	
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.		VT 003 307 ED 018 627	280	MICHIGAN STATE DEPT. OF PUBLIC INSTRUCTION, LANSING. DIV OF VOCATIONAL EDUCATION	
VT 005 716 ED 020 435	348	University Perspectives on Manpower.		VT 001 245	374
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.		MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. BUREAU OF APPRENTICESHIP AND TRAINING		A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.	
MC MAHON, GORDON G.		VT 003 246	377	MICHIGAN STATE UNIV., EAST LANSING. BUREAU OF EDUCATIONAL RESEARCH SERVICES	
VT 000 781	327	How to Train Workers on the Job.		VT 003 354	350
Practical Nurse Education in Ohio.		MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C. BUREAU OF EMPLOYMENT SECURITY		A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.	
VT 005 419 ED 022 031	339	VT 003 311	316	MICHIGAN STATE UNIV., EAST LANSING. COLL. OF EDUCATION	
Seminar on Shop and Laboratory Planning for Vocational Education.		Smaller Communities Program.		VT 000 566	326
MC MILLION, MARTIN B.		MARYLAND UNIV., COLLEGE PARK		Training for Off-Farm Agricultural Occupations.	
VT 004 736 ED 020 378	370	VT 002 105 ED 018 608	275	VT 000 568	269
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.		Leadership Development Seminar, Vocational-Technical Education.		Training for Off-Farm Agricultural Occupations.	
MAGISOS, JOEL		VT 002 432	330	VT 000 936 ED 018 553	374
VT 000 565 ED 018 542	326	Evaluation Results for Leadership Development Seminars I, II, III.		Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.	
Occupations of Former Vocational Agriculture Students in the State of Washington.		VT 003 888 ED 018 645	281	VT 004 194 ED 019 472	282
MALEY, DONALD		Proceedings of National Seminar on Program Planning, Budgeting and Evaluation, Vocational-Technical Education.		The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.	
VT 002 356 ED 014 554	300	VT 004 630 ED 018 656	286	VT 004 195 ED 019 473	301
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level Phase II. Cluster Concept Project. Third Quarterly Report.		Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.		A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.	
		MARYLAND UNIV., COLLEGE PARK. DEPT. OF INDUSTRIAL EDUCATION		VT 004 796	287
		VT 002 356 ED 014 554	300	Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.	
		The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II. Cluster Concept Project. Third Quarterly Report.			

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
VT 004 807	287	MILLER, PAUL A.	280	MISSOURI UNIV., COLUMBIA. DEPT. OF AGRICULTURAL EDUCATION	318
Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics.		VT 003 307 ED 018 627		VT 003 566	
		University Perspectives on Manpower.		The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.	
VT 005 043 ED 019 493	362	MINNESOTA STATE DEPT. OF EDUCATION, ST. PAUL. VOCATIONAL DIV.	271	MONDART, C.L. SR.	306
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.		VT 000 837		VT 000 540	
		Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.	
MICHIGAN STATE UNIV., EAST LANSING. DEPT. OF SECONDARY EDUCATION		MINNESOTA UNIV., MINNEAPOLIS	392	VT 000 581	306
VT 005 417 ED 020 419	388	VT 004 373		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.	
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.		List of Studies Made at University of Minnesota in Business and Distributive Education.			
		MINNESOTA UNIV., MINNEAPOLIS. BUREAU OF EDUCATIONAL RESEARCH	374	VT 000 583	307
VT 005 451 ED 020 423	381	VT 001 830		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.	
Readings in Distributive Education.		Attitudes of Home Economics Teachers Toward Children			
		VT 001 831	375		
VT 005 552 ED 019 513	296	Interest in Teaching Home Economics.		MONTGOMERY JUNIOR COLL., ROCKVILLE, MD.	306
Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.				VT 000 560	
		VT 001 832	375	Technical and Semi-Professional Occupational Survey.	
VT 005 556 ED 020 427	382	Attitudes Toward Groups and Families.			
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.				MOREHEAD STATE UNIV., KY. SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY	323
		MINNESOTA UNIV., MINNEAPOLIS. BUREAU OF INSTITUTIONAL RESEARCH	366	VT 004 649	
VT 005 557 ED 020 428	296	VT 001 248		Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.	
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.		Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.			
				MORINE, JOHN P.	372
MICHIGAN STATE UNIV., EAST LANSING. OFFICE OF RESEARCH AND PUBLICATIONS		MINNESOTA UNIV., MINNEAPOLIS. INDUSTRIAL RELATIONS CENTER	329	VT 005 648 ED 019 517	
VT 003 403	316	VT 001 480 ED 018 582		Summer Institutes for Vocational Counseling and Guidance Personnel.	
Vocational Curricula in Michigan.		Development and Administration of the Youth Opinion Questionnaire.			
				MORSCH, WILLIAM C.	280
MICHIGAN UNIV., ANN ARBOR. INST. OF LABOR AND INDUSTRIAL RELATIONS		MINNESOTA UNIV., MINNEAPOLIS. INST. OF AGRICULTURE	271	VT 003 519 ED 016 817	
VT 002 942 ED 016 068	315	VT 000 837		Occupation Education Requirements Analysis.	
Equal Employment Opportunities.		Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.			
				HALEY, LEHREN R.	323
MICHIGAN VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, LANSING		MISSISSIPPI AGRICULTURAL EXPERIMENT STATION, STATE COLLEGE	306	VT 004 910	
VT 003 690	359	VT 000 552		A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.	
First Annual Report of the Michigan RCU.		A Case Study in Trade-Area Development.			
				NATIONAL ASSN. OF AGRICULTURAL EDUCATION SUPERVISORS	313
VT 004 762 ED 018 659	361	VT 000 666	307	VT 002 548 ED 019 454	
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.		A Case Study in Trade-Area Development, A Statistical Supplement.		Agriculture is More Than Farming.	
MIDWEST INST. FOR RESEARCH AND TRAINING, CHICAGO, ILL.		MISSOURI COMMISSION ON HIGHER EDUCATION, JEFFERSON CITY.	271	NATIONAL ASSN. OF TEACHER EDUCATORS IN AGRICULTURE, ST. PAUL, MINN.	313
VT 002 821 ED 016 794	314	VT 000 794		VT 002 548 ED 019 454	
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.		A Study of Organized Occupational Education in Missouri Institutions of Higher Education.		Agriculture is More Than Farming.	
VT 004 006 ED 016 832	321	MISSOURI STATE DEPT. OF EDUCATION, JEFFERSON CITY	273	NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW), WASHINGTON, D.C. DIV. OF OPERATIONS ANALYSIS	
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.		VT 001 701		VT 003 519 ED 016 817	280
		Manual of Operation for Vocational Education Programs in Missouri.		Occupation Education Requirements Analysis.	
MILLER, JOHN G.		MISSOURI STATE DEPT. OF EDUCATION, JEFFERSON CITY. VOCATIONAL REHABILITATION SECTION	345	NATIONAL COMMITTEE FOR CHILDREN AND YOUTH, WASHINGTON, D.C.	298
VT 002 313 ED 019 437	330	VT 005 023		VT 005 654 ED 019 519	
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.		State Plan for Workshops and Rehabilitation Facilities.		Project Challenge.	
				NATIONAL LEAGUE FOR NURSING, NEW YORK, N.Y.	289
				VT 004 999 ED 020 399	
				Statement on Nursing Education.	

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page		Page		Page
	NATIONAL MANPOWER POLICY TASK FORCE, WASHINGTON, D.C. VT 005 145 ED 020 402 291 Britain's Industrial Training Act.	VT 004 661 Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.	361	NEW YORK STATE COLL. OF HOME ECO- NOMICS, ITHACA VT 004 937 ED 019 492 332 Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Relat- ed to Home Economics. Final Report, Volume I.
	NATIONAL VOCATIONAL AGRICULTURAL TEACHER'S ASSN., INC. VT 002 548 ED 019 454 313 Agriculture is More Than Farming.	VT 004 769 ED 017 719 371 An Analysis of the Effect of the High School Curriculum upon Col- lege Achievement.		NEW YORK STATE DEPT. OF LABOR, ALBANY VT 005 223 333 Evaluation and Benefit-Cost Rela- tionships of Manpower Training Programs in N.Y. State.
	NEASHAM, ERNEST R. VT 001 615 272 Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.	NEW MEXICO STATE DEPT. OF EDUCA- TION, SANTA FE. DIV OF GUIDANCE AND SPECIAL EDUCATION VT 004 608 351 Pre-Vocational Orientation in Vo- cational Education for Junior High School Students in New Mexico.		NEW YORK STATE DEPT. OF LABOR, ALBANY. RESEARCH AND STATISTICS OFFICE VT 003 250 316 What Happens to the Long-Term Unemployed.
	NEBRASKA LEGISLATIVE COUNCIL, LIN- COLN VT 000 809 271 Report on the Need for Vocational Technical Schools in Nebraska.	NEW MEXICO STATE DEPT. OF EDUCA- TION, SANTA FE. VOCATIONAL EDUCA- TION DIV. VT 005 044 362 New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.		NEW YORK STATE EDUCATION DEPT., ALBANY VT 004 856 362 Guidelines for Submitting Occupa- tional Research and Development Proposals.
	NEBRASKA OCCUPATIONAL NEEDS RE- SEARCH COORDINATING UNIT, LINCOLN VT 003 594 359 Technical Progress Report. Septem- ber 1-November 30, 1967.	NEW MEXICO STATE UNIV., LAS CRUCES VT 004 108 ED 021 052 337 An Operations Research Model for Locating Area Vocational Schools.		VT 005 502 ED 019 505 382 Community College Health Careers Project Phase II.
	NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN. DIV. OF VOCATIONAL EDUCA- TION VT 000 615 386 Structuring Family Finance for Home Economics Teaching.	VT 004 608 351 Pre-Vocational Orientation in Vo- cational Education for Junior High School Students in New Mexico.		VT 005 620 ED 020 430 340 Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.
	NEBRASKA UNIV., LINCOLN VT 004 177 ED 019 471 301 The Identification of Common Behav- ioral Factors as Bases for Pre- Entry Preparation of Workers for Gainful Employment.	VT 004 769 ED 017 719 371 An Analysis of the Effect of the High School Curriculum upon Col- lege Achievement.		NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF AGRICULTURAL EDUCATION VT 000 478 326 Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.
	NELSON, HELEN Y. VT 004 937 ED 019 492 332 Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Relat- ed to Home Economics. Final Report, Volume I.	NEW MEXICO STATE UNIV., UNIVERSITY PARK VT 000 580 269 Cooperative, Supervised, Part- Time, Occupational Educational Program in Agriculture.		NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF BUSINESS AND DIS- TRIBUTIVE EDUCATION VT 001 204 328 A Guide for Conducting Classroom Tests in Business Arithmetic.
	NELSON, RICHARD S. VT 002 137 ED 018 609 275 Leadership Development Seminar, Vocational-Technical Education. Final Report.	NEW YORK AGRICULTURAL EXPERIMENT STATION, ITHACA VT 004 621 ED 020 354 369 Expectations and Realities.		VT 001 997 274 Cooperative Work Experience Man- ual for Business and Distributive Education.
	NEW CAREERS DEVELOPMENT CENTER, NEW YORK, N.Y. TRAINING LABORATORY VT 005 466 ED 020 424 294 A Design for Large Scale Training of Subprofessionals.	NEW YORK CITY BOARD OF EDUCATION, N.Y. JOB COUNSELING CENTER VT 005 653 ED 019 518 347 An Experimental and Demonstration Manpower Program for Disadvan- taged Youths.		NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF CONTINUING ED- UCATION CURRICULUM DEVELOPMENT VT 002 859 277 Continuing Education in Home Eco- nomics for Out-of-School Youth and Adults.
	NEW JERSEY STATE DEPT. OF EDUCA- TION, TRENTON, DIV OF VOCATIONAL EDUCATION VT 005 504 ED 019 507 294 A Regional Institute to Aid Im- provement of Instructional Prac- tices, Materials and Student Ex- periences.	NEW YORK CITY UNIV., N.Y. OFFICE OF RESEARCH AND EVALUATION VT 005 538 ED 019 510 389 Effects of Interval Pacing on the Acquisition of Typewriting Skill.		NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF OCCUPATIONAL EDU- CATION RESEARCH VT 004 863 ED 018 660 352 Using Programed Instruction in Occupational Education.
	NEW MEXICO OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT, SANTA FE VT 004 378 ED 017 683 283 A Transition in Nursing Education.	NEW YORK STATE COLL. OF AGRICULTURE, ITHACA VT 004 948 324 Careers in Agriculture, A Guide for High School Students.		VT 005 404 364 New York State Research Coordina- ting Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.
	VT 004 608 351 Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.	NEW YORK STATE COLL. OF AGRICULTURE, ITHACA. DIV. OF AGRICULTURAL EDU- CATION VT 005 091 ED 019 494 371 The Concerns and Expectations of Prospective Participants in Di- rected Work Experience Programs.		VT 005 596 ED 019 515 297 A Developmental Project for Inter- state Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
NEW YORK STATE EDUCATION DEPT., ALBANY. BUREAU OF SECONDARY CURRICULUM DEVELOPMENT		NORTH CAROLINA AGRICULTURAL EXPERIMENT STATION, RALEIGH		NORTH DAKOTA UNIV., GRAND FORKS	
VT 005 192	293	VT 004 615 ED 020 352	369	VT 001 385	310
The Work of the Business and Distributive Education Department Chairman.		Perceived Sources of Influence Upon Occupational and Educational Expectations.		Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.	
NEW YORK STATE EDUCATION DEPT., ALBANY. COOPERATIVE REVIEW SERVICE		NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH		VT 004 045	331
VT 000 662	326	VT 002 845	277	A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.	
A Guide for the Review of a Program in Agricultural Education.		A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).		VT 004 046	369
NEW YORK STATE MANPOWER ADVISORY COUNCIL		VT 004 987	288	The Migration Aspirations of North Dakota Senior Males.	
VT 002 631 ED 019 460	313	A Proposal for Redirecting Programs of Vocational Education in North Carolina.		VT 005 045 ED 017 735	380
Proceedings of the Governor's Conference on Manpower Training.		NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. DIV. OF VOCATIONAL EDUCATION		A Survey of the Need for Pre-School Teacher Training.	
NEW YORK STATE UNIV., ALBANY. CENTER FOR EXECUTIVE DEVELOPMENT		VT 002 840	277	VT 005 046	332
VT 005 048	290	North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.		A Review and Synthesis of Research Relating to Vocational Education in North Dakota.	
Crisis in the Fire Service.		NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. VOCATIONAL MATERIALS LABORATORY		HORTON, ROBERT E.	
VT 005 151 ED 020 403	291	VT 005 130	290	VT 004 863 ED 018 660	352
Higher Education in the Nation's Fire Service.		Technician Training Beyond the High School.		Using Programed Instruction in Occupational Education.	
NEW YORK STATE UNIV. COLL., OSWEGO		NORTH CAROLINA STATE DEPT. OF PUBLIC INSTRUCTION, RALEIGH. VOCATIONAL MATERIALS LABORATORY		NOSOW, SIGMUND	
VT 005 419 ED 022 031	339	VT 005 130	290	VT 003 403	316
Seminar on Shop and Laboratory Planning for Vocational Education.		North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.		Vocational Curricula in Michigan.	
NEW YORK STATE UNIV., OSWEGO		NORTH CAROLINA UNIV., RALEIGH. N.C. STATE UNIV.		O'DONNELL, BEATRICE	
VT 005 276 ED 018 670	381	VT 003 205 ED 018 613	330	VT 004 796	287
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.		The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.		Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.	
VT 005 277 ED 018 671	381	VT 003 315 ED 018 629	331	OEN, URBAN T.	
Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.		The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.		VT 001 917	274
NEW YORK UNIV., N.Y. CENTER FOR FIELD RESEARCH AND SCHOOL SERVICES		VT 004 615 ED 020 352	369	Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.	
VT 002 313 ED 019 437	330	Perceived Sources of Influence Upon Occupational and Educational Expectations.		OFFICE OF ECONOMIC OPPORTUNITY, WASHINGTON, D.C.	
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.		VT 005 199 ED 018 668	333	VT 002 247 ED 019 434	311
NEW YORK UNIV., N.Y. CENTER FOR THE STUDY OF UNEMPLOYED YOUTH		The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.		Job Briefs, Selected Federal Jobs.	
VT 004 214 ED 018 648	321	NORTH CAROLINA UNIV., RALEIGH. N.C. STATE UNIV., CENTER FOR OCCUPATIONAL EDUCATION		OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.	
Implementing Nonprofessional Programs in Human Services.		VT 003 263	279	VT 001 965	336
NEYMAN, CLINTON A., JR.		Seminar on Planning Developmental and Related Programs in Occupational Education.		Buildings, Equipment, and Facilities for Vocational Agriculture Education.	
VT 004 454 ED 017 689	302	VT 005 200 ED 018 669	333	VT 002 984 ED 019 464	392
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.		The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.		Summaries of Studies in Agricultural Education.	
NIGHTWINE, WILLIAM H.		NORTH CAROLINA UNIV., RALEIGH. N.C. STATE UNIV., CENTER FOR OCCUPATIONAL EDUCATION		VT 003 701 ED 013 098	281
VT 000 856	308	VT 003 263	279	Developments in Technical and Vocational Education.	
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.		Seminar on Planning Developmental and Related Programs in Occupational Education.		VT 007 213 ED 022 970	393
NININGER, J.R.		VT 005 479 ED 020 425	381	Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.	
VT 003 232 ED 018 616	331	Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.		OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C. BUREAU OF RESEARCH	
Expanding Employability in Ontario.		NORTH BAY PACE CENTER, NAPA, CALIF.		VT 004 376 ED 020 326	283
VT 004 395 ED 017 685	302	VT 004 395 ED 017 685	302	New Directions in Vocational Education.	
Curricular Needs of North Bay Schools.		The Work-Study Program Under the Vocational Education Act of 1963.		OFFICE OF EDUCATION, (DHEW), WASHINGTON, D.C. DIV. OF VOCATIONAL AND TECHNICAL EDUCATION	
				VT 002 230	275

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
VT 003 589 Occupational Opportunities for Rural Youth.	320	OHIO STATE UNIV., COLUMBUS. CEN- TER FOR VOCATIONAL AND TECHNICAL EDUCATION	268	VT 003 251 ED C18 619	377
OFFICE OF EDUCATION (DHEW), WASH- INGTON, D.C. PROGRAM PLANNING AND DEVELOPMENT BRANCH		VT 000 206	268	Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.	
VT 005 420 ED 017 744	347	Highlights Basic to Program Devel- opment, Interpreting Wage Earning Occupations.		VT 004 613 ED 020 351	303
Progress Report of Vocational- Technical Education Program De- velopment for Persons with Special Needs by States.		VT 000 207	268	Adapting the FFA to a Changing Program of Vocational Agriculture.	
OFFICE OF MANPOWER POLICY, EVAL- UATION, AND RESEARCH (DOL), WASH- INGTON, D.C.		Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.		VT 004 614	285
VT 002 452 ED 019 447	312	VT 000 218	374	Department of Agricultural Educa- tion. Annual Report.	
Earnings Mobility of MDTA Train- ees.		The Role of Teacher Education Institutions.		OHIO STATE UNIV., COLUMBUS. THE NA- TIONAL CENTER FOR ADVANCED STUDY AND RESEARCH IN AGRICULTURAL EDUCATION	
OHIO STATE DEPT. OF EDUCATION, COLUMBUS		VT 000 919	327	VT 000 346	268
VT 000 677	270	Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.		Guidelines for Pilot Programs in Agricultural Education.	
Organization and Administration for Industrial Arts Education.		VT 003 201 ED 018 612	350	VT 001 781	300
OHIO STATE DEPT. OF EDUCATION, COLUMBUS. AGRICULTURAL EDUCATION SERVICE		Strategies for Optimizing the Ap- plication of Media to Vocational and Technical Education Curricula.		A Guide for Curriculum Development for Educating Agricultural Tech- nicians.	
VT 005 288	339	VT 005 131 ED 018 553	346	OHLENDORF, GEORGE W.	
Planning Facilities for Vocation- al Agriculture Departments in Ohio Schools.		Boost--Business and Office Edu- cation Student Training.		VT 004 753 ED 020 380	370
OHIO STATE DEPT. OF EDUCATION, COLUMBUS. BUSINESS AND OFFICE EDUCATION SERVICE		VT 005 284 ED 020 415	364	A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.	
VT 005 195 ED 018 667	352	The Center for Research and Lea- dership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.		VT 004 755 ED 020 382	371
Programmed Shorthand Laboratory for Skill Development		VT 005 285 ED 020 416	364	A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.	
OHIO STATE DEPT. OF EDUCATION, COLUMBUS. DIV. OF VOCATIONAL EDUCATION		VT 005 508	295	OHLENDORF, GEORGE W. AND OTHERS	
VT 000 109	268	A Bibliography on Technical Edu- cation.		VT 004 754 ED 020 381	370
Vocational Home Economics Manual of Operations for Training and or Retraining Adults for Jobs Re- quiring Home Economics Knowledge and Skills.		VT 005 627 ED 020 431	383	A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expec- tations.	
VT 001 677	273	Vocational-Technical Teacher Edu- cation--National Seminar Proceed- ings.		OKLAHOMA CENTER FOR ECONOMIC DEVEL- OPMENT	
The Ohio Manual of Operation for Vocational Agriculture Education.		VT 006 926 ED 022 065	393	VT 004 918 ED 020 395	288
VT 004 614	285	Microfiche Collection of Docu- ments Reported in Abstracts of Re- search and Related Materials in Vocational and Technical Educa- tion, Fall 1968.		Occupational Education Beyond the High School in Oklahoma.	
Department of Agricultural Educa- tion. Annual Report.		VT 007 213 ED 022 970	393	OKLAHOMA STATE UNIV., STILLWATER	
VT 005 194 ED 018 666	323	Abstracts of Research and Related Materials in Vocational and Tech- nical Education, Fall 1968.		VT 003 276 ED 018 620	368
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.		OHIO STATE UNIV., COLUMBUS. COLLEGE OF EDUCATION		The Effect of Vocational Agricul- ture Class Enrollment and Farm Experience on Animal Science Knowl- edge of First Year Students En- rolled in Oklahoma Colleges of Agriculture.	
OHIO STATE DEPT. OF EDUCATION, COLUMBUS. TRADE AND INDUSTRIAL EDUCATION SERVICE		VT 000 781	327	VT 004 193 ED 016 846	373
VT 000 781	327	Practical Nurse Education in Ohio.		Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Su- pervised Training in Off-Farm Ag- ricultural Occupations.	
Practical Nurse Education in Ohio.		OHIO STATE UNIV., COLUMBUS. DEPT OF AGRICULTURAL EDUCATION		OKLAHOMA STATE UNIV., STILLWATER RESEARCH FOUNDATION	
OHIO STATE DEPT. OF EDUCATION, COLUMBUS. VOCATIONAL AGRICULTURE SERVICE		VT 001 648	272	VT 001 863 ED 017 655	342
VT 001 648	272	Vocational Agriculture in the Next Five Years 1963-1968.		Disabilities in Oklahoma--Esti- mates and Projections.	
Vocational Agriculture in the Next Five Years 1963-1968.		VT 001 705	274	VT 004 918 ED 020 395	288
VT 001 705	274	A Five Year Plan for a Department of Vocational Agriculture.		Occupational Education Beyond the High School in Oklahoma.	
A Five Year Plan for a Depart- ment of Vocational Agriculture.		VT 001 917	274	OLDS, DOUGLAS V.	
		Procedures Employed by Teachers in Conducting Off-Farm Coopera- tive Work Experience Programs.		VT 003 718	321
		VT 001 921 ED 019 419	350	A Study of the Vocational Educa- tion Needs in Josephine County, Oregon.	
		Guidelines for State Vocational Ag- riculture Curriculum Materials Service.			

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page	Page	Page
OLIVER, WILMOT F. VT 004 756 ED 019 477 The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers. 379	PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG VT 001 252 A Report on the Present Status of Trade and Technical Education in Pennsylvania. 272	PILANT, GEORGE P. VT 004 758 ED 018 658 Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction. 361
OMAHA BOARD OF EDUCATION, NEBRASKA VT 002 921 A Look at Education for Work in the Omaha Public Schools. 278	VT 005 024 Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools. 338	PITTSBURGH BOARD OF PUBLIC EDUCATION, PA. VT 005 511 ED 019 508 Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I. 303
ONTARIO ECONOMIC COUNCIL, TORONTO VT 003 223 ED 018 615 Human Resource Development in the Province of Ontario. 315	VT 005 408 Practical Nursing Facilities. 339	VT 005 512 ED 019 509 Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II. 303
VT 003 230 Assessing Educational Requirements for Skillpower. 316	PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION, HARRISBURG. TECHNICAL AND INDUSTRIAL EDUCATION VT 005 407 Handbook for Practical Nursing Teachers. 294	POLLOCK, KATHRYN M. VT 002 859 Continuing Education in Home Economics for Out-of-School Youth and Adults. 277
VT 003 232 ED 018 616 Expanding Employability in Ontario. 331	PENNSYLVANIA STATE UNIV., UNIVERSITY PARK VT 005 503 ED 019 506 An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers. 382	POPIEL, ELDA S. VT 005 521 ED 020 426 Associate Degree Nursing Program Workshop. 304
OREGON STATE DEPT. OF EDUCATION, SALEM VT 003 718 A Study of the Vocational Education Needs in Josephine County, Oregon. 321	PENNSYLVANIA STATE UNIV., UNIVERSITY PARK DEPT. OF AGRICULTURAL EDUCATION VT 005 024 Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools. 338	VT 005 522 Proceedings, Associate Degree Workshop. 295
OREGON STATE SYSTEM OF HIGHER EDUCATION. MONMOUTH. TEACHING RESEARCH DIV. VT 004 422 ED 020 328 Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation. 283	PENNSYLVANIA STATE UNIV., UNIVERSITY PARK. DEPT. OF VOCATIONAL EDUCATION VT 003 233 A Description of a Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University. 367	POWELL, MICHAEL L. VT 002 800 A Study of Employment Opportunities for Chemical Technologists in Northern Idaho. 314
OREGON UNIV., EUGENE. BUREAU OF EDUCATIONAL RESEARCH VT 001 382 A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon. 328	VT 005 777 The Education and Employment of Technicians. 390	PRICE, JOEL W. VT 004 661 Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967. 361
VT 003 718 A Study of the Vocational Education Needs in Josephine County, Oregon. 321	PENTA-COUNTY VOCATIONAL SCHOOL AND TECHNICAL COLL., PERRYSBURG, OHIO VT 000 668 Occupational Work Experience Program. 342	VT 005 044 New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967. 362
OXENDINE, JOSEPH B. VT 005 453 ED 019 499 The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills. 389	PERRYMAN, BRUCE C. VT 000 856 Fremont County Survey of Vocational-Technical Education Needs in Business and Industry. 308	PROUTY, ROBERT H. VT 005 023 State Plan for Workshops and Rehabilitation Facilities. 345
PARRISH, EDWIN H. VT 002 921 A Look at Education for Work in the Omaha Public Schools. 278	PHIPPS, LLOYD J. VT 002 551 Project REDY. 343	PURDUE UNIV., LAFAYETTE, IND. SCHOOL OF TECHNOLOGY VT 004 935 ED 018 661 Guidelines for the Development of Baccalaureate Technical Teacher Education Programs. 379
PATTERSON, IRENE VT 001 990 ED 019 426 A Community Approach to Student Teaching. 375	PICKARD, ROBERT F. VT 004 788 A Report, Vocational and Technical Education in Rhode Island, 1967-1973. 287	VT 004 936 ED 017 729 A Summer Institute for the Improvement of Technical Teacher Education Programs. 380
PEARCE, THEODORE VT 002 689 Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965. 377	PIERCE, WENDELL H. VT 004 681 ED 018 657 Changing the Contexts in Which Occupational Education Takes Place. 286	QUIRK, CATHLEEN VT 003 555 ED 018 632 Research in Apprenticeship Training. 280
VT 004 200 ED 016 113 Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966. 378		RATNER, MURIEL VT 005 502 ED 019 505 Community College Health Careers Project Phase II. 382

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

Page	Page	Page			
RHODE ISLAND STATE DEPT. OF EDUCATION, PROVIDENCE. DIV. OF VOCATIONAL EDUCATION VT 004 788 A Report, Vocational and Technical Education in Rhode Island, 1967-1973.	287	VT 002 919 What Makes a Master Teacher.	377	SHANNON, BARBARA VT 003 093 Experimentation in the Teaching of Foods.	386
RICHMAN, ROBERT W. VT 003 703 ED 016 025 Study of Agriculturally Related Occupations in Selected Counties in Idaho.	320	RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J. DEPT. OF VOCATIONAL-TECHNICAL EDUCATION VT 001 370 ED 019 413 Proceedings of Regional Research Conference in Agricultural Education.	358	SHERIFF, DON R. AND OTHERS VT 001 836 ED 019 411 Selection and Training, A Survey of Iowa Manufacturing Firms.	311
RIDEKOUR, HARLAN E. VT 001 921 ED 019 419 Guidelines for State Vocational Agriculture Curriculum Materials Service.	350	VT 004 756 ED 019 477 The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.	379	SHERMAN, G. ALLEN VT 001 781 A Guide for Curriculum Development for Educating Agricultural Technicians.	309
RIDLEY, AGNES FENSTER VT 004 346 Annotated Bibliography on Gainful Employment in Home Economics.	322	SAN FRANCISCO CITY COLL., CALIF. VT 002 395 ED 019 442 Experimental Summer Program for High School Seniors and Faculty.	367	SHONTZ, DAVID F. VT 000 430 Objectives for Vocational and Technical Education in Agriculture. Objective 3.	354
RIHM, ALMA AND OTHERS VT 004 378 ED 017 683 A Transition in Nursing Education.	283	SAN JOSE CITY COLL., CALIF. VT 001 213 Science and Engineering Technician Study.	309	SHRESTHA, SHANKER D. VT 005 198 A Preliminary Study of Kansas Area Vocational-Technical Schools.	293
RINGO, EARL N. VT 001 248 Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.	366	SAN MATEO COLL., CALIF. VT 001 213 Science and Engineering Technician Study.	309	SIMPSON, ELIZABETH J. VT 003 446 The Setting for the Home Economics Program at the Secondary Level--A New Look.	337
RISHEBERGER (JACK W.) AND ASSOCIATES, STATE COLLEGE, PA. VT 005 024 Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.	338	SAN MATEO COLL., CALIF. BUSINESS DIV. VT 004 409 Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.	351	SJORGRAN, DOUGLAS AND OTHERS VT 004 177 ED 019 471 The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.	301
ROBINSON, GEORGE A. VT 004 929 RCU Staff Study.	362	SARGEANT-NEBSTER-CRENSHAW AND FOLLEY, SYRACUSE, N.Y. VT 003 498 Potentials for Industrial Development in Vermont.	317	SMITH, CLODUS R. VT 002 105 ED 018 608 Leadership Development Seminar, Vocational-Technical Education.	275
VT 005 198 A Preliminary Study of Kansas Area Vocational-Technical Schools.	293	SARIS, RONALD J. VT 003 718 A Study of the Vocational Education Needs in Josephine County, Oregon.	321	VT 002 137 ED 018 609 Leadership Development Seminar, Vocational-Technical Education. Final Report.	275
ROBINSON, NORMAN LYLE VT 003 569 Competencies in Farm Machinery Maintenance Needed by Farmers.	319	SCARBOROUGH, C. CAYCE VT 003 263 Seminar on Planning Developmental and Related Programs in Occupational Education.	279	VT 003 888 ED 018 645 Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.	281
ROGERS, CHARLES H. VT 003 263 Seminar on Planning Developmental and Related Programs in Occupational Education.	279	SCHAEFER, CARL J. VT 002 919 What Makes a Master Teacher.	377	VI 004 630 ED 018 656 Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.	286
ROMAN, JOHN VT 000 653 Disadvantaged Youth Program in Business Education, Clerical Services.	342	SCHMAIS, AARON VT 004 214 ED 018 648 Implementing Nonprofessional Programs in Human Services.	321	SMITH, WESLEY P. VT 005 158 Instructional Codes and Titles.	292
RONEY, MAURICE W. VT 004 918 ED 020 395 Occupational Education Beyond the High School in Oklahoma.	288	SCHMIDT, EMERSON P. VT 003 564 ED 018 633 Automation and Unemployment.	318	SNEPP, NEIL OWEN VT 004 531 Agricultural Offerings in Community Colleges in the United States.	284
ROSOFISKY, ROSE G. VT 002 452 ED 019 447 Earnings Mobility of MDTA Trainees.	312	SCHRADER, GENE VT 004 492 Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.	361	SOMERS, GERALD G. VT 004 488 ED 016 863 Annual Report, November 1966.	360
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J. VT 002 305 ED 019 435 Technology-Resource Center for Vocational-Technical Education.	337	SHADLE, OWEN VT 004 054 Part-Time Cooperative Industrial Education.	282	VT 005 569 ED 019 514 Directory, Programs of Vocational Education in the United States.	296
				SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA VT 001 197 Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.	328

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
SOUTH CAROLINA STATE DEPT. OF EDUCATION, COLUMBIA. HOME ECONOMICS EDUCATION VT 002 503 Pennies Grow on Plans.	343	VT 004 199 Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.	360	VT 004 017 Summer Technical Training Programs at Kirkman Technical High.	282
SOUTH CAROLINA VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, CLEMSON VT 002 503 Pennies Grow on Plans.	343	STEWART, CHARLES T. VT 003 564 ED 018 633 Automation and Unemployment.	318	TENNEY, A.W. VT 003 589 Occupational Opportunities for Rural Youth.	320
SOUTHEASTERN ILLINOIS COLL., HARRISBURG. BOARD OF EDUCATION VT 003 404 Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.	317	STOUT STATE UNIV., MENOMONIE, WIS. VT 003 614 Some Statistical Correlates in Industrial Graphics.	320	TERRELL, ERROL J. VT 002 328 A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.	337
SOUTHERN ASSN. OF COLLEGES AND SCHOOLS, ATLANTA, GA. VT 003 236 ED 018 617 We Shall Not Rest.	279	STOUT STATE UNIV., MENOMONIE, WIS. GRADUATE SCHOOL VT 005 190 ED 020 410 Research Needs in Vocational-Technical Education.	363	TEXAS AGRICULTURAL AND MECHANICAL UNIV., COLLEGE STATION. DEPT. OF AGRICULTURAL ECONOMICS AND SOCIOLOGY VT 004 753 ED 020 380 A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.	370
SOUTHERN ILLINOIS UNIV., CARBONDALE VT 004 743 Success Factors in Retaining Potential Dropouts.	345	STRAUBEL, JAMES H. AND OTHERS VT 004 590 ED 020 348 Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.	284	VT 004 754 ED 020 381 A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.	370
SOUTHERN ILLINOIS UNIV., CARBONDALE. SCHOOL OF TECHNOLOGY VT 003 600 Experimental and Demonstration Project Vocational Education. Second Interim Report.	344	STRAUS, MURRAY A. VT 003 763 Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.	368	VT 004 755 ED 020 382 A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.	371
SPINDLETON RESEARCH, LEXINGTON, KY. VT 001 209 Training Needs in Central Kentucky, Student Interest and Availability.	271	VT 003 767 Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.	368	TEXAS TECHNOLOGICAL COLL., LUBBOCK VT 003 999 ED 019 470 A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.	351
STANFORD RESEARCH INSTITUTE, MENLO PARK, CALIF. VT 005 041 ED 017 733 Occupational Education--Planning and Programming, Volume One.	289	SUDIA, CECELIA E. VT 003 763 Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.	368	TEXAS TECHNOLOGICAL COLL., LUBBOCK, DEPT. OF BUSINESS EDUCATION VT 004 416 ED 019 476 Pre-Service Education of Office Occupations Teachers.	379
VT 005 042 ED 017 734 Occupational Education--Planning and Programming. Volume Two.	290	SWANSON, J. CHESTER VT 001 615 Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.	272	TRAPNELL, GAIL VT 004 619 ED 017 711 Distributive Education Programs in Florida's Junior Colleges.	285
STARLING, JOHN TULL VT 004 552 A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.	387	SWEANY, H. PAUL VT 004 194 ED 019 472 The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.	282	VT 005 264 The Cooperative Plan for Distributive Education in Florida's High Schools.	293
STATE UNIV. OF N.Y., ITHACA. COLL. OF HOME ECONOMICS AT CORNELL VT 001 990 ED 019 426 A Community Approach to Student Teaching.	375	SWENSON, JOHN H. VT 005 720 ED 020 439 Scientific Secretary Training Program Development.	304	TRI-COUNTY VOCATIONAL, INDUSTRIAL TECHNICAL SURVEY, MEDINA, N.Y. VT 000 588 Will We Be Prepared.	270
STAUFFER, ROBERT HARRY VT 004 730 ED 020 372 Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.	388	TAYLOR, ROBERT E. VT 003 204 ED 018 612 Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.	350	TWYMAN, J. PASCHAL VT 002 292 Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.	376
STAVROS, DENNY VT 001 247 ED 017 647 A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.	342	VT 005 284 ED 020 415 The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.	364	UTAH RESEARCH COORDINATING UNIT FOR VOCATIONAL AND TECHNICAL EDUCATION, SALT LAKE CITY VT 002 746 Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.	358
STEPHENS, JOHN F. VT 002 746 Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.	358	TENNESSEE STATE DEPT. OF EDUCATION, NASHVILLE. DIV. OF VOCATIONAL EDUCATION VT 001 661 A Manual of Operation for Occupational Programs in Vocational Home Economics Education.	273	VT 004 009 The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.	369

