This annotated bibliography, listing sources which trace the history of vocational education from the early 20th century to the close of 1966, is divided into three parts: (1) books and monographs, (2) periodical articles, and (3) doctoral dissertations. Citations contained in each of the three parts are arranged alphabetically and include materials developed from 191/ through 1966. Individual entries include author, title, place of publication, year, page listing, volume and issue number (for periodicals), and an annotation. Emphasis is placed on vocational education in general and the teaching of vocational and technical education, and is intended for use by teachers, researchers, and administrators. A subject index is included. (GRL)
Vocational Education: An Annotated Bibliography of Selected References, 1917-1966 (Below College) by Alice Songe

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

John W. Gardner, Secretary

OFFICE OF EDUCATION, Harold Howe II, Commissioner
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FOREWORD

This bibliography lists and describes pertinent sources which trace the history of vocational education in the United States from the early 20th century to the close of 1966. These references were chosen so that the teacher, the researcher, and the administrator in the field might gain an insight into the development of this form of education as it has been taught in public schools, private technical institutes, industrial centers, and government sponsored programs. References to such programs as the Civilian Conservation Corps, the Job Corps, and the training of functional illiterates now receiving welfare assistance have been included.

It will be noted that many phases of this subject have not been included. Emphasis is placed on vocational education in general and the teaching of vocational and technical education.

Acknowledgement is made of the valuable advice and guidance offered by many specialists in the Office of Education and elsewhere in the Department. Special thanks are due Mr. Howard K. Hogan who until his recent retirement from the Division of Vocational and Technical Education gave generously from his store of wisdom and knowledge.

WALTER M. ARNOLD,
Assistant Commissioner and Director,
Division of Vocational and Technical Education.
PREFACE

The publication of this work has one major purpose: to furnish pertinent and available sources of information for school personnel responsible for administering Federal, State, and local programs in vocational education below college level.

The annotation following each item attempts to give a brief summary of that work, and in some instances indicates what way one may best use the publication. Particular subjects in this bibliography may be located by using the subject index. Vocational education such as agricultural, home economics, distributive, and commercial training may be found only in the general references. Alphabetically arranged by author, these references also provide a name list of people who have made valuable contributions in the field of vocational education. References to vocational guidance, vocational rehabilitation, and vocational teacher training are not included.

The periodical articles cover generally the last 11 years, 1955-66, in order to embrace the most current opinions. However, the books and doctoral dissertations go back to 1900. Histories of vocational education legislation are to be found in many of the sources quoted. Those congressional documents believed to be vital as primary sources have been included. Annotations are not given for the doctoral dissertations since the titles are explanatory in most cases.

In collecting the references the catalogs of both the Department library and the Library of Congress were examined. This bibliography was compiled by Slice H. Songe, education specialist, under the direction of Charles Gately, associate librarian for readers services.

KANARDY L. TAYLOR,
Department Librarian.
Part I—BOOKS AND MONOGRAPHS


A summary of the research on community structures and techniques. A guide for studying the community as a preface to planning and operating effective educational programs, including an effective vocational education program.


An analysis of the historical background of this proposal. A summary of the bill's provisions and the importance of the issues concerning unemployed youth.


A review of the philosophical basis of industrial education and a historical account of such training during the 1906-17 period.


A history and current evaluation of programs to aid the unemployed in the United States. In chapter 2 (pp. 227-250), Gerald Somers reviews public training programs and assesses government and private retraining of the unemployed.


General historical development of labor and learning, beginning with the Greeks and their attitudes toward the mechanical arts. Covers the development of industrial education and schools in Europe and the transfer of these ideas and movements to America. Includes reprints of source material in this field.


A continuation of the author's earlier volume. The last five chapters (pp. 310-552) are devoted to education in the United States, with emphasis on the development of shopwork training and manual training in the elementary and secondary school, teacher training, and the vocational education movement.

BENNETT, GUY. Vocational education of junior college grade. Baltimore, Warwick and York, 1928. 244 pp.

The status of vocational training in the junior college in the early 1920's. Useful as a source of statistics (taken from the 1920 census) on occupations pursued by junior college students in each State and the types of training furnished by the institutions surveyed.

BIRCHILL, GEORGE W. Work study programs for alienated youth. Chicago,
A casebook describing nine work study programs for secondary students provided by eight public school systems and one private group.


The 50th anniversary of the National Vocational Guidance Association was marked by the publication of this volume. It represents "the profession's best thinking on the nature of vocational guidance, the meaning of the human work experience, the relationship of the individual to the labor force, and research and practice in vocational guidance." Contains papers of 24 contributors in the field.