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page		Page
UTAH STATE DEPT. OF PUBLIC INSTRUCTION, SALT LAKE CITY VT 002 746 Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.	358	WAGLEY, LEON A. VT 004 721 Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.	323	WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLESTON. BUREAU OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION VT 003 708 West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.	359
VT 004 199 Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.	360	WADE, CHARLES D. VT 002 203 A Guide for the Use of the Kentucky Vocational Education Research Resource Library.	336	WEST VIRGINIA UNIV., MORGANTOWN VT 004 703 Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.	286
UTAH STATE UNIV., LOGAN. DEPT. OF AGRICULTURAL EDUCATION VT 002 016 ED 019 427 Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.	311	WASHINGTON OFFICE OF STATE SUPERINTENDENT OF PUBLIC INSTRUCTION, OLYMPIA VT 000 595 Mapping Your Occupational Training in the State of Washington.	270	WHITE, PATRICIA CARLIN VT 005 534 ED 022 039 Concept Formation and the Home Economics Curriculum	389
UTAH TECHNICAL COLL., PROVO. VT 000 553 Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.	269	WASHINGTON RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, OLYMPIA VT 004 758 ED 018 658 Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.	361	WIDDOWSON, RALPH D. VT 001 252 A Report on the Present Status of Trade and Technical Education in Pennsylvania.	272
UXER, JOHN ELMO VT 004 108 ED 021 052 An Operations Research Model for Locating Area Vocational Schools.	337	WASHINGTON SCHOOL OF PSYCHIATRY, WASHINGTON, D.C. VT 005 414 ED 019 498 Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.	347	WILLIAMS, TWYMAN G., JR. VT 001 305 ED 019 397 Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.	386
VACAVILLE UNION HIGH SCHOOL DISTRICT, CALIF. VT 001 305 ED 019 397 Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.	386	WASHINGTON STATE BOARD FOR VOCATIONAL EDUCATION, OLYMPIA. AGRICULTURAL EDUCATION DIV. VT 000 565 ED 018 542 Occupations of Former Vocational Agriculture Students in the State of Washington.	326	WILSON, CELIANNA I. VT 005 193 ED 017 742 Information Systems.	293
VAN LOH, FREDERICK ALVIN VT 003 574 Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.	319	WASHINGTON STATE DEPT. OF COMMERCE AND ECONOMIC DEVELOPMENT, PULLMAN VT 003 412 Trends in Distribution, Services, and Transportation, With Particular Reference to the State of Washington.	317	WINONA AREA VOCATIONAL-TECHNICAL SCHOOL, MINN. VT 000 837 Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.	271
VERMONT STATE CENTRAL PLANNING OFFICE, MONTPELIER VT 003 498 Potentials for Industrial Development in Vermont.	317	WASHINGTON STATE UNIV., PULLMAN. BUREAU OF ECONOMIC AND BUSINESS RESEARCH VT 003 412 Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.	317	WISCONSIN BOARD OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION, MADISON VT 002 917 ED 017 673 Guidelines for Vocational-Technical Programs.	278
VIRGINIA POLYTECHNIC INST., BLACKSBURG. DEPT. OF VOCATIONAL EDUCATION VT 003 552 A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.	318	WASHINGTON STATE UNIV., PULLMAN. DEPT. OF EDUCATION VT 000 565 ED 018 542 Occupations of Former Vocational Agriculture Students in the State of Washington.	326	WISCONSIN STATE BOARD OF VOCATIONAL, TECHNICAL, AND ADULT EDUCATION, MADISON VT 005 190 ED 020 410 Research Needs in Vocational-Technical Education.	363
VIRGINIA POLYTECHNIC INST., BLACKSBURG. DISTRIBUTIVE EDUCATION DIV. VT 001 855 ED 019 412 A Philosophy of Distributive Education.	355	WASHINGTON STATE UNIV., PULLMAN. DEPT. OF EDUCATION VT 000 565 ED 018 542 Occupations of Former Vocational Agriculture Students in the State of Washington.	326	WISCONSIN STATE EMPLOYMENT SERVICE, MADISON VT 000 829 Changing Workforce Characteristics of an Automated Insurance Company.	308
VIRGINIA STATE BOARD OF EDUCATION, RICHMOND. DIV. OF EDUCATIONAL RESEARCH VT 001 551 ED 018 589 Young Women in Virginia.	329	WAYNE STATE UNIV., DETROIT, MICH. DEPT. OF BUSINESS AND DISTRIBUTIVE EDUCATION VT 001 483 ED 018 583 Office Machines Used in Business Today.	336	VT 001 129 Training Needs Survey--Legal Stenographer.	309
VIVIAN, NEAL E. VT 005 285 ED 020 416 Special Project for Research Training in Vocational Education.	364	WELLS, INEZ RAY VT 005 195 ED 018 667 Programmed Shorthand Laboratory for Skill Development.	352	VT 001 138 A Study of Cosmetology in Wisconsin.	309
VT 005 627 ED 020 431 Vocational-Technical Teacher Education--National Seminar Proceedings.	383	WEST, LEONARD J. VT 005 538 ED 019 510 Effects of Interval Pacing on the Acquisition of Typewriting Skill.	389	WISCONSIN UNIV., MADISON. CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION VT 002 477 Essays on Apprenticeship.	276
				VT 003 555 ED 018 632 Research in Apprenticeship Training.	280

PERSONAL AND INSTITUTIONAL AUTHOR INDEX

	Page		Page
VT 003 632	392	VT 004 492	361
RCU Research and Study Projects.		Quarterly Progress Report of the	
VT 004 185	392	Research Coordinating Unit in Wy-	
RCU Research and Study Projects.		oming, May 1, 1967 - October 1,	
VT 004 386 ED 017 684	360	1967.	
Annual Report, November 1967.		WYOMING STATE DEPT. OF	
VT 004 488 ED 016 863	360	EDUCATION, CHEYENNE.	
Annual Report, November 1966.		VOCATIONAL-TECHNICAL DIV.	
VT 005 163 ED 020 406	363	VT 001 237	358
Annual Report, November 1965.		Selected Techniques for Formulat-	
VT 005 569 ED 019 514	296	ing the Questionnaire, Mechanics,	
Directory, Programs of Vocational		and Related Materials of a	
Education in the United States.		Follow-Up Procedure.	
WOFFORD, T.B.		WYTHE COUNTY DIV. SUPERINTENDENT OF	
VT 002 580 ED 019 458	313	PUBLIC SCHOOLS, WYTHEVILLE, VA.	
Louisiana Study of Manpower and		VT 003 552	318
Training Needs in Finance, In-		A Survey to Determine the Oppor-	
surance, and Real Estate Occu-		tunities and Training Needs for	
pations.		Career Persons in Agriculturally	
WOMEN'S BUREAU (DOL), WASHINGTON,		Related Distributive Businesses.	
D.C.		YOHIO, LEWIS W.	
VT 002 355	312	VT 002 709 ED 020 317	355
Job Training Suggestions for Women		The "Orchestrated System" Ap-	
and Girls.		proach to Industrial Education.	
WOOD, HERBERT S.		ZEDD, HENRY G.	
VT 005 144	291	VT 003 220	315
A Study of Technical Education in		DuPage County Manpower Profile,	
California.		1947-1970.	
WOODIN, RALPH J.		ZIMMERMANN, BEATRICE B.	
VT 000 919	327	VT 005 045 ED 017 735	380
Guidelines for the Development of		A Survey of the Need for Pre-	
Instruments for Evaluation in		School Teacher Training.	
Vocational Agriculture.			
VT 001 705	274		
A Five Year Plan for a Department			
of Vocational Agriculture.			
VT 001 921 ED 019 419	350		
Guidelines for State Vocational Ag-			
riculture Curriculums Materials			
Services.			
VT 003 251 ED 018 619	377		
Supply and Demand for Teachers of			
Vocational Agriculture in the			
United States for the 1966-1967			
School Year.			
WYOMING EMPLOYMENT SECURITY SERVICE,			
CASPER			
VT 000 856	308		
Fremont County Survey of Voca-			
tional-Technical Education Needs			
in Business and Industry.			
WYOMING RESEARCH COORDINATING UNIT			
IN VOCATIONAL-TECHNICAL EDUCATION,			
CHEYENNE			
VT 000 856	308		
Fremont County Survey of Voca-			
tional-Technical Education Needs			
in Business and Industry.			
VT 001 237	358		
Selected Techniques for Formulat-			
ing the Questionnaire, Mechanics,			
and Related Materials of a			
Follow-Up Procedure.			
VT 003 237	367		
Determination of Reasons for Prac-			
tical Nursing Students Discontin-			
uing Their Training at the Lara-			
mie MDTA Vocational School of			
Practical Nursing.			

DOCUMENT NUMBER INDEX

	Page		Page		Page
VT 000 076	358	VT 000 565 ED 018 542	326	VT 000 794	271
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.		Occupations of Former Vocational Agriculture Students in the State of Washington.		A Study of Organized Occupational Education in Missouri Institutions of Higher Education.	
VT 000 109	268	VT 000 566	326	VT 000 795	308
Vocational Home Economics Manual of Operations for Training and or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.		Training for Off-Farm Agricultural Occupations. Supplement.		Labour and Automation.	
VT 000 206	268	VT 000 568	269	VT 000 809	271
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.		Training for Off-Farm Agricultural Occupations.		Report on the Need for Vocational Technical Schools in Nebraska.	
VT 000 207	268	VT 000 580	269	VT 000 829	308
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.		Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.		Changing Workforce Characteristics of an Automated Insurance Company.	
VT 000 218	374	VT 000 581	306	VT 000 837	271
The Role of Teacher Education Institutions.		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.		Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.	
VT 000 346	268	VT 000 583	307	VT 000 856	308
Guidelines for Pilot Programs in Agricultural Education.		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.		Fremont County Survey of Vocational Technical Education Needs in Business and Industry.	
VT 000 422	354	VT 000 588	270	VT 000 886	309
Objectives for Vocational and Technical Education in Agriculture. Objective 2.		Will We Be Prepared.		The Michigan Power Study. Phase I.	
VT 000 430	354	VT 000 595	270	VT 000 919	327
Objectives for Vocational and Technical Education in Agriculture. Objective 3.		Mapping Your Occupational Training in the State of Washington.		Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.	
VT 000 433	354	VT 000 603	307	VT 000 936 ED 018 553	374
Objectives for Vocational and Technical Education in Agriculture. Objective 4.		New York Women and Their Changing World.		Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.	
VT 000 466	353	VT 000 615	386	VT 001 019	336
Objectives for Vocational and Technical Education in Agriculture. Objective 5.		Structuring Family Finance for Home Economics Teaching.		Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.	
VT 000 478	326	VT 000 653	342	VT 001 129	309
Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.		Disadvantaged Youth Program in Business Education, Clerical Services.		Training Needs Survey--Legal Stenographer.	
VT 000 527	269	VT 000 662	326	VT 001 138	309
Manual for Young and Adult Farmer Programs.		A Guide for the Review of a Program in Agricultural Education.		A Study of Cosmetology in Wisconsin.	
VT 000 540	306	VT 000 664	270	VT 001 197	327
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.		Development of a Master Plan for Vocational Education in the State of Georgia.		Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.	
VT 000 552	306	VT 000 666	307	VT 001 204	328
A Case Study in Trade-Area Development.		A Case Study in Trade-Area Development, A Statistical Supplement.		A Guide for Conducting Classroom Tests in Business Arithmetic.	
VT 000 553	269	VT 000 668	342	VT 001 208	336
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.		Occupational Work Experience Program.		National Standard School Shop Safety Inspection Check List.	
VT 000 560	306	VT 000 673	326	VT 001 209	271
Technical and Semi-Professional Occupational Survey.		Follow-Up Study of Business Education Graduates of Selected High Schools in Michigan.		Training Needs in Central Kentucky, Student Interest and availability.	
		VT 000 677	270	VT 001 213	309
		Organization and Administration for Industrial Arts Education.		Science and Engineering Technician Study.	
		VT 000 781	327	VT 001 237	358
		Practical Nurse Education in Ohio.		Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.	

DOCUMENT NUMBER INDEX

	Page		Page		Page
VT 001 241	328	VT 001 661	273	VT 001 956	274
Industrial Arts Education in Es-		A Manual of Operation for Occupa-		A Pilot Study of Real Estate Edu-	
cambia County.		tional Programs in Vocational Home		cation and Research Needs in the	
		Economics Education.		South Coast Region.	
VT 001 245	374	VT 001 664	273	VT 001 965	336
A Survey of Anticipated Need for		Policy and Procedure for Techni-		Buildings, Equipment, and Facili-	
Vocational-Technical Education		cal Education Under the State		ties for Vocational Agriculture	
Teachers in Michigan.		Plan for the Vocational Education		Education.	
VT 001 247 ED 017 647	342	VT 001 677	273	VT 001 990 ED 019 426	375
A Follow-Up Study of a Sample of		The Ohio Manual of Operation for		A Community Approach to Student	
Trainees from the Mayor's Youth		Vocational Agriculture Education.		Teaching.	
Employment Project.					
VT 001 248	366	VT 001 691	273	VT 001 995	311
Measures of Academic Aptitude of		Essentials and Requirements of a		Technician Needs in a Farm Machi-	
First-Year Post-High School Stu-		Vocational Agriculture Program.		nery Engineering Group.	
dents in the Area-Vocational-					
Technical Schools of Minnesota.		VT 001 701	273	VT 001 997	274
VT 001 252	272	Manual of Operation for Vocation-		Cooperative Work Experience Manu-	
A Report on the Present Status of		al Education Programs in Missouri		al for Business and Distributive	
Trade and Technical Education in				Education.	
Pennsylvania.		VT 001 705	274	VT 002 016 ED 019 427	311
VT 001 305 ED 019 397	386	A Five Year Plan for a Department		Improving the Proficiency of Mech-	
Comparing the Effectiveness of		of Vocational Agriculture.		anical Activities Performed by	
Two Methods of Teaching Agricul-				Utah's Agriculturalists.	
tural Science to Students in Voca-		VT 001 781	300	VT 002 105 ED 018 608	275
tional Agriculture.		A Guide for Curriculum Development		Leadership Development Seminar,	
		for Educating Agriculturists' Tech-		Vocational-Technical Education.	
VT 001 329	310	nicians.			
Impact of Automation on Office		VT 001 804 ED 019 403	310	VT 002 137 ED 018 609	275
Occupations		The Significance of Work Experi-		Leadership Development Seminar,	
		ence in Adolescent Development.		Vocational-Technical Education.	
VT 001 382	328			Final Report.	
A Study of the Relationships Be-		VT 001 830	374	VT 002 156	329
tween Employment Opportunities and		Attitudes of Home Economics Tea-		A Follow-Up Study of Vocational	
Vocational Education Programs in		chers Toward Children.		Students at North Idaho Junior	
Columbia County, Oregon.				College.	
VT 001 385	310	VT 001 831	375	VT 002 185	350
Migration Patterns and Selected		Interest in Teaching Home Econom-		Mathematics, A System of Programmed	
Characteristics of Migrants from		ics.		Instruction.	
Walsh County, North Dakota.		VT 001 832	375	VT 002 195	343
VT 001 389 ED 020 302	392	Attitudes Toward Groups and		A Study of Vocational Training	
Research Visibility, 1967-68,		Families.		for Mentally and Physically Hand-	
Reports on Selected Research				icapped.	
Studies in Vocational, Technical,		VT 001 836 ED 019 411	311	VT 002 208	326
and Practical Arts Education.		Selection and Training, A Survey		A Guide for the Use of the Ken-	
		of Iowa Manufacturing Firms.		tucky Vocational Education Re-	
VT 001 435 ED 018 574	328	VT 001 855 ED 019 412	355	search-Resource Library.	
Survey of Currently Employed		A Philosophy of Distributive Edu-			
Nurse Aides in Chicago.		cation.		VT 002 230	275
VT 001 470	366	VT 001 863 ED 017 655	342	The Work-Study Program Under the	
Completion Report on Guidance		Disabilities in Oklahoma --Esti-		Vocational Education Act of 1963.	
Counselors Workshops in Health		mates and Projections.			
Careers.		VT 001 870 ED 019 413	358	VT 002 241 ED 019 433	358
VT 001 480 ED 018 582	329	Proceedings of Regional Research		Research Needed in Florida Busi-	
Development and Administration of		Conference in Agricultural Educa-		ness Education.	
the Youth Opinion Questionnaire.		tion.		VT 002 246	366
VT 001 483 ED 018 583	336	VT 001 908 ED 019 416	355	What's Your Future in the World	
Office Machines Used in Business		Vocational Education for American		of Work?	
Today.		Youth.			
VT 001 551 ED 018 589	329	VT 001 913 ED 019 418	366	VT 002 247 ED 019 434	311
Young Women in Virginia.		Conference on Ways the Area		Job Briefs, Selected Federal Jobs.	
VT 001 615	272	School Personnel Worker and the		VT 002 266 ED 020 311	300
Vocational Education Available to		High School Counselor Can Work		Curriculum Relevancy and Work.	
Adults in the Public Schools of		Together.			
Alameda and Contra Costa Counties.		VT 001 917	274	VT 002 277	276
VT 001 648	272	Procedures Employed by Teachers		Ford Foundation Grants in Voca-	
Vocational Agriculture in the		in Conducting Off-Farm Coopera-		tional Education.	
Next Five Years 1963-1968.		tive Work Experience Programs.			
		VT 001 921 ED 019 419	350	VT 002 291	376
		Guidelines for State Vocational		Vocational Teacher Role Defini-	
		Agriculture Curriculum Materials		tion and Role Conflict: The Coun-	
		Services.		selor's Contribution. Summary of	
				Report.	

DOCUMENT NUMBER INDEX

	Page		Page		Page
VT 002 292	376	VT 002 631 ED 019 460	313	VT 002 942 ED 016 068	315
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.		Proceedings of the Governor's Conference on Manpower Training.		Equal Employment Opportunities.	
VT 002 305 ED 019 435	337	VT 002 648	344	VT 002 984 ED 019 464	392
Technology-Resource Center for Vocational-Technical Education.		Occupational Exploration Program Manual of Operations.		Summaries of Studies in Agricultural Education.	
VT 002 313 ED 019 437	330	VT 002 655 ED 019 461	314	VT 003 059	386
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.		Proceedings, Indiana Manpower Research Conference.		Home Economics in the Junior High School.	
VT 002 322	376	VT 002 669	377	VT 003 093	386
Vocational Teacher Education.		Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.		Experimentation in the Teaching of Foods.	
VT 002 328	337	VT 002 708	367	VT 003 201 ED 018 612	350
A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.		Technical-Vocational Education at Diablo Valley College.		Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.	
VT 002 353 ED 019 440	312	VT 002 709 ED 020 317	355	VT 003 205 ED 018 613	330
Negroes in Apprenticeship.		The "Orchestrated System" Approach to Industrial Education.		The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.	
VT 002 355	312	VT 002 746	358	VT 003 220	315
Job Training Suggestions for Women and Girls.		Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.		DuPage County Manpower Profile, 1947-1970.	
VT 002 356 ED 014 554	300	VT 002 800	314	VT 003 222	279
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Third Quarterly Report.		A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.		Region II Vocational Education.	
VT 002 368	276	VT 002 821 ED 016 794	314	VT 003 223 ED 018 615	315
Roadmap for a Decade of Progress in Industrial Education.		An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.		Human Resource Development in the Province of Ontario.	
VT 002 395 ED 019 442	367	VT 002 840	277	VT 003 227	315
Experimental Summer Program for High School Seniors and Faculty.		North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.		Evansville Area Skill Survey.	
VT 002 432	330	VT 002 845	277	VT 003 230	316
Evaluation Results for Leadership Development Seminars I, II, III.		A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).		Assessing Educational Requirements for Skillpower.	
VT 002 452 ED 019 447	312	VT 002 859	277	VT 003 232 ED 018 616	331
Earnings Mobility of MDTA Trainees.		Continuing Education in Home Economics for Out-of-School Youth and Adults.		Expanding Employability in Ontario.	
VT 002 477	276	VT 002 885 ED 016 800	278	VT 003 233	367
Essays on Apprenticeship.		The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.		A Description of a Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University.	
VT 002 503	343	VT 002 905	278	VT 003 236 ED 018 617	279
Pennies grow on Plans.		Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.		We Shall Not Rest.	
VT 002 522	313	VT 002 917 ED 017 673	278	VT 003 237	367
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.		Guidelines for Vocational-Technical Programs.		Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.	
VT 002 548 ED 019 454	313	VT 002 919	377	VT 003 246	377
Agriculture Is More Than Farming.		What Makes a Master Teacher.		How to Train Workers on the Job.	
VT 002 551	343	VT 002 921	278	VT 003 247	331
Project REDY.		A Look at Education for Work in the Omaha Public Schools.		Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.	
VT 002 580 ED 019 458	313	VT 002 922	279	VT 003 250	316
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.		Paramedical and Health-Related Programs in the Junior College.		What Happens to the Long-Term Unemployed.	
VT 002 620	276			VT 003 251 ED 018 619	377
Summary of the Annual State Conference for Teachers of Vocational Agriculture.				Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.	

DOCUMENT NUMBER INDEX

	Page		Page		Page
VT 003 254 ED 015 261	378	VT 003 564 ED 018 633	318	VT 003 718	321
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Second Quarterly Report.		Automation and Unemployment.		A Study of the Vocational Education Needs in Josephine County, Oregon.	
VT 003 263	279	VT 003 566	318	VT 003 721	281
Seminar on Planning Developmental and Related Programs in Occupational Education.		The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.		Adult D.E. Programs in the Secondary School.	
VT 003 276 ED 018 620	368	VT 003 567	319	VT 003 763	368
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.		Competencies in Soil Management and Use of Fertilizers Needed by Farmers.		Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.	
VT 003 307 ED 018 627	280	VT 003 569	319	VT 003 767	368
University Perspectives on Manpower.		Competencies in Farm Machinery Maintenance Needed by Farmers.		Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.	
VT 003 311	316	VT 003 574	319	VT 003 781	321
Smaller Communities Program.		Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.		Inventory of Manpower Research Projects in Indiana. Number 2.	
VT 003 315 ED 018 629	331	VT 003 589	320	VT 003 888 ED 018 645	281
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.		Occupational Opportunities for Rural Youth.		Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.	
VT 003 384	350	VT 003 590	281	VT 003 999 ED 019 470	351
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.		The Federal Government's Role in the Training of Technicians.		A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.	
VT 003 403	316	VT 003 594	359	VT 004 006 ED 016 832	321
Vocational Curricula in Michigan.		Technical Progress Report, September 1-November 30, 1967.		An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.	
VT 003 404	317	VT 003 599	344	VT 004 009	369
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.		Experimental and Demonstration Project Vocational Education, An Interim Report.		The Degree to Which Utah High School Students Are Being Oriented as to Vocational and Technical Goals.	
VT 003 411 ED 019 466	356	VT 003 600	344	VT 004 017	282
New Directions for Industrial Arts.		Experimental and Demonstration Project Vocational Education. Second Interim Report.		Summer Technical Training Programs at Kirkman Technical High.	
VT 003 412	317	VT 003 614	320	VT 004 045	331
Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.		Some Statistical Correlates in Industrial Graphics.		A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.	
VT 003 446	337	VT 003 632	392	VT 004 046	369
The Setting for the Home Economics Program at the Secondary Level-- A New Look.		RCU Research and Study Projects.		The Migration Aspiration of North Dakota Senior Males.	
VT 003 498	317	VT 003 636	300	VT 004 054	282
Potentials for Industrial Development in Vermont.		Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.		Part-Time Cooperative Industrial Education.	
VT 003 519 ED 016 817	280	VT 003 675	320	VT 004 108 ED 021 052	337
Occupation Education Requirements Analysis.		An Action Program for Industrial Progress in Idaho.		An Operations Research Model for Locating Area Vocational Schools.	
VT 003 552	318	VT 003 690	359	VT 004 177 ED 019 471	301
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related-Distributive Businesses.		First Annual Report of the Michigan RCU.		The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.	
VT 003 555 ED 018 632	280	VT 003 698	344	VT 004 185	392
Research in Apprenticeship Training.		Education and a Woman's Life.		RCU Research and Study Projects.	
		VT 003 701 ED 013 098	281	VT 004 191 ED 020 323	345
		Developments in Technical and Vocational Education.		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.	
		VT 003 703 ED 016 025	320		
		Study of Agriculturally Related Occupations in Selected Counties in Idaho.			
		VT 003 708	359		
		West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.			

DOCUMENT NUMBER INDEX

	Page		Page		Page
VT 004 193 ED 016 846	378	VT 004 454 ED 017 689	302	VT 004 621 ED 020 354	369
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.		Development of a Curriculum and Materials for Teaching Basic Vocational Talents.		Expectations and Realities.	
VT 004 194 ED 019 472	282	VT 004 456 ED 017 691	332	VT 004 630 ED 018 656	286
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.		Test Administrator's Manual for the Vocational Education Test Battery.		Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.	
VT 004 195 ED 019 473	301	VT 004 488 ED 016 863	360	VT 004 649	323
A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.		Annual Report, November 1966.		Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.	
VT 004 199	360	VT 004 489	356	VT 004 650	393
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.		Our Educational Beliefs.		An Illinois Inventory of Research and Studies in Vocational Education.	
VT 004 200 ED 016 113	378	VT 004 492	361	VT 004 661	361
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.		Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.		Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.	
VT 004 214 ED 018 648	321	VT 004 531	284	VT 004 669	387
Implementing Nonprofessional Programs in Human Services.		VT 004 533	322	An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.	
VT 004 270	301	Non-Farm Agricultural Employment in West Virginia.		VT 004 670	387
Illinois Agricultural Education Curriculum Research Project.		VT 004 537	284	Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.	
VT 004 346	322	Guidelines for the Development of Training Programs for Agricultural Technicians.		VT 004 673	387
Annotated Bibliography on Gainful Employment in Home Economics.		VT 004 542	322	An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.	
VT 004 363	302	Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.		VT 004 681 ED 018 657	286
A Behavioral View of Vocational-Technical Education.		VT 004 552	387	Changing the Contexts in Which Occupational Education Takes Place.	
VT 004 373	392	A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.		VT 004 703	286
List of Studies Made at University of Minnesota in Business and Distributive Education.		VT 004 590 ED 020 348	284	Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.	
VT 004 376 ED 020 326	283	Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.		VT 004 721	323
New Directions in Vocational Education.		VT 004 604	284	Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.	
VT 004 378 ED 017 683	283	Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year.		VT 004 730 ED 020 372	388
A Transition in Nursing Education.		VT 004 608	351	Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.	
VT 004 386 ED 017 684	360	Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.		VT 004 732 ED 020 374	323
VT 004 395 ED 017 685	302	VT 004 613 ED 020 351	303	An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.	
Curricular Needs of North Bay Schools.		Adapting the FFA to a Changing Program of Vocational Agriculture.		VT 004 733 ED 020 375	286
VT 004 406 ED 017 687	379	VT 004 614	285	Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.	
Professional Competencies of Teachers of Technical Education in Florida.		Department of Agricultural Education. Annual Report.		VT 004 736 ED 020 378	370
VT 004 409	351	VT 004 615 ED 020 352	369	Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.	
Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.		Perceived Sources of Influence Upon Occupational and Educational Expectations.			
VT 004 416 ED 019 476	379	VT 004 619 ED 017 711	285		
Pre-Service Education of Office Occupations Teachers.		Distributive Education Programs in Florida's Junior Colleges.			
VT 004 422 ED 020 328	283	VT 004 620 ED 017 712	285		
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.		The Project Plan for Distributive Education in Florida High Schools.			

DOCUMENT NUMBER INDEX

	Page		Page		Page
VT 004 743 Success Factors in Retaining Potential Dropouts.	345	VT 004 910 A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.	323	VT 005 030 Furnishings, Equipment, Instruc- tional Materials and Supplies for Floral Design Laboratory.	338
VT 004 753 ED 020 380 A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Ex- pectations.	370	VT 004 918 ED 020 395 Occupational Education Beyond the High School in Oklahoma.	288	VT 005 031 Equipment, Instructional Materi- als and Supplies for Vocational Home Economics in Alabama High Schools.	338
VT 004 754 ED 020 381 A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expec- tations.	370	VT 004 923 Bibliography of Selected Research in the Field of Occupational Education.	393	VT 005 032 Furnishings, Equipment and Sup- plies for Commercial Sewing and Alteration Laboratory.	338
VT 004 755 ED 020 382 A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.	371	VT 004 929 RCU Staff Study.	362	VT 005 033 Furnishings, Equipment and Sup- plies for Child Development Laboratory.	338
VT 004 756 ED 019 477 The Relative Effectiveness of In- formational Feedback About Super- visory and Student Reactions with Beginning and Experienced Voca- tional Teachers.	379	VT 004 935 ED 018 661 Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.	379	VT 005 034 Equipment for Quantity Food Prepa- ration and Service Laboratory.	338
VT 004 758 ED 018 658 Research Coordinating Unit for Vo- cational Education in Washington State Department of Public Instruction.	361	VT 004 936 ED 017 729 A Summer Institute for the Im- provement of Technical Teacher Education Programs.	380	VT 005 035 Inventory-Evaluation of Equipment and Furnishings for Home Econom- ics Departments in Alabama High Schools.	339
VT 004 762 ED 018 659 A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.	361	VT 004 937 ED 019 492 Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Relat- ed to Home Economics. Final Report, Volume I.	332	VT 005 041 ED 017 733 Occupational Education--Planning and Programming, Volume One.	289
VT 004 769 ED 017 719 An Analysis of the Effect of the High School Curriculum upon Col- lege Achievement.	371	VT 004 948 Careers in Agriculture, A Guide for High School Students.	324	VT 005 042 ED 017 734 Occupational Education--Planning and Programming, Volume Two.	290
VT 004 780 ED 017 722 Improving Procedures for Produc- ing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Devel- opment of a Regional Curricular Materials Center for Vocational Education.	352	VT 004 961 The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.	288	VT 005 043 ED 019 493 A Developmental Vocational Educa- tion Research and Teacher Educa- tion Program Based on a Clinical School Concept.	362
VT 004 788 A Report, Vocational and Techni- cal Education in Rhode Island, 1967-1973.	287	VT 004 987 A Proposal for Redirecting Pro- grams of Vocational Education in North Carolina.	288	VT 005 044 New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.	362
VT 004 796 Ten Michigan Communities Report on Educational Programs for Wage- Earning Occupations Related to Home Economics.	287	VT 004 991 Scheduling Card for Voc-Tech Tea- chers Training Shortens Training Period.	380	VT 005 045 ED 017 735 A Survey of the Need for Pre- School Teacher Training.	380
VT 004 807 Procedures for Establishment of Training Programs for Wage-Earn- ing Occupations Related to Home Economics.	287	VT 004 998 State Committee on Seasonal Agri- cultural Labor.	345	VT 005 046 A Review and Synthesis of Re- search Relating to Vocational Edu- cation in North Dakota.	332
VT 004 856 Guidelines for Submitting Occupa- tional Research and Development Proposals.	362	VT 004 999 ED 020 399 Statement on Nursing Education.	289	VT 005 047 Selected Bibliography of Iowa Re- search in Vocational-Technical Education and Related Areas - 1960-1967.	393
VT 004 863 ED 018 660 Using Programed Instruction in Occupational Education.	352	VT 005 022 ED 020 400 Education and Training of Techni- cians.	289	VT 005 048 Crisis in the Fire Service.	290
		VT 005 023 State Plan for Workshops and Re- habilitation Facilities.	345	VT 005 051 The Colorado Story, Volume II.	346
		VT 005 024 Suggested Facilities for Agricul- tural Courses in Area Vocational- Technical Schools.	338	VT 005 052 The Colorado Story.	346
		VT 005 028 Motivation of Domestic Seasonal Farm Workers.	324	VT 005 091 ED 019 494 The Concerns and Expectations of Prospective Participants in Di- rected Work Experience Programs.	371
		VT 005 029 Wingspread Conference on Fire Service Administration.	289	VT 005 130 Technician Training Beyond the High School.	290

DOCUMENT NUMBER INDEX

	Page		Page		Page
VT 005 131 ED 018 663 Boost--Business and Office Education Student Training.	346	VT 005 276 ED 018 670 Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.	381	VT 005 466 ED 020 424 A Design for Large Scale Training of Subprofessionals.	294
VT 005 144 A Study of Technical Education in California.	291	VT 005 277 ED 018 671 Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.	381	VT 005 474 ED 018 675 Research Visibility. Vocational Education Is Service--Vocational Guidance.	371
VT 005 145 ED 020 402 Britain's Industrial Training Act.	291	VT 005 284 ED 020 415 The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967, through January 15, 1968.	364	VT 005 479 ED 020 425 Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.	381
VT 005 146 ED 019 495 Research Report, 1966-1967.	363	VT 005 285 ED 020 416 Special Project for Research Training in Vocational Education.	364	VT 005 502 ED 019 505 Community College Health Careers Project Phase II.	382
VT 005 151 ED 020 403 Higher Education in the Nation's Fire Service.	291	VT 005 288 Planning Facilities for Vocational Agriculture Departments in Ohio Schools.	339	VT 005 503 ED 019 506 An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.	382
VT 005 158 Instructional Codes and Titles.	292	VT 005 404 New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.	364	VT 005 504 ED 019 507 A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.	294
VT 005 160 ED 017 741 Innovative Methods for Studying Innovation in Education.	292	VT 005 407 Handbook for Practical Nursing Teachers.	294	VT 005 508 A Bibliography on Technical Education.	295
VT 005 163 ED 020 406 Annual Report, November 1965.	363	VT 005 408 Practical Nursing Facilities.	339	VT 005 510 Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs.	295
VT 005 183 ED 018 664 Colorado Master Plan for Community Colleges and Occupational Education.	292	VT 005 414 ED 019 498 Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.	347	VT 005 511 ED 019 508 Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.	303
VT 005 190 ED 020 410 Research Needs in Vocational-Technical Education.	363	VT 005 417 ED 020 419 A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.	388	VT 005 512 ED 019 509 Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.	303
VT 005 192 The Work of the Business and Distributive Education Department Chairman.	293	VT 005 419 ED 022 031 Seminar on Shop and Laboratory Planning for Vocational Education.	339	VT 005 521 ED 020 426 Associate Degree Nursing Program Workshop.	304
VT 005 193 ED 017 742 Information Systems.	293	VT 005 420 ED 017 744 Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.	347	VT 005 522 Proceedings, Associate Degree Workshop.	295
VT 005 194 ED 018 666 A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.	333	VT 005 429 A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.	388	VT 005 534 ED 022 039 Concept Formation and the Home Economics Curriculum.	389
VT 005 195 ED 018 667 Programmed Shorthand Laboratory for Skill Development.	352	VT 005 451 ED 020 423 Readings in Distributive Education.	381	VT 005 538 ED 019 510 Effects of Interval Pacing on the Acquisition of Typewriting Skill.	389
VT 005 198 A Preliminary Study of Kansas Area Vocational-Technical Schools.	293	VT 005 453 ED 019 499 The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.	389	VT 005 552 ED 019 513 Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.	296
VT 005 199 ED 018 668 The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.	333	VT 005 463 Guideline for Cooperative Education Coordinator.	294	VT 005 556 ED 020 427 Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.	382
VT 005 200 ED 018 669 The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.	333			VT 005 557 ED 020 428 Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.	296
VT 005 223 Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.	333				
VT 005 264 The Cooperative Plan for Distributive Education in Florida's High Schools.	293				

DOCUMENT NUMBER INDEX

	Page		Page
VT 005 569 ED 019 514 Directory, Programs of Vocational Education in the United States.	296	VT 005 720 ED 020 439 Scientific Secretary Training Program Development.	304
VT 005 587 Dental Laboratory Technician's Training Program.	296	VT 005 721 ED 020 440 Demonstration Center at Reidland High School.	298
VT 005 596 ED 019 515 A Developmental Project for Inter- state Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.	297	VT 005 777 The Education and Employment of Technicians.	390
VT 005 598 ED 019 516 An Analysis of Cost and Perform- ance Factors in the Operation and Administration of Vocational Pro- grams in Secondary Schools.	297	VT 005 871 The Role of Advisory Committees in Vocational-Technical Education.	298
VT 005 601 Guidelines for the Training of Nurse Aides.	297	VT 005 952 The Choice of Vocational Educa- tion as an Educational Oppor- tunity.	372
VT 005 620 ED 020 430 Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.	340	VT 006 458 Projected Qualifications and Staff Needs for Vocational In- structions in New Mexico by 1980.	383
VT 005 627 ED 020 431 Vocational-Technical Teacher Edu- cation--National Seminar Proceed- ings.	383	VT 006 926 ED 022 065 Microfiche Collection of Docu- ments Reported in Abstracts of Re- search and Related Materials in Vocational and Technical Educa- tion, Fall 1968.	393
VT 005 634 ED 020 432 Report of the Pilot Project for the Training of Teacher Aides De- troit Public Schools, Summer, 1966.	383	VT 007 213 ED 022 970 Abstracts of Research and Related Materials in Vocational and Tech- nical Education, Fall 1968.	393
VT 005 648 ED 019 517 Summer Institutes for Vocational Counseling and Guidance Personnel.	372		
VT 005 653 ED 019 518 An Experimental and Demonstration Manpower Program for Disadvan- taged Youths.	347		
VT 005 654 ED 019 519 Project Challenge.	298		
VT 005 710 ED 019 520 Proceedings, National Seminar on Vocational Guidance.	372		
VT 005 714 ED 020 433 Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, El- more, Alabama. First Dissemina- tion Report.	348		
VT 005 715 ED 020 434 Experimental and Demonstration Manpower Project for Training and Placement of Youthful In- mates of Draper Correctional Cen- ter, Elmore, Alabama. Fourth Dis- semination Report.	348		
VT 005 716 ED 020 435 Experimental and Demonstration Manpower Project for Training and Placement of Youthful In- mates of Draper Correctional Cen- ter, Elmore, Alabama. Third Dis- semination Report.	348		

CONVERSION OF DOCUMENT NUMBER INDEX ¹VT NUMBERS CONVERTED TO ED NUMBERS
OR MP NUMBERS

VT 000 022	ED 014 266
VT 000 042	ED 017 619
VT 000 043	ED 017 620
VT 000 083	ED 018 530
VT 000 099	ED 018 531
VT 000 103	ED 018 532
VT 000 177	ED 017 621
VT 000 178	ED 017 622
VT 000 219	ED 017 623
VT 000 331	ED 017 624
VT 000 340	ED 018 533
VT 000 400	ED 017 625
VT 000 429	ED 018 534
VT 000 461	ED 018 535
VT 000 474	ED 018 536
VT 000 519	ED 017 627
VT 000 532	ED 012 582V
VT 000 546	ED 018 538
VT 000 555	ED 018 539'
VT 000 557	ED 018 540
VT 000 562	ED 018 541
VT 000 565	ED 018 542
VT 000 586	ED 017 628
VT 000 667	ED 018 543
VT 000 670	ED 018 544
VT 000 672	ED 017 629
VT 000 678	ED 017 630
VT 000 681	ED 017 631
VT 000 682	ED 017 632
VT 000 684	ED 018 546
VT 000 685	ED 017 633
VT 000 773	ED 018 547
VT 000 779	ED 016 770
VT 000 865	ED 017 634
VT 000 868	ED 013 645
VT 000 871	ED 018 549
VT 000 873	ED 018 550
VT 000 895	ED 018 551
VT 000 896	ED 017 636
VT 000 901	ED 017 637
VT 000 910	ED 018 552
VT 000 927	ED 017 638
VT 000 934	ED 017 639
VT 000 936	ED 018 553
VT 000 943	ED 017 640
VT 000 959	ED 018 554
VT 000 973	ED 017 641
VT 000 982	ED 0111091
VT 001 008	ED 017 642
VT 001 030	ED 018 555
VT 001 089	ED 018 556
VT 001 090	ED 018 557
VT 001 125	ED 018 558
VT 001 160	ED 021 954
VT 001 188	ED 018 559
VT 001 202	ED 017 644
VT 001 206	ED 018 560
VT 001 207	ED 018 561
VT 001 235	ED 017 645
VT 001 244	ED 017 646
VT 001 247	ED 017 647
VT 001 264	ED 016 242
VT 001 274	ED 017 648
VT 001 305	ED 019 397
VT 001 313	ED 017 650

VT NUMBERS CONVERTED TO ED NUMBERS
OR MP NUMBERS

VT 001 331	ED 018 563
VT 001 332	ED 018 564
VT 001 334	ED 018 565
VT 001 362	ED 018 567
VT 001 364	ED 018 568
VT 001 365	ED 016 044
VT 001 381	ED 016 046
VT 001 387	ED 018 570
VT 001 389	ED 020 302
VT 001 391	ED 018 571
VT 001 399	ED 021 957
VT 001 402	ED 018 572
VT 001 410	ED 017 652
VT 001 414	ED 018 573
VT 001 428	ED 016 047
VT 001 447	ED 018 576
VT 001 452	ED 018 577
VT 001 453	ED 018 578
VT 001 454	ED 018 579
VT 001 460	ED 018 580
VT 001 471	ED 018 581
VT 001 480	ED 018 582
VT 001 483	ED 018 583
VT 001 484	ED 017 653
VT 001 486	ED 021 959
VT 001 511	ED 018 584
VT 001 516	ED 018 586
VT 001 533	MP 000 107
VT 001 541	ED 018 588
VT 001 551	ED 018 589
VT 001 556	ED 018 591
VT 001 573	ED 018 592
VT 001 594	ED 011 353
VT 001 597	ED 018 597
VT 001 598	ED 018 598
VT 001 612	ED 018 599
VT 001 618	ED 018 600
VT 001 714	ED 016 053
VT 001 804	ED 019 403
VT 001 836	ED 019 411
VT 001 840	ED 017 654
VT 001 846	ED 016 056
VT 001 855	ED 019 412
VT 001 863	ED 017 655
VT 001 870	ED 019 413
VT 001 892	ED 017 656
VT 001 908	ED 019 416
VT 001 913	ED 019 418
VT 001 921	ED 019 419
VT 001 938	ED 016 781
VT 001 990	ED 019 426
VT 002 016	ED 019 427
VT 002 026	ED 016 784
VT 002 105	ED 018 608
VT 002 121	ED 017 658
VT 002 137	ED 018 609
VT 002 163	ED 016 785
VT 002 241	ED 019 433
VT 002 247	ED 019 434
VT 002 266	ED 020 311
VT 002 305	ED 019 435
VT 002 313	ED 019 437
VT 002 350	ED 016 062
VT 002 353	ED 019 440
VT 002 356	ED 014 554

VT NUMBERS CONVERTED TO ED NUMBERS
OR MP NUMBERS

VT 002 371	ED 016 063
VT 002 385	ED 014 555
VT 002 395	ED 019 442
VT 002 442	ED 017 661
VT 002 452	ED 019 447
VT 002 548	ED 019 454
VT 002 552	ED 021 968
VT 002 580	ED 019 458
VT 002 631	ED 019 460
VT 002 655	ED 019 461
VT 002 709	ED 020 317
VT 002 722	ED 015 256
VT 002 821	ED 016 794
VT 002 881	ED 016 797
VT 002 885	ED 016 800
VT 002 889	ED 013 538
VT 002 895	ED 017 664
VT 002 897	ED 017 665
VT 002 908	ED 017 667
VT 002 910	ED 017 669
VT 002 917	ED 017 673
VT 002 941	ED 016 802
VT 002 942	ED 016 068
VT 002 944	ED 016 803
VT 002 954	ED 016 069
VT 002 984	ED 019 464
VT 003 057	ED 017 676
VT 003 201	ED 018 612
VT 003 205	ED 018 613
VT 003 223	ED 018 615
VT 003 232	ED 018 616
VT 003 236	ED 018 617
VT 003 249	ED 017 677
VT 003 251	ED 018 619
VT 003 254	ED 015 261
VT 003 255	ED 012 389
VT 003 260	ED 015 263
VT 003 276	ED 018 620
VT 003 300	ED 016 810
VT 003 307	ED 018 627
VT 003 308	ED 016 074
VT 003 315	ED 018 629
VT 003 361	ED 016 076
VT 003 395	ED 016 813
VT 003 411	ED 019 466
VT 003 431	ED 014 020
VT 003 519	ED 016 817
VT 003 522	ED 016 818
VT 003 555	ED 018 632
VT 003 564	ED 018 633
VT 003 585	ED 018 635
VT 003 593	ED 017 678
VT 003 612	ED 018 636
VT 003 662	MP 000 200
VT 003 663	MP 000 201
VT 003 666	ED 014 581
VT 003 674	ED 018 638
VT 003 680	ED 014 585
VT 003 682	ED 014 586
VT 003 689	ED 016 823
VT 003 701	ED 013 098
VT 003 702	ED 016 824
VT 003 703	ED 016 025
VT 003 820	ED 014 594
VT 003 822	MP 000 242

¹This index is cumulative for the current and three past issues of ARM.²Any document with an MP number is available from EDRS by using the appropriate MP number.

CONVERSION OF DOCUMENT NUMBER INDEX

VT NUMBERS CONVERTED TO ED NUMBERS
OR MP NUMBERS

VT 003 823	ED 016 828
VT 003 848	ED 015 290
VT 003 854	ED 011 234
VT 003 855	ED 015 293
VT 003 858	MP 000 270

VT 003 867	ED 014 614
VT 003 877	MP 000 286
VT 003 879	MP 000 288
VT 003 880	MP 000 289
VT 003 888	ED 018 645

VT 003 889	ED 018 646
VT 003 946	ED 014 616
VT 003 949	ED 015 300
VT 003 950	ED 015 301
VT 003 959	ED 017 679

VT 003 999	ED 019 470
VT 004 006	ED 016 832
VT 004 057	ED 016 835
VT 004 060	ED 016 100
VT 004 062	ED 016 101

VT 004 082	ED 015 306
VT 004 083	MP 000 308
VT 004 086	ED 015 308
VT 004 089	ED 015 311
VT 004 092	ED 015 314

VT 004 095	ED 012 930
VT 004 100	ED 015 320
VT 004 106	ED 016 103
VT 004 108	ED 021 052
VT 004 111	ED 015 324

VT 004 112	MP 000 329
VT 004 113	ED 016 105
VT 004 114	MP 000 331
VT 004 115	ED 016 106
VT 004 157	ED 016 840

VT 004 158	ED 016 110
VT 004 159	ED 015 326
VT 004 161	MP 000 339
VT 004 177	ED 019 471
VT 004 178	ED 015 042

VT 004 191	ED 020 323
VT 004 193	ED 016 846
VT 004 194	ED 019 472
VT 004 195	ED 019 473
VT 004 200	ED 016 113

VT 004 214	ED 018 648
VT 004 234	ED 016 115
VT 004 254	ED 016 126
VT 004 255	ED 016 127
VT 004 259	ED 016 849

VT 004 260	ED 016 128
VT 004 262	ED 016 130
VT 004 265	MP 000 366
VT 004 295	ED 016 850
VT 004 309	ED 016 132

VT 004 310	ED 015 327
VT 004 311	ED 016 133
VT 004 312	ED 016 134
VT 004 313	ED 016 135
VT 004 314	ED 015 328

VT 004 317	ED 016 136
VT 004 326	ED 015 331
VT 004 327	ED 015 332
VT 004 329	ED 015 333
VT 004 330	ED 015 334

VT NUMBERS CONVERTED TO ED NUMBERS
OR MP NUMBERS

VT 004 331	ED 016 140
VT 004 332	ED 016 141
VT 004 335	ED 016 851
VT 004 365	ED 016 854
VT 004 376	ED 020 326

VT 004 378	ED 017 683
VT 004 384	ED 016 143
VT 004 386	ED 017 684
VT 004 395	ED 017 685
VT 004 396	ED 011 709

VT 004 397	ED 016 856
VT 004 402	ED 017 686
VT 004 406	ED 017 687
VT 004 416	ED 019 475
VT 004 417	ED 016 858

VT 004 418	ED 017 688
VT 004 422	ED 020 328
VT 004 449	ED 015 345
VT 004 451	ED 015 347
VT 004 454	ED 017 689

VT 004 456	ED 017 691
VT 004 482	ED 016 859
VT 004 483	ED 016 860
VT 004 484	ED 016 861
VT 004 488	ED 016 863

VT 004 490	ED 017 707
VT 004 528	ED 017 710
VT 004 557	ED 018 654
VT 004 590	ED 020 348
VT 004 593	ED 016 865

VT 004 613	ED 020 351
VT 004 615	ED 020 352
VT 004 619	ED 017 711
VT 004 620	ED 017 712
VT 004 621	ED 020 354

VT 004 630	ED 018 656
VT 004 635	ED 017 714
VT 004 638	ED 015 734
VT 004 656	ED 016 144
VT 004 660	ED 016 867

VT 004 681	ED 018 657
VT 004 730	ED 020 372
VT 004 732	ED 020 374
VT 004 733	ED 020 375
VT 004 736	ED 020 378

VT 004 753	ED 020 380
VT 004 754	ED 020 381
VT 004 755	ED 020 382
VT 004 756	ED 019 477
VT 004 758	ED 018 658

VT 004 762	ED 018 659
VT 004 769	ED 017 719
VT 004 780	ED 017 722
VT 004 836	ED 017 723
VT 004 854	ED 017 726

VT 004 855	ED 017 727
VT 004 863	ED 018 660
VT 004 918	ED 020 395
VT 004 932	ED 017 728
VT 004 935	ED 018 661

VT 004 936	ED 017 729
VT 004 937	ED 019 492
VT 004 939	ED 017 730
VT 004 940	ED 017 731
VT 004 999	ED 020 399

VT NUMBERS CONVERTED TO ED NUMBERS
OR MP NUMBERS

VT 005 003	ED 018 662
VT 005 022	ED 020 400
VT 005 036	ED 016 871
VT 005 038	ED 016 873
VT 005 039	ED 016 874

VT 005 041	ED 017 733
VT 005 042	ED 017 734
VT 005 043	ED 019 493
VT 005 045	ED 017 735
VT 005 091	ED 019 494

VT 005 131	ED 018 663
VT 005 145	ED 020 402
VT 005 146	ED 019 495
VT 005 151	ED 020 403
VT 005 159	ED 017 740

VT 005 160	ED 017 741
VT 005 163	ED 020 406
VT 005 183	ED 018 664
VT 005 190	ED 020 410
VT 005 193	ED 017 742

VT 005 194	ED 018 666
VT 005 195	ED 018 667
VT 005 199	ED 018 668
VT 005 200	ED 018 669
VT 005 268	ED 017 743

VT 005 276	ED 018 670
VT 005 277	ED 018 671
VT 005 284	ED 020 415
VT 005 285	ED 020 416
VT 005 414	ED 019 498

VT 005 417	ED 020 419
VT 005 419	ED 022 031
VT 005 420	ED 017 744
VT 005 451	ED 020 423
VT 005 453	ED 019 499

VT 005 466	ED 020 424
VT 005 474	ED 018 675
VT 005 479	ED 020 425
VT 005 502	ED 019 505
VT 005 503	ED 019 506

VT 005 504	ED 019 507
VT 005 511	ED 019 508
VT 005 512	ED 019 509
VT 005 521	ED 020 426
VT 005 534	ED 022 039

VT 005 538	ED 019 510
VT 005 552	ED 019 513
VT 005 555	ED 020 427
VT 005 557	ED 020 428
VT 005 569	ED 019 514

VT 005 596	ED 019 515
VT 005 598	ED 019 516
VT 005 620	ED 020 430
VT 005 627	ED 020 431
VT 005 634	ED 020 432

VT 005 648	ED 019 517
VT 005 653	ED 019 518
VT 005 654	ED 019 519
VT 005 710	ED 019 520
VT 005 714	ED 020 433

VT 005 715	ED 020 434
VT 005 716	ED 020 435
VT 005 720	ED 020 439
VT 005 721	ED 020 440
VT 005 744	ED 019 525

VT 005 745	ED 019 526
VT 005 777	ED 021 131
VT 006 926	ED 022 065
VT 007 213	ED 022 970

CONVERSION OF DOCUMENT NUMBER INDEX

ED NUMBERS OR MP NUMBERS CONVERTED
TO VT NUMBERS

MP 000 107 VT 001 533
MP 000 200 VT 003 662
MP 000 201 VT 003 663
MP 000 242 VT 003 822
MP 000 270 VT 003 858

MP 000 286 VT 003 877
MP 000 288 VT 003 879
MP 000 289 VT 003 880
MP 000 308 VT 004 083
MP 000 329 VT 004 112

MP 000 331 VT 004 114
MP 000 339 VT 004 161
MP 000 366 VT 004 265
ED 011 091 VT 000 982
ED 011 353 VT 001 594

ED 011 709 VT 004 396
ED 011 984 VT 003 854
ED 012 389 VT 003 255
ED 012 582 VT 000 532
ED 012 930 VT 004 095

ED 013 098 VT 003 701
ED 013 538 VT 002 889
ED 013 645 VT 000 868
ED 014 020 VT 003 431
ED 014 266 VT 000 022

ED 014 554 VT 002 356
ED 014 555 VT 002 385
ED 014 581 VT 003 666
ED 014 585 VT 003 680
ED 014 586 VT 003 682

ED 014 594 VT 003 820
ED 014 614 VT 003 867
ED 014 616 VT 003 946
ED 015 042 VT 004 178
ED 015 256 VT 002 722

ED 015 261 VT 003 254
ED 015 263 VT 003 260
ED 015 290 VT 003 848
ED 015 293 VT 003 855
ED 015 300 VT 003 949

ED 015 301 VT 003 950
ED 015 306 VT 004 082
ED 015 308 VT 004 086
ED 015 311 VT 004 089
ED 015 314 VT 004 092

ED 015 320 VT 004 100
ED 015 324 VT 004 111
ED 015 326 VT 004 159
ED 015 327 VT 004 310
ED 015 328 VT 004 314

ED 015 331 VT 004 326
ED 015 332 VT 004 327
ED 015 333 VT 004 329
ED 015 334 VT 004 330
ED 015 345 VT 004 449

ED 015 347 VT 004 451
ED 015 734 VT 004 638
ED 016 025 VT 003 703
ED 016 042 VT 001 264
ED 016 044 VT 001 365

ED 016 046 VT 001 381
ED 016 047 VT 001 428
ED 016 053 VT 001 714
ED 016 056 VT 001 846
ED 016 062 VT 002 352

ED NUMBERS OR MP NUMBERS CONVERTED
TO VT NUMBERS

ED 016 063 VT 002 371
ED 016 068 VT 002 942
ED 016 069 VT 002 954
ED 016 074 VT 003 308
ED 016 076 VT 003 351

ED 016 100 VT 004 060
ED 016 101 VT 004 062
ED 016 103 VT 004 106
ED 016 105 VT 004 113
ED 016 106 VT 004 115

ED 016 110 VT 004 158
ED 016 113 VT 004 200
ED 016 115 VT 004 234
ED 016 126 VT 004 254
ED 016 127 VT 004 255

ED 016 128 VT 004 260
ED 016 130 VT 004 262
ED 016 132 VT 004 309
ED 016 133 VT 004 311
ED 016 134 VT 004 312

ED 016 135 VT 004 313
ED 016 136 VT 004 317
ED 016 140 VT 004 331
ED 016 141 VT 004 332
ED 016 143 VT 004 384

ED 016 144 VT 004 656
ED 016 770 VT 000 779
ED 016 781 VT 001 938
ED 016 784 VT 002 026
ED 016 785 VT 002 163

ED 016 794 VT 002 821
ED 016 797 VT 002 881
ED 016 800 VT 002 885
ED 016 802 VT 002 941
ED 016 803 VT 002 944

ED 016 810 VT 003 300
ED 016 813 VT 003 395
ED 016 817 VT 003 519
ED 016 818 VT 003 522
ED 016 823 VT 003 689

ED 016 824 VT 003 702
ED 016 828 VT 003 823
ED 016 832 VT 004 006
ED 016 835 VT 004 057
ED 016 840 VT 004 157

ED 016 846 VT 004 193
ED 016 849 VT 004 259
ED 016 850 VT 004 295
ED 016 851 VT 004 335
ED 016 854 VT 004 365

ED 016 856 VT 004 397
ED 016 858 VT 004 417
ED 016 859 VT 004 482
ED 016 860 VT 004 483
ED 016 861 VT 004 484

ED 016 863 VT 004 488
ED 016 865 VT 004 593
ED 016 867 VT 004 660
ED 016 871 VT 005 036
ED 016 873 VT 005 038

ED 016 874 VT 005 039
ED 017 619 VT 000 042
ED 017 620 VT 000 043
ED 017 621 VT 000 177
ED 017 622 VT 000 178

ED NUMBERS OR MP NUMBERS CONVERTED
TO VT NUMBERS

ED 017 623 VT 000 219
ED 017 624 VT 000 331
ED 017 625 VT 000 400
ED 017 627 VT 000 519
ED 017 628 VT 000 586

ED 017 629 VT 000 672
ED 017 630 VT 000 678
ED 017 631 VT 000 681
ED 017 632 VT 000 682
ED 017 633 VT 000 685

ED 017 634 VT 000 865
ED 017 636 VT 000 896
ED 017 637 VT 000 901
ED 017 638 VT 000 927
ED 017 639 VT 000 934

ED 017 640 VT 000 943
ED 017 641 VT 000 973
ED 017 642 VT 001 008
ED 017 644 VT 001 202
ED 017 645 VT 001 235

ED 017 646 VT 001 244
ED 017 647 VT 001 247
ED 017 648 VT 001 274
ED 017 650 VT 001 313
ED 017 652 VT 001 410

ED 017 653 VT 001 484
ED 017 654 VT 001 840
ED 017 655 VT 001 863
ED 017 656 VT 001 892
ED 017 658 VT 002 121

ED 017 661 VT 002 442
ED 017 664 VT 002 895
ED 017 665 VT 002 897
ED 017 667 VT 002 908
ED 017 669 VT 002 910

ED 017 673 VT 002 917
ED 017 676 VT 003 057
ED 017 677 VT 003 249
ED 017 678 VT 003 593
ED 017 679 VT 003 959

ED 017 683 VT 004 378
ED 017 684 VT 004 386
ED 017 685 VT 004 395
ED 017 686 VT 004 402
ED 017 687 VT 004 406

ED 017 688 VT 004 418
ED 017 689 VT 004 454
ED 017 691 VT 004 456
ED 017 707 VT 004 490
ED 017 710 VT 004 528

ED 017 711 VT 004 619
ED 017 712 VT 004 620
ED 017 714 VT 004 635
ED 017 719 VT 004 769
ED 017 722 VT 004 780

ED 017 723 VT 004 836
ED 017 726 VT 004 854
ED 017 727 VT 004 855
ED 017 728 VT 004 932
ED 017 729 VT 004 936

ED 017 730 VT 004 939
ED 017 731 VT 004 940
ED 017 733 VT 005 041
ED 017 734 VT 005 042
ED 017 735 VT 005 045

CONVERSION OF DOCUMENT NUMBER INDEX

ED NUMBERS OR MP NUMBERS CONVERTED
TO VT NUMBERS

ED 017 740 VT 005 159
ED 017 741 VT 005 160
ED 017 742 VT 005 193
ED 017 743 VT 005 268
ED 017 744 VT 005 420

ED 018 530 VT 000 083
ED 018 531 VT 000 099
ED 018 532 VT 000 103
ED 018 533 VT 000 340
ED 018 534 VT 000 429

ED 018 535 VT 000 461
ED 018 536 VT 000 474
ED 018 538 VT 000 546
ED 018 539 VT 000 555
ED 018 540 VT 000 557

ED 018 541 VT 000 562
ED 018 542 VT 000 565
ED 018 543 VT 000 667
ED 018 544 VT 000 670
ED 018 546 VT 000 684

ED 018 547 VT 000 773
ED 018 549 VT 000 871
ED 018 550 VT 000 873
ED 018 551 VT 000 895
ED 018 552 VT 000 910

ED 018 553 VT 000 936
ED 018 554 VT 000 959
ED 018 555 VT 001 030
ED 018 556 VT 001 089
ED 018 557 VT 001 090

ED 018 558 VT 001 125
ED 018 559 VT 001 188
ED 018 560 VT 001 206
ED 018 561 VT 001 207
ED 018 563 VT 001 331

ED 018 564 VT 001 332
ED 018 565 VT 001 334
ED 018 567 VT 001 362
ED 018 568 VT 001 364
ED 018 570 VT 001 387

ED 018 571 VT 001 391
ED 018 572 VT 001 402
ED 018 573 VT 001 414
ED 018 576 VT 001 447
ED 018 577 VT 001 452

ED 018 578 VT 001 453
ED 018 579 VT 001 454
ED 018 580 VT 001 460
ED 018 581 VT 001 471
ED 018 582 VT 001 480

ED 018 583 VT 001 483
ED 018 584 VT 001 511
ED 018 586 VT 001 516
ED 018 588 VT 001 541
ED 018 589 VT 001 551

ED 018 591 VT 001 556
ED 018 592 VT 001 573
ED 018 597 VT 001 597
ED 018 598 VT 001 598
ED 018 599 VT 001 612

ED 018 600 VT 001 618
ED 018 608 VT 002 105
ED 018 609 VT 002 137
ED 018 612 VT 003 201
ED 018 613 VT 003 205

ED NUMBERS OR MP NUMBERS CONVERTED
TO VT NUMBERS

ED 018 615 VT 003 223
ED 018 616 VT 003 232
ED 018 617 VT 003 236
ED 018 619 VT 003 251
ED 018 620 VT 003 276

ED 018 627 VT 003 307
ED 018 629 VT 003 315
ED 018 632 VT 003 555
ED 018 633 VT 003 564
ED 018 635 VT 003 585

ED 018 636 VT 003 612
ED 018 638 VT 003 674
ED 018 645 VT 003 888
ED 018 646 VT 003 889
ED 018 648 VT 004 214

ED 018 654 VT 004 557
ED 018 656 VT 004 630
ED 018 657 VT 004 681
ED 018 658 VT 004 758
ED 018 659 VT 004 762

ED 018 660 VT 004 863
ED 018 661 VT 004 935
ED 018 662 VT 005 003
ED 018 663 VT 005 131
ED 018 664 VT 005 183

ED 018 666 VT 005 194
ED 018 667 VT 005 195
ED 018 668 VT 005 199
ED 018 669 VT 005 200
ED 018 670 VT 005 276

ED 018 671 VT 005 277
ED 018 675 VT 005 474
ED 019 397 VT 001 305
ED 019 403 VT 001 804
ED 019 411 VT 001 836

ED 019 412 VT 001 855
ED 019 413 VT 001 870
ED 019 416 VT 001 908
ED 019 418 VT 001 913
ED 019 419 VT 001 921

ED 019 426 VT 001 990
ED 019 427 VT 002 016
ED 019 433 VT 002 241
ED 019 434 VT 002 247
ED 019 435 VT 002 305

ED 019 437 VT 002 313
ED 019 440 VT 002 353
ED 019 442 VT 002 395
ED 019 447 VT 002 452
ED 019 554 VT 002 548

ED 019 458 VT 002 580
ED 019 460 VT 002 631
ED 019 461 VT 002 655
ED 019 464 VT 002 984
ED 019 466 VT 003 411

ED 019 470 VT 003 999
ED 019 471 VT 004 177
ED 019 472 VT 004 194
ED 019 473 VT 004 195
ED 019 476 VT 004 416

ED 019 477 VT 004 756
ED 019 492 VT 004 937
ED 019 493 VT 005 043
ED 019 494 VT 005 091
ED 019 495 VT 005 146

ED NUMBERS OR MP NUMBERS CONVERTED
TO VT NUMBERS

ED 019 498 VT 005 414
ED 019 499 VT 005 453
ED 019 505 VT 005 502
ED 019 506 VT 005 503
ED 019 507 VT 005 504

ED 019 508 VT 005 511
ED 019 509 VT 005 512
ED 019 510 VT 005 538
ED 019 513 VT 005 552
ED 019 514 VT 005 569

ED 019 515 VT 005 596
ED 019 516 VT 005 598
ED 019 517 VT 005 648
ED 019 518 VT 005 653
ED 019 519 VT 005 654

ED 019 520 VT 005 710
ED 019 525 VT 005 744
ED 019 526 VT 005 745
ED 020 302 VT 001 389
ED 020 311 VT 002 266

ED 020 317 VT 002 709
ED 020 323 VT 004 191
ED 020 326 VT 004 376
ED 020 328 VT 004 422
ED 020 348 VT 004 590

ED 020 351 VT 004 613
ED 020 352 VT 004 615
ED 020 354 VT 004 621
ED 020 372 VT 004 730
ED 020 374 VT 004 732

ED 020 375 VT 004 733
ED 020 378 VT 004 736
ED 020 380 VT 004 753
ED 020 381 VT 004 754
ED 020 382 VT 004 755

ED 020 395 VT 004 918
ED 020 399 VT 004 999
ED 020 400 VT 005 022
ED 020 402 VT 005 145
ED 020 403 VT 005 151

ED 020 406 VT 005 163
ED 020 410 VT 005 190
ED 020 415 VT 005 284
ED 020 416 VT 005 285
ED 020 419 VT 005 417

ED 020 423 VT 005 451
ED 020 424 VT 005 466
ED 020 425 VT 005 479
ED 020 426 VT 005 521
ED 020 427 VT 005 556

ED 020 428 VT 005 557
ED 020 430 VT 005 620
ED 020 431 VT 005 627
ED 020 432 VT 005 634
ED 020 433 VT 005 714

ED 020 434 VT 005 715
ED 020 435 VT 005 716
ED 020 439 VT 005 720
ED 020 440 VT 005 721
ED 021 052 VT 004 108

ED 021 131 VT 005 777
ED 021 954 VT 001 160
ED 021 957 VT 001 399
ED 021 959 VT 001 486
ED 021 968 VT 002 552

ED 022 031 VT 005 419
ED 022 039 VT 005 534
ED 022 065 VT 006 926
ED 022 970 VT 007 213

VOCATIONAL AND SUPPORTING SERVICES INDEX

	Page		Page		Page
AGRICULTURAL EDUCATION		VT 001 648	272	VT 003 567	319
VT 000 346	268	Vocational Agriculture in the		Competencies in Soil Management	
Guidelines for Pilot Programs in		Next Five Years 1963-1968.		and Use of Fertilizers Needed by	
Agricultural Education.		VT 001 677	273	Farmers.	
VT 000 422	354	The Ohio Manual of Operation for		VT 003 569	319
Objectives for Vocational and		Vocational Agriculture Education.		Competencies in Farm Machinery	
Technical Education in Agricul-		VT 001 691	273	Maintenance Needed by Farmers.	
ture. Objective 2.		Essentials and Requirements of a		VT 003 574	319
VT 000 430	354	Vocational Agriculture Program.		Competencies in Agriculture Need-	
Objectives for Vocational and		VT 001 705	274	ed by Males Employed in Retail	
Technical Education in Agricul-		A Five Year Plan for a Department		Fertilizer Distribution.	
ture. Objective 3.		of Vocational Agriculture.		VT 003 589	320
VT 000 433	354	VT 001 781	300	Occupational Opportunities for	
Objectives for Vocational and		A Guide for Curriculum Development		Rural Youth.	
Technical Education in Agricul-		for Educating Agricultural Tech-		VT 003 636	300
ture. Objective 4.		nicians.		Teaching Farm Business Analysis	
VT 000 466	353	VT 001 870 ED 019 413	358	in Programs of Vocational Agri-	
Objectives for Vocational and		Proceedings of Regional Research		culture for Young Farmers in Kan-	
Technical Education in Agricul-		Conference in Agricultural Educa-		sas Communities.	
ture. Objective 5.		tion.		VT 003 703 ED 016 025	320
VT 000 478	326	VT 001 917	274	Study of Agriculturally Related	
Follow-Up Study of 1965 Graduates		Procedures Employed by Teachers		Occupations in Selected Counties	
Completing Programs in Vocational		in Conducting Off-Farm Coopera-		in Idaho.	
Agriculture.		tive Work Experience Programs.		VT 004 177 ED 019 471	301
VT 000 527	269	VT 001 921 ED 019 419	350	The Identification of Common Be-	
Manual for Young and Adult Farmer		Guidelines for State Vocational		havioral Factors as Bases for Pre-	
Programs.		Agriculture Curriculum Materials		Entry Preparation of Workers for	
VT 000 540	306	Services.		Gainful Employment.	
Occupational Opportunities and		VT 001 965	336	VT 004 193 ED 016 846	378
Training Needs of Youth for Non-		Buildings, Equipment, and Facili-		Training Institute to Upgrade Teach-	
farm Agricultural Jobs in the		ties for Vocational Agriculture		ers of Vocational Agriculture in	
Lake Charles Area.		Education.		Distributive Education and Super-	
VT 000 552	306	VT 001 995	311	vised Training in Off-Farm Agricul-	
A Case Study in Trade-Area Devel-		Technician Needs in a Farm Machi-		tural Occupations.	
opment.		nery Engineering Group.		VT 004 270	301
VT 000 565 ED 018 542	326	VT 002 016 ED 019 427	311	Illinois Agricultural Education	
Occupations of Former Vocational		Improving the Proficiency of Mech-		Curriculum Research Project.	
Agriculture Students in the State		anical Activities Performed by		VT 004 531	284
of Washington.		Utah's Agriculturalists.		Agricultural Offerings in Commu-	
VT 000 566	326	VT 002 522	313	nity Colleges in the United States.	
Training for Off-Farm Agricul-		The Minnesota Agricultural Off-		VT 004 533	322
tural Occupations. Supplement.		Farm Occupational Opportunities		Non-Farm Agricultural Employment	
VT 000 580	269	and Training Needs.		in West Virginia.	
Cooperative, Supervised, Part-		VT 002 548 ED 019 454	313	VT 004 537	284
Time, Occupational Educational		Agriculture is More Than Farming.		Guidelines for the Development of	
Program in Agriculture.		VT 002 620	276	Training Programs for Agricultur-	
VT 000 581	306	Summary of the Annual State Con-		al Technicians.	
Occupational Opportunities and		ference for Teachers of Vocation-		VT 004 542	322
Training Needs of Youth for Non-		al Agriculture.		Determination of the Educational	
farm Agricultural Jobs in the		VT 002 840	277	Needs of Agricultural Engineering	
Baton Rouge Area.		North Carolina Annual Descriptive		Technicians in Ohio.	
VT 000 583	307	Report, Agricultural Education,		VT 004 552	387
Occupational Opportunities and		1965-66.		A Study of Integrating Biological	
Training Needs of Youth for Non-		VT 002 845	277	Principles with Instruction in	
farm Agricultural Jobs in		A Follow-Up of Former Students		Vocational Agriculture.	
Alexandria-Pineville Area.		of Vocational Agriculture High		VT 004 613 ED 020 351	303
VT 000 662	326	Schools of North Carolina (For		Adapting the FFA to a Changing	
A Guide for the Review of a Pro-		Fiscal Year Ending June 30, 1966).		Program of Vocational Agriculture.	
gram in Agricultural Education.		VT 002 984 ED 019 464	392	VT 004 614	285
VT 000 666	307	Summaries of Studies in Agricul-		Department of Agricultural Educa-	
A Case Study in Trade-Area Devel-		tural Education.		tion. Annual Report.	
opment, A Statistical Supplement.		VT 003 251 ED 018 619	377	VT 004 649	323
VT 000 837	271	Supply and Demand for Teachers of		Employment Opportunities and Us-	
Vocational Agriculture Farm Man-		Vocational Agriculture in the		able Agricultural Skills in Non-	
agement Program, Southeastern		United States for the 1966-1967		Farm Agricultural Occupations	
Minnesota, 1965 Annual Report.		School Year.		in Appalachia.	
VT 000 919	327	VT 003 276 ED 018 620	368	VT 004 721	323
Guidelines for the Development		The Effect of Vocational Agricul-		Educational Requirements for Off-	
of Instruments for Evaluation		ture Class Enrollment and Farm		the-Farm Agricultural Occupations	
in Vocational Agriculture.		Experience on Animal Science Knowl-		in Yuma County, Arizona.	
VT 001 019	336	edge of First Year Students En-		VT 004 732 ED 020 374	323
Recommendations for a Vocational		rolled in Oklahoma Colleges of		An Analysis of Job Titles and of	
Agriculture Classroom and Farm Me-		Agriculture.		Competencies Needed in Off-Farm	
chanics Shop.		VT 003 552	318	Agricultural Occupations in Penn-	
VT 001 197	327	A Survey to Determine the Oppor-		sylvania.	
Evaluation and Projection of Pro-		unities and Training Needs for		VT 004 733 ED 020 375	286
grams of Vocational Agriculture		Career Persons in Agriculturally		Expectations of Selected Aspects	
in South Carolina.		Related-Distributive Businesses.		of a Vocational Agriculture Pro-	
VT 001 305 ED 019 397	386	VT 003 566	318	gram as Expressed at the Local	
Comparing the Effectiveness of		The Nature of Agricultural Occu-		School Level in New York State.	
Two Methods of Teaching Agricul-		pations, Other Than Farming in			
tural Science to Students in Voca-		Saline County, Missouri.			
tional Agriculture.					

VOCATIONAL AND SUPPORTING SERVICES INDEX

	Page		Page		Page
VT 004 736 ED 020 378	370	VT 004 409	351	VT 001 435 ED 018 574	328
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.		Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.		Survey of Currently Employed Nurse Aides in Chicago.	
VT 004 780 ED 017 722	352	VT 004 416 ED 019 476	379	VT 002 922	279
Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.		Pre-Service Education of Office Occupations Teachers.		Paramedical and Health-Related Programs in the Junior College.	
VT 004 910	323	VT 005 131 ED 018 663	346	VT 003 237	367
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.		Boost--Business and Office Education Student Training.		Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.	
VT 004 948	324	VT 005 192	293	VT 004 378 ED 017 683	283
Careers in Agriculture, A Guide for High School Students.		The World of the Business and Distributive Education Department Chairman.		A Transition in Nursing Education.	
VT 005 024	338	VT 005 194 ED 018 666	333	VT 004 961	288
Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.		A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.		The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.	
VT 005 028	324	VT 005 195 ED 018 667	352	VT 004 999 ED 020 399	289
Motivation of Domestic Seasonal Farm Workers.		Programmed Shorthand Laboratory for Skill Development.		Statement on Nursing Education.	
VT 005 091 ED 019 494	371	VT 005 538 ED 019 510	389	VT 005 407	294
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.		Effects of Interval Pacing on the Acquisition of Typewriting Skill.		Handbook for Practical Nursing Teachers.	
VT 005 288	339	VT 005 720 ED 020 439	304	VT 005 408	339
Planning Facilities for Vocational Agriculture Departments in Ohio Schools.		Scientific Secretary Training Program Development.		Practical Nursing Facilities.	
VT 005 429	388	DISTRIBUTIVE EDUCATION		VT 005 502 ED 019 505	382
A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.		VT 001 855 ED 019 412	355	Community College Health Careers Project Phase II.	
VT 005 721 ED 020 440	298	A Philosophy of Distributive Education.		VT 005 510	295
Demonstration Center at Reidland High School.		VT 001 997	274	Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs.	
BUSINESS AND OFFICE EDUCATION		Cooperative Work Experience Manual for Business and Distributive Education.		VT 005 511 ED 019 508	303
VT 000 653	342	VT 002 905	278	Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.	
Disadvantaged Youth Program in Business Education, Clerical Services.		Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.		VT 005 512 ED 019 509	303
VT 000 673	326	VT 003 721	281	Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.	
Follow-Up Study of Business Education Graduates of Selected High Schools in Michigan.		Adult D.E. Programs in the Secondary School.		VT 005 521 ED 020 426	304
VT 000 829	308	VT 004 195 ED 019 473	301	Associate Degree Nursing Program Workshop.	
Changing Workforce Characteristics of an Automated Insurance Company.		A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.		VT 005 522	295
VT 000 936 ED 018 553	374	VT 004 619 ED 017 711	285	Proceedings, Associate Degree Workshop.	
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.		Distributive Education Programs in Florida's Junior Colleges.		VT 005 587	296
VT 001 129	309	VT 004 620 ED 017 712	285	Dental Laboratory Technician's Training Program.	
Training Needs Survey--Legal Stenographer.		The Project Plan for Distributive Education in Florida High Schools.		VT 005 601	297
VT 001 204	328	VT 005 264	293	Guidelines for the Training of Nurse Aides.	
A Guide for Conducting Classroom Tests in Business Arithmetic.		The Cooperative Plan for Distributive Education in Florida's High Schools.		VT 005 620 ED 020 430	340
VT 001 329	310	VT 005 417 ED 020 419	388	Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.	
Impact of Automation on Office Occupations.		A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.		VT 005 710 ED 019 520	372
VT 001 483 ED 018 583	336	VT 005 451 ED 020 423	381	Proceedings, National Seminar on Vocational Guidance.	
Office Machines Used in Business Today.		Readings in Distributive Education.		HOME ECONOMICS EDUCATION	
VT 002 241 ED 019 433	358	VT 005 556 ED 020 427	382	VT 000 109	268
Research Needed in Florida Business Education.		Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.		Vocational Home Economics Manual of Operations for Training and or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.	
VT 004 373	392	VT 005 557 ED 020 428	296	VT 000 206	268
List of Studies Made at University of Minnesota in Business and Distributive Education.		Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.		Highlights Basic to Program Development, Interpreting Wage Earning Occupations.	
		HEALTH OCCUPATIONS EDUCATION		VT 000 207	268
		VT 000 781	327	Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.	
		Practical Nurse Education in Ohio.		VT 000 218	374
				The Role of Teacher Education Institutions.	
				VT 000 615	386
				Structuring Family Finance for Home Economics Teaching.	

VOCATIONAL AND SUPPORTING SERVICES INDEX

	Page		Page		Page
VT 001 551 ED 018 509	329	VT 005 035	339	VT 003 227	315
Young Women in Virginia.		Inventory-Evaluation of Equipment		Evansville Area Skill Survey.	
VT 001 561	273	and Furnishings for Home Econom-		VT 003 250	316
A Manual of Operation for Occupa-		ics Departments in Alabama High		What Happens to the Long-Term Un-	
tional Programs in Vocational Home		Schools.		employed.	
Economics Education.		VT 005 045 ED 017 735	380	VT 003 307 ED 018 627	280
VT 001 580	374	A Survey of the Need for Pre-		University Perspectives on Man-	
Attitudes of Home Economics Teach-		school Teacher Training.		power.	
ers Toward Children.		VT 005 503 ED 019 506	382	VT 003 404	317
VT 001 831	375	An Experience with the Life and		Vocational Need Study of Saline,	
Interest in Teaching Home Econom-		Work of the Disadvantaged for the		Gallatin, Hardin, and Page Coun-	
ics.		Preservice Education of Home Eco-		ties.	
VT 001 832	375	nomics Teachers.		VT 003 412	317
Attitudes Toward Groups and		VT 005 534 ED 022 039	389	Trends in Distribution, Services	
Families.		Concept Formation and the Home		and Transportation, With Particu-	
VT 001 990 ED 019 426	375	Economics Curriculum.		lar Reference to the State of	
A Community Approach to Student				Washington.	
Teaching		INDUSTRIAL ARTS EDUCATION		VT 003 498	317
VT 002 503	343	VT 000 671	270	Potentials for Industrial Devel-	
Pennies Grow on Plans.		Organization and Administration		opment in Vermont.	
VT 002 859	277	for Industrial Arts Education.		VT 003 564 ED 018 633	318
Continuing Education in Home Eco-		VT 001 208	336	Automation and Unemployment.	
nomics for Out-of-School Youth		National Standard School Shop		VT 003 718	321
and Adults.		Safety Inspection Check List.		A Study of the Vocational Educa-	
VT 003 059	386	VT 001 241	328	tion Needs in Josephine County,	
Home Economics in the Junior High		Industrial Arts Education in Es-		Oregon.	
School.		cambia County.		VT 003 781	321
VT 003 093	386	VT 002 266 ED 020 311	300	Inventory of Manpower Research	
Experimentation in the Teaching		Curriculum Relevancy and Work.		Projects in Indiana. Number 2.	
of Foods.		VT 002 709 ED 020 317	355	VT 005 223	333
VT 003 446	337	The "Orchestrated System" Ap-		Evaluation and Benefit-Cost Rela-	
The Setting for the Home Econom-		proach to Industrial Education.		tionships of Manpower Training	
ics Program at the Secondary		VT 003 411 ED 019 466	356	Programs in N.Y. State.	
Level--A New Look.		New Directions for Industrial			
VT 003 698	344	Arts.		OCCUPATIONAL PSYCHOLOGY	
Education and a Woman's Life.		VT 004 669	387	VT 004 753 ED 020 380	370
VT 003 999 ED 019 470	351	An Experimental Evaluation of Two		A Bibliography of Literature on	
A Planning Grant for the Estab-		Methods for Developing Creative		Status Projections of Youth: I.	
lishment of a Center for the De-		Problem Solving Abilities in an		Occupational Aspirations and Ex-	
velopment of Home Economics In-		Industrial Arts Course.		pectations.	
structional Materials.		VT 004 670	387	VT 004 754 ED 020 381	370
VT 004 346	322	Resource Materials for Use with		A Bibliography of Literature on	
Annotated Bibliography on Gainful		an Experimental Evaluation of Two		Status Projections of Youth: II.	
Employment in Home Economics.		Methods for Developing Creative		Educational Aspirations and Expec-	
VT 004 489	356	Problem Solving Abilities in an		tations.	
Our Educational Beliefs.		Industrial Arts Course.		VT 004 755 ED 020 382	371
VT 004 796	287	VT 004 673	387	A Bibliography of Literature on	
Ten Michigan Communities Report		An Experimental Study of the Re-		Status Projections of Youth: III.	
on Educational Programs for Wage-		lative Effectiveness of Educa-		Residence, Income, and Family	
Earning Occupations Related to		tional Films Versus Industrial		Orientation.	
Home Economics.		Visits in Learning About Indus-			
VT 004 807	287	try.		OCCUPATIONAL SOCIOLOGY	
Procedures for Establishment of		VT 004 703	286	VT 001 385	310
Training Programs for Wage-Earn-		Study of Industrial Arts Educa-		Migration Patterns and Selected	
ing Occupations Related to Home		tion in Public Secondary Schools		Characteristics of Migrants from	
Economics.		of the Southern Appalachian		Walsh County, North Dakota.	
VT 004 937 ED 019 492	332	Region.		VT 001 430 ED 018 582	329
Evaluation of Secondary School		VT 005 276 ED 018 670	381	Development and Administration of	
Programs to Prepare Students for		Field Study in Industry for the		the Youth Opinion Questionnaire.	
Wage Earning in Occupations Relat-		Preparation of Industrial Arts		VT 001 836 ED 019 411	311
ed to Home Economics. Final		Teachers. Final Report, Volume 1.		Selection and Training, A Survey	
Report, Volume I.		VT 005 277 ED 018 671	381	of Iowa Manufacturing Firms.	
VT 005 030	338	Field Study in Industry for the		VT 003 763	368
Furnishings, Equipment, Instruc-		Preparation of Industrial Arts		Entrepreneurial Orientation of	
tional Materials and Supplies for		Teachers. Final Report, Volume 2.		Farm, Working Class, and Middle	
Floral Design Laboratory.				Class Boys.	
VT 005 031	338	MANPOWER ECONOMICS		VT 003 767	368
Equipment, Instructional Materi-		VT 000 603	307	Work Roles and Financial Respon-	
als and Supplies for Vocational		New York Women and Their Changing		sibility in the Socialization of	
Home Economics in Alabama High		World.		Farm, Fringe, and Town Boys.	
Schools.		VT 000 795	308	VT 004 621 ED 020 354	369
VT 005 032	338	Labour and Automation.		Expectations and Realities.	
Furnishings, Equipment and Sup-		VT 000 886	309	VT 004 998	345
plies for Commercial Sewing and		The Michigan Power Study. Phase I.		State Committee on Seasonal Agri-	
Alteration Laboratory.		VT 002 655 ED 019 461	314	cultural Labor.	
VT 005 033	338	Proceedings, Indiana Manpower Re-			
Furnishings, Equipment and Sup-		search Conference.		TECHNICAL EDUCATION	
plies for Child Development		VT 002 921	278	VT 000 553	269
Laboratory.		A Look at Education for Work in		Recommendations for the Improve-	
VT 005 034	338	the Omaha Public Schools.		ment of Utah's Post-High School	
Equipment for Quantity Food Prepa-		VT 003 220	315	Vocational Technical Education	
ration and Service Laboratory.		DuPage County Manpower Profile,		Program.	
		1947-1970.			

VOCATIONAL AND SUPPORTING SERVICES INDEX

	Page		Page		Page
VT 000 560	306	VT 005 047	393	VT 002 659	377
Technical and Semi-Professional Occupational Survey.		Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas-1960-1967.		Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.	
VT 000 588	270	VT 005 130	290	VT 002 800	314
Will We Be Prepared.		Technician Training Beyond the High School.		A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.	
VT 000 595	270	VT 005 144	291	VT 002 821 ED 016 794	314
Mapping Your Occupational Training in the State of Washington.		A Study of Technical Education in California.		An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.	
VT 000 794	271	VT 005 158	292	VT 002 919	377
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.		Instructional Codes and Titles.		What Makes a Master Teacher.	
VT 001 213	309	VT 005 183 ED 018 664	292	VT 003 205 ED 018 613	330
Science and Engineering Technician Study.		Colorado Master Plan for Community Colleges and Occupational Education.		The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.	
VT 001 615	272	VT 005 284 ED 020 415	364	VT 003 246	377
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.		The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.		How to Train Workers on the Job.	
VT 001 664	273	VT 005 466 ED 020 424	294	VT 003 254 ED 015 261	378
Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.		A Design for Large Scale Training of Subprofessionals.		The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Second Quarterly Report.	
VT 001 781	300	VT 005 502 ED 019 505	382	VT 003 315 ED 018 629	331
A Guide for Curriculum Development for Educating Agricultural Technicians.		VT 005 508	295	The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.	
VT 001 995	311	A Bibliography on Technical Education.		VT 003 555 ED 018 632	280
Technician Needs in a Farm Machinery Engineering Group.		VT 005 569 ED 019 514	296	Research in Apprenticeship Training.	
VT 002 277	276	Directory, Programs of Vocational Education in the United States.		VT 003 614	320
Ford Foundation Grants in Vocational Education.		VT 005 777	390	Some Statistical Correlates in Industrial Graphics.	
VT 002 395 ED 019 442	367	The Education and Employment of Technicians.		VT 004 006 ED 016 832	321
Experimental Summer Program for High School Seniors and Faculty.		VT 005 871	298	An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.	
VT 002 708	367	The Role of Advisory Committees in Vocational-Technical Education.		VT 004 054	282
Technical-Vocational Education at Diablo Valley College.		VT 007 213 ED 022 970	393	Part-Time Cooperative Industrial Education.	
VT 002 917 ED 017 673	278	Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.		VT 004 200 ED 016 113	378
Guidelines for Vocational-Technical Programs.		VT 006 926 ED 022 065	393	Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.	
VT 003 590	281	Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.		VT 004 406 ED 017 687	379
The Federal Government's Role in the Training of Technicians.		TRADE AND INDUSTRIAL EDUCATION		Professional Competencies of Teachers of Technical Education in Florida.	
VT 003 701 ED 013 098	281	VT 001 138	309	VT 004 590 ED 020 348	284
Developments in Technical and Vocational Education.		A Study of Cosmetology in Wisconsin.		Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.	
VT 004 017	282	VT 001 213	309	VT 004 743	345
Summer Technical Training Programs at Kirkman Technical High.		Science and Engineering Technician Study.		Success Factors in Retaining Potential Dropouts.	
VT 004 214 ED 018 648	321	VT 001 252	272	VT 004 935 ED 018 661	379
Implementing Nonprofessional Programs in Human Services.		A Report on the Present Status of Trade and Technical Education in Pennsylvania.		Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.	
VT 004 406 ED 017 687	379	VT 001 664	273	VT 005 022 ED 020 400	289
Professional Competencies of Teachers of Technical Education in Florida.		Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.		Education and Training of Technicians.	
VT 004 788	287	VT 002 356 ED 014 554	300	VT 005 029	289
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.		The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Third Quarterly Report.		Wingspread Conference on Fire Service Administration.	
VT 004 918 ED 020 395	288	VT 002 368	276	VT 005 048	290
Occupational Education Beyond the High School in Oklahoma.		Roadmap for a Decade of Progress in Industrial Education.		Crisis in the Fire Service.	
VT 004 935 ED 018 661	361	VT 002 477	276	VT 005 130	290
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.		Essays on Apprenticeship.		Technician Training Beyond the High School.	
VT 004 936 ED 017 729	380				
A Summer Institute for the Improvement of Technical Teacher Education Programs.					
VT 005 022 ED 020 400	289				
Education and Training of Technicians.					
VT 005 043 ED 019 493	362				
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.					

VOCATIONAL AND SUPPORTING SERVICES INDEX

	Page		Page		Page
VT 005 145 ED 020 432	291	VT 001 209	271	VT 002 230	275
Britain's Industrial Training Act.		Training Needs in Central Ken-		The Work-Study Program Under the	
VT 005 151 ED 020 403	291	tucky, Student Interest and Avail-		Vocational Education Act of 1963.	
Higher Education in the Nation's		ability.		VT 002 246	366
Fire Service.		VT 001 237	358	What's Your Future in the World	
VT 005 199 ED 018 665	333	Selected Techniques for Formulat-		of Work.	
The Development of Achievement		ing the Questionnaire, Mechanics,		VT 002 247 ED 019 434	311
Measures for Trade and Technical		and Related Materials of a		Job Briefs, Selected Federal Jobs.	
Education. Progress Report Number		Follow-Up Procedure.		VT 002 277	276
One.		VT 001 245	374	Ford Foundation Grants in Voca-	
VT 005 200 ED 018 669	333	A Survey of Anticipated Need for		tional Education.	
The Development of Achievement		Vocational-Technical Education		VT 002 291	376
Measures for Trade and Technical		Teachers in Michigan.		Vocational Teacher Role Defini-	
Education. Progress Report Number		VT 001 247 ED 017 647	342	tion and Role Conflict: The Coun-	
Five.		A Follow-Up Study of a Sample of		selor's Contribution. Summary of	
VT 005 714 ED 020 433	348	Trainees from the Mayor's Youth		Report.	
Experimental and Demonstration		Employment Project.		VT 002 292	376
Manpower Project for Training and		VT 001 248	366	Vocational Teacher Role Defini-	
Placement of Youthful Inmates of		Measures of Academic Aptitude of		tion and Role Conflict: The Coun-	
Draper Correctional Center, Elmore,		First-Year Post-High School Stu-		selor's Contribution.	
Alabama. First Dissemination		dents in the Area-Vocational		VT 002 305 ED 019 435	337
Report.		Technical Schools of Minnesota.		Technology-Resource Center for	
VT 005 715 ED 020 434	348	VT 001 382	328	Vocational-Technical Education.	
Experimental and Demonstration		A Study of the Relationships Be-		VT 002 313 ED 019 437	330
Manpower Project for Training and		tween Employment Opportuni-		Predictive Testing for Entrance	
Placement of Youthful Inmates of		ties and Vocational Education Pro-		in Vocational-Technical Schools,	
Draper Correctional Center, Elmore,		grams in Columbia County, Oregon.		Phase One.	
Alabama. Fourth Dissemination		VT 001 389 ED 020 302	392	VT 002 322	376
Report.		Research Visibility, 1967-68,		Vocational Teacher Education.	
VT 005 716 ED 020 435	348	Reports on Selected Research		VT 002 328	337
Experimental and Demonstration		Studies in Vocational, Technical,		A Report of a Study of the Need	
Manpower Project for Training and		and Practical Arts Education.		for a Vocational-Technical School	
Placement of Youthful Inmates of		VT 001 470	366	in the Milford-Stratford Area.	
Draper Correctional Center, Elmore,		Completion Report on Guidance		VT 002 353 ED 019 440	312
Alabama. Third Dissemination		Counselors Workshops in Health		Negroes in Apprenticeship.	
Report.		Careers.		VT 002 355	312
VT 005 777	390	VT 001 615	272	Job Training Suggestions for Women	
The Education and Employment of		Vocational Education Available to		and Girls.	
Technicians.		Adults in the Public Schools of		VT 002 395 ED 019 442	367
GENERAL VOCATIONAL & TECHNICAL EDUCA-		Alameda and Contra Costa Counties.		Experimental Summer Program for	
TION		VT 001 701	273	High School Seniors and Faculty.	
VT 000 076	358	Manual of Operation for Vocation-		VT 002 432	330
Selected Papers from the National		al Education Programs in Missouri.		Evaluation Results for Leadership	
Vocational-Technical Education		VT 001 804 ED 019 403	310	Development Seminars I, II, III.	
Seminar on the Administration of		The Significance of Work Experi-		VT 002 452 ED 019 447	312
Research.		ence in Adolescent Development.		Earnings Mobility of MDTA Train-	
VT 000 553	269	VT 001 863 ED 017 655	342	ees.	
Recommendations for the Improve-		Disabilities in Oklahoma--Esti-		VT 002 551	343
ment of Utah's Post-High School		mates and Projections.		Project REDY.	
Vocational Technical Education		VT 001 908 ED 019 416	355	VT 002 580 ED 019 458	313
Program.		Vocational Education for American		Louisiana Study of Manpower and	
VT 000 560	306	Youth.		Training Needs in Finance, Insur-	
Technical and Semi-Professional		VT 001 913 ED 019 418	366	ance, and Real Estate Occupations.	
Occupational Survey.		Conference on Ways the Area		VT 002 631 ED 019 460	313
VT 000 568	269	School Personnel Worker and the		Proceedings of the Governor's	
Training for Off-Farm Agricultur-		High School Counselor Can Work		Conference on Manpower Training.	
al Occupations.		Together.		VT 002 648	344
VT 000 588	270	VT 001 956	274	Occupational Exploration Program	
Will We Be Prepared?		A Pilot Study of Real Estate Edu-		Manual of Operations.	
VT 000 595	270	cation and Research Needs in the		VT 002 708	367
Mapping Your Occupational Train-		South Coast Region.		Technical-Vocational Education at	
ing in the State of Washington.		VT 002 105 ED 018 608	275	Diablo Valley College.	
VT 000 664	270	Leadership Development Seminar,		VT 002 746	358
Development of a Master Plan for		Vocational-Technical Education.		Utah Coordinating Unit for Re-	
Vocational Education in the State		VT 002 137 ED 018 609	275	search in Vocational and Techni-	
of Georgia.		Leadership Development Seminar,		cal Education. Interim Report.	
VT 000 668	342	Vocational-Technical Education.		VT 002 885 ED 016 800	278
Occupational Work Experience Pro-		Final Report.		The Decision-Making Process of	
gram.		VT 002 156	329	School Districts Regarding Voca-	
VT 000 794	271	A Follow-Up Study of Vocational		tional Education and Training Pro-	
A Study of Organized Occupational		Students at North Idaho Junior		grams.	
Education in Missouri Institu-		College.		VT 002 917 ED 017 673	278
tions of Higher Education.		VT 002 185	350	Guidelines for Vocational-Techni-	
VT 000 809	271	Mathetics, A System of Programm-		cal Programs.	
Report on the Need for Vocational		ed Instruction.		VT 002 942 ED 016 068	315
Technical Schools in Nebraska.		VT 002 195	343	Equal Employment Opportunities.	
VT 000 856	308	A Study of Vocational Training		VT 003 201 ED 018 612	350
Fremont County Survey of Voca-		for Mentally and Physically Hand-		Strategies for Optimizing the Ap-	
tional-Technical Education Needs		icapped.		plication of Media to Vocational	
in Business and Industry.		VT 002 208	336	and Technical Education Curricula.	
		A Guide for the Use of the Ken-			
		tucky Vocational Education Re-			
		search-Resource Library.			

VOCATIONAL AID SUPPORTING SERVICES INDEX

	Page		Page		Page
VT 003 222	279	VT 004 045	331	VT 004 661	361
Region II Vocational Education.		A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.		Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.	
VT 003 223 ED 018 615	315	VT 004 046	363	VT 004 681 ED 018 657	286
Human Resource Development in the Province of Ontario.		The Migration Aspiration of North Dakota Senior Males.		Changing the Contexts in Which Occupational Education Takes Place.	
VT 003 230	316	VT 004 103 ED 021 052	337	VT 004 730 ED 020 372	388
Assessing Educational Requirements for Skillpower.		An Operations Research Model for Locating Area Vocational Schools.		Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.	
VT 003 232 ED 018 616	331	VT 004 185	392	VT 004 756 ED 019 477	379
Expanding Employability in Ontario.		RCU Research and Study Projects.		The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.	
VT 003 233	367	VT 004 191 ED 020 323	345	VT 004 758 ED 018 658	361
A Description of a Program for Computer-Assisted Occupational Guidance Developed at the Pennsylvania State University.		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Dreper Correctional Center, Elmore, Alabama. 16th Progress Report.		Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.	
VT 003 236 ED 018 617	273	VT 004 194 ED 019 472	282	VT 004 762 ED 018 659	361
We Shall Not Rest.		The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.		A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.	
VT 003 247	331	VT 004 199	360	VT 004 769 ED 017 719	371
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.		Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.		An Analysis of the Effect of the High School Curriculum upon College Achievement.	
VT 003 263	279	VT 004 214 ED 018 648	321	VT 004 788	287
Seminar on Planning Developmental and Related Programs in Occupational Education.		Implementing Nonprofessional Programs in Human Services.		A Report, Vocational and Technical Education in Rhode Island, 1967-1973.	
VT 003 311	316	VT 004 363	302	VT 004 856	362
Smaller Communities Program.		A Behavioral View of Vocational-Technical Education.		Guidelines for Submitting Occupational Research and Development Proposals.	
VT 003 384	350	VT 004 376 ED 020 326	283	VT 004 863 ED 018 660	352
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.		New Directions in Vocational Education.		Using Programed Instruction in Occupational Education.	
VT 003 403	316	VT 004 386 ED 017 684	360	VT 004 918 ED 020 395	288
Vocational Curricula in Michigan.		Annual Report, November 1967.		Occupational Education Beyond the High School in Oklahoma.	
VT 003 519 ED 016 817	280	VT 004 395 ED 017 685	302	VT 004 923	393
Occupation Education Requirements Analysis.		Curricular Needs of North Bay Schools.		Bibliography of Selected Research in the Field of Occupational Education.	
VT 003 590	281	VT 004 422 ED 020 328	283	VT 004 929	362
The Federal Government's Role in the Training of Technicians.		Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.		RCU Staff Study.	
VT 003 594	359	VT 004 454 ED 017 689	302	VT 004 936 ED 017 729	380
Technical Progress Report, September 1-November 30, 1967.		Development of a Curriculum and Materials for Teaching Basic Vocational Talents.		A Summer Institute for the Improvement of Technical Teacher Education Programs.	
VT 003 599	344	VT 004 456 ED 017 691	332	VT 004 987	288
Experimental and Demonstration Project Vocational Education, An Interim Report.		Test Administrator's Manual for the Vocational Education Test Battery.		A Proposal for Redirecting Programs of Vocational Education in North Carolina.	
VT 003 600	344	VT 004 488 ED 016 863	360	VT 004 991	380
Experimental and Demonstration Project Vocational Education, Second Interim Report.		Annual Report, November 1966.		Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.	
VT 003 632	392	VT 004 492	361	VT 005 023	345
RCU Research and Study Projects.		Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967- October 1, 1967.		State Plan for Workshops and Rehabilitation Facilities.	
VT 003 675	320	VT 004 604	284	VT 005 041 ED 017 733	289
An Action Program for Industrial Progress in Idaho.		Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year.		Occupational Education--Planning and Programming, Volume One.	
VT 003 690	359	VT 004 608	351	VT 005 042 ED 017 734	290
First Annual Report of the Michigan RCU.		Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.		Occupational Education--Planning and Programming, Volume Two.	
VT 003 701 ED 013 098	281	VT 004 615 ED 020 352	369	VT 005 043 ED 019 493	362
Developments in Technical and Vocational Education.		Perceived Sources of Influence Upon Occupational and Educational Expectations.		A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.	
VT 003 708	359	VT 004 630 ED 018 656	286	VT 005 044	362
West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967 - September 30, 1967.		Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.		New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.	
VT 003 888 ED 018 645	281	VT 004 650	393		
Proceedings of National Seminar on Program Planning, Budgeting and Evaluation, Vocational-Technical Education.		An Illinois Inventory of Research and Studies in Vocational Education.			
VT 004 009	369				
The Degree to Which Utah High School Students Are Being Oriented as to Vocational and Technical Goals.					
VT 004 017	282				
Summer Technical Training Programs at Kirkman Technical High.					

VOCATIONAL AND SUPPORTING SERVICES INDEX

	Page		Page
VT 005 046	332	VT 005 504 ED 019 507	294
A Review and Synthesis of Research Relating to Vocational Education in North Dakota.		A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.	
VT 005 047	393	VT 005 508	295
Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas-1960-1967.		A Bibliography on Technical Education.	
VT 005 051	346	VT 005 552 ED 019 513	296
The Colorado Story, Volume II.		Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.	
VT 005 052	346	VT 005 569 ED 019 514	296
The Colorado Story.		Directory, Programs of Vocational Education in the United States.	
VT 005 144	291	VT 005 595 ED 019 515	297
A Study of Technical Education in California.		A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.	
VT 005 146 ED 019 495	363	VT 005 598 ED 019 516	297
Research Report, 1966-1967.		An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.	
VT 005 158	292	VT 005 627 ED 020 431	383
Instructional Codes and Titles.		Vocational-Technical Teacher Education--National Seminar Proceedings.	
VT 005 160 ED 017 741	292	VT 005 624 ED 020 432	383
Innovative Methods for Studying Innovation in Education.		Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.	
VT 005 163 ED 020 406	363	VT 005 648 ED 019 517	372
Annual Report, November 1965.		Summer Institutes for Vocational Counseling and Guidance Personnel.	
VT 005 183 ED 018 664	292	VT 005 653 ED 019 518	347
Colorado Master Plan for Community Colleges and Occupational Education.		An Experimental and Demonstration Manpower Program for Disadvantaged Youths.	
VT 005 190 ED 020 410	363	VT 005 654 ED 019 519	298
Research Needs in Vocational-Technical Education.		Project Challenge.	
VT 005 193 ED 017 742	293	VT 005 871	298
Information Systems.		The Role of Advisory Committees in Vocational-Technical Education.	
VT 005 198	293	VT 005 952	372
A Preliminary Study of Kansas Area Vocational-Technical Schools.		The Choice of Vocational Education as an Educational Opportunity.	
VT 005 284 ED 020 415	364	VT 006 458	383
The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967, through January 15, 1968.		Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.	
VT 005 285 ED 020 416	364	VT 006 926 ED 022 065	393
Special Project for Research Training in Vocational Education.		Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.	
VT 005 404	364	VT 007 213 ED 022 970	393
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.		Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.	
VT 005 414 ED 019 498	347		
Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education			
VT 005 419 ED 022 031	339		
Seminar on Shop and Laboratory Planning for Vocational Education.			
VT 005 420 ED 017 744	347		
Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.			
VT 005 453 ED 019 499	389		
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.			
VT 005 463	294		
Guideline for Cooperative Education Coordinator.			
VT 005 466 ED 020 424	294		
A Design for Large Scale Training of Subprofessionals.			
VT 005 474 ED 018 675	371		
Research Visibility. Vocational Education Is Service--Vocational Guidance.			
VT 005 479 ED 020 425	381		
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
ABILITY		ADMINISTRATOR ATTITUDES		VT 005 223	333
VT 001 435 ED 018 574	328	VT 002 241 ED 019 433	358	Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.	
Survey of Currently Employed Nurse Aides in Chicago.		Research Needed in Florida Business Education.		ADVISORY COMMITTEES	
ACADEMIC ACHIEVEMENT		VT 004 733 ED 020 375	286	VT 005 871	298
VT 003 276 ED 018 620	368	Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.		The Role of Advisory Committees in Vocational-Technical Education.	
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.		VT 005 190 ED 020 410	363	AGRICULTURAL COLLEGES	
VT 004 769 ED 017 719	371	Research Needs in Vocational-Technical Education.		VT 003 276 ED 018 620	368
An Analysis of the Effect of the High School Curriculum upon College Achievement.		ADMINISTRATOR RESPONSIBILITY		The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.	
ACADEMIC ASPIRATION		VT 005 192	293	AGRICULTURAL EDUCATION	
VT 004 615 ED 020 352	369	The Work of the Business and Distributive Education Department Chairman.		VT 000 346	268
Perceived Sources of Influence Upon Occupational and Educational Expectations.		ADMISSION CRITERIA		Guidelines for Pilot Programs in Agricultural Education.	
VT 004 754 ED 020 381	370	VT 002 313 ED 019 437	330	VT 001 731	300
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.		Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.		A Guide for Curriculum Development for Educating Agricultural Technicians.	
ACCELERATED PROGRAMS		ADOPTION (IDEAS)		VT 001 870 ED 019 413	358
VT 005 466 ED 020 424	294	VT 004 590 ED 020 348	284	Proceedings of Regional Research Conference in Agricultural Education.	
A Design for Large Scale Training of Subprofessionals.		Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.		VT 001 921 ED 019 419	350
ACHIEVEMENT TESTS		ADULT EDUCATION		Guidelines for State Vocational Agriculture Curriculum Materials Services.	
VT 003 205 ED 018 613	330	VT 000 603	307	VT 002 984 ED 019 464	392
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.		New York Women and Their Changing World.		Summaries of Studies in Agricultural Education.	
VT 003 315 ED 018 629	331	VT 001 615	272	VT 003 636	300
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.		Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.		Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.	
VT 005 199 ED 018 668	333	VT 002 859	277	VT 004 531	284
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.		Continuing Education in Home Economics for Out-of-School Youth and Adults.		Agricultural Offerings in Community Colleges in the United States.	
VT 005 200 ED 018 669	333	VT 003 698	344	VT 004 614	285
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.		Education and a Woman's Life.		Department of Agricultural Education. Annual Report.	
ADMINISTRATION		ADULT FARMER EDUCATION		AGRICULTURAL ENGINEERING	
VT 005 029	289	VT 000 527	269	VT 001 995	311
Wingspread Conference on Fire Service Administration.		Manual for Young and Adult Farmer Programs.		Technician Needs in a Farm Machinery Engineering Group.	
ADMINISTRATIVE AGENCIES		VT 000 837	271	VT 002 016 ED 019 427	311
VT 005 145 ED 020 402	291	Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.		Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.	
Britain's Industrial Training Act.		VT 005 429	388	VT 004 542	322
ADMINISTRATIVE ORGANIZATION		A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.		Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.	
VT 002 322	376	ADULT VOCATIONAL EDUCATION		AGRICULTURAL LABORERS	
Vocational Teacher Education.		VT 000 109	268	VT 005 028	324
ADMINISTRATIVE PERSONNEL		Vocational Home Economics Manual of Operations for Training and/or Retraining Adults for Jobs Requiring Home Economics Knowledge and Skills.		Motivation of Domestic Seasonal Farm Workers.	
VT 005 192	293	VT 000 433	354	AGRICULTURAL MACHINERY	
The Work of the Business and Distributive Education Department Chairman.		Objectives for Vocational and Technical Education in Agriculture. Objective 4.		VT 003 569	319
ADMINISTRATIVE PROBLEMS		VT 001 615	272	Competencies in Farm Machinery Maintenance Needed by Farmers.	
VT 001 615	272	Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.		VT 004 780 ED 017 722	352
Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.		VT 003 721	281	Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating these Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.	
		Adult D.E. Programs in the Secondary School.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
AGRICULTURAL OCCUPATIONS		ANNOTATED BIBLIOGRAPHIES		VT 005 552 ED 019 513	296
VT 000 422	354	VT 002 984 ED 019 464	392	Shared-Time (Dual Enrollment)	
Objectives for Vocational and		Summaries of Studies in Agricul-		Concept for Area Vocational	
Technical Education in Agricul-		tural Education.		Education Programs.	
ture. Objective 2.		VT 003 781	321	ARITHMETIC	
VT 004 177 ED 019 471	301	Inventory of Manpower Research		VT 001 204	328
The Identification of Common Behav-		Projects in Indiana. Number 2.		A Guide for Conducting Classroom	
ioral Factors as Bases for Pre-		VT 004 346	322	Tests in Business Arithmetic.	
Entry Preparation of Workers for		Annotated Bibliography on Gain-			
Gainful Employment.		ful Employment in Home Economics.		ASPIRATION	
VT 004 948	324	VT 004 650	393	VT 003 763	368
Careers in Agriculture, A Guide		An Illinois Inventory of Research		Entrepreneurial Orientation of	
for High School Students.		and Studies in Vocational Educa-		Farm, Working Class, and Middle	
		tion.		Class Boys.	
AGRICULTURAL SKILLS		VT 007 213 ED 022 970	393	VT 004 046	369
VT 003 567	319	Abstracts of Research and Related		The Migration Aspiration of	
Competencies in Soil Management		Materials in Vocational and Tech-		North Dakota Senior Males.	
and Use of Fertilizers Needed by		nical Education, Fall 1968.		VT 004 755 ED 020 382	371
Farmers.		ANNUAL REPORTS		A Bibliography of Literature on	
VT 003 569	319	VT 003 690	359	Status Projections of Youth:	
Competencies in Farm Machinery		First Annual Report of the Michi-		III. Residence, Income, and Family	
Maintenance Needed by Farmers.		gan RCU.		Orientation.	
VT 003 574	319	VT 004 614	285	ASSOCIATE DEGREE WORKSHOPS	
Competencies in Agriculture Need-		Department of Agricultural Educa-		VT 005 522	295
ed by Males Employed in Retail		tion. Annual Report.		Proceedings, Associate Degree	
Fertilizer Distribution.		VT 004 788	287	Workshop.	
VT 004 649	323	A Report, Vocational and Techni-		ASSOCIATE DEGREES	
Employment Opportunities and		cal Education in Rhode Island,		VT 002 917 ED 017 673	278
Usable Agricultural Skills in		1967-1973.		Guidelines for Vocational-Techni-	
Non-Farm Agricultural Occupations				cal Programs.	
in Appalachia.		ANNUAL STATE CONFERENCE FOR TEACH-		VT 004 378 ED 017 683	283
AGRICULTURAL SUPPLY OCCUPATIONS		ERS OF VOCATIONAL AGRICULTURE		A Transition in Nursing Education.	
VT 003 574	319	VT 002 620	276	VT 005 522	295
Competencies in Agriculture Need-		Summary of the Annual State Con-		Proceedings, Associate Degree	
ed by Males Employed in Retail		ference for Teachers of Vocation-		Workshop.	
Fertilizer Distribution.		al Agriculture.		AUTOINSTRUCTIONAL LABORATORIES	
VT 005 721 ED 020 440	298	ANNUAL STATE HOMEMAKING EDUCATION		VT 005 195 ED 018 667	352
Demonstration Center at Reidland		CONFERENCE		Programmed Shorthand Laboratory	
High School.		VT 000 615	386	for Skill Development.	
AGRICULTURAL TECHNICIANS		Structuring Family Finance for		AUTOINSTRUCTIONAL METHODS	
VT 001 781	300	Home Economics Teaching.		VT 001 305 ED 019 397	386
A Guide for Curriculum Develop-		APPRENTICESHIPS		Comparing the Effectiveness of	
ment for Educating Agricultural		VT 002 353 ED 019 440	312	Two Methods of Teaching Agricul-	
Technicians.		Negroes in Apprenticeship.		tural Science to Students in	
VT 004 537	284	VT 002 477	276	Vocational Agriculture.	
Guidelines for the Development of		Essays on Apprenticeship.		AUTOMATION	
Training Programs for Agricul-		VT 003 555 ED 018 632	280	VT 000 795	308
tural Technicians.		Research in Apprenticeship Train-		Labour and Automation.	
VT 004 542	322	ing.		VT 000 829	308
Determination of the Educational		APTITUDE TESTS		Changing Workforce Characteris-	
Needs of Agricultural Engineering		VT 004 456 ED 017 691	332	tics of an Automated Insurance	
Technicians in Ohio.		Test Administrator's Manual for		Company.	
AGRICULTURAL TRENDS		the Vocational Education Test		VT 001 329	310
VT 000 666	307	Battery.		Impact of Automation on Office	
A Case Study in Trade-Area Devel-		AREA VOCATIONAL SCHOOLS		Occupations.	
opment, A Statistical Supplement.		VT 000 588	270	VT 003 564 ED 018 633	318
AGRICULTURE		Will We be Prepared.		Automation and Unemployment.	
VT 002 548 ED 019 454	313	VT 001 248	366	BATELLE'S SOCIO-ECONOMIC MODEL	
Agriculture is More Than Farming.		Measures of Academic Aptitude of		VT 000 886	309
VT 004 730 ED 020 372	388	First-Year Post-High School Stu-		The Michigan Power Study. Phase I.	
Learning Orientation Priorities		dents in the Area-Vocational-		BEHAVIORAL OBJECTIVES	
of Cooperative Extension Clie-		Technical Schools of Minnesota.		VT 004 395 ED 017 685	302
ntele in Selected Pennsylvania		VT 002 328	337	Curricular Needs of North Bay	
Counties.		A Report of a Study of the Need		Schools.	
ANCILLARY SERVICES		for a Vocational-Technical School		BELIEFS	
VT 000 936 ED 018 553	374	in the Milford-Stratford Area.		VT 004 489	356
Profile of Ancillary Services Pro-		VT 004 108 ED 021 052	337	Our Educational Beliefs.	
vided by Business Teacher Educa-		An Operations Research Model for		BIBLIOGRAPHIES	
tion Institutions in the United		Locating Area Vocational Schools.		VT 001 389 ED 020 302	392
States.		VT 005 024	338	Research Visibility, 1967-68,	
ANIMAL SCIENCE		Suggested Facilities for Agricul-		Reports on Selected Research	
VT 003 276 ED 018 620	368	tural Courses in Area Vocational-		Studies in Vocational, Technical,	
The Effect of Vocational Agricul-		Technical Schools.		and Practical Arts Education.	
ture Class Enrollment and Farm		VT 005 198	293		
Experience on Animal Science Knowl-		A Preliminary Study of Kansas			
edge of First Year Students En-		Area Vocational-Technical Schools.			
rolled in Oklahoma Colleges of					
Agriculture.					

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 003 632	392	VT 000 673	326	CHEMICAL TECHNICIANS	
RCU Research and Study Projects.		Follow-Up Study of Business Educa-		VT 002 800	314
VT 004 185	392	tion Graduates of Selected High		A Study of Employment Opportuni-	
RCU Research and Study Projects.		School in Michigan.		ties for Chemical Technologists	
VT 004 373	392	VT 000 936 ED 018 553	374	in Northern Idaho.	
List of Studies Made at Universi-		Profile of Ancillary Services Pro-		CHILD CARE OCCUPATIONS	
ty of Minnesota in Business and		vided by Business Teacher Educa-		VT 005 033	338
Distributive Education.		tion Institutions in the United		Furnishings, Equipment and Sup-	
VT 004 753 ED 020 380	370	States.		plies for Child Development	
A Bibliography of Literature on		VT 001 204	328	Laboratory.	
Status Projections of Youth:		A Guide for Conducting Classroom		CHILD CARE WORKERS	
I. Occupational Aspirations and		Tests in Business Arithmetic.		VT 003 999 ED 019 470	351
Expectations.		VT 001 997	274	A Planning Grant for the Estab-	
VT 004 754 ED 020 381	370	Cooperative Work Experience Manu-		lishment of a Center for the	
A Bibliography of Literature on		al for Business and Distributive		Development of Home Economics	
Status Projections of Youth:		Education.		Instructional Materials.	
II. Educational Aspirations and		VT 002 241 ED 019 433	358		
Expectations.		Research Needed in Florida Busi-		CHILD DEVELOPMENT	
VT 004 755 ED 020 382	371	ness Education.		VT 005 033	338
A Bibliography of Literature on		VT 004 373	392	Furnishings, Equipment and Sup-	
Status Projections of Youth:		List of Studies Made at Universi-		plies for Child Development	
III. Residence, Income, and Family		ty of Minnesota in Business and		Laboratory.	
Orientation.		Distributive Education.		CHILDREN	
VT 004 923	393	VT 004 409	351	VT 001 830	374
Bibliography of Selected Research		Research and Development of Ma-		Attitudes of Home Economics Teach-	
in the Field of Occupational		terials for Secretarial Train-		ers Toward Children.	
Education.		ing Courses in the Specialized		CHILD RESPONSIBILITY	
VT 005 047	393	Fields of Legal, Medical, Techni-		VT 003 767	368
Selected Bibliography of Iowa Re-		cal.		Work Roles and Financial Respon-	
search in Vocational-Technical		VT 005 192	293	sibility in the Socialization of	
Education and Related Areas -		The Work of the Business and Dis-		Farm, Fringe, and Town Boys.	
1960-1967.		tributive Education Department		CLASSROOM FURNITURE	
VT 005 474 ED 018 675	371	Chairman.		VT 005 031	338
Research Visibility. Vocational		VT 005 194 ED 018 666	333	Equipment, Instructional Materi-	
Education Is Service--Vocational		A Self-Evaluating Instrument for		als and Supplies for Vocational	
Guidance.		the Business and Office Educa-		Home Economics in Alabama High	
VT 005 508	295	tion Programs in the Secondary		Schools.	
A Bibliography on Technical Educa-		Schools.		VT 005 032	338
tion.		VT 005 538 ED 019 510	389	Furnishings, Equipment and Sup-	
VT 005 952	372	Effects of Interval Pacing on the		plies for Commercial Sewing and	
The Choice of Vocational Educa-		Acquisition of Typewriting Skill.		Alteration Laboratory.	
tion as an Educational Oppor-		VT 005 720 ED 020 439	304	VT 005 033	338
tunity.		Scientific Secretary Training		Furnishings, Equipment and Sup-	
		Program Development.		plies for Child Development	
BIOLOGY		BUSINESS SKILLS		Laboratory.	
VT 004 552	387	VT 003 574	319	CLERICAL OCCUPATIONS	
A Study of Integrating Biological		Competencies in Agriculture Need-		VT 000 653	342
Principles with Instruction in		ed by Males Employed in Retail		Disadvantaged Youth Program in	
Vocational Agriculture.		Fertilizer Distribution.		Business Education, Clerical	
BLUE COLLAR OCCUPATIONS		BUSINESSMAN OPINION		Services.	
VT 002 247 ED 019 434	311	VT 001 329	310	CLOTHING INSTRUCTION	
Job Briefs, Selected Federal Jobs.		Impact of Automation on Office		VT 005 032	338
BOARDS OF EDUCATION		Occupations.		Furnishings, Equipment and Sup-	
VT 004 733 ED 020 375	286	CAREER CHOICE		plies for Commercial Sewing and	
Expectations of Selected Aspects		VT 002 246	366	Alteration Laboratory.	
of a Vocational Agriculture Pro-		What's Your Future in the World		CLOTHING MAINTENANCE SPECIALISTS	
gram as Expressed at the Local		of Work.		VT 005 032	338
School Level in New York State.		CAREER OPPORTUNITIES		Furnishings, Equipment and Sup-	
BOND ISSUES		VT 000 430	354	plies for Commercial Sewing and	
VT 002 885 ED 016 800	278	Objectives for Vocational and		Alteration Laboratory.	
The Decision-Making Process of		Technical Education in Agricul-		CLUSTER CONCEPT PROJECT	
School Districts Regarding Voca-		ture. Objective 3.		VT 002 356 ED 014 554	300
tional Education and Training		CASE STUDIES (EDUCATION)		The Preparation of Curriculum Mate-	
Programs.		VT 004 376 ED 020 326	283	rials and the Development of	
BUILDING DESIGN		New Directions in Vocational		Teachers for an Experimental Ap-	
VT 001 965	336	Education.		plication of the Cluster Concept	
Buildings, Equipment, and Facili-		CERTIFICATION		of Vocational Education at the	
ties for Vocational Agriculture		VT 000 218	374	Secondary School Level. Phase II,	
Education.		The Role of Teacher Education		Cluster Concept Project. Third	
BUSINESS EDUCATION		Institutions.		Quarterly Report.	
VT 000 653	342	CHECK LISTS			
Disadvantaged Youth Program in		VT 001 208	336		
Business Education, Clerical		National Standard School Shop			
Services.		Safety Inspection Check List.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 003 254 ED 015 261	378	VT 000 595	270	CONCEPT TEACHING	
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Second Quarterly Report.		Mapping Your Occupational Training in the State of Washington.		VT 005 534 ED 022 039	389
		VT 002 708	367	Concept Formation and the Home Economics Curriculum.	
		Technical-Vocational Education at Diablo Valley College.		CONFERENCE REPORTS	
		VT 003 701 ED 013 098	281	VT 005 777	390
		Developments in Technical and Vocational Education.		The Education and Employment of Technicians.	
		VT 004 531	284	CONFERENCES	
		Agricultural Offerings in Community Colleges in the United States.		VT 000 615	386
CODIFICATION		VT 005 183 ED 018 664	292	Structuring Family Finance for Home Economics Teaching.	
VT 005 158	292	Colorado Master Plan for Community Colleges and Occupational Education.		VT 001 870 ED 019 413	358
Instructional Codes and Titles.		COMMUNITY DEVELOPMENT		Proceedings of Regional Research Conference in Agricultural Education.	
COGNITIVE PROCESSES		VT 000 552	306	VT 001 913 ED 019 418	366
VT 005 534 ED 022 039	389	A Case Study in Trade-Area Development.		Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.	
Concept Formation and the Home Economics Curriculum.		COMMUNITY INVOLVEMENT		VT 002 620	276
COLLEGE CURRICULUM		VT 001 990 ED 019 426	375	Summary of the Annual State Conference for Teachers of Vocational Agriculture.	
VT 002 322	376	A Community Approach to Student Teaching.		VT 002 631 ED 019 460	313
Vocational Teacher Education.		COMMUNITY PLANNING		Proceedings of the Governor's Conference on Manpower Training.	
COLLEGE FRESHMEN		VT 003 311	316	VT 002 655 ED 019 461	314
VT 001 248	366	Smaller Communities Program.		Proceedings, Indiana Manpower Research Conference.	
Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.		COMMUNITY SURVEYS		VT 003 236 ED 018 617	279
VT 003 276 ED 018 620	368	VT 002 921	278	We Shall Not Rest.	
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.		A Look at Education for Work in the Omaha Public Schools.		VT 003 555 ED 018 632	280
		VT 003 718	321	Research in Apprenticeship Training.	
		A Study of the Vocational Education Needs in Josephine County, Oregon.		VT 005 022 ED 020 400	289
COLLEGE STUDENTS		COMPARATIVE ANALYSIS		Education and Training of Technicians.	
VT 004 669	387	VT 005 417 ED 020 419	388	VT 005 029	289
An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.		A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.		Wingspread Conference on Fire Service Administration.	
VT 004 670	387	VT 005 429	388	COOPERATING TEACHERS	
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.		A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.		VT 005 634 ED 020 432	383
VT 004 769 ED 017 719	371	COMPARATIVE TESTING		Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.	
An Analysis of the Effect of the High School Curriculum upon College Achievement.		VT 004 673	387	COOPERATIVE EDUCATION	
COLLEGES		An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.		VT 000 566	326
VT 000 794	271	COMPREHENSIVE HIGH SCHOOLS		Training for Off-Farm Agricultural Occupations. Supplement.	
A Study of Organized Occupational Education in Missouri Institutions of Higher Education.		VT 004 987	288	VT 000 568	269
VT 000 936 ED 018 553	374	A Proposal for Redirecting Programs of Vocational Education in North Carolina.		Training for Off-Farm Agricultural Occupations.	
Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.		VT 005 598 ED 019 516	297	VT 000 580	269
VT 005 151 ED 020 403	291	An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.		Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.	
Higher Education in the Nation's Fire Service.		COMPUTER PROGRAMS		VT 001 917	274
COMMITTEES		VT 003 233	367	Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.	
VT 004 998	345	A Description of a Program for Computer-Assisted Occupational Guidance Developed at The Pennsylvania State University.		VT 001 997	274
State Committee on Seasonal Agricultural Labor.		CONCEPT FORMATION		Cooperative Work Experience Manual for Business and Distributive Education.	
COMMUNICATION (THOUGHT TRANSFER)		VT 005 534 ED 022 039	389	VT 003 384	350
VT 005 160 ED 017 741	292	Concept Formation and the Home Economics Curriculum.		A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.	
Innovative Methods for Studying Innovation in Education.				VT 003 599	344
COMMUNITY COLLEGES				Experimental and Demonstration Project Vocational Education, An Interim Report.	
VT 000 560	306			VT 003 600	344
Technical and Semi-Professional Occupational Survey.				Experimental and Demonstration Project Vocational Education. Second Interim Report.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 004 054	282	COSMETOLOGISTS		CULTURALLY DISADVANTAGED	
Part-Time Cooperative Industrial Education.		VT 001 138	309	VT 004 454 ED 017 689	302
VT 004 193 ED 016 846	378	A Study of Cosmetology in Wisconsin.		Development of a Curriculum and Materials for Teaching Basic Vocational Talents.	
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.		COST EFFECTIVENESS		CURRICULUM	
VT 004 195 ED 019 473	301	VT 005 041 ED 017 733	289	VT 000 560	306
A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.		Occupational Education--Planning and Programming, Volume One.		Technical and Semi-Professional Occupational Survey.	
VT 004 743	345	VT 005 042 ED 017 734	290	VT 000 781	327
Success Factors in Retaining Potential Dropouts.		Occupational Education--Planning and Programming. Volume Two.		Practical Nurse Education in Ohio.	
VT 005 091 ED 019 494	371	VT 005 223	333	VT 002 708	367
The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.		Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.		Technical-Vocational Education at Diablo Valley College.	
VT 005 264	293	VT 005 598 ED 019 516	297	VT 003 222	279
The Cooperative Plan for Distributive Education in Florida's High Schools.		An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.		Region II Vocational Education.	
VT 005 417 ED 020 419	388	COUNSELING PROGRAMS		VT 004 270	301
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.		VT 005 653 ED 019 518	347	Illinois Agricultural Education Curriculum Research Project.	
VT 005 463	294	An Experimental and Demonstration Manpower Program for Disadvantaged Youths.		VT 004 620 ED 017 712	285
Guideline for Cooperative Education Coordinator.		COUNSELOR TRAINING		The Project Plan for Distributive Education in Florida High Schools.	
COOPERATIVE PLANNING		VT 002 395 ED 019 442	367	VT 005 151 ED 020 403	291
VT 001 913 ED 019 418	366	Experimental Summer Program for High School Seniors and Faculty.		Higher Education in the Nation's Fire Service.	
Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.		VT 005 051	346	CURRICULUM DESIGN	
VT 003 236 ED 018 617	279	The Colorado Story, Volume II.		VT 004 935 ED 018 661	361
We Shall Not Rest.		VT 005 052	346	Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.	
COOPERATIVE PROGRAMS		The Colorado Story.		CURRICULUM DEVELOPMENT	
VT 005 620 ED 020 430	340	VT 005 474 ED 018 675	371	VT 001 781	300
Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.		Research Visibility. Vocational Education Is Service--Vocational Guidance.		A Guide for Curriculum Development for Educating Agricultural Technicians.	
CORRECTIONAL EDUCATION		COUNSELORS		VT 002 266 ED 020 311	300
VT 004 191 ED 020 323	345	VT 002 291	376	Curriculum Relevancy and Work.	
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.		Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.		VT 002 356 ED 014 554	300
VT 005 654 ED 019 519	298	VT 002 292	376	The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Third Quarterly Report.	
Project Challenge.		Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.		VT 002 522	313
VT 005 714 ED 020 433	348	COURSES		The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.	
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.		VT 005 158	292	The "Orchestrated System" Approach to Industrial Education.	
VT 005 715 ED 020 434	348	Instructional Codes and Titles.		VT 004 195 ED 019 473	301
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.		CREATIVITY		A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.	
VT 005 716 ED 020 435	348	VT 004 669	387	VT 004 542	322
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.		An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.		Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.	
		VT 004 670	387	VT 004 552	387
		Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.		A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.	
		CREATIVITY RESEARCH		VT 005 276 ED 018 670	381
		VT 004 669	387	Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.	
		An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.		VT 005 511 ED 019 508	303
		VT 004 670	387	Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.	
		Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.		VT 005 521 ED 020 426	304
				Associate Degree Nursing Program Workshop.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 005 720 ED 020 439	304	VT 005 715 ED 020 434	346	VT 005 648 ED 019 517	372
Scientific Secretary Training Program Development.		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.		Summer Institutes for Vocational Counseling and Guidance Personnel.	
CURRICULUM EVALUATION				VT 005 653 ED 019 518	347
VT 001 241	328	VT 005 716 ED 020 435	348	An Experimental and Demonstration Manpower Program for Disadvantaged Youths.	
Industrial Arts Education in Escambia County.		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.		DISTRIBUTIVE EDUCATION	
VT 004 395 ED 017 685	302			VT 000 595	270
Curricular Needs of North Bay Schools.				Mapping Your Occupational Training in the State of Washington.	
CURRICULUM GUIDES				VT 001 855 ED 019 412	355
VT 000 653	342			A Philosophy of Distributive Education.	
Disadvantaged Youth Program in Business Education, Clerical Services.		DENTAL TECHNICIANS		VT 001 997	274
VT 003 636	300	VT 005 587	296	Cooperative Work Experience Manual for Business and Distributive Education.	
Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.		Dental Laboratory Technicians's Training Program.		VT 002 905	278
VT 004 409	351	DIFFUSION		Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.	
Research and Development of Materials for Secretarial Training Courses in the Specialized Fields of Legal, Medical, Technical.		VT 005 160 ED 017 741	292	VT 003 721	281
		Innovative Methods for Studying Innovation in Education.		Adult D.E. Programs in the Secondary School.	
		VT 005 193 ED 017 742	293	VT 004 193 ED 016 846	378
		Information Systems.		Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.	
		DIRECTORIES		VT 004 195 ED 019 473	301
DATA ANALYSIS		VT 000 595	270	A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education.	
VT 000 886	309	Mapping Your Occupational Training in the State of Washington.		VT 004 373	392
The Michigan Power Study. Phase I.		VT 004 998	345	List of Studies Made at University of Minnesota in Business and Distributive Education.	
DATA COLLECTION		State Committee on Seasonal Agricultural Labor.		VT 004 619 ED 017 711	285
VT 004 422 ED 020 328	283	VT 005 151 ED 020 403	291	Distributive Education Programs in Florida's Junior Colleges.	
Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.		Higher Education in the Nation's Fire Service.		VT 004 620 ED 017 712	285
DATA SHEETS		VT 005 569 ED 019 514	296	The Project Plan for Distributive Education in Florida High Schools.	
VT 002 845	277	Directory, Programs of Vocational Education in the United States.		VT 005 192	293
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).		DISADVANTAGED ENVIRONMENT		The Work of the Business and Distributive Education Department Chairman.	
DESCISION MAKING		VT 005 503 ED 019 506	382	VT 005 264	293
VT 004 615 ED 020 352	369	An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.		The Cooperative Plan for Distributive Education in Florida's High Schools.	
Perceived Sources of Influence Upon Occupational and Educational Expectations.		DISADVANTAGED GROUPS		VT 005 417 ED 020 419	388
DEMONSTRATION CENTERS		VT 005 420 ED 017 744	347	A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.	
VT 005 721 ED 020 440	298	Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.		VT 005 451 ED 020 423	381
Demonstration Center at Reidland High School.		DISADVANTAGED YOUTH		Readings in Distributive Education.	
DEMONSTRATION PROGRAMS		VT 000 653	342	VT 005 556 ED 020 427	382
VT 005 653 ED 019 518	347	Disadvantaged Youth Program in Business Education, Clerical Services.		Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.	
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.		VT 001 247 ED 017 647	342	VT 005 557 ED 020 428	296
VT 005 654 ED 019 519	298	A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.		Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.	
Project Challenge.		VT 002 230	275	DOCTORAL THESES	
DEMONSTRATION PROJECTS		The Work-Study Program Under the Vocational Education Act of 1963.		VT 002 984 ED 019 464	392
VT 004 191 ED 020 323	345	VT 002 551	343	Summaries of Studies in Agricultural Education.	
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.		Project REDY.		DRAFTING	
VT 005 511 ED 019 508	303	VT 005 051	346	VT 003 614	320
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.		The Colorado Story, Volume II.		Some Statistical Correlates in Industrial Graphics.	
VT 005 714 ED 020 433	348	VT 005 052	346		
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.		VT 005 131 ED 018 663	346		
		Boost--Business and Office Education Student Training.			
		VT 005 414 ED 019 498	347		
		Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
DROPOUT PREVENTION		EDUCATIONAL FACILITIES		VT 001 483 ED 012 583	336
VT 003 599	344	VT 001 019	336	Office Machines Used in Business Today.	
Experimental and Demonstration Project Vocational Education, An Interim Report.		Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.		VT 001 956	274
VT 003 600	344	VT 001 965	336	A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.	
Experimental and Demonstration Project Vocational Education. Second Interim Report.		Buildings, Equipment, and Facilities for Vocational Agriculture Education.		VT 001 995	311
VT 004 743	345	VT 002 305 ED 019 435	337	Technician Needs in a Farm Machinery Engineering Group.	
Success Factors in Retaining Potential Dropouts.		Technology-Resource Center for Vocational-Technical Education.		VT 002 016 ED 019 427	311
DROPOUTS		VT 003 446	337	Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.	
VT 003 237	367	The Setting for the Home Economics Program at the Secondary Level-- A New Look.		VT 002 522	313
Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.		VT 005 024	338	The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.	
DUAL ENROLLMENT		VT 005 288	339	VT 002 821 ED 016 794	314
VT 005 552 ED 019 513	296	Planning Facilities for Vocational Agriculture Departments in Ohio Schools.		An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.	
Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.		VT 005 408	339	VT 002 921	278
ECONOMIC FACTORS		Practical Nursing Facilities.		A Look at Education for Work in the Omaha Public Schools.	
VT 004 108 ED 021 052	337	EDUCATIONAL INNOVATION		VT 003 230	316
An Operations Research Model for Locating Area Vocational Schools.		VT 004 376 ED 020 326	283	Assessing Educational Requirements for Skillpower.	
EDEX COMMUNICATOR		VT 005 160 ED 017 741	292	VT 003 404	317
VT 001 305 ED 019 397	386	Innovative Methods for Studying Innovation in Education.		Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.	
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.		EDUCATIONAL INTEREST		VT 003 552	318
EDUCABLE MENTALLY HANDICAPPED		VT 000 809	271	A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.	
VT 002 503	343	Report on the Need for Vocational-Technical Schools in Nebraska.		VT 003 566	318
Pennies Grow on Plans.		VT 005 952	372	The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.	
EDUCATIONAL ADMINISTRATION		The Choice of Vocational Education as an Educational Opportunity.		VT 003 567	319
VT 003 247	331	EDUCATIONAL METHODS		Competencies in Soil Management and Use of Fertilizers Needed by Farmers.	
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.		VT 005 417 ED 020 419	388	VT 003 569	319
EDUCATIONAL ATTITUDES		A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.		Competencies in Farm Machinery Maintenance Needed by Farmers.	
VT 002 921	278	EDUCATIONAL NEEDS		VT 003 574	319
A Look at Education for Work in the Omaha Public Schools.		VT 000 422	354	Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.	
VT 004 045	331	Objectives for Vocational and Technical Education in Agriculture. Objective 2.		VT 004 006 ED 016 832	321
A Survey of Parents of North Dakota High School Students Who were Seniors in 1966.		VT 000 540	306	An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.	
VT 004 395 ED 017 685	302	Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.		VT 004 395 ED 017 685	302
Curricular Needs of North Bay Schools.		VT 000 581	306	Curricular Needs of North Bay Schools.	
VT 004 754 ED 020 381	370	Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.		VT 004 542	322
A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.		VT 000 583	307	Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.	
EDUCATIONAL CERTIFICATES		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.		VT 004 649	323
VT 002 917 ED 017 673	278	VT 000 809	271	Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.	
Guidelines for Vocational-Technical Programs.		Report on the Need for Vocational Technical Schools in Nebraska.		VT 004 721	323
EDUCATIONAL CHANGE		VT 000 856	308	Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.	
VT 000 076	358	Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.		VT 004 788	287
Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.		VT 001 329	310	A Report, Vocational and Technical Education in Rhode Island, 1967-1973.	
VT 001 329	310	Impact of Automation on Office Occupations.		VT 004 910	323
Impact of Automation on Office Occupations.		EDUCATIONAL INTEREST		A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.	
VT 004 376 ED 020 326	283	VT 000 809	271		
New Directions in Vocational Education.		Report on the Need for Vocational Technical Schools in Nebraska.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 004 918 ED 020 395	288	VT 005 041 ED 017 733	289	VT 003 594	359
Occupational Education Beyond the High School in Oklahoma.		Occupational Education--Planning and Programming, Volume One.		Technical Progress Report. September 1 - November 30, 1967.	
VT 005 045 ED 017 735	380	EDUCATIONAL PRINCIPLES		VT 003 632	392
A Survey of the Need for Pre-School Teacher Training.		VT 004 863 ED 018 660	352	RCU Research and Study Projects.	
VT 005 048	290	Using Programmed Instruction in Occupational Education.		VT 003 690	359
Crisis in the Fire Service.		EDUCATIONAL PROBLEMS		First Annual Report of the Michigan RCU.	
EDUCATIONAL OBJECTIVES		VT 003 411 ED 019 466	356	VT 003 708	359
VT 000 422	354	New Directions for Industrial Arts.		West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967 - September 30, 1967.	
Objectives for Vocational and Technical Education in Agriculture. Objective 2.		VT 003 701 ED 013 098	281	VT 004 199	360
VT 000 430	354	Developments in Technical and Vocational Education.		Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.	
Objectives for Vocational and Technical Education in Agriculture. Objective 3.		VT 005 048	290	VT 004 386 ED 017 684	360
VT 000 433	354	Crisis in the Fire Service.		Annual Report, November 1967.	
Objectives for Vocational and Technical Education in Agriculture. Objective 4.		EDUCATIONAL PROGRAMS		VT 004 488 ED 016 863	360
VT 000 466	353	VT 001 252	272	Annual Report, November 1966.	
Objectives for Vocational and Technical Education in Agriculture. Objective 5.		A Report on the Present Status of Trade and Technical Education in Pennsylvania.		VT 004 492	361
VT 001 648	272	VT 001 836 ED 019 411	311	Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1-1967-October 1, 1967.	
Vocational Agriculture in the Next Five Years 1963-1968.		Selection and Training, A Survey of Iowa Manufacturing Firms.		VT 004 604	284
VT 001 908 ED 019 416	355	VT 002 156	329	Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year (Extended), April 1, 1967-September 30, 1967.	
Vocational Education for American Youth.		A Follow-Up Study of Vocational Students at North Idaho Junior College.		VT 004 650	393
VT 002 709 ED 020 317	355	VT 002 246	366	An Illinois Inventory of Research and Studies in Vocational Education.	
The "Orchestrated System" Approach to Industrial Education.		What's Your Future in the World of Work.		VT 004 661	361
VT 004 733 ED 020 375	296	VT 002 266 ED 020 311	300	Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.	
Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.		Curriculum Relevancy and Work.		VT 004 758 ED 018 658	361
VT 005 041 ED 017 733	289	VT 002 551	343	Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.	
Occupational Education--Planning and Programming, Volume One.		Project REDY.		VT 004 762 ED 018 659	361
EDUCATIONAL OPPORTUNITIES		VT 002 620	276	A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.	
VT 000 603	307	Summary of the Annual State Conference for Teachers of Vocational Agriculture.		VT 004 856	362
New York Women and Their Changing World.		VT 003 718	321	Guidelines for Submitting Occupational Research and Development Proposals.	
VT 004 788	287	A Study of the Vocational Education Needs in Josephine County, Oregon.		VT 004 923	393
A Report, Vocational and Technical Education in Rhode Island, 1967-1973.		VT 004 590 ED 020 348	284	Bibliography of Selected Research in the Field of Occupational Education.	
EDUCATIONAL PHILOSOPHY		Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.		VT 005 044	362
VT 001 855 ED 019 412	355	VT 005 151 ED 020 403	291	New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.	
A Philosophy of Distributive Education.		High Education in the Nation's Fire Service.		VT 005 047	393
VT 003 411 ED 019 466	356	VT 005 285 ED 020 416	364	Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas--1960-1967.	
New Directions for Industrial Arts.		Special Project for Research Training in Vocational Education.		VT 005 146 ED 019 495	363
VT 004 489	356	VT 005 587	296	Research Report, 1966-1967.	
Our Educational Beliefs.		Dental Laboratory Technician's Training Program.		VT 005 163 ED 020 406	363
EDUCATIONAL PLANNING		EDUCATIONAL RESEARCH		Annual Report, November 1965.	
VT 000 588	270	VT 000 076	358	VT 005 285 ED 020 416	364
Will We Be Prepared.		Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.		Special Project for Research Training in Vocational Education.	
VT 002 368	276	VT 001 389 ED 020 302	392	VT 005 404	364
Roadmap for a Decade of Progress in Industrial Education.		Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.		New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.	
VT 003 236 ED 018 617	279	VT 001 870 ED 019 413	358		
We Shall Not Rest.		Proceedings of Regional Research Conference in Agricultural Education.			
VT 003 519 ED 016 817	280	VT 002 746	358		
Occupation Education Requirements Analysis.		Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.			
VT 004 961	288	VT 002 984 ED 019 464	392		
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.		Summaries of Studies in Agricultural Education.			
VT 004 987	288				
A Proposal for Redirecting Programs of Vocational Education in North Carolina.					

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 005 474 ED 018 675	371	VT 005 091 ED 019 494	371	VT 003 718	321
Research Visibility. Vocational Education Is Service--Vocational Guidance.		The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.		A Study of the Vocational Education Needs in Josephine County, Oregon.	
VT 005 596 ED 019 515	297	EMPLOYMENT OPPORTUNITIES		VT 004 006 ED 016 832	321
A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.		VT 000 540	306	An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.	
VT 006 926 ED 022 065	393	Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.		VT 004 108 ED 021 052	337
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.		VT 000 560	306	An Operations Research Model for Locating Area Vocational Schools.	
VT 007 213 ED 022 970	393	Technical and Semi-Professional Occupational Survey.		VT 004 533	322
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.		VT 000 583	307	Non-Farm Agricultural Employment in West Virginia.	
EDUCATIONAL RESOURCES		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.		VT 004 649	323
VT 003 263	279	VT 000 603	307	Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.	
Seminar on Planning Developmental and Related Programs in Occupational Education.		New York Women and Their Changing World.		VT 004 721	323
VT 004 561	288	VT 000 856	308	Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.	
The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.		Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.		EMPLOYMENT PATTERNS	
EDUCATIONAL SPECIFICATIONS		VT 001 138	309	VT 003 220	315
VT 001 965	336	A Study of Cosmetology in Wisconsin.		DuPage County Manpower Profile, 1947-1970.	
Buildings, Equipment, and Facilities for Vocational Agriculture Education.		VT 001 209	271	EMPLOYMENT POTENTIAL	
VT 005 419 ED 022 031	339	Training Needs in Central Kentucky, Student Interest and Availability.		VT 003 675	320
Seminar on Shop and Laboratory Planning for Vocational Education.		VT 001 245	374	An Action Program for Industrial Progress in Idaho.	
EDUCATIONAL STRATEGIES		A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.		EMPLOYMENT PROBLEMS	
VT 003 201 ED 018 612	350	VT 001 382	382	VT 003 589	320
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.		A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.		Occupational Opportunities for Rural Youth.	
EDUCATIONAL TRENDS		VT 002 246	366	EMPLOYMENT PROGRAMS	
VT 003 230	316	What's Your Future in the World of Work.		VT 001 247 ED 017 647	342
Assessing Educational Requirements for Skillpower.		VT 002 522	313	A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.	
EFFECTIVE TEACHING		The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.		EMPLOYMENT PROJECTIONS	
VT 004 756 ED 019 477	379	VT 002 548 ED 019 454	313	VT 000 886	309
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.		Agriculture is More Than Farming.		The Michigan Power Study. Phase I.	
EMPLOYEE ATTITUDES		VT 002 580 ED 019 458	313	VT 001 245	374
VT 005 028	324	Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.		A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.	
Motivation of Domestic Seasonal Farm Workers.		VT 002 800	314	VT 003 519 ED 016 817	280
EMPLOYER ATTITUDES		A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.		Occupation Education Requirements Analysis.	
VT 001 129	309	VT 003 223 ED 018 615	315	VT 006 458	383
Training Needs Survey--Legal Stenographer.		Human Resource Development in the Province of Ontario.		Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.	
VT 001 483 ED 018 583	336	VT 003 227	315	EMPLOYMENT QUALIFICATIONS	
Office Machines Used in Business Today.		Evansville Area Skill Survey.		VT 000 581	306
VT 002 800	314	VT 003 552	318	Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.	
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.		A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.		VT 003 566	318
VT 004 732 ED 020 374	323	VT 003 566	318	The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.	
An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.		The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.		VT 004 948	324
		VT 003 589	320	Careers in Agriculture, A Guide for High School Students.	
		Occupational Opportunities for Rural Youth.		EMPLOYMENT SERVICES	
		VT 003 703 ED 016 025	320	VT 003 311	316
		Study of Agriculturally Related Occupations in Selected Counties in Idaho.		Smaller Communities Program.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
EMPLOYMENT STATISTICS		EQUIPMENT		VT 005 714 ED 020 433	348
VT 003 220	315	VT 001 965	336	Experimental and Demonstration	
DuPage County Manpower Profile,		Buildings, Equipment, and Facili-		Manpower Project for Training and	
1947-1970.		ties for Vocational Agriculture		Placement of Youthful Inmates of	
VT 003 227	315	Education.		Draper Correctional Center,	
Evansville Area Skill Survey.				Elmore, Alabama. First Dissemina-	
VT 003 250	316	EQUIPMENT STANDARDS		tion Report.	
What Happens to the Long-Term		VT 005 034	338	VT 005 715 ED 020 434	348
Unemployed.		Equipment for Quantity Food Prepa-		Experimental and Demonstration	
VT 004 533	322	ration and Service Laboratory.		Manpower Project for Training and	
Non-Farm Agricultural Employment				Placement of Youthful Inmates of	
in West Virginia.				Draper Correctional Center,	
		EVALUATION		Elmore, Alabama. Fourth Dissemina-	
EMPLOYMENT TRENDS		VT 003 247	331	tion Report.	
VT 000 552	306	Group Interview Guide, A Nation-		VT 005 716 ED 020 435	348
A Case Study in Trade-Area Devel-		wide Study of the Administration		Experimental and Demonstration	
opment.		of Vocational-Technical Educa-		Manpower Project for Training and	
VT 000 666	307	tion at the State Level.		Placement of Youthful Inmates of	
A Case Study in Trade-Area Devel-				Draper Correctional Center,	
opment, A Statistical Supplement.		EVALUATION CRITERIA		Elmore, Alabama. Third Dissemina-	
VT 000 829	303	VT 001 197	328	tion Report.	
Changing Workforce Characteris-		Evaluation and Projection of Pro-		VT 005 720 ED 020 439	304
tics of an Automated Insurance		grams of Vocational Agriculture		Scientific Secretary Training	
Company.		in South Carolina.		Program Development.	
VT 000 886	309	VT 005 194 ED 018 666	333		
The Michigan Power Study. Phase I.		A Self-Evaluating Instrument for		EXPERIMENTAL TEACHING	
VT 001 138	309	the Business and Office Educa-		VT 005 634 ED 020 432	383
A Study of Cosmetology in Wiscon-		tion Programs in the Secondary		Report of the Pilot Project for	
sin.		Schools.		the Training of Teacher Aides De-	
VT 002 655 ED 019 461	314	EVALUATION TECHNIQUES		troit Public Schools, Summer,	
Proceedings, Indiana Manpower Re-		VT 000 919	327	1966.	
search Conference.		Guidelines for the Development		EXPERT CONFERENCE	
VT 003 227	315	of Instruments for Evaluation		VT 005 022 ED 020 400	289
Evansville Area Skill Survey.		in Vocational Agriculture.		Education and Training of Techni-	
VT 003 230	316	VT 001 197	328	cians.	
Assessing Educational Require-		Evaluation and Projection of Pro-			
ments for Skillpower.		grams of Vocational Agriculture		EXTENSION EDUCATION	
VT 003 464	317	in South Carolina.		VT 004 730 ED 020 372	388
Vocational Need Study of Saline,		EXPERIMENTAL CURRICULUM		Learning Orientation Priorities	
Gallatin, Hardin, and Page Coun-		VT 004 454 ED 017 689	302	of Cooperative Extension Clie-	
ties.		Development of a Curriculum and		ntele in Selected Pennsylvania	
VT 003 412	317	Materials for Teaching Basic Vo-		Counties.	
Trends in Distribution, Services		cal Talents.			
and Transportation, With Parti-		EXPERIMENTAL PROGRAMS		FACILITY GUIDELINES	
cular Reference to the State of		VT 000 566	326	VT 003 446	337
Washington.		Training for Off-Farm Agricul-		The Setting for the Home Econom-	
ENGINEERING TECHNICIANS		tural Occupations. Supplement.		ics Program at the Secondary	
VT 001 213	309	VT 000 568	269	Level-- A New Look.	
Science and Engineering Techni-		Training for Off-Farm Agricultur-		VT 005 023	345
cian Study.		al Occupations.		State Plan for Workshops and Re-	
VT 001 995	311	VT 002 356 ED 014 554	300	habilitation Facilities.	
Technician Needs in a Farm Machi-		The Preparation of Curriculum Ma-		VT 005 288	339
nery Engineering Group.		terials and the Development of		Planning Facilities for Vocation-	
		Teachers for an Experimental Ap-		al Agriculture Departments in	
ENRICHMENT EXPERIENCE		plication of the Cluster Concept		Ohio Schools.	
VT 004 017	282	of Vocational Education at the		VT 005 408	339
Summer Technical Training Pro-		Secondary School Level. Phase II,		Practical Nursing Facilities.	
grams at Kirkman Technical High.		Cluster Concept Project. Third			
		Quarterly Report.		FACILITY INVENTORY.	
ENROLLMENT INFLUENCES		VT 003 254 ED 015 261	378	VT 005 035	339
VT 004 108 ED 021 052	337	The Preparation of Curriculum Ma-		Inventory-Evaluation of Equipment	
An Operations Research Model for		terials and the Development of		and Furnishings for Home Econom-	
Locating Area Vocational Schools.		Teachers for an Experimental Ap-		ics Departments in Alabama High	
		plication of the Cluster Concept		Schools.	
ENROLLMENT PROJECTIONS		of Vocational Education at the		FAMILY INCOME	
VT 002 328	337	Secondary School Level, Phase II,		VT 000 615	386
A Report of a Study of the Need		Cluster Concept Project. Second		Structuring Family Finance for	
for a Vocational-Technical School		Quarterly Report.		Home Economics Teaching.	
in the Milford-Stratford Area.		VT 004 017	282		
		Summer Technical Training Pro-		FARM ACCOUNTS	
ENROLLMENT TRENDS		grams at Kirkman Technical High.		VT 000 837	271
VT 000 936 ED 018 553	374	VT 004 191 ED 020 323	345	Vocational Agriculture Farm Man-	
Profile of Ancillary Services Pro-		Experimental and Demonstration		agement Program, Southeastern	
vided by Business Teacher Educa-		Manpower Project for Training and		Minnesota, 1965 Annual Report.	
tion Institutions in the United		Placement of Youthful Inmates of			
States.		Draper Correctional Center,		FARM MANAGEMENT	
EQUAL OPPORTUNITIES (JOBS)		Elmore, Alabama. 16th Progress		VT 000 837	271
VT 002 353 ED 019 440	312	Report.		Vocational Agriculture Farm Man-	
Negroes in Apprenticeship.				agement Program, Southeastern	
VT 002 942 ED 016 068	315			Minnesota, 1965 Annual Report.	
Equal Employment Opportunities.					

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 003 636	300	VT 003 574	319	VT 004 200 ED 016 113	378
Teaching Farm Business Analysis in Programs of Vocational Agriculture for Young Farmers in Kansas Communities.		Competencies in Agriculture Needed by Males Employed in Retail Fertilizer Distribution.		Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.	
VT 003 763	368	FIELD EXPERIENCE PROGRAMS		FOOD SERVICE OCCUPATIONS	
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.		VT 005 276 ED 018 670	381	VT 005 034	338
FARM OCCUPATIONS		Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.		Equipment for Quantity Food Preparation and Service Laboratory.	
VT 002 548 ED 019 454	313	VT 005 503 ED 019 506	382	FOOD SERVICE WORKERS	
Agriculture is More Than Farming.		An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.		VT 003 999 ED 019 470	351
FARMERS		FIELD TRIPS		A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.	
VT 000 565 ED 018 542	326	VT 004 673	387	FOODS INSTRUCTION	
Occupations of Former Vocational Agriculture Students in the State of Washington.		An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.		VT 003 093	386
VT 002 016 ED 019 427	311	FINANCE OCCUPATIONS		Experimentation in the Teaching of Foods.	
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.		VT 002 580 ED 019 458	313	VT 005 034	338
VT 003 567	319	Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.		Equipment for Quantity Food Preparation and Service Laboratory.	
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.		FINANCIAL POLICY		FOREIGN COUNTRIES	
VT 003 569	319	VT 003 721	281	VT 005 022 ED 020 400	289
Competencies in Farm Machinery Maintenance Needed by Farmers.		Adult D.E. Programs in the Secondary School.		Education and Training of Technicians.	
FEASIBILITY STUDIES		FINANCIAL SUPPORT		VT 005 145 ED 020 402	291
VT 000 588	270	VT 003 590	281	Britain's Industrial Training Act.	
Will We Be Prepared.		The Federal Government's Role in the Training of Technicians.		FOUNDATION PROGRAMS	
VT 004 590 EP 020 348	284	Adult D.E. Programs in the Secondary School.		VT 002 277	276
Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.		FIRE PROTECTION		Ford Foundation Grants in Vocational Education.	
VT 005 045 ED 017 735	380	VT 005 029	289	FUNDAMENTAL CONCEPTS	
A Survey of the Need for Pre-School Teacher Training		Wingspread Conference on Fire Service Administration.		VT 005 277 ED 018 671	381
FEDERAL AID		FIRE SCIENCE EDUCATION		Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.	
VT 005 569 ED 019 514	296	VT 005 048	290	FUTURE FARMERS OF AMERICA	
Directory, Programs of Vocational Education in the United States.		Crisis in the Fire Service.		VT 001 677	273
FEDERAL LAWS		VT 005 151 ED 020 403	291	The Ohio Manual of Operation for Vocational Agriculture Education.	
VT 003 590	281	Higher Education in the Nation's Fire Service.		VT 004 613 ED 020 351	303
The Federal Government's Role in the Training of Technicians.		FIRE SERVICE		Adapting the FFA to a Changing Program of Vocational Agriculture.	
VT 004 998	345	VT 005 029	289	GEOGRAPHIC REGIONS	
State Committee on Seasonal Agricultural Labor.		Wingspread Conference on Fire Service Administration.		VT 003 222	279
FEEDBACK		Crisis in the Fire Service.		Region II Vocational Education.	
VT 001 305 ED 019 397	386	FLEXIBLE SCHEDULING		GOAL ORIENTATION	
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.		VT 004 991	380	VT 003 763	368
VT 004 756 ED 019 477	379	Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.		Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.	
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.		FLORICULTURE		VT 004 009	369
FEMALES		VT 005 030	338	The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.	
VT 000 603	307	Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.		GOVERNMENT EMPLOYEES	
VT 001 551 ED 018 589	329	FLORIST WORKER		VT 002 247 ED 019 434	311
Young Women in Virginia.		VT 005 030	338	Job Briefs, Selected Federal Jobs.	
FERTILIZERS		Furnishings, Equipment, Instructional Materials and Supplies for Floral Design Laboratory.		GOVERNMENT ROLE	
VT 003 567	319	FLUID POWER EDUCATION		VT 003 590	281
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.		VT 002 689	377	The Federal Government's Role in the Training of Technicians.	
		Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.		GOVERNOR'S CONFERENCE ON MANPOWER TRAINING	
				VT 002 631 ED 019 460	313
				Proceedings of the Governor's Conference on Manpower Training.	

١١١



ERIC
Full Text Provided by ERIC

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 002 840	277	HUMAN RELATIONS		INDUSTRIAL STRUCTURE	
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.		VT 000 466	353	VT 003 498	317
VT 004 194 ED 019 472	282	Objectives for Vocational and Technical Education in Agriculture, Objective 5.		Potentials for Industrial Development in Vermont.	
The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.		HUMAN RESOURCES		VT 005 145 ED 020 402	291
VT 004 552	387	VT 003 718	321	Britain's Industrial Training Act.	
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.		A Study of the Vocational Education Needs in Josephine County, Oregon.		INDUSTRIAL TRAINING	
HOME ECONOMICS		INCOME		VT 001 836 ED 019 411	311
VT 004 730 ED 020 372	388	VT 003 767	368	Selection and Training, A Survey of Iowa Manufacturing Firms.	
Learning Orientation Priorities of Cooperative Extension Clientele in Selected Pennsylvania Counties.		Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.		VT 005 145 ED 020 402	291
HOME ECONOMICS EDUCATION		INDIANA MANPOWER RESEARCH CONFERENCE		Britain's Industrial Training Act.	
VT 002 503	343	VT 002 655 ED 019 461	314	INDUSTRIAL TRAINING ACT	
Pennies Grow on Plans.		Proceedings, Indiana Manpower Research Conference.		VT 005 145 ED 020 402	291
VT 002 859	277	INDIVIDUAL CHARACTERISTICS		Britain's Industrial Training Act.	
Continuing Education in Home Economics for Out-of-School Youth and Adults.		VT 000 466	353	INDUSTRIALIZATION	
VT 003 059	386	Objectives for Vocational and Technical Education in Agriculture, Objective 5.		VT 000 552	306
Home Economics in the Junior High School.		VT 001 385	310	A Case Study in Trade-Area Development.	
VT 003 093	386	Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.		VT 003 675	320
Experimentation in the Teaching of Foods.		INDUSTRIAL ARTS		An Action Program for Industrial Progress in Idaho.	
VT 003 446	337	VT 000 677	270	INDUSTRY	
The Setting for the Home Economics Program at the Secondary Level-- A New Look.		Organization and Administration for Industrial Arts Education.		VT 000 795	308
VT 004 489	356	VT 001 208	336	Labour and Automation.	
Our Educational Beliefs.		National Standard School Shop Safety Inspection Check List.		VT 003 246	377
VT 005 031	338	VT 001 241	328	How to Train Workers on the Job.	
Equipment, Instructional Materials and Supplies for Vocational Home Economics in Alabama High Schools.		Industrial Arts Education in Escambia County.		VT 005 276 ED 018 670	381
VT 005 035	339	VT 003 411 ED 019 466	356	Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.	
Inventory-Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.		New Directions for Industrial Arts.		VT 005 277 ED 018 671	381
VT 005 503 ED 019 506	382	VT 004 669	387	Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.	
An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.		An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.		INFORMATION DISSEMINATION	
VT 005 534 ED 022 039	389	VT 004 670	387	VT 004 488 ED 016 863	360
Concept Formation and the Home Economics Curriculum.		Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.		Annual Report, November 1966.	
HOME ECONOMICS TEACHERS		VT 004 673	387	VT 005 163 ED 020 406	363
VT 000 218	374	An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.		Annual Report, November 1965.	
VT 001 830	374	VT 004 703	286	VT 005 193 ED 017 742	293
Attitudes of Home Economics Teachers Toward Children.		Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.		Information Systems.	
VT 001 832	375	VT 005 276 ED 018 670	381	INFORMATION NEEDS	
Attitudes Toward Groups and Families.		Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.		VT 004 422 ED 020 328	283
HOME MANAGEMENT		VT 005 277 ED 018 671	381	Oregon Statewide Study of Systematic Vocational Education Planning, Implementation, Evaluation.	
VT 000 615	386	Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.		INFORMATION STORAGE	
Structuring Family Finance for Home Economics Teaching.		INDUSTRIAL EDUCATION		VT 003 384	350
HOME MAKING EDUCATION		VT 002 368	276	A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.	
VT 000 615	386	Roadmap for a Decade of Progress in Industrial Education.		INFORMATION SYSTEMS	
Structuring Family Finance for Home Economics Teaching.		VT 002 709 ED 020 317	355	VT 005 193 ED 017 742	293
VT 001 551 ED 018 589	329	The "Orchestrated System" Approach to Industrial Education.		Information Systems.	
Young Women in Virginia.				INSERVICE TEACHER EDUCATION	
VT 001 990 ED 019 426	375			VT 002 305 ED 019 435	337
A Community Approach to Student Teaching.				Technology-Resource Center for Vocational-Technical Education.	
				VT 004 193 ED 016 846	378
				Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.	
				VT 004 991	380
				Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.	
				INSTITUTES (TRAINING PROGRAMS)	
				VT 004 416 ED 019 476	379
				Pre-Service Education of Office Occupations Teachers.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 005 051	346	INSTRUCTOR COORDINATORS		VT 002 821 ED 016 794	314
The Colorado Story, Volume II.		VT 005 463	294	An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.	
VT 005 052	346	Guideline for Cooperative Education Coordinator.		VT 003 614	320
The Colorado Story.		INSURANCE COMPANIES		Some Statistical Correlates in Industrial Graphics.	
VT 005 504 ED 019 507	294	VT 000 829	308	VT 004 006 ED 016 832	321
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.		Changing Workforce Characteristics of an Automated Insurance Company.		An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.	
INSTRUCTIONAL AIDS		INSURANCE OCCUPATIONS		VT 004 177 ED 019 471	301
VT 003 201 ED 018 612	350	VT 002 580 ED 019 458	313	The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.	
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.		Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.		VT 004 542	322
INSTRUCTIONAL DESIGN		INTEGRATED ACTIVITIES		Determination of the Educational Needs of Agricultural Engineering Technicians in Ohio.	
VT 002 189	350	VT 004 552	387	JOB TRAINING	
Mathematics, A System of Programmed Instruction.		A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.		VT 002 355	312
VT 004 363	302	INTERSTATE PROGRAMS		Job Training Suggestions for Women and Girls.	
A Behavioral View of Vocational-Technical Education.		VT 005 596 ED 019 515	297	VT 003 232 ED 018 616	331
INSTRUCTIONAL FILMS		A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.		Expanding Employability in Ontario.	
VT 004 673	387	INTERVAL PACING		JOHNSON HOME ECONOMICS INTEREST INVENTORY	
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.		VT 005 538 ED 019 510	389	VT 001 831	375
INSTRUCTIONAL INNOVATION		Effects of Interval Pacing on the Acquisition of Typewriting Skill.		Interest in Teaching Home Economics.	
VT 004 673	387	INTERVIEWS		JUNIOR COLLEGES	
An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.		VT 001 863 ED 017 655	342	VT 000 794	271
INSTRUCTIONAL MATERIALS		Disabilities in Oklahoma--Estimates and Projections.		A Study of Organized Occupational Education in Missouri Institutions of Higher Education.	
VT 000 837	271	ITASCA CONFERENCE ON THE CONTINUING EDUCATION OF WOMEN		VT 002 156	329
Vocational Agriculture Farm Management Program, Southeastern Minnesota, 1965 Annual Report.		VT 003 698	344	A Follow-Up Study of Vocational Students at North Idaho Junior College.	
VT 003 201 ED 018 612	350	Education and a Woman's Life.		VT 002 922	279
Strategies for Optimizing the Application of Media to Vocational and Technical Education Curricula.		JOB ANALYSIS		Paramedical and Health-Related Programs in the Junior College.	
VT 003 384	350	VT 002 016 ED 019 427	311	VT 004 619 ED 017 711	285
A Model Instructional Materials File for Coordinators of Cooperative Occupational Education.		Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.		Distributive Education Programs in Florida's Junior Colleges.	
VT 003 999 ED 019 470	351	VT 004 177 ED 019 471	301	VT 005 144	291
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.		The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.		A Study of Technical Education in California.	
VT 004 454 ED 017 689	302	VT 004 732 ED 020 374	323	JUNIOR HIGH SCHOOLS	
Development of a Curriculum and Materials for Teaching Basic Vocational Talents.		An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.		VT 003 059	386
VT 004 670	387	VT 005 511 ED 019 508	303	Home Economics in the Junior High School.	
Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.		Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume I.		LABOR	
INSTRUCTIONAL MATERIALS CENTERS		VT 005 512 ED 019 509	303	VT 000 795	308
VT 001 921 ED 019 419	350	Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.		Labour and Automation.	
Guidelines for State Vocational Agriculture Curricula Materials Services.		JOB PLACEMENT		LABOR FORCE	
INSTRUCTIONAL PROGRAMS		VT 000 433	354	VT 000 886	309
VT 005 198	293	Objectives for Vocational and Technical Education in Agriculture. Objective 4.		The Michigan Power Study. Phase I.	
A Preliminary Study of Kansas Area Vocational-Technical Schools.		JOB SKILLS		VT 003 227	315
INSTRUCTIONAL TECHNOLOGY		VT 001 995	311	Evansville Area Skill Survey.	
VT 002 305 ED 019 435	337	Technician Needs in a Farm Machinery Engineering Group.		VT 003 498	317
Technology-Resource Center for Vocational-Technical Education.				Potentials for Industrial Development in Vermont.	
				LABOR LAWS	
				VT 005 145 ED 020 402	291
				Britain's Industrial Training Act.	
				LABOR MARKET	
				VT 003 250	316
				What Happens to the Long-Term Unemployed.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 003 403	316	LEARNING THEORIES		MANPOWER DEVELOPMENT AND TRAINING	
Vocational Curricula in Michigan.		VT 005 534 ED 022 039	389	ACT PROGRAMS	
		Concept Formation and the Home		VT 002 452 ED 019 447	312
		Economics Curriculum.		Earnings Mobility of MDTA Train-	
LABOR UNIONS		LIBRARY GUIDES		ees.	
VT 002 353 ED 019 440	312	VT 002 208	336	VT 003 237	367
Negroes in Apprenticeship.		A Guide for the Use of the Ken-		Determination of Reasons for Prac-	
VT 002 477	276	tucky Vocational Education Re-		tical Nursing Students Discontin-	
Essays on Apprenticeship.		search Resource Library.		uing Their Training at the Lara-	
VT 002 942 ED 016 068	315			mie MDTA Vocational School of	
Equal Employment Opportunities.				Practical Nursing.	
LABORATORY EQUIPMENT		LIBRARY SERVICES		VT 004 191 ED 020 323	345
VT 005 030	338	VT 002 208	336	Experimental and Demonstration	
Furnishings, Equipment, Instruc-		A Guide for the Use of the Ken-		Manpower Project for Training and	
tional Materials and Supplies for		tucky Vocational Education Re-		Placement of Youthful Inmates of	
Floral Design Laboratory.		search Resource Library.		Draper Correctional Center,	
VT 005 031	338			Elmore, Alabama. 16th Progress	
Equipment, Instructional Materials		LITERATURE REVIEWS		Report.	
and Supplies for Vocational Home		VT 001 237	358	VT 005 223	333
Economics in Alabama High Schools.		Selected Techniques for Formulat-		Evaluation and Benefit-Cost Rela-	
VT 005 032	338	ing the Questionnaire, Mechanics,		tionships of Manpower Training	
Furnishings, Equipment and Sup-		and Related Materials of a		Programs in N.Y. State.	
plies for Commercial Sewing and		Follow-Up Procedure.		VT 005 601	297
Alteration Laboratory.		VT 003 701 ED 013 098	281	Guidelines for the Training of	
VT 005 033	338	Developments in Technical and		Nurse Aides.	
Furnishings, Equipment and Sup-		Vocational Education.		VT 005 653 ED 019 518	347
plies for Child Development				An Experimental and Demonstration	
Laboratory.				Manpower Program for Disadvan-	
VT 005 034	338	LORTON YOUTH CENTER		taged Youths.	
Equipment for Quantity Food Prepa-		VT 005 654 ED 019 519	298	VT 005 654 ED 019 519	298
ration and Service Laboratory.		Project Challenge.		Project Challenge.	
VT 005 195 ED 018 667	352	LOW ABILITY STUDENTS		VT 005 714 ED 020 433	348
Programmed Shorthand Laboratory		VT 000 668	342	Experimental and Demonstration	
for Skill Development.		Occupational Work Experience Pro-		Manpower Project for Training and	
		gram.		Placement of Youthful Inmates of	
LABORATORY EXPERIMENTS		MCBEE KEYSORT		Draper Correctional Center,	
VT 003 093	386	VT 004 991	380	Elmore, Alabama. First Dissemina-	
Experimentation in the Teaching		Scheduling Card for Voc-Tech		tion Report.	
of Foods.		Teachers Training Shortens Train-		VT 005 715 ED 020 434	348
		ing Period.		Experimental and Demonstration	
LAND USE				Manpower Project for Training and	
VT 003 567	319			Placement of Youthful Inmates of	
Competencies in Soil Management		MACHINERY MAINTENANCE WORKERS		Draper Correctional Center,	
and Use of Fertilizers Needed by		VT 002 821 ED 016 794	314	Elmore, Alabama. Fourth Dissemina-	
Farmers.		An Investigation of the Training		tion Report.	
		and Skill Requirements of Indus-		VT 005 716 ED 020 435	348
LEADERSHIP TRAINING		trial Machinery Maintenance Work-		Experimental and Demonstration	
VT 002 105 ED 018 608	275	ers. Volume II.		Manpower Project for Training and	
Leadership Development Seminar,		VT 004 006 ED 016 832	321	Placement of Youthful Inmates of	
Vocational-Technical Education.		An Investigation of the Training		Draper Correctional Center,	
VT 002 137 ED 018 609	275	and Skill Requirements of Indus-		Elmore, Alabama. Third Dissemina-	
Leadership Development Seminar,		trial Machinery Maintenance Work-		tion Report.	
Vocational-Technical Education.		ers. Volume I.		VT 005 777	390
Final Report.				The Education and Employment of	
VT 002 432	330	MANPOWER DEVELOPMENT		Technicians.	
Evaluation Results for Leadership		VT 002 631 ED 019 460	313		
Development Seminars I, II, III.		Proceedings of the Governor's		MANPOWER NEEDS	
VT 004 630 ED 018 656	286	Conference on Manpower Training.		VT 003 781	321
Evaluation Conference on Leader-		VT 003 223 ED 018 615	315	Inventory of Manpower Research	
ship Development Seminars, Pro-		Human Resource Development in		Projects in Indiana. Number 2.	
gram Planning, Budgeting and		the Province of Ontario.		VT 004 961	288
Evaluation.		VT 003 230	316	The Illinois Study Commission on	
VT 005 284 ED 020 415	364	Assessing Educational Require-		Nursing Report of a 1966-1968	
The Center for Research and Lea-		ments for Skillpower.		Project to Assess Illinois' Nurs-	
dership Development in Vocation-		VT 003 232 ED 018 616	331	ing Resources and Needs.	
al and Technical Education,		Expanding Employability in			
October 16, 1967 through January		Ontario.		MANPOWER UTILIZATION	
15, 1968.		VT 003 307 ED 018 627	280	VT 002 631 ED 019 460	313
		University Perspectives on Man-		Proceedings of the Governor's	
LEARNING		power.		Conference on Manpower Training.	
VT 001 305 ED 019 397	386	VT 003 311	316	VT 002 655 ED 019 461	314
Comparing the Effectiveness of		Smaller Communities Program.		Proceedings, Indiana Manpower Re-	
Two Methods of Teaching Agricul-		VT 003 564 ED 018 633	318	search Conference.	
tural Science to Students in Vo-		Automation and Unemployment.		VT 003 564 ED 018 633	318
cational Agriculture.		VT 003 781	321	Automation and Unemployment.	
		Inventory of Manpower Research		VT 003 781	321
LEARNING MOTIVATION		Projects in Indiana. Number 2.		Inventory of Manpower Research	
VT 004 730 ED 020 372	388	VT 005 022 ED 020 400	289	Projects in Indiana. Number 2.	
Learning Orientation Priorities		Education and Training of Techni-			
of Cooperative Extension Clie-		cians.		MANUFACTURING INDUSTRY	
ntele in Selected Pennsylvania		VT 005 777	390	VT 001 836 ED 019 411	311
Counties.		The Education and Employment of		Selection and Training, A Survey	
		Technicians.		of Iowa Manufacturing Firms.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
MARKETING		MIGRANTS		VT 000 466	353
VT 003 412	317	VT 001 3 5	310	Objectives for Vocational and Technical Education in Agriculture. Objective 5.	
Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.		Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.		NATIONAL SEMINAR ON PROGRAM PLANNING, BUDGETING AND EVALUATION	
MASTER PLANS		MIGRATION		VT 003 886 ED 018 645	281
VT 005 183 ED 018 664	292	VT 004 046	369	Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.	
Colorado Master Plan for Community Colleges and Occupational Education.		The Migration Aspirations of North Dakota Senior Males.		NATIONAL SEMINAR ON VOCATIONAL GUIDANCE	
VT 002 919	377	VT 004 621 ED 020 354	369	VT 005 710 ED 019 520	372
What Makes a Master Teacher.		Expectations and Realities.		Proceedings, National Seminar on Vocational Guidance.	
MASTERS THESES		MIGRATION PATTERNS		NATIONAL SEMINAR ON VOCATIONAL TECHNICAL TEACHER EDUCATION	
VT 002 984 ED 019 464	392	VT 001 3 5	310	VT 005 627 ED 020 431	383
Summaries of Studies in Agricultural Education.		Migration Patterns and Selected Characteristics of Migrants from Walsh County, North Dakota.		Vocational-Technical Teacher Education--National Seminar Proceedings.	
MAYOR'S YOUTH EMPLOYMENT PROJECT		MILITARY SERVICE		NATIONAL SURVEYS	
VT 001 247 ED 017 647	342	VT 004 590 ED 020 348	284	VT 004 531	284
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.		Initial Feasibility Study for Exploration of Three U.S. Air Force Course Materials for Adaptation to Civilian School Systems.		Agricultural Offerings in Community Colleges in the United States.	
MECHANICAL DESIGN TECHNICIANS		MINNESOTA TEACHER ATTITUDE INVENTORY		VT 004 929	362
VT 005 777	390	VT 001 030	374	RCU Staff Study.	
The Education and Employment of Technicians.		Attitudes of Home Economics Teachers Toward Children.		VT 005 552 ED 019 513	296
MEDICAL LABORATORY ASSISTANTS		MINORITY GROUPS		Shared-Time (Dual Enrollment) Concept for Area Vocational Education Programs.	
VT 005 510	295	VT 002 942 ED 016 068	315	NATIONAL VOCATIONAL TECHNICAL EDUCATION SEMINAR ON THE ADMINISTRATION OF RESEARCH	
Essentials for Establishing and Evaluating Clinical Laboratory Technician Programs.		Equal Employment Opportunities.		VT 000 076	358
MENTALLY HANDICAPPED		MODELS		Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.	
VT 001 863 ED 017 655	342	VT 000 886	309	NEGRO EMPLOYMENT	
Disabilities in Oklahoma--Estimates and Projections.		The Michigan Power Study. Phase I.		VT 001 247 ED 017 647	342
VT 002 195	343	VT 002 709 ED 020 317	355	A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.	
A Study of Vocational Training for Mentally and Physically Handicapped.		The "Orchestrated System" Approach to Industrial Education.		VT 002 353 ED 019 440	312
METAL WORKING OCCUPATIONS		MONEY MANAGEMENT		Negroes in Apprenticeship.	
VT 004 177 ED 019 471	301	VT 000 615	386	NONPROFESSIONAL PERSONNEL	
The Identification of Common Behavioral Factors as Bases for Pre-Entry Preparation of Workers for Gainful Employment.		Structuring Family Finance for Home Economics Teaching.		VT 004 214 ED 018 648	321
MICHIGAN STATE UNIVERSITY DEPARTMENT OF COMMUNICATION AND CONTINUING EDUCATION SERVICE		NATIONAL CONFERENCE ON THE DIFFUSION OF EDUCATIONAL IDEAS		Implementing Nonprofessional Programs in Human Services.	
VT 005 160 ED 017 741	292	VT 005 160 ED 017 741	292	NORTHERN IDAHO JUNIOR COLLEGE	
Innovative Methods for Studying Innovation in Education.		Innovative Methods for Studying Innovation in Education.		VT 002 156	329
VT 005 193 ED 017 742	293	VT 005 193 ED 017 742	293	A Follow-Up Study of Vocational Students at North Idaho Junior College.	
Information Systems.		Information Systems.		NURSES	
MICHIGAN VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT		NATIONAL NORMS		VT 004 378 ED 017 683	283
VT 005 160 ED 017 741	292	VT 004 456 ED 017 691	332	A Transition in Nursing Education.	
Innovative Methods for Studying Innovation in Education.		Test Administrator's Manual for the Vocational Education Test Battery.		VT 005 521 ED 020 426	304
VT 005 193 ED 017 742	293	NATIONAL SEMINAR IN DISTRIBUTIVE EDUCATION		Associate Degree Nursing Program Workshop.	
Information Systems.		VT 005 451 ED 020 423	381	VT 005 522	295
MICROFICHE		Readings in Distributive Education.		Proceedings, Associate Degree Workshop.	
VT 004 923	393	NATIONAL SEMINAR ON EVALUATION AND PROGRAM PLANNING IN AGRICULTURAL EDUCATION		VT 005 620 ED 020 430	340
Bibliography of Selected Research in the Field of Occupational Education.		VT 000422	354	Guide to Selection of Clinical Facilities for an Associate Degree Nursing Program.	
MIGRANT WORKERS		Objectives for Vocational and Technical Education in Agriculture. Objective 2.		NURSES AIDES	
VT 004 992	345	VT 000 430	354	VT 001 435 ED 018 574	328
State Committee on Seasonal Agricultural Labor.		Objectives for Vocational and Technical Education in Agriculture. Objective 3.		Survey of Currently Employed Nurse Aides in Chicago.	
		VT 000 433	353		
		Objectives for Vocational and Technical Education in Agriculture. Objective 4.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 005 511 ED 019 508	303	OCCUPATIONAL GUIDANCE		VT 004 346	322
Pittsburgh Technical Health		VT 001 470	366	Annotated Bibliography on Gainful Employment in Home Economics.	
Training Institute Demonstration		Completion Report on Guidance		VT 004 796	287
Project. Final Report, Volume I.		Counselors Workshops in Health		Ten Michigan Communities Report	
VT 005 512 ED 019 509	303	Careers.		on Educational Programs for Wage-	
Pittsburgh Technical Health		VT 001 913 ED 019 418	366	Earning Occupations Related to	
Training Institute Demonstration		Conference on Ways the Area		Home Economics.	
Project. Final Report, Volume II.		School Personnel Worker and the		VT 004 807	287
VT 005 601	297	High School Counselor Can Work		Procedures for Establishment of	
Guidelines for the Training of		Together.		Training Programs for Wage-	
Nurse Aides.		VT 002 246	366	Earning Occupations Related to	
NURSING		What's Your Future in the World		Home Economics.	
VT 004 961	288	of Work.		VT 004 937 ED 019 492	332
The Illinois Study Commission on		VT 002 395 ED 019 442	367	Evaluation of Secondary School	
Nursing Report of a 1966-1968		Experimental Summer Program for		Programs to Prepare Students for	
Project to Assess Illinois' Nurs-		High School Seniors and Faculty.		Wage Earning in Occupations Re-	
ing Resources and Needs.		VT 003 233	367	lated to Home Economics. Final	
VT 004 999 ED 020 399	289	A Description of a Program for		Report, Volume I.	
Statement on Nursing Education.		Computer-Assisted Occupational		VT 005 030	338
OCCUPATIONAL ASPIRATION		Guidance Developed at The Penn-		Furnishings, Equipment, Instruc-	
VT 004 753 ED 020 380	370	sylvania State University.		tional Materials and Supplies for	
A Bibliography of Literature on		VT 003 599	344	Floral Design Laboratory.	
Status Projections of Youth:		Experimental and Demonstration		VT 005 032	338
I. Occupational Aspirations and		Project Vocational Education,		Furnishings, Equipment and Sup-	
Expectations.		An Interim Report.		plies for Commercial Sewing and	
OCCUPATIONAL CHOICE		VT 003 600	344	Alteration Laboratory.	
VT 004 615 ED 020 352	369	Experimental and Demonstration		VT 005 033	338
Perceived Sources of Influence		Project Vocational Education.		Furnishings, Equipment and Sup-	
Upon Occupational and Educational		Second Interim Report.		plies for Child Development	
Expectations.		VT 004 009	369	Laboratory.	
VT 004 621 ED 020 354	369	The Degree to Which Utah High		VT 005 034	338
Expectations and Realities.		School Students are Being Orient-		Equipment for Quantity Food Prepa-	
VT 004 753 ED 020 380	370	ed as to Vocational and Techni-		ration and Service Laboratory.	
A Bibliography of Literature on		cal Goals.		OCCUPATIONAL INFORMATION	
Status Projections of Youth:		VT 004 608	351	VT 001 661	273
I. Occupational Aspirations and		Pre-Vocational Orientation in		A Manual of Operation for Occupa-	
Expectations.		Vocational Education for Junior		tional Programs in Vocational Home	
VT 005 952	372	High School Students in New		Economics Education.	
The Choice of Vocational Educa-		Mexico.		VT 002 247 ED 019 434	311
tion as an Educational Opportu-		VT 004 743	345	Job Briefs, Selected Federal Jobs.	
nity.		Success Factors in Retaining		VT 002 708	367
OCCUPATIONAL CLUSTERS		Potential Dropouts.		Technical-Vocational Education at	
VT 000 581	306	VT 005 474 ED 018 675	371	Diablo Valley College.	
Occupational Opportunities and		Research Visibility. Vocational		VT 003 233	367
Training Needs of Youth for Non-		Education Is Service--Vocational		A Description of a Program for	
farm Agricultural Jobs in the		Guidance.		Computer-Assisted Occupational	
Baton Rouge Area.		VT 005 504 ED 019 507	294	Guidance Developed at The Penn-	
VT 000 583	307	A Regional Institute to Aid Im-		sylvania State University.	
Occupational Opportunities and		provement of Instructional Prac-		VT 003 599	344
Training Needs of Youth for Non-		tices, Materials and Student Ex-		Experimental and Demonstration	
farm Agricultural Jobs in		periences.		Project Vocational Education. An	
Alexandria-Pineville Area.		VT 005 710 ED 019 520	372	Interim Report.	
VT 001 213	309	Proceedings, National Seminar on		VT 003 600	344
Science and Engineering Techni-		Vocational Guidance.		Experimental and Demonstration	
cian Study.		OCCUPATIONAL HOME ECONOMICS		Project Vocational Education,	
VT 002 356 ED 014 554	300	VT 000 109	268	Second Interim Report.	
The Preparation of Curriculum Ma-		Vocational Home Economics Manual		VT 004 608	351
terials and the Development of		of Operations for Training and/or		Pre-Vocational Orientation in Vo-	
Teachers for an Experimental Ap-		Retraining Adults for Jobs Re-		vocational Education for Junior	
plication of the Cluster Concept		quiring Home Economics Knowledge		High School Students in New	
of Vocational Education at the		and Skills.		Mexico.	
Secondary School Level. Phase II,		VT 000 206	268	VT 004 743	345
Cluster Concept Project. Third		Highlights Basic to Program Develop-		Success Factors in Retaining	
Quarterly Report.		ment, Interpreting Wage Earning		Potential Dropouts.	
VT 003 254 ED 015 261	378	Occupations.		VT 004 948	324
The Preparation of Curriculum Ma-		VT 000 207	268	Careers in Agriculture, A Guide	
terials and the Development of		Guidelines for Some Aspects of		for High School Students.	
Teachers for an Experimental Ap-		Program Development, Determining		OCCUPATIONAL SURVEYS	
plication of the Cluster Concept		Appropriate Programs and Job		VT 000 540	306
of Vocational Education at the		Areas.		Occupational Opportunities and	
Secondary School Level. Phase II,		VT 000 218	374	Training Needs of Youth for Non-	
Cluster Concept Project. Second		The Role of Teacher Education		farm Agricultural Jobs in the	
Quarterly Report.		Institutions.		Lake Charles Area.	
VT 004 177 ED 019 471	301	VT 001 661	273	VT 000 560	306
The Identification of Common Behav-		A Manual of Operation for Occupa-		Technical and Semi-Professional	
ioral Factors as Bases for Pre-		tional Programs in Vocational		Occupational Survey.	
Entry Preparation of Workers for		Home Economics Education.		VT 000 581	306
Gainful Employment.		VT 003 999 ED 019 470	351	Occupational Opportunities and	
		A Planning Grant for the Estab-		Training Needs of Youth for Non-	
		lishment of a Center for the De-		farm Agricultural Jobs in the	
		velopment of Home Economics In-		Baton Rouge Area.	
		structional Materials.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 000 583	307	VT 000 568	269	VT 005 194 ED 018 666	333
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.		Training for Off-Farm Agricultural Occupations.		A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.	
VT 000 856	308	VT 000 580	269	ON THE JOB TRAINING	
Fremont County Survey of Vocational-Technical Education Needs in Business and Industry.		Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.		VT 003 246	377
VT 001 138	309	VT 000 581	306	How to Train Workers on the Job.	
A Study of Cosmetology in Wisconsin.		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Baton Rouge Area.		VT 005 466 ED 020 424	294
VT 002 522	313	VT 001 917	274	A Design for Large Scale Training of Subprofessionals.	
The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.		Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.		OPERANT CONDITIONING	
VT 002 580 ED 019 458	313	VT 000 583	307	VT 005 414 ED 019 498	347
Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.		Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in Alexandria-Pineville Area.		Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.	
VT 002 800	314	VT 002 522	313	OPINIONS	
A Study of Employment Opportunities for Chemical Technologists in Northern Idaho.		The Minnesota Agricultural Off-Farm Occupational Opportunities and Training Needs.		VT 003 247	331
VT 002 821 ED 016 794	314	VT 002 548 ED 019 454	313	Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.	
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.		Agriculture is More Than Farming.		ORCHESTRATED SYSTEMS APPROACH	
VT 003 222	279	VT 003 552	318	VT 002 709 ED 020 317	355
Region II Vocational Education.		A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.		The "Orchestrated System" Approach to Industrial Education.	
VT 003 223 ED 018 615	315	VT 003 566	318	ORGANIZATIONAL CHANGE	
Human Resource Development in the Province of Ontario.		The Nature of Agricultural Occupations, Other Than Farming in Saline County, Missouri.		VT 000 829	308
VT 003 227	315	VT 003 703 ED 016 025	320	Changing Workforce Characteristics of an Automated Insurance Company.	
Evansville Area Skill Survey.		Study of Agriculturally Related Occupations in Selected Counties in Idaho.		VT 004 613 ED 020 351	303
VT 003 230	316	VT 004 533	322	Adapting the FFA to a Changing Program of Vocational Agriculture.	
Assessing Educational Requirements for Skillpower.		Non-Farm Agricultural Employment in West Virginia.		OVERHEAD PROJECTORS	
VT 003 404	317	VT 004 649	323	VT 004 780 ED 017 722	352
Vocational Need Study of Saline, Gallatin, Hardin, and Page Counties.		Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.		Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.	
VT 003 498	317	VT 004 721	323	OVERT RESPONSE	
Potentials for Industrial Development in Vermont.		Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.		VT 005 453 ED 019 499	389
VT 003 552	318	VT 004 732 ED 020 374	323	The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.	
A Survey to Determine the Opportunities and Training Needs for Career Persons in Agriculturally Related Distributive Businesses.		An Analysis of Job Titles and of Competencies Needed in Off-Farm Agricultural Occupations in Pennsylvania.		PARENT ATTITUDES	
VT 003 703 ED 016 025	320	VT 004 910	323	VT 004 045	331
Study of Agriculturally Related Occupations in Selected Counties in Idaho.		A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.		A Survey of Patents of North Dakota High School Students Who Were Seniors in 1966.	
VT 004 006 ED 016 832	321	OFFICE MACHINES		VT 004 733 ED 020 375	286
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume I.		VT 001 483 ED 018 583	336	Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.	
VT 004 533	322	Office Machines Used in Business Today.		VT 005 091 ED 019 494	371
Non-Farm Agricultural Employment in West Virginia.		OFFICE OCCUPATIONS		The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.	
VT 004 910	323	VT 001 483 ED 018 583	336	PARENTAL ASPIRATION	
A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.		Office Machines Used in Business Today.		VT 004 045	331
OFF-FARM AGRICULTURAL OCCUPATIONS		OFFICE OCCUPATIONS EDUCATION		A Survey of Parents of North Dakota High School Students Who Were Seniors in 1966.	
VT 000 540	306	VT 001 329	310	PERCEPTUAL MOTOR LEARNING	
Occupational Opportunities and Training Needs of Youth for Non-farm Agricultural Jobs in the Lake Charles Area.		Impact of Automation on Office Occupations.		VT 005 453 ED 019 499	389
VT 000 565 ED 018 542	326	VT 004 416 ED 019 476	379	The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.	
Occupations of Former Vocational Agriculture Students in the State of Washington.		Pre-Service Education of Office Occupations Teachers.			
VT 000 566	326	VT 005 131 ED 018 663	346		
Training for Off-Farm Agricultural Occupations. Supplement.		Boost--Business and Office Education Student Training.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
PERFORMANCE TESTS		VT 001 248	366	VT 004 669	387
VT 005 200 ED 018 669	333	Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.		An Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.	
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.		VT 004 537	284	VT 004 670	387
PERSISTENCE		Guidelines for the Development of Training Programs for Agricultural Technicians.		Resource Materials for Use with an Experimental Evaluation of Two Methods for Developing Creative Problem Solving Abilities in an Industrial Arts Course.	
VT 003 250	316	VT 004 918 ED 020 395	288		
What Happens to the Long-Term Unemployed.		Occupational Education Beyond the High School in Oklahoma.		PROFESSIONAL PERSONNEL	
PERSONAL VALUES		POTENTIAL DROPOUTS		VT 004 929	362
VT 003 763	368	VT 002 648	344	RCU Staff Study.	
Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.		Occupational Exploration Program Manual of Operations.		PROGRAM ADMINISTRATION	
PERSONNEL		PRACTICAL NURSES		VT 000 076	358
VT 000 829	308	VT 000 781	327	Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.	
Changing Workforce Characteristics of an Automated Insurance Company.		VT 003 237	367	VT 001 701	273
PERSONNEL SELECTION		Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.		Manual of Operation for Vocational Education Programs in Missouri.	
VT 001 836 ED 019 411	311	VT 005 407	294	VT 001 921 ED 019 419	350
Selection and Training, A Survey of Iowa Manufacturing Firms.		Handbook for Practical Nursing Teachers.		Guidelines for State Vocational Agriculture Curriculums Materials Services.	
PHYSICAL ACTIVITIES		VT 005 408	339	VT 002 905	278
VT 005 453 ED 019 499	389	Practical Nursing Facilities.		Policy and Procedures for Distributive Education Under the State Plan for the Vocational Education Act of 1963.	
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.		VT 005 512 ED 019 509	303	VT 005 192	293
PHYSICALLY HANDICAPPED		Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.		The Work of the Business and Distributive Education Department Chairman.	
VT 001 863 ED 017 655	342	PREDICTIVE ABILITY (TESTING)		VT 005 557 ED 020 428	296
Disabilities in Oklahoma--Estimates and Projections.		VT 002 313 ED 019 437	330	Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.	
VT 002 195	343	Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.		PROGRAM BUDGETING	
A Study of Vocational Training for Mentally and Physically Handicapped.		PRESCHOOL TEACHERS		VT 003 888 ED 018 645	281
PILOT PROJECTS		VT 005 045 ED 017 735	380	Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.	
VT 000 346	268	A Survey of the Need for Pre-School Teacher Training.		VT 005 042 ED 017 734	290
Guidelines for Pilot Programs in Agricultural Education.		PRESERVICE EDUCATION		Occupational Education--Planning and Programming. Volume Two.	
VT 002 689	377	VT 004 416 ED 019 476	379	PROGRAM CONTENT	
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.		Pre-Service Education of Office Occupations Teachers.		VT 005 587	296
VT 004 270	301	PREVOCATIONAL EDUCATION		Dental Laboratory Technician's Training Program.	
Illinois Agricultural Education Curriculum Research Project.		VT 002 503	343	PROGRAM COORDINATION	
VT 005 721 ED 020 440	298	Pennies Grow on Plans.		VT 002 322	376
Demonstration Center at Reidland High School.		Occupational Exploration Program Manual of Operations.		Vocational Teacher Education.	
PLANNING COMMISSIONS		VT 004 194 ED 019 472	282	VT 004 681 ED 018 657	286
VT 004 681 ED 018 657	286	The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.		Changing the Contexts in Which Occupational Education Takes Place.	
Changing the Contexts in Which Occupational Education Takes Place.		VT 004 454 ED 017 689	302	PROGRAM COSTS	
POPULATION TRENDS		Development of a Curriculum and Materials for Teaching Basic Vocational Talents.		VT 005 598 ED 019 516	297
VT 000 666	307	VT 004 608	351	An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.	
A Case Study in Trade-Area Development, A Statistical Supplement.		Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.		PROGRAM DESCRIPTIONS	
POST SECONDARY EDUCATION		VT 005 504 ED 019 507	294	VT 002 746	358
VT 000 553	269	A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.		Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.	
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.		PROBLEM SOLVING		VT 003 311	316
VT 000 664	270	VT 003 093	386	Smaller Communities Program.	
Development of a Master Plan for Vocational Education in the State of Georgia.		Experimentation in the Teaching of Foods.		VT 003 411 ED 019 466	356
VT 000 809	271			New Directions for Industrial Arts.	
Report on the Need for Vocational Technical Schools in Nebraska.					

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 003 594	359	VT 005 284	364	VT 004 936	380
Technical Progress Report. September 1-November 30, 1967.		ED 020 415		A Summer Institute for the Improvement of Technical Teacher Education Programs.	
VT 003 708	359	The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.		VT 004 999	289
West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.		VT 005 404	364	ED 020 399	
VT 003 999	351	New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.		Statement on Nursing Education.	
ED 019 470		VT 005 420	347	VT 005 144	291
A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.		ED 017 744		A Study of Technical Education in California.	
VT 004 191	345	Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.		VT 005 264	293
ED 020 323		VT 005 654	298	The Cooperative Plan for Distributive Education in Florida's High Schools.	
Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. 16th Progress Report.		ED 019 519		VT 005 502	382
VT 004 199	360	Project Challenge.		ED 019 505	
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.		VT 005 714	348	Community College Health Careers Project Phase II.	
VT 004 200	378	ED 020 433		VT 005 522	295
ED 016 113		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.		Proceedings, Associate Degree Workshop.	
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.		VT 005 715	348	VT 005 556	382
VT 004 386	360	ED 020 434		ED 020 427	
Annual Report, November 1967.		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.		Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.	
VT 004 488	360	VT 005 716	348	VT 005 557	296
ED 016 853		ED 020 435		ED 020 428	
Annual Report, November 1966.		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.		Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.	
VT 004 492	361			VT 005 720	304
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.				ED 020 439	
VT 004 604	284			Scientific Secretary Training Program Development.	
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year (Extended), April 1, 1967-September 30, 1967.				VT 005 871	298
VT 004 661	361	PROGRAM DESIGN		The Role of Advisory Committees in Vocational-Technical Education.	
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.		VT 005 466	294		
VT 004 758	361	ED 020 424		PROGRAM EFFECTIVENESS	
ED 018 658		A Design for Large Scale Training of Subprofessionals.		VT 001 804	310
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.		PROGRAM DEVELOPMENT		ED 019 403	
VT 004 762	361	VT 001 917	274	The Significance of Work Experience in Adolescent Development.	
ED 018 659		Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.		VT 003 232	331
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.		VT 002 620	276	ED 018 616	
VT 004 796	287	Summary of the Annual State Conference for Teachers of Vocational Agriculture.		Expanding Employability in Ontario.	
Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.		VT 002 917	278	VT 004 009	369
VT 004 918	288	ED 017 673		The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.	
ED 020 395		Guidelines for Vocational-Technical Programs.		VT 005 223	333
Occupational Education Beyond the High School in Oklahoma.		VT 002 922	279	Evaluation and Benefit-Cost Relationships of Manpower Training Programs in N.Y. State.	
VT 005 043	362	Paramedical and Health-Related Programs in the Junior College.		VT 005 429	388
ED 019 493		VT 004 270	301	A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.	
A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.		Illinois Agricultural Education Curriculum Research Project.		PROGRAM EVALUATION	
VT 005 044	362	VT 004 363	302	VT 000 566	326
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.		A Behavioral View of Vocational-Technical Education.		Training for Off-Farm Agricultural Occupations. Supplement.	
VT 005 052	346	VT 004 531	284	VT 000 662	326
The Colorado Story.		Agricultural Offerings in Community Colleges in the United States.		A Guide for the Review of a Program in Agricultural Education.	
VT 005 163	363	VT 004 537	284	VT 000 664	270
ED 020 406		Guidelines for the Development of Training Programs for Agricultural Technicians.		Development of a Master Plan for Vocational Education in the State of Georgia.	
Annual Report, November 1965.		VT 004 796	287	VT 000 781	327
		Ten Michigan Communities Report on Educational Programs for Wage-Earning Occupations Related to Home Economics.		Practical Nurse Education in Ohio.	
		VT 004 807	287	VT 000 919	327
		Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics.		Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.	
				VT 001 197	328
				Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 001 241	328	PROGRAM GUIDES		VT 005 463	294
Industrial Arts Education in Es-		VT 000 109	268	Guideline for Cooperative Educa-	
cambia County.		Vocational Home Economics Manual		tion Coordinator.	
VT 001 247 ED 017 647	342	of Operations for Training and/or		VT 005 510	295
A Follow-Up Study of a Sample of		Retraining Adults for Jobs Re-		Essentials for Establishing and	
Trainees from the Mayor's Youth		quiring Home Economics Knowledge		Evaluating Clinical Laboratory	
Employment Project.		and Skills.		Technician Programs.	
VT 001 382	328	VT 000 527	269	VT 005 587	296
A Study of the Relationships Be-		Manual for Young and Adult Farmer		Dental Laboratory Technician's	
tween Employment Opportunities		Programs.		Training Program.	
and Vocational Education Programs		VT 000 580	269	VT 005 601	297
in Columbia County, Oregon.		Cooperative, Supervised, Part-		Guidelines for the Training of	
VT 001 551 ED 018 589	329	Time Occupational Educational		Nurse Aides.	
Young Women in Virginia.		Program in Agriculture.			
VT 001 648	272	VT 000 653	342	PROGRAM IMPROVEMENT	
Vocational Agriculture in the		Disadvantaged Youth Program in		VT 000 553	269
Next Five Years 1963-1968.		Business Education, Clerical		Recommendations for the Improve-	
VT 001 990 ED 019 426	375	Services.		ment of Utah's Post-High School	
A Community Approach to Student		VT 000 677	270	Vocational Technical Education	
Teaching.		Organization and Administration		Program.	
VT 002 395 ED 019 442	367	for Industrial Arts Education.		VT 005 504 ED 019 507	294
Experimental Summer Program for		VT 001 661	273	A Regional Institute to Aid Im-	
High School Seniors and Faculty.		A Manual of Operation for Occu-		provement of Instructional Prac-	
VT 002 432	330	pational Programs in Vocational		tices, Materials and Student Ex-	
Evaluation Results for Leadership		Home Economics Education.		periences.	
Development Seminars I, II, III.		VT 001 664	273	PROGRAM PLANNING	
VT 002 689	377	Policy and Procedure for Techni-		VT 000 207	268
Summer Institutes on Fluid Power		cal Education Under the State		Guidelines for Some Aspects of	
Education for Vocational and Tech-		Plan for the Vocational Educa-		Program Development, Determining	
nical Teachers, 1965.		tion Act of 1963.		Appropriate Programs and Job	
VT 003 232 ED 018 616	331	VT 001 677	273	Areas.	
Expanding Employability in		The Ohio Manual of Operation for		VT 000 527	269
Ontario.		Vocational Agriculture Education.		Manual for Young and Adult Farmer	
VT 004 422 ED 020 328	283	VT 001 691	273	Programs.	
Oregon Statewide Study of System-		Essentials and Requirements of a		VT 000 568	269
atic Vocational Education Plan-		Vocational Agriculture Program.		Training for Off-Farm Agricultur-	
ning, Implementation, Evaluation.		VT 001 701	273	al Occupations.	
VT 004 630 ED 018 656	286	Manual of Operation for Vocation-		VT 000 664	270
Evaluation Conference on Leader-		al Education Programs in Missouri.		Development of a Master Plan for	
ship Development Seminars, Pro-		VT 001 997	274	Vocational Education in the State	
gram Planning, Budgeting and Evalu-		Cooperative Work Experience Manu-		of Georgia.	
ation.		al for Business and Distributive		VT 000 668	342
VT 004 807	287	Education.		Occupational Work Experience Pro-	
Procedures for Establishment of		VT 002 648	344	gram.	
Training Programs for Wage-Earn-		Occupational Exploration Program		VT 001 705	274
ing Occupational Related to Home		Manual of Operations.		A Five Year Plan for a Department	
Economics.		VT 002 859	277	of Vocational Agriculture.	
VT 004 937 ED 019 492	332	Continuing Education in Home Eco-		VT 002 105 ED 018 608	275
Evaluation of Secondary School		nomics for Out-of-School Youth		Leadership Development Seminar,	
Programs to Prepare Students for		and Adults.		Vocational-Technical Education.	
Wage Earning in Occupations Relat-		VT 002 905	278	VT 002 137 ED 018 609	275
ed to Home Economics. Final Re-		Policy and Procedures for Distri-		Leadership Development Seminar,	
port, Volume I.		butive Education Under the State		Vocational-Technical Education.	
VT 005 041 ED 017 733	289	Plan for the Vocational Education		Final Report.	
Occupational Education--Planning		Act of 1963.		VT 003 222	279
and Programming, Volume One.		VT 003 721	281	Region II Vocational Education.	
VT 005 042 ED 017 734	290	Adult D.E. Programs in the Sec-		VT 003 263	279
Occupational Education--Planning		ondary School.		Seminar on Planning Developmental	
and Programming. Volume Two.		VT 004 054	282	and Related Programs in Occupa-	
VT 005 046	332	Part-Time Cooperative Industrial		tional Education.	
A Review and Synthesis of Re-		Education.		VT 003 888 ED 018 645	281
search Relating to Vocational Edu-		VT 004 619 ED 017 711	285	Proceedings of National Seminar	
cation in North Dakota.		Distributive Education Programs		on Program Planning, Budgeting,	
VT 005 051	346	in Florida's Junior Colleges.		and Evaluation, Vocational-Tech-	
The Colorado Story, Volume II.		VT 004 620 ED 017 712	285	nical Education.	
VT 005 194 ED 018 666	333	The Project Plan for Distributive		VT 004 214 ED 018 648	321
A Self-Evaluating Instrument for		Education in Florida High Schools.		Implementing Nonprofessional Pro-	
the Business and Office Education		VT 005 130	290	grams in Human Services.	
Programs in the Secondary Schools.		Technician Training Beyond the		VT 004 416 ED 019 476	379
VT 005 223	333	High School.		Pre-Service Education of Office	
Evaluation and Benefit-Cost Rela-		VT 005 144	291	Occupations Teachers.	
tionships of Manpower Training		A Study of Technical Education in		VT 004 422 ED 020 328	283
Programs in N.Y. State.		California.		Oregon Statewide Study of System-	
PROGRAM 5		VT 005 264	293	atic Vocational Education Plan-	
VT 003 232 ED 018 616	331	The Cooperative Plan for Distri-		ning, Implementation, Evaluation.	
Expanding Employability in		butive Education in Florida's		VT 004 537	284
Ontario.		High Schools.		Guidelines for the Development of	
		VT 005 407	294	Training Programs for Agricultur-	
		Handbook for Practical Nursing		al Technicians.	
		Teachers.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 004 630 ED 018 656	286	PUBLIC RELATIONS		VT 005 043 ED 019 493	362
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.		VT 000 206	268	A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.	
VT 005 042 ED 017 734	290	Highlights Basic to Program Development, Interpreting Wage-Earning Occupations.		VT 005 163 ED 020 406	363
Occupational Education--Planning and Programming. Volume Two.		VT 005 714 ED 020 433	348	Annual Report, November 1965.	
VT 005 504 ED 019 507	294	Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. First Dissemination Report.		VT 005 284 ED 020 415	364
A Regional Institute to Aid Improvement of Instructional Practices, Materials and Student Experiences.		VT 005 715 ED 020 434	348	The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967 through January 15, 1968.	
PROGRAM PROPOSALS		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Fourth Dissemination Report.		RESEARCH CONFERENCE ON APPRENTICESHIP TRAINING	
VT 004 681 ED 018 657	286	VT 005 716 ED 020 435	348	VT 003 555 ED 018 632	280
Changing the Contexts in Which Occupational Education Takes Place.		Experimental and Demonstration Manpower Project for Training and Placement of Youthful Inmates of Draper Correctional Center, Elmore, Alabama. Third Dissemination Report.		Research in Apprenticeship Training.	
PROGRAMED INSTRUCTION		QUESTIONNAIRES		RESEARCH COORDINATING UNITS	
VT 002 185	350	VT 001 237	358	VT 002 208	336
Mathetics, A System of Programmed Instruction.		Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.		A Guide for the Use of the Kentucky Vocational Education Research Resource Library.	
VT 004 863 ED 018 660	352	VT 001 480 ED 018 582	329	VT 002 746	358
Using Programed Instruction in Occupational Education.		Development and Administration of the Youth Opinion Questionnaire.		Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.	
PROGRAMING		REAL ESTATE OCCUPATIONS		VT 003 594	359
VT 002 185	350	VT 001 956	274	Technical Progress Report. September 1-November 30, 1967.	
Mathetics, A System of Programmed Instruction.		A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.		VT 003 690	359
PROJECT CHALLENGE		VT 002 580 ED 019 458	313	First Annual Report of the Michigan RCU.	
VT 005 654 ED 019 519	298	Louisiana Study of Manpower and Training Needs in Finance, Insurance, and Real Estate Occupations.		VT 003 708	359
Project Challenge.		RECORDS (FORMS)		West Virginia Research Coordinating Unit for Vocational Education. Quarterly Technical Progress Report, July 1, 1967-September 30, 1967.	
PROJECT REDY		VT 005 035	339	VT 003 632	392
VT 002 551	343	Inventory-Evaluation of Equipment and Furnishings for Home Economics Departments in Alabama High Schools.		RCU Research and Study Projects.	
Project REDY.		REHABILITATION PROGRAMS		VT 004 185	392
PROJECT TALENT		VT 005 023	345	RCU Research and Study Projects.	
VT 004 456 ED 017 691	332	State Plan for Workshops and Rehabilitation Facilities.		VT 004 199	360
Test Administrator's Manual for the Vocational Education Test Battery.		VT 005 654 ED 019 519	298	Utah Coordinating Unit for Research on Vocational and Technical Education. Interim Report.	
PROJECT TRAINING		Project Challenge.		VT 004 492	361
VT 004 620 ED 017 712	285	REMEDIAL INSTRUCTION		Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.	
The Project Plan for Distributive Education in Florida High Schools.		VT 005 414 ED 019 498	347	VT 004 604	284
PROJECT TRAINING METHOD		Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.		Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year (Extended), April 1, 1967-September 30, 1967.	
VT 005 417 ED 020 419	388	RESEARCH		VT 004 661	361
A Comparison of the Effectiveness of the Project and Cooperative Methods of Instruction on Selected Competencies in Distributive Education at the Secondary Level.		VT 000 795	308	Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.	
VT 005 451 ED 020 423	381	Labour and Automation.		VT 004 758 ED 018 658	361
Readings in Distributive Education.		RESEARCH AND DEVELOPMENT CENTERS		Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.	
VT 005 556 ED 020 427	382	VT 003 263	279	VT 004 762 ED 018 659	361
Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.		Seminar on Planning Developmental and Related Programs in Occupational Education.		A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.	
VT 005 557 ED 020 428	296	VT 004 386 ED 017 684	360	VT 004 856	362
Guidelines for Implementing the Project Plan of Instruction in Distributive Education in the Schools.		Annual Report, November 1967.		Guidelines for Submitting Occupational Research and Development Proposals.	
PSYCHOMOTOR SKILLS		VT 004 488 ED 016 863	360	VT 004 929	362
VT 005 453 ED 019 499	389	Annual Report, November 1966.		RCU Staff Study.	
The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.					
PUBLIC POLICY					
VT 003 223 ED 018 615	315				
Human Resource Development in the Province of Ontario.					

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 005 044	362	RESOURCE CENTERS		SCHOOL INDUSTRY RELATIONSHIP	
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.		VT 002 305 ED 019 435	337	VT 002 266 ED 020 311	300
VT 005 404	364	Technology-Resource Center for Vocational-Technical Education.		Curriculum Relevancy and Work.	
New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.		RESOURCE UNITS		SCHOOL LOCATION	
RESEARCH COORDINATION CONFERENCE ON AGRICULTURAL OCCUPATIONS		VT 004 608	351	VT 004 108 ED 021 052	337
VT 000 346	268	Pre-Vocational Orientation in Vocational Education for Junior High School Students in New Mexico.		An Operations Research Model for Locating Area Vocational Schools.	
Guidelines for Pilot Programs in Agricultural Education.		RESOURCES		SCHOOL ORGANIZATION	
RESEARCH DESIGN		VT 003 675	320	VT 003 059	386
VT 001 237	358	An Action Program for Industrial Progress in Idaho.		Home Economics in the Junior High School.	
Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.		RICHMOND PRETECHNICAL PROGRAM		VT 005 198	293
VT 003 614	320	VT 004 376 ED 020 326	283	A Preliminary Study of Kansas Area Vocational-Technical Schools.	
Some Statistical Correlates in Industrial Graphics.		New Directions in Vocational Education.		SCHOOL PERSONNEL	
RESEARCH METHODOLOGY		ROLE PERCEPTION		VT 005 198	293
VT 005 160 ED 017 741	292	VT 002 291	376	A Preliminary Study of Kansas Area Vocational-Technical Schools.	
Innovative Methods for Studying Innovation in Education.		Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.		SCHOOL PLANNING	
VT 005 285 ED 020 416	364	VT 002 292	376	VT 001 019	336
Special Project for Research Training in Vocational Education.		Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.		Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.	
RESEARCH NEEDS		RURAL AREAS		VT 002 328	337
VT 001 956	274	VT 000 552	306	A Report of a Study of the Need for a Vocational-Technical School in the Milford-Stratford Area.	
A Pilot Study of Real Estate Education and Research Needs in the South Coast Region.		A Case Study in Trade-Area Development.		VT 005 288	339
VT 002 241 ED 019 433	358	VT 003 311	316	Planning Facilities for Vocational Agriculture Departments in Ohio Schools.	
Research Needed in Florida Business Education.		Smaller Communities Program.		VT 005 419 ED 022 031	339
VT 005 029	289	RURAL POPULATION		Seminar on Shop and Laboratory Planning for Vocational Education.	
Wingspread Conference on Fire Service Administration.		VT 000 666	307	SCHOOL SAFETY	
VT 005 190 ED 020 410	363	A Case Study in Trade-Area Development, A Statistical Supplement.		VT 001 208	336
Research Needs in Vocational-Technical Education.		RURAL SCHOOLS		National Standard School Shop Safety Inspection Check List.	
RESEARCH PROJECTS		VT 004 194 ED 019 472	282	SCHOOL SHOPS	
VT 002 551	343	The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.		VT 001 208	336
Project REDY.		RURAL URBAN DIFFERENCES		National Standard School Shop Safety Inspection Check List.	
VT 003 632	392	VT 003 589	320	VT 005 419 ED 022 031	339
RCU Research and Study Projects.		Occupational Opportunities for Rural Youth.		Seminar on Shop and Laboratory Planning for Vocational Education.	
VT 003 781	321	RURAL YOUTH		SCHOOL SURVEYS	
Inventory of Manpower Research Projects in Indiana. Number 2.		VT 002 551	343	VT 004 703	286
VT 004 185	392	Project REDY.		Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.	
RCU Research and Study Projects.		VT 003 589	320	SCIENTIFIC METHODOLOGY	
VT 004 923	393	Occupational Opportunities for Rural Youth.		VT 003 093	386
Bibliography of Selected Research in the Field of Occupational Education.		SALES OCCUPATIONS		Experimentation in the Teaching of Foods.	
VT 005 146 ED 019 495	363	VT 003 412	317	SEAMSTRESSES	
Research Report, 1966-1967.		Trends in Distribution, Services and Transportation, With Particular Reference to the State of Washington.		VT 003 999 ED 019 470	351
VT 005 596 ED 019 515	297	SCHEDULING		A Planning Grant for the Establishment of a Center for the Development of Home Economics Instructional Materials.	
A Developmental Project for Interstate Research, Demonstration, Training and Pilot Programs in Vocational-Technical Education.		VT 004 991	380	SECONDARY SCHOOL COUNSELORS	
RESEARCH PROPOSALS		Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.		VT 001 913 ED 019 418	366
VT 004 856	362	SCHOOL DISTRICTS		Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.	
Guidelines for Submitting Occupational Research and Development Proposals.		VT 002 885 ED 016 800	278	SECONDARY SCHOOL STUDENTS	
RESEARCH REVIEWS (PUBLICATIONS)		The Decision-Making Process of School Districts Regarding Vocational Education and Training Programs.		VT 003 763	368
VT 001 389 ED 020 302	392			Entrepreneurial Orientation of Farm, Working Class, and Middle Class Boys.	
Research Visibility, 1967-1968, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.					
VT 005 146 ED 019 495	363				
Research Report, 1966-1967.					

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
SECONDARY SCHOOLS		VT 005 419 ED 022 031	339	SOUTHERN CONFERENCE ON OCCUPATIONAL EDUCATION	
VT 003 446	337	Seminar on Shop and Laboratory Planning for Vocational Education.		VT 003 236 ED 018 617	279
The Setting for the Home Economics Program at the Secondary Level--A New Look.				We Shall Not Rest.	
VT 004 703	286	VT 005 451 ED 020 423	381	SOUTHERN STATES	
Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.		Readings in Distributive Education.		VT 003 236 ED 018 617	279
		VT 005 627 ED 020 431	383	We Shall Not Rest.	
		Vocational-Technical Teacher Education--National Seminar Proceedings.		VT 004 703	286
SECRETARIES		VT 005 710 ED 019 520	372	Study of Industrial Arts Education in Public Secondary Schools or the Southern Appalachian Region.	
VT 004 409	351	Proceedings, National Seminar on Vocational Guidance.			
Research and Development of Materials for Secretarial Training Courses in the Specialized Field of Legal, Medical, Technical.		SERVICE OCCUPATIONS		SPEECHES	
VT 005 720 ED 020 439	304	VT 003 412	317	VT 000 076	358
Scientific Secretary Training Program Development.		Trends in Distribution, Services and Transportation, with Particular Reference to the State of Washington.		Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.	
SELECTION				VT 000 206	268
VT 004 863 ED 018 660	352	SHELTERED WORKSHOPS		Highlights Basic to Program Development, Interpreting Wage Earning Occupations.	
Using Programed Instruction in Occupational Education.		VT 005 023	345	VT 000 207	268
SELF EVALUATION		State Plan for Workshops and Rehabilitation Facilities.		Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.	
VT 001 197	328	SKILL DEVELOPMENT		VT 000 422	354
Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.		VT 005 453 ED 019 499	389	Objectives for Vocational and Technical Education in Agriculture. Objective 2.	
VT 005 194 ED 018 666	333	The Effect of Mental and Physical Practice on the Learning of Gross Motor Skills.		VT 000 430	354
A Self-Evaluating Instrument for the Business and Office Education Programs in the Secondary Schools.		VT 005 538 ED 019 510	389	Objectives for Vocational and Technical Education in Agriculture. Objective 3.	
		Effects of Interval Pacing on the Acquisition of Typewriting Skill.		VT 000 433	354
SEMIANTICS		SKILLED OCCUPATIONS		Objectives for Vocational and Technical Education in Agriculture. Objective 4.	
VT 004 736 ED 020 378	370	VT 002 477	276	VT 000 466	353
Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.		Essays on Apprenticeship.		Objectives for Vocational and Technical Education in Agriculture. Objective 5.	
SEMINAR FOR HOME ECONOMICS LEADERS		VT 003 223 ED 018 615	315	VT 003 307 ED 018 627	280
VT 000 206	268	Human Resource Development in the Province of Ontario.		University Perspectives on Manpower.	
Highlights Basic to Program Development, Interpreting Wage Earning Occupations.		SMALL SCHOOLS		VT 003 411 ED 019 466	356
VT 000 207	268	VT 004 194 ED 019 472	282	New Directions for Industrial Arts.	
Guidelines for Some Aspects of Program Development, Determining Appropriate Programs and Job Areas.		The Development and Demonstration of Unified Vocational-Technical Education Programs in Small Rural Area High Schools.		VT 005 048	290
SEMINAR ON MANPOWER POLICY AND PROGRAM		SMALLER COMMUNITIES PROGRAM		Crisis in the Fire Service.	
VT 003 307 ED 018 627	280	VT 003 311	316	VT 005 160 ED 017 741	292
University Perspectives on Manpower.		Smaller Communities Program.		Innovative Methods for Studying Innovation in Education.	
SEMINARS		SOCIAL CHANGE		VT 005 193 ED 017 742	293
VT 002 105 ED 018 608	275	VT 000 552	306	Information Systems.	
Leadership Development Seminar, Vocational-Technical Education.		SOCIAL SERVICES		VT 005 451 ED 020 423	381
VT 002 137 ED 018 609	275	VT 004 214 ED 018 648	321	Readings in Distributive Education.	
Leadership Development Seminar, Vocational-Technical Education. Final Report.		Implementing Nonprofessional Programs in Human Services.		STAFF IMPROVEMENT	
VT 002 432	330	SOCIAL STATUS		VT 005 285 ED 020 416	364
Evaluation Results for Leadership Development Seminars I, II, III.		VT 004 753 ED 020 380	370	Special Project for Research Training in Vocational Education.	
VT 003 888 ED 018 645	281	A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.		STANDARDIZED TESTS	
Proceedings of National Seminar on Program Planning, Budgeting, and Evaluation, Vocational-Technical Education.		VT 004 754 ED 020 381	370	VT 004 456 ED 017 691	332
VT 004 630 ED 018 656	286	A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.		Test Administrator's Manual for the Vocational Education Test Battery.	
Evaluation Conference on Leadership Development Seminars, Program Planning, Budgeting and Evaluation.		VT 004 755 ED 020 382	371	STANDARDS	
		A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.		VT 001 208	336
				National Standard School Shop Safety Inspection Check List.	
				STATE ACTION	
				VT 003 675	320
				An Action Program for Industrial Progress in Idaho.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
STATE DEPARTMENTS OF EDUCATION		VT 005 404	364	STUDENT CHARACTERISTICS	
VT 003 247	331	New York State Research Coordinating Unit, Quarterly Technical Progress Report, January 1, 1968 to March 31, 1968.		VT 001 248	364
Group Interview Guide, A Nationwide Study of the Administration of Vocational-Technical Education at the State Level.		VT 005 420 ED 017 744	347	Measures of Academic Aptitude of First-Year Post-High School Students in the Area-Vocational-Technical Schools of Minnesota.	
STATE PROGRAMS		Progress Report of Vocational-Technical Education Program Development for Persons with Special Needs by States.		STUDENT ENROLLMENT	
VT 000 553	269	STATE STANDARDS		VT 000 794	271
Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.		VT 005 023	345	A Study of Organized Occupational Education in Missouri Institutions of Higher Education.	
VT 001 664	273	State Plan for Workshops and Rehabilitation Facilities.		VT 001 203	271
Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.		VT 005 408	339	Training Needs in Central Kentucky, Student Interest and Availability.	
VT 001 921 ED 019 419	350	Practical Nursing Facilities.		VT 001 252	272
Guidelines for State Vocational Agriculture Curriculum Materials Services.		STATE SUPERVISORS		A Report on the Present Status of Trade and Technical Education in Pennsylvania.	
VT 002 746	358	VT 001 855 ED 019 412	355	VT 001 615	272
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.		A Philosophy of Distributive Education.		Vocational Education Available to Adults in the Public Schools of Alameda and Contra Costa Counties.	
VT 002 840	277	STATE SURVEYS		VT 005 569 ED 019 514	296
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.		VT 001 245	374	Directory, Programs of Vocational Education in the United States.	
VT 003 594	359	A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.		STUDENT EVALUATION	
Technical Progress Report. September 1-November 30, 1967.		VT 001 863 ED 017 655	342	VT 004 937 ED 019 492	332
VT 003 690	359	Disabilities in Oklahoma--Estimates and Projections.		Evaluation of Secondary School Programs to Prepare Students for Wage Earning in Occupations Related to Home Economics. Final Report, Volume 1.	
First Annual Report of the Michigan RCU.		VT 003 250	316	STUDENT INTERESTS	
VT 004 199	360	What Happens to the Long-Term Unemployed.		VT 001 209	271
Utah Coordinating Unit for Research in Vocational and Technical Education. Interim Report.		VT 005 144	291	Training Needs in Central Kentucky, Student Interest and Availability.	
VT 004 492	361	A Study of Technical Education in California.		VT 002 921	278
Quarterly Progress Report of the Research Coordinating Unit in Wyoming, May 1, 1967-October 1, 1967.		VT 005 198	293	A Look at Education for Work in the Omaha Public Schools.	
VT 004 604	284	A Preliminary Study of Kansas Area Vocational-Technical Schools.		STUDENT MOTIVATION	
Quarterly Technical Progress Report of the Occupational Research Coordinating Unit of Delaware, Fourth Quarter. First Year.		VT 004 961	288	VT 002 266 ED 020 311	300
VT 004 661	361	The Illinois Study Commission on Nursing Report of a 1966-1968 Project to Assess Illinois' Nursing Resources and Needs.		Curriculum Relevancy and Work.	
Quarterly Progress Report of the Research Coordinating Unit in New Mexico, June 1, 1967-August 31, 1967.		STATISTICAL ANALYSIS		STUDENT NEEDS	
VT 004 681 ED 018 657	286	VT 001 480 ED 018 582	329	VT 004 395 ED 017 685	302
Changing the Contexts in Which Occupational Education Takes Place.		Development and Administration of the Youth Opinion Questionnaire.		Curricular Needs of North Bay Schools.	
VT 004 758 ED 018 658	361	VT 003 614	320	VT 005 952	372
Research Coordinating Unit for Vocational Education in Washington State Department of Public Instruction.		Some Statistical Correlates in Industrial Graphics.		The Choice of Vocational Education as an Educational Opportunity.	
VT 004 762 ED 018 659	361	STATISTICAL DATA		STUDENT OPINION	
A Proposal for the Establishment of a State Vocational Education Research Coordinating Unit in Michigan.		VT 001 863 ED 017 655	342	VT 004 009	369
VT 004 998	345	Disabilities in Oklahoma--Estimates and Projections.		The Degree to Which Utah High School Students are Being Oriented as to Vocational and Technical Goals.	
State Committee on Seasonal Agricultural Labor.		STENOGRAPHERS		STUDENT TEACHERS	
VT 005 044	362	VT 001 129	309	VT 001 990 ED 019 426	375
New Mexico Research Coordinating Unit. Progress Report, September 1-November 30, 1967.		Training Needs Survey--Legal Stenographer.		A Community Approach to Student Teaching.	
VT 005 046	332	STENOGRAPHY		STUDY GUIDES	
A Review and Synthesis of Research Relating to Vocational Education in North Dakota.		VT 005 195 ED 018 667	352	VT 005 277 ED 018 671	381
VT 005 183 ED 018 664	292	Programmed Shorthand Laboratory for Skill Development.		Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.	
Colorado Master Plan for Community Colleges and Occupational Education.		STRUCTURAL ANALYSIS		SUBPROFESSIONALS	
		VT 005 160 ED 017 741	292	VT 001 213	309
		Innovative Methods for Studying Innovation in Education.		Science and Engineering Technician Study.	
		STUDENT ATTITUDES		VT 003 701 ED 013 098	281
		VT 004 046	369	Developments in Technical and Vocational Education.	
		The Migration Aspiration of North Dakota Senior Males.			
		VT 005 091 ED 019 494	371		
		The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.			
		VT 005 131 ED 018 663	346		
		Boost--Business and Office Education Student Training.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 005 466 ED 020 424	294	TEACHER AIDES		VT 004 416 ED 019 476	379
A Design for Large Scale Training of Subprofessionals.		VT 005 634 ED 020 432	383	Pre-Service Education of Office Occupations Teachers.	
SUMMER INSTITUTE FOR THE IMPROVEMENT OF TECHNICAL TEACHER EDUCATION PROGRAMS		Report of the Pilot Project for the Training of Teacher Aides Detroit Public Schools, Summer, 1966.		VT 004 935 ED 018 661	361
VT 004 935 ED 018 661	361	TEACHER ATTITUDES		Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.	
Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.		VT 001 830	374	VT 004 936 ED 017 729	380
SUMMER INSTITUTES		Attitudes of Home Economics Teachers Toward Children.		A Summer Institute for the Improvement of Technical Teacher Education Programs.	
VT 002 689	377	VT 001 832	375	VT 005 045 ED 017 735	380
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.		Attitudes Toward Groups and Families.		A Survey of the Need for Pre-School Teacher Training.	
VT 004 193 ED 016 846	378	VT 002 241 ED 019 433	358	VT 005 276 ED 018 670	381
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.		Research Needed in Florida Business Education.		Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 1.	
VT 004 200 ED 016 113	378	TEACHER BACKGROUND		VT 005 277 ED 018 671	381
Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.		VT 001 831	375	Field Study in Industry for the Preparation of Industrial Arts Teachers. Final Report, Volume 2.	
VT 004 936 ED 017 729	380	Interest in Teaching Home Economics.		VT 005 451 ED 020 423	381
A Summer Institute for the Improvement of Technical Teacher Education Programs.		VT 004 406 ED 017 687	379	Readings in Distributive Education.	
VT 005 479 ED 020 425	381	Professional Competencies of Teachers of Technical Education in Florida.		VT 005 479 ED 020 425	381
Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.		TEACHER BEHAVIOR		Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.	
VT 005 648 ED 019 517	372	VT 002 291	376	VT 005 502 ED 019 505	382
Summer Institutes for Vocational Counseling and Guidance Personnel.		Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.		Community College Health Careers Project Phase II.	
SUMMER WORKSHOPS		VT 002 292	376	VT 005 503 ED 019 506	382
VT 005 195 ED 018 667	352	Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.		An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.	
Programmed Shorthand Laboratory for Skill Development.		TEACHER CHARACTERISTICS		VT 005 556 ED 020 427	382
SUPERIOR STUDENTS		VT 001 830	374	Guidelines for Implementing the Project Plan of Instruction in Distributive Education Through Teacher Education.	
VT 004 017	282	Attitudes of Home Economics Teachers Toward Children.		VT 005 627 ED 020 431	383
Summer Technical Training Programs at Kirkman Technical High.		VT 001 832	375	Vocational-Technical Teacher Education--National Seminar Proceedings.	
SUPERVISED FARM PRACTICE		Attitudes Toward Groups and Families.		TEACHER EDUCATION CURRICULUM	
VT 000 580	269	VT 002 919	377	VT 005 627 ED 020 431	383
Cooperative, Supervised, Part-Time Occupational Educational Program in Agriculture.		What Makes A Master Teacher.		Vocational-Technical Teacher Education--National Seminar Proceedings.	
SURGICAL TECHNICIANS		VT 004 406 ED 017 687	379	TEACHER EDUCATORS	
VT 005 512 ED 019 509	303	Professional Competencies of Teachers of Technical Education in Florida.		VT 001 855 ED 019 412	355
Pittsburgh Technical Health Training Institute Demonstration Project. Final Report, Volume II.		VT 004 703	286	A Philosophy of Distributive Education.	
SYSTEMS APPROACH		Study of Industrial Arts Education in Public Secondary Schools of the Southern Appalachian Region.		VT 003 246	377
VT 002 709 ED 020 317	355	TEACHER EDUCATION		How to Train Workers on the Job.	
The "Orchestrated System" Approach to Industrial Education.		VT 000 936 ED 018 553	374	VT 005 479 ED 020 425	381
SYSTEMS NETWORKS ANALYSIS PROCESS		Profile of Ancillary Services Provided by Business Teacher Education Institutions in the United States.		Institute on Critical Issues in Vocational and Technical Teacher Education in Small Colleges and Universities.	
VT 002 709 ED 020 317	355	VT 001 990 ED 019 426	375	TEACHER EVALUATION	
The "Orchestrated System" Approach to Industrial Education.		A Community Approach to Student Teaching.		VT 001 241	328
TAPE RECORDINGS		VT 002 322	376	Industrial Arts Education in Escambia County.	
VT 005 195 ED 018 667	352	Vocational Teacher Education.		VT 004 406 ED 017 687	379
Programmed Shorthand Laboratory for Skill Development.		VT 002 689	377	Professional Competencies of Teachers of Technical Education in Florida.	
TAXONOMY OF EDUCATIONAL OBJECTIVES		Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1965.		VT 004 756 ED 019 477	379
VT 004 395 ED 017 685	302	VT 003 246	377	The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.	
Curricular Needs of North Bay Schools.		How to Train Workers on the Job.			
		VT 003 411 ED 019 466	356		
		New Directions for Industrial Arts.			
		VT 004 200 ED 016 113	378		
		Summer Institutes on Fluid Power Education for Vocational and Technical Teachers, 1966.			

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
TEACHER EXPERIENCE		VT 005 451 ED 020 423	381	VT 004 936 ED 017 729	380
VT 001 830	374	Readings in Distributive Education.		A Summer Institute for the Improvement of Technical Teacher Education Programs.	
Attitudes of Home Economics Teachers Toward Children.		VT 005 538 ED 019 510	389	VT 005 022 ED 020 400	289
		Effects of Interval Pacing on the Acquisition of Typewriting Skill.		Education and Training of Technicians.	
TEACHER QUALIFICATIONS		TEACHING PROCEDURES		VT 005 043 ED 019 493	362
VT 000 218	374	VT 005 429	388	A Developmental Vocational Education Research and Teacher Education Program Based on a Clinical School Concept.	
The Role of Teacher Education Institutions.		A Study of the Practices Used and Valued by Teachers of the More Effective and Less Effective Adult-Farmer Programs in Michigan.		VT 005 047	393
VT 001 252	272			Selected Bibliography of Iowa Research in Vocational-Technical Education and Related Areas--1960-1967.	
A Report on the Present Status of Trade and Technical Education in Pennsylvania.		TEACHING TECHNIQUES		VT 005 130	290
VT 004 406 ED 017 687	379	VT 003 059	386	Technician Training Beyond the High School.	
Professional Competencies of Teachers of Technical Education in Florida.		VT 004 673	387	VT 005 144	291
VT 006 458	383	An Experimental Study of the Relative Effectiveness of Educational Films Versus Industrial Visits in Learning About Industry.		A Study of Technical Education in California.	
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.				VT 005 158	292
TEACHER ROLE				Instructional Codes and Titles.	
VT 002 291	376	TECHNICAL EDUCATION		VT 005 183 ED 018 664	292
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.		VT 000 553	269	Colorado Master Plan for Community Colleges and Occupational Education.	
VT 002 292	376	Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.		VT 005 284 ED 020 415	364
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.		VT 000 560	306	The Center for Research and Leadership Development in Vocational and Technical Education, October 16, 1967, through January 15, 1968.	
TEACHER SELECTION		Technical and Semi-Professional Occupational Survey.		VT 005 466 ED 020 424	294
VT 003 254 ED 015 261	378	VT 000 588	270	A Design for Large Scale Training of Subprofessionals.	
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Second Quarterly Report.		Will We Be Prepared.		VT 005 502 ED 019 505	382
		VT 000 794	271	Community College Health Careers Project Phase II.	
		A Study of Organized Occupational Education in Missouri Institutions of Higher Education.		VT 005 508	295
		VT 001 664	273	A Bibliography on Technical Education.	
		Policy and Procedure for Technical Education Under the State Plan for the Vocational Education Act of 1963.		VT 005 569 ED 019 514	296
TEACHER SHORTAGE		VT 001 781	300	Directory, Programs of Vocational Education in the United States.	
VT 003 251 ED 018 619	377	A Guide for Curriculum Development for Educating Agricultural Technicians.		VT 005 777	390
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.		VT 002 277	276	The Education and Employment of Technicians.	
		Ford Foundation Grants in Vocational Education.		VT 005 871	298
TEACHER SUPPLY AND DEMAND		VT 002 395 ED 019 442	367	The Role of Advisory Committees in Vocational-Technical Education.	
VT 003 251 ED 018 619	377	Experimental Summer Program for High School Seniors and Faculty.		VT 006 926 ED 022 065	393
Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.		VT 002 708	367	Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.	
VT 006 458	383	Technical-Vocational Education at Diablo Valley College.		VT 007 213 ED 022 970	393
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.		VT 002 917 ED 017 673	278	Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.	
TEACHER WORKSHOPS		Guidelines for Vocational-Technical Programs.			
VT 004 807	287	VT 003 590	281		
Procedures for Establishment of Training Programs for Wage-Earning Occupations Related to Home Economics.		The Federal Government's Role in the Training of Technicians.			
		VT 003 701 ED 013 098	281		
TEACHING GUIDES		Developments in Technical and Vocational Education.		TECHNICAL INSTITUTES	
VT 002 503	343	VT 004 406 ED 017 687	379	VT 000 595	270
Pennies Grow on Plans.		Professional Competencies of Teachers of Technical Education in Florida.		Mapping Your Occupational Training in the State of Washington.	
VT 005 131 ED 018 663	346	VT 004 788	287		
Boost--Business and Office Education Student Training.		A Report, Vocational and Technical Education in Rhode Island, 1967-1973.		TECHNICAL OCCUPATIONS	
TEACHING METHODS		VT 004 918 ED 020 395	288	VT 005 022 ED 020 400	289
VT 001 305 ED 019 397	386	Occupational Education Beyond the High School in Oklahoma.		Education and Training of Technicians.	
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.		VT 004 935 ED 018 661	379		
		Guidelines for the Development of Baccalaureate Technical Teacher Education Programs.		TECHNOLOGICAL ADVANCEMENT	
				VT 000 795	308
				Labour and Automation.	
				TEST CONSTRUCTION	
				VT 001 204	328
				A Guide for Conducting Classroom Tests in Business Arithmetic.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 003 205 ED 018 613	330	VT 003 205 ED 018 613	330	UNITS OF STUDY (SUBJECT FIELDS)	
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.		The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Four.		VT 002 503	343
VT 003 315 ED 018 629	331	VT 003 254 ED 015 261	378	Pennies Grow on Plans.	
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.		The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level, Phase II, Cluster Concept Project. Second Quarterly Report.		UNIVERSITIES	
VT 005 199 ED 018 668	333	VT 003 315 ED 018 629	331	VT 003 307 ED 018 627	280
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.		The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Two.		University Perspectives on Manpower.	
VT 005 200 ED 018 669	333	VT 004 054	282	VT 004 614	285
The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.		Part-Time Cooperative Industrial Education.		Department of Agricultural Education. Annual Report.	
TESTING		VT 005 199 ED 018 668	333	URBAN DROPOUTS	
VT 004 456 ED 017 691	332	The Development of Achievement Measures for Trade and Technical Education. Progress Report Number One.		VT 005 414 ED 019 498	347
Test Administrator's Manual for the Vocational Education Test Battery.		VT 005 200 ED 018 669	333	Development of a Program to Prepare Delinquents, Disadvantaged Youths and Slow Learners for Vocational Education.	
TESTING PROBLEMS		The Development of Achievement Measures for Trade and Technical Education. Progress Report Number Five.		URBAN YOUTH	
VT 002 942 ED 016 068	315	TRADE AND INDUSTRIAL TEACHERS		VT 005 648 ED 019 517	372
Equal Employment Opportunities.		VT 002 919	377	Summer Institutes for Vocational Counseling and Guidance Personnel.	
TESTING PROGRAMS		What Makes a Master Teacher.		VOCABULARY	
VT 001 435 ED 018 574	328	TRANSPARENCIES		VT 004 736 ED 020 378	370
Survey of Currently Employed Nurse Aides in Chicago.		VT 004 780 ED 017 722	352	Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.	
VT 002 313 ED 019 437	330	Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.		VOCATIONAL ADJUSTMENT	
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.		TRANSPORTATION		VT 002 156	329
TESTS		VT 003 412	317	A Follow-Up Study of Vocational Students at North Idaho Junior College.	
VT 002 247 ED 019 434	311	Trends in Distribution, Services and Transportation, with Particular Reference to the State of Washington.		VOCATIONAL AGRICULTURE	
Job Briefs, Selected Federal Jobs.		TYPEWRITING		VT 000 422	354
THESAURI		VT 005 538 ED 019 510	389	Objectives for Vocational and Technical Education in Agriculture. Objective 2.	
VT 002 942 ED 016 068	315	Effects of Interval Pacing on the Acquisition of Typewriting Skill.		VT 000 430	354
Equal Employment Opportunities.		UNEMPLOYED		Objectives for Vocational and Technical Education in Agriculture. Objective 3.	
TRADE AND INDUSTRIAL EDUCATION		VT 003 232 ED 018 616	331	VT 000 433	354
VT 000 595	270	Expanding Employability in Ontario.		Objectives for Vocational and Technical Education in Agriculture. Objective 4.	
Mapping Your Occupational Training in the State of Washington.		VT 003 250	316	VT 000 466	353
VT 001 252	272	What Happens to the Long-Term Unemployed.		Objectives for Vocational and Technical Education in Agriculture. Objective 5.	
A Report on the Present Status of Trade and Technical Education in Pennsylvania.		VT 005 653 ED 019 518	347	VT 000 478	326
VT 002 156	329	An Experimental and Demonstration Manpower Program for Disadvantaged Youths.		Follow-Up Study of 1965 Graduates Completing Programs in Vocational Agriculture.	
A Follow-Up Study of Vocational Students at North Idaho Junior College.		UNEMPLOYMENT		VT 000 565 ED 018 542	326
VT 002 313 ED 019 437	330	VT 003 564 ED 018 633	318	Occupations of Former Vocational Agriculture Students in the State of Washington.	
Predictive Testing for Entrance in Vocational-Technical Schools, Phase One.		Automation and Unemployment.		VT 000 580	269
VT 002 356 ED 014 554	300	UNITED STATES OFFICE OF EDUCATION		Cooperative, Supervised, Part-Time, Occupational Educational Program in Agriculture.	
The Preparation of Curriculum Materials and the Development of Teachers for an Experimental Application of the Cluster Concept of Vocational Education at the Secondary School Level. Phase II, Cluster Concept Project. Third Quarterly Report.		VT 005 160 ED 017 741	292	VT 000 662	326
VT 002 477	276	Innovative Methods for Studying Innovation in Education.		A Guide for the Review of a Program in Agricultural Education.	
Essays on Apprenticeship.		VT 005 193 ED 017 742	293	VT 000 919	327
VT 002 821 ED 016 794	314	Information Systems.		Guidelines for the Development of Instruments for Evaluation in Vocational Agriculture.	
An Investigation of the Training and Skill Requirements of Industrial Machinery Maintenance Workers. Volume II.				VT 001 019	336
				Recommendations for a Vocational Agriculture Classroom and Farm Mechanics Shop.	
				VT 001 197	328
				Evaluation and Projection of Programs of Vocational Agriculture in South Carolina.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 001 305 ED 019 397	386	VT 004 721	323	VT 000 553	269
Comparing the Effectiveness of Two Methods of Teaching Agricultural Science to Students in Vocational Agriculture.		Educational Requirements for Off-the-Farm Agricultural Occupations in Yuma County, Arizona.		Recommendations for the Improvement of Utah's Post-High School Vocational Technical Education Program.	
VT 001 648	272	VT 004 733 ED 020 375	286	VT 000 528	270
Vocational Agriculture in the Next Five Years 1963-1968.		Expectations of Selected Aspects of a Vocational Agriculture Program as Expressed at the Local School Level in New York State.		Will We Be Prepared.	
VT 001 677	273	VT 004 736 ED 020 378	370	VT 000 664	270
The Ohio Manual of Operation for Vocational Agriculture Education.		Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.		Development of a Master Plan for Vocational Education in the State of Georgia.	
VT 001 691	273	VT 004 780 ED 017 722	337	VT 000 794	271
Essentials and Requirements of a Vocational Agriculture Program.		Improving Procedures for Producing Overhead Transparencies with the Ultimate Aim of Incorporating These Techniques into the Development of a Regional Curricular Materials Center for Vocational Education.		A Study of Organized Occupational Education in Missouri Institutions of Higher Education.	
VT 001 705	274	VT 004 910	323	VT 000 809	271
A Five Year Plan for a Department of Vocational Agriculture.		A Study of Agricultural Off-Farm Occupational Opportunities and Training Needs in Todd County, Minnesota.		Report on the Need for Vocational Technical Schools in Nebraska.	
VT 001 917	274	VT 005 024	338	VT 001 209	271
Procedures Employed by Teachers in Conducting Off-Farm Cooperative Work Experience Programs.		Suggested Facilities for Agricultural Courses in Area Vocational-Technical Schools.		Training Needs in Central Kentucky, Student Interest and Availability.	
VT 001 965	336	VT 005 091 ED 019 494	371	VT 001 237	358
Buildings, Equipment, and Facilities for Vocational Agriculture Education.		The Concerns and Expectations of Prospective Participants in Directed Work Experience Programs.		Selected Techniques for Formulating the Questionnaire, Mechanics, and Related Materials of a Follow-Up Procedure.	
VT 002 016 ED 019 427	311	VT 005 288	339	VT 001 382	328
Improving the Proficiency of Mechanical Activities Performed by Utah's Agriculturalists.		Planning Facilities for Vocational Agriculture Departments in Ohio Schools.		A Study of the Relationships Between Employment Opportunities and Vocational Education Programs in Columbia County, Oregon.	
VT 002 548 ED 019 454	313	VT 005 721 ED 020 440	298	VT 001 389 ED 020 302	392
Agriculture is More Than Farming.		Demonstration Center at Reidland High School.		Research Visibility, 1967-68, Reports on Selected Research Studies in Vocational, Technical, and Practical Arts Education.	
VT 002 620	276			VT 001 701	273
Summary of the Annual State Conference for Teachers of Vocational Agriculture.		VOCATIONAL AGRICULTURE TEACHERS		Manual of Operation for Vocational Education Programs in Missouri.	
VT 002 840	277	VT 002 620	276	VT 001 908 ED 019 416	355
North Carolina Annual Descriptive Report, Agricultural Education, 1965-66.		Summary of the Annual State Conference for Teachers of Vocational Agriculture.		Vocational Education for American Youth.	
VT 002 845	277	VT 003 251 ED 018 619	377	VT 001 913 ED 019 418	366
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).		Supply and Demand for Teachers of Vocational Agriculture in the United States for the 1966-1967 School Year.		Conference on Ways the Area School Personnel Worker and the High School Counselor Can Work Together.	
VT 003 276 ED 018 620	368	VT 004 270	301	VT 002 105 ED 018 608	275
The Effect of Vocational Agriculture Class Enrollment and Farm Experience on Animal Science Knowledge of First Year Students Enrolled in Oklahoma Colleges of Agriculture.		Illinois Agricultural Education Curriculum Research Project.		Leadership Development Seminar, Vocational-Technical Education.	
VT 003 567	319	VT 004 736 ED 020 378	370	VT 002 137 ED 018 609	275
Competencies in Soil Management and Use of Fertilizers Needed by Farmers.		Relationship of Socio-Economic Position to the Connotative Meaning of Certain Words Used in Vocational Agriculture.		Leadership Development Seminar, Vocational-Technical Education. Final Report.	
VT 003 703 ED 016 025	320	VOCATIONAL APTITUDE		VT 002 230	275
Study of Agriculturally Related Occupations in Selected Counties in Idaho.		VT 004 454 ED 017 689	302	The Work-Study Program Under the Vocational Education Act of 1963.	
VT 004 193 ED 016 846	378	Development of a Curriculum and Materials for Teaching Basic Vocational Talents.		VT 002 266 ED 020 311	300
Training Institute to Upgrade Teachers of Vocational Agriculture in Distributive Education and Supervised Training in Off-Farm Agricultural Occupations.		VT 004 456 ED 017 691	332	Curriculum Relevancy and Work.	
VT 004 270	301	Test Administrator's Manual for the Vocational Education Test Battery.		VT 002 277	276
Illinois Agricultural Education Curriculum Research Project.		VOCATIONAL COUNSELING		Ford Foundation Grants in Vocational Education.	
VT 004 552	387	VT 005 648 ED 019 517	372	VT 002 305 ED 019 435	337
A Study of Integrating Biological Principles with Instruction in Vocational Agriculture.		Summer Institutes for Vocational Counseling and Guidance Personnel.		Technology-Resource Center for Vocational-Technical Education.	
VT 004 613 ED 020 351	303	VOCATIONAL EDUCATION		VT 002 322	376
Adapting the FFA to a Changing Program of Vocational Agriculture.		VT 000 076	358	Vocational Teacher Education.	
VT 004 649	323	Selected Papers from the National Vocational-Technical Education Seminar on the Administration of Research.		VT 002 355	312
Employment Opportunities and Usable Agricultural Skills in Non-Farm Agricultural Occupations in Appalachia.				Job Training Suggestions for Women and Girls.	
				VT 002 432	330
				Evaluation Results for Leadership Development Seminars I, II, III,	
				VT 002 452 ED 019 447	312
				Earnings Mobility of MDTA Trainees.	
				VT 002 551	343
				Project REDY.	
				VT 002 631 ED 019 460	313
				Proceedings of the Governor's Conference on Manpower Training.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 002 703	367	VT 004 386	360	VT 005 043	362
Technical-Vocational Education at		ED 017 684		ED 019 493	
Diablo Valley College.		Annual Report, November 1967.		A Developmental Vocational Educa-	
VT 002 746	358	VT 004 363	302	tion Research and Teacher Educa-	
Utah Coordinating Unit for Re-		A Behavioral View of Vocational-		tion Program Based on a Clinical	
search in Vocational and Technical		Technical Education.		School Concept.	
Education. Interim Report.		VT 004 376	283	VT 005 044	362
VT 002 885	278	ED 020 326		New Mexico Research Coordinating	
ED 016 800		New Directions in Vocational Edu-		Unit. Progress Report, September	
The Decision-Making Process of		cation.		1-November 30, 1967.	
School Districts Regarding Voca-		VT 004 422	283	VT 005 046	332
tional Education and Training		ED 020 328		A Review and Synthesis of Re-	
Programs.		Oregon Statewide Study of System-		search Relating to Vocational Edu-	
VT 003 201	350	atic Vocational Education Plan-		cation in North Dakota.	
ED 018 612		ning, Implementation, Evaluation.		VT 005 047	393
Strategies for Optimizing the Ap-		VT 004 488	360	Selected Bibliography of Iowa Re-	
plication of Media to Vocational		ED 016 863		search in Vocational-Technical	
and Technical Education Curricula.		Annual Report, November 1966.		Education and Related Areas--	
VT 003 222	279	VT 004 492	361	1960-1967.	
Region II Vocational Education.		Quarterly Progress Report of the		VT 005 146	363
VT 003 236	279	Research Coordinating Unit in Wy-		ED 019 495	
ED 018 617		oming, May 1, 1967-October 1,		Research Report, 1966-1967.	
We Shall Not Rest.		1967.		VT 005 158	292
VT 003 247	331	VT 004 604	284	Instructional Codes and Titles.	
Group Interview Guide, A Nation-		Quarterly Technical Progress Re-		VT 005 163	363
wide Study of the Administration		port of the Occupational Research		ED 020 406	
of Vocational-Technical Education		Coordinating Unit of Delaware,		Annual Report, November 1965.	
at the State Level.		Fourth Quarter. First Year.		VT 005 183	292
VT 003 263	279	VT 004 630	286	ED 018 664	
ED 018 612		ED 018 656		Colorado Master Plan for Commu-	
Seminar on Planning Developmental		Evaluation Conference on Leader-		nity Colleges and Occupational	
and Related Programs in Occupa-		ship Development Seminars, Pro-		Education.	
tional Education.		gram Planning, Budgeting and Eva-		VT 005 190	363
VT 003 403	316	uation.		ED 020 410	
Vocational Curricula in Michigan.		VT 004 650	393	Research Needs in Vocational-Tech-	
VT 003 519	280	An Illinois Inventory of Research		nical Education.	
ED 016 817		and Studies in Vocational Educa-		VT 005 284	364
Occupation Education Requirements		tion.		ED 020 415	
Analysis.		VT 004 661	361	The Center for Research and Lea-	
VT 003 594	359	Quarterly Progress Report of the		dership Development in Vocational	
Technical Progress Report. Septem-		Research Coordinating Unit in		and Technical Education, October	
ber 1-November 30, 1967.		New Mexico, June 1, 1967-August		16, 1967, through January 15,	
VT 003 632	392	31, 1967.		1968.	
RCU Research and Study Projects.		VT 004 681	286	VT 005 285	364
VT 003 690	359	ED 018 657		ED 020 416	
First Annual Report of the Michi-		Changing the Contexts in Which		special Project for Research	
gan RCU.		Occupational Education Takes		Training in Vocational Education.	
VT 003 703	359	Place.		VT 005 404	364
ED 018 645		VT 004 758	361	New York State Research Coordina-	
West Virginia Research Coordina-		ED 018 658		ting Unit, Quarterly Technical	
ting Unit for Vocational Educa-		Research Coordinating Unit for Vo-		Progress Report, January 1, 1968	
tion. Quarterly Technical Pro-		ccational Education in Washington		to March 31, 1968.	
gress Report, July 1, 1967-Sep-		State Department of Public In-		VT 005 419	339
tember 30, 1967.		struction.		ED 022 031	
VT 003 718	321	VT 004 752	361	Seminar on Shop and Laboratory	
ED 018 645		ED 018 659		Planning for Vocational Education.	
A Study of the Vocational Educa-		A Proposal for the Establishment		VT 005 420	347
tion Needs in Josephine County,		of a State Vocational Education		ED 017 744	
Oregon.		Research Coordinating Unit in		Progress Report of Vocational-	
VT 003 888	281	Michigan.		Technical Education Program Devel-	
ED 018 645		VT 004 788	287	opment for Persons with Special	
Proceedings of National Seminar		A Report, Vocational and Techni-		Needs by States.	
on Program Planning, Budgeting,		cal Education in Rhode Island,		VT 005 466	294
and Evaluation, Vocational-Tech-		1967-1973.		ED 020 424	
nical Education.		VT 004 856	362	A Design for Large Scale Training	
VT 004 017	282	Guidelines for Submitting Occupa-		of Subprofessionals.	
ED 018 645		tional Research and Development		VT 005 474	371
Summer Technical Training Pro-		Proposals.		ED 018 675	
grams at Kirkman Technical High.		VT 004 863	352	Research Visibility. Vocational	
VT 004 045	331	ED 018 660		Education Is Service--Vocational	
A Survey of Parents of North Da-		Using Programmed Instruction in		Guidance.	
kota High School Students Who		Occupational Education.		VT 005 479	381
Were Seniors in 1966.		VT 004 918	288	ED 020 425	
VT 004 185	392	ED 020 395		Institute on Critical Issues in	
RCU Research and Study Projects.		Occupational Education Beyond the		Vocational and Technical Teacher	
VT 004 191	345	High School in Oklahoma.		Education in Small Colleges and	
ED 020 323		VT 004 923	393	Universities.	
Experimental and Demonstration		Bibliography of Selected Research		VT 005 552	296
Manpower Project for Training and		in the Field of Occupational Edu-		ED 019 513	
Placement of Youthful Inmates of		cation.		Shared Time (Dual Enrollment) Con-	
Draper Correctional Center,		VT 004 987	288	cept for Area Vocational Educa-	
Elmore, Alabama. 16th Progress		A Proposal for Redirecting Pro-		tion Programs.	
Report.		grams of Vocational Education in		VT 005 569	296
VT 004 194	282	North Carolina.		ED 019 514	
ED 019 472		VT 005 041	289	Directory, Programs of Vocational	
The Development and Demonstration		ED 017 753		Education in the United States.	
of Unified Vocational-Technical		Occupational Education--Planning		VT 005 596	297
Education Programs in Small Rural		and Programming, Volume One.		ED 019 515	
Area High Schools.		VT 005 042	290	A Developmental Project for Inter-	
VT 004 199	360	ED 017 734		state Research, Demonstration,	
Utah Coordinating Unit for Re-		Occupational Education--Planning		Training and Pilot Programs in	
search in Vocational and Techni-		and Programming, Volume Two.		Vocational-Technical Education.	
cal Education. Interim Report.				VT 005 598	297
				ED 019 516	
				An Analysis of Cost and Perform-	
				ance Factors in the Operation and	
				Administration of Vocational Pro-	
				grams in Secondary Schools.	

SUBJECT AND IDENTIFIER INDEX

	Page		Page		Page
VT 005 627 ED 020 431	383	VT 003 237	367	WORK STUDY PROGRAMS	
Vocational-Technical Teacher Education--National Seminar Proceedings.		Determination of Reasons for Practical Nursing Students Discontinuing Their Training at the Laramie MDTA Vocational School of Practical Nursing.		VT 001 804 ED 019 403	310
VT 005 653 ED 019 518	347			The Significance of Work Experience in Adolescent Development.	
An Experimental and Demonstration Manpower Program for Disadvantaged Youths.		VOCATIONAL HIGH SCHOOLS		VT 002 230	275
VT 005 654 ED 019 519	293	VT 005 593 ED 019 516	297	The Work-Study Program Under the Vocational Education Act of 1963.	
Project Challenge.		An Analysis of Cost and Performance Factors in the Operation and Administration of Vocational Programs in Secondary Schools.		VT 002 277	276
VT 005 871	293			Ford Foundation Grants in Vocational Education.	
The Role of Advisory Committees in Vocational-Technical Education.		VOCATIONAL INTERESTS		VT 005 503 ED 019 506	382
VT 005 952	372	VT 001 831	375	An Experience with the Life and Work of the Disadvantaged for the Preservice Education of Home Economics Teachers.	
The Choice of Vocational Education as an Educational Opportunity.		Interest in Teaching Home Economics.		WORKING WOMEN	
VT 005 926 ED 022 065	393	VT 002 921	278	VT 003 698	344
Microfiche Collection of Documents Reported in Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.		A Look at Education for Work in the Omaha Public Schools.		Education and a Woman's Life.	
VT 007 213 ED 022 970	393	VOCATIONAL REHABILITATION		WORKSHOPS	
Abstracts of Research and Related Materials in Vocational and Technical Education, Fall 1968.		VT 002 195	343	VT 001 470	366
VOCATIONAL EDUCATION TEACHERS		A Study of Vocational Training for Mentally and Physically Handicapped.		Completion Report on Guidance Counselors Workshops in Health Careers.	
VT 001 245	374	VOCATIONAL TRAINING CENTERS		VT 005 521 ED 020 426	304
A Survey of Anticipated Need for Vocational-Technical Education Teachers in Michigan.		VT 005 023	345	Associate Degree Nursing Program Workshop.	
VT 002 291	376	State Plan for Workshops and Rehabilitation Facilities.		VT 005 522	295
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution. Summary of Report.		PAGES		Proceedings, Associate Degree Workshop.	
VT 002 292	376	VT 002 452 ED 019 447	312	YOUNG FARMER ASSOCIATION	
Vocational Teacher Role Definition and Role Conflict: The Counselor's Contribution.		Earnings Mobility of MDTA Trainees.		VT 000 527	269
VT 004 756 ED 019 477	379	WHITE COLLAR OCCUPATIONS		Manual for Young and Adult Farmer Programs.	
The Relative Effectiveness of Informational Feedback About Supervisory and Student Reactions with Beginning and Experienced Vocational Teachers.		VT 002 247 ED 019 434	311	YOUNG FARMER EDUCATION	
VT 004 991	380	Job Briefs, Selected Federal Jobs.		VT 000 527	269
Scheduling Card for Voc-Tech Teachers Training Shortens Training Period.		WOMENS EDUCATION		Manual for Young and Adult Farmer Programs.	
VT 006 458	383	VT 002 355	312	YOUTH	
Projected Qualifications and Staff Needs for Vocational Instructions in New Mexico by 1980.		Job Training Suggestions for Women and Girls.		VT 004 753 ED 020 380	370
VOCATIONAL EDUCATION TEST BATTERY		VT 003 698	344	A Bibliography of Literature on Status Projections of Youth: I. Occupational Aspirations and Expectations.	
VT 004 456 ED 017 691	332	Education and a Woman's Life.		VT 004 754 ED 020 381	370
Test Administrator's Manual for the Vocational Education Test Battery.		WORK ATTITUDES		A Bibliography of Literature on Status Projections of Youth: II. Educational Aspirations and Expectations.	
VOCATIONAL FOLLOWUP		VT 000 466	353	VT 004 755 ED 020 382	371
VT 000 565 ED 018 542	326	Objectives for Vocational and Technical Education in Agriculture. Objective 5.		A Bibliography of Literature on Status Projections of Youth: III. Residence, Income, and Family Orientation.	
Occupations of Former Vocational Agriculture Students in the State of Washington.		VT 001 480 ED 018 582	329	YOUTH AGENCIES	
VT 001 247 ED 017 647	342	Development and Administration of the Youth Opinion Questionnaire.		VT 005 051	346
A Follow-Up Study of a Sample of Trainees from the Mayor's Youth Employment Project.		VT 005 028	324	The Colorado Story, Volume II.	
VT 001 551 ED 018 589	329	Motivation of Domestic Seasonal Farm Workers.		VT 005 052	346
Young Women in Virginia.		WORK ENVIRONMENT		The Colorado Story.	
VT 002 156	329	VT 005 028	324	YOUTH CLUBS	
A Follow-Up Study of Vocational Students at North Idaho Junior College.		Motivation of Domestic Seasonal Farm Workers.		VT 004 613 ED 020 351	303
VT 002 845	277	WORK EXPERIENCE		Adapting the FFA to a Changing Program of Vocational Agriculture.	
A Follow-Up of Former Students of Vocational Agriculture High Schools of North Carolina (For Fiscal Year Ending June 30, 1966).		VT 003 767	368	YOUTH OPINION QUESTIONNAIRE	
		Work Roles and Financial Responsibility in the Socialization of Farm, Fringe, and Town Boys.		VT 001 480 ED 018 582	329
		WORK EXPERIENCE PROGRAMS		Development and Administration of the Youth Opinion Questionnaire.	
		VT 000 668	342	YOUTH OPPORTUNITY CENTERS	
		Occupational Work Experience Program.		VT 005 051	346
		VT 001 804 ED 019 403	310	The Colorado Story, Volume II.	
		The Significance of Work Experience in Adolescent Development.		VT 005 052	346
		VT 002 648	344	The Colorado Story.	
		Occupational Exploration Program Manual of Operations.		YOUTH PROGRAMS	
				VT 004 613 ED 020 351	303
				Adapting the FFA to a Changing Program of Vocational Agriculture.	

PUBLICATIONS OF
THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

RESEARCH SERIES

no.	name of publication	cost	ERIC system*
1	A National Survey of Vocational Education Programs for Students with Special Needs. April 1967. 89 + 14 p.	\$2.00	ED 011 041 Aug. '67 RIE
2	The Demand for and Selected Sources of Teachers in Vocational and Technical Education, State Directory. January 1967. 31 + 51 p.	o	ED 012 331 Dec. '67 RIE
3	Research and Development Priorities in Technical Education. May 1967. 34 p.	o	ED 013 288 Mar. '68 RIE
4	Review and Synthesis of Research in Agricultural Education. August 1966. 140 p.	1.50	ED 011 562 Oct. '67 RIE
5	Review and Synthesis of Research in Business and Office Occupations Education. August 1966. 128 p.	o	ED 011 566 Oct. '67 RIE
6	Review and Synthesis of Research in Distributive Education. August 1966. 212 p.	o	ED 011 565 Oct. '67 RIE
7	Review and Synthesis of Research in Home Economics Education. August 1966. 104 p.	o	ED 011 563 Oct. '67 RIE
8	Review and Synthesis of Research in Industrial Arts Education. August 1966. 88 p.	o	ED 011 564 Oct. '67 RIE
9	Review and Synthesis of Research in Technical Education. August 1966. 69 p.	1.50	ED 011 560 Oct. '67 RIE
10	Review and Synthesis of Research in Trade and Industrial Education. August 1966. 76 p.	o	ED 011 560 Oct. '67 RIE
11	The Emerging Role of State Education Departments with Specific Implications for Divisions of Vocational-Technical Education. 1967. 397 p.	o	ED 016 876 July '68 RIE
12	A Taxonomy of Office Activities for Business and Office Education. July 1968. 163 p.	2.75	ED 021 140 Dec. '68 RIE
13	Enlisted Men Separating from the Military Service as a Potential Source of Teachers for Vocational and Technical Schools. October 1967. 53 p.	x	ED 016 131 June '68 RIE
14	Boost: Business and Office Occupations Student Training; Preliminary Report. 1967. 251 p.	3.00	ED 018 663 Sept. '68 RIE
15	Professional Personnel in State Divisions of Vocational Education: Policies, Practices, Requirements. November 1968. 99 p.	3.25	VT 007 372
16	Review and Synthesis of Research on the Economics of Vocational-Technical Education. November 1968. 53 p.	1.50	VT 007 438 Mar. '69 RIE
17	Trade and Industrial Teacher Education and Certification: Report of a National Invitational Research Development Seminar. November 1968.	x	VT 007 468 May '69 RIE
18	Research Priorities in Technical Teacher Education: A Planning Model. October 1967. 48 p.	o	ED 016 815 July '68 RIE
19	Implications of Women's Work Patterns for Vocational and Technical Education. October 1967. 70 p.	2.00	ED 016 812 July '68 RIE
20	Problems in the Transition from High School to Work as Perceived by Vocational Educators. October 1967. 76 p.	2.50	ED 016 811 July '68 RIE
21	An Evaluation of Off-Farm Agricultural Occupations Materials. October 1967. 74 p.	x	ED 016 853 July '68 RIE
23	A Guide for Planning Facilities for Home Economics Occupational Preparation Programs. July 1968. 83 p.	2.00	VT 006 618 Mar '69 RIE
24	A Guide for Planning Facilities for Machine Trades Occupational Preparation Programs. July 1968. 71 p.	2.00	VT 007 370 Mar. '69 RIE
25	A Guide for Planning Facilities for Occupational Preparation Programs in Data Processing. November 1968. 67 p.	2.00	VT 007 371 Mar. '69 RIE

LEADERSHIP SERIES

	A National Vocational Education Seminar on the Administration of Research. 1965.	x	ED 011 546 Oct. '67 RIE
1	Report of a National Seminar of Agricultural Education, "Program Development and Research." August 9-13, 1965. 176 p.	x	ED 011 036 Aug. '67 RIE
2	Guidance in Vocational Education: Guidelines for Research and Practice. 1966. 181p.	o	ED 011 922 Nov. '67 RIE
3	Guidelines for State Supervisors of Office Occupations Education. 1965. 84 p.	o	VT 001 266

PUBLICATIONS (CONT.)

no.	name of publication	cost	ERIC system*
4	National Vocational-Technical Education Seminar on the Development and Coordination of Research by State Research Coordinating Units. 1966. 72 p.	o	ED 011 042 Aug. '67 RIE
5	A Report of the Business and Office Education Research Planning Conference. 1966. 116 p.	o	ED 013 304 Feb. '68 RIE
6	Program Development for Occupational Education: A Report of a National Seminar for Leaders in Home Economics Education, March 28-31, 1966. 118 p.	o	ED 011 040 Aug. '67 RIE
7	Report of a National Invitational Research Planning Conference on Trade and Industrial Teacher Education, May 23-27, 1966. 1966. 197 p.	2.00	ED 011 043 Aug. '67 RIE
8	Report of a National Seminar, "Evaluation and Program Planning in Agricultural Education," June 27-30, 1966. 1966. 129 p.	o	ED 011 037 Aug. '67 RIE
9	Health Occupations Education Centers: Report of a National Seminar held July 11-14, 1966. 1967. 156 p.	o	ED 016 823 July '68 RIE
10	Guidelines for Cooperative Education and Selected Materials from the National Seminar held August 1-5, 1966. 1967. 255 p.	o	ED 011 044 Aug. '67 RIE
11	Systems under Development for Vocational Guidance. 1966. 60 p.	o	ED 011 039 Aug. '67 RIE
12	Compilation of Technical Education Instructional Materials -- Supplement I. April 1967. 203 p.	3.00	ED 012 340 Dec. '67 RIE
13	Compilation of Technical Education Instructional Materials -- Supplement II. April 1967. 242 p.	3.50	ED 011 933 Nov. '67 RIE
14	Educational Media in Vocational and Technical Education: Report of a National Seminar. 1967. 240p.	o	ED 017 730 Aug. '68 RIE
15	Vocational-Technical Teacher Education: National Seminar Proceedings. 1968. 283 p.	3.25	ED 020 431 Nov. '68 RIE
16	National Program Development Institutes in Technical Education, Summer 1967: A Compilation of Selected Presentations and Instructional Materials. 1967. 194 p.	o	ED 021 069 Dec. '68 RIE

BIBLIOGRAPHY SERIES

1	Implications of Women's Work Patterns for Vocational and Technical Education: An Annotated Bibliography. 1967. 25 p.	1.50	ED 016 812 July '68 RIE
2	Worker Adjustment: Youth in Transition from School to Work: An Annotated Bibliography. 1966. 135 p.	3.25	ED 021 070 Dec '68 RIE

OFF-FARM AGRICULTURAL OCCUPATIONS

Instructional Materials in:

Agricultural Chemicals Technology (Course outline and eight modules)	6.75	ED 013 894- 013 902 Mar. '68 RIE
Agricultural Machinery -- Service Occupations (Course outline and sixteen modules)	7.50	ED 012 761- 012 777 Jan. '68 RIE
Agricultural Supply -- Sales and Service Occupations (Course outline and twelve modules)	7.00	ED 015 232- 015 241 May '68 RIE
Horticulture -- Service Occupations (Course outline and twelve modules)	o	ED 013 290- 013 302 Feb. '68 RIE
Occupational Guidance for Off-Farm Agriculture.	.60	ED 011 030 Aug. '67 RIE
Organizing to Provide Agricultural Education for Off-Farm Occupations.	o	ED 011 032 Aug. '67 RIE
Planning and Conducting Cooperative Occupational Experience in Off-Farm Agriculture.	1.35	ED 011 035 Aug. '67 RIE
Policy and Administrative Decisions in Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations.	.75	ED 011 033 Aug. '67 RIE
Summary of Research Findings in Off-Farm Agriculture Occupations.	1.00	ED 015 245 May '68 RIE
Vocational and Technical Education in Agriculture for Off-Farm Occupations.	.75	ED 011 034 Aug. '67 RIE

PUBLICATIONS (CONT.)

<u>no.</u>	<u>name of publication</u>	<u>cost</u>	<u>ERIC system*</u>
INFORMATION SERIES			
	Abstracts of Research and Related Materials in Vocational and Technical Education. Quarterly. \$9.00 per year.	Fall 1967	ED 013 336 Feb. '68 RIE
		Winter 1967	ED 015 335 May '68 RIE
		Spring 1968	ED 016 875 July '68 RIE
		Summer 1968	ED 019 525 Oct. '68 RIE
		Fall 1968	ED 022 970 Feb. '69 RIE
	Abstracts of Instructional Materials in Vocational and Technical Education. Quarterly. \$9.00 per year.	Fall 1967	ED 013 337 Feb. '68 RIE
		Winter 1967	ED 015 336 May '68 RIE
		Spring 1968	ED 017 745 Aug. '68 RIE
		Summer 1968	ED 020 441 Dec. '68 RIE
		Fall 1968	VT 007 437 Mar. '69 RIE
	AIM - ARM Annual Index, 1967 - 68, available to subscribers with subscriptions current as of Summer, 1968.		ED 022 064 Feb. '69 RIE
	Related Display of Descriptors Used by the ERIC Clearinghouse on Vocational and Technical Education. First Edition. 1967. 35 p.	1.50	

KEY

- x Limited number of complimentary copies available. Address orders to: The Publications Clerk, The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Road, Columbus, Ohio 43212.
- o Out-of-print, available only through the ERIC system (see *).
- * Documents which show an ED number and issue of Research in Education (RIE)¹ are available on microfiche or facsimile copy through ERIC Document Reproduction Service (EDRS). Ordering information is obtained from the appropriate issue of RIE.

Documents shown with a VT number are being processed for introduction into the ERIC system and will be available on microfiche and facsimile copy when announced in the issue of Research in Education (RIE) shown with the VT number. Ordering information can be obtained from that issue of RIE. In cases where the "Center Cost" is indicated as well as the ED number in the "ERIC System," those particular documents are also available from The Center.

¹ Research in Education is published 12 times a year. The first issue was no. 1, November 1966. Subscription: Domestic \$11.00 a year; foreign, \$2.75 additional. Single copy: Domestic, \$1.00. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. A price increase effective January 1, 1969 will be: Domestic, \$21.00 a year; foreign, \$5.25 additional; single copies \$1.75.