This work consists of essays by eminent educators and others on the effects of technological change on the home, training received in school, government, the American economy, employment, and use of leisure time.


A special report prepared for the Advisory Committee on Education. Contents: History of labor's attitude up to the passage of the Smith-Hughes Act; changes in attitudes, reasons for dissatisfaction; general criticism by organized labor of vocational education in secondary schools and in industrial plants; labor representation on advisory boards of vocational educational institutions; recommendations; and summary.


A discussion of the relationships between vocational education and social institutions. Topics covered: The social setting of vocational education; contemporary vocational education in the United States; and a conceptual approach to the sociological analysis of vocational education.


Written primarily as a college text, this book gives emphasis to the role of the community in introducing and maintaining vocational education programs in its schools. Attention is given to the Federal and State laws which enable vocational programs to exist and the means to develop these aids in the community.

CARTWRIGHT, MORSE ADAMS, ed. Unemployment and adult education, a symposium on certain problems of re-education arising from "permanent layoff"—the displacement of men and women in industry through the introduction of machinery and other labor-saving devices sometimes known as technological unemployment . . . New York, American Association for Adult Education, 1931. 63 pp.

Papers and excerpts from the proceedings of this symposium held under the auspices of the American Association for Adult Education in New York, December 18, 1930.


Generalizations on various aspects of vocational training as it exists today in the United States. Partial contents: Vocational training by schools, business and industry, the military, and by various agencies and vocational education and training needed by various parts of the population. Six recommendations are given by the author.


The subtitle of this report is: "An account of educational activities conducted by American industry." Confined to approximately 500 of the largest American industrial corporations, the study describes the various courses offered and the means used in judging the achievements of those participating in the classes.

COLORADO DEPARTMENT OF EDUCATION. Southwestern States developmental project relating to educational needs of adult agricultural migrants. Calvin Raymond Orr, Project Director. Denver, 1965. 83 pp. (Cooperative research report No. K-005)

A description of the developmental project to assist the adult migrant worker. It was conducted through the cooperation of the chief State school officers of Arizona, Colorado, New Mexico, and Texas and the colleges of education of Arizona State University, University of New Mexico, University of Texas, and Adams State College.


A description of some of the improvements and extensions of educational programs to raise the level of productivity and the incomes of many Americans.


This report includes a listing of the services, programs, and projects in effect that deal with the problems of unemployed youth and a bibliography of references.


Prepared for the CCC camp enrollee, this guidebook offers a detailed account of the organization of the camps, courses offered, and the approach used in motivating the students to greater achievements.


Contents: Need to retrain displaced workers; State and Federal retraining plans; retraining provisions of trade expansion act; obstacles to effective training; and foreign experience with retraining.


The historical movement in vocational education is described up to and including the passage of the Smith-Hughes Act of 1917.


This report is devoted to facts concerning the Nation's manpower situation and recommendations for education concerning shortages and underused potentials in American manpower.

EELLS, WALTER C. Present status of junior college terminal education. Washington, American Association of Junior
Colleges, 1941. 340 pp. (Terminal education monograph No. 2)

A report prepared for the Commission on Junior College Terminal Education of the American Association of Junior Colleges. This book describes the eight parts of the vocational curricula predominant in the 610 junior colleges under examination and methods used in creating effective training.


This report is devoted to technical education on semiprofessional levels and its role in providing trained workers for industry, including methods in which workers are prepared to fill jobs available. A survey of the current needs for technicians is given, how these needs are being met, and recommendations for meeting future needs.


Written mainly for the "general educator" to show how vocational education fits into the general curriculum, its purposes, and philosophy.


What should be done, and what could be done, for that segment of American youth whose formal schooling ends with high school. The discussion includes suggestions for effective "transitional experiences" from high school to job. The work-study program is included among the examples.


The data reported in this book is based on 91 interviews with students from the sixth grade to graduate school. It has value for those determining vocational subjects to be taught and provides information on the process involved by the student in making the choice for his life's work.


A study of the technical institute in American higher education and its role in providing trained manpower. Divided into five chapters, this book presents an historical background of the technical institute, its relationship to present day technology, and its organization, administration, curricula, and faculty. The last chapter is devoted to the technical institute student's place in industry and society.


Brief summary and bibliography on adult vocational education now in the United States and the public policy for its training, prospects, and current needs.

Originally written as a doctoral dissertation at Columbia University. This study seeks to find out what educational opportunities were offered to the enrollees, the extent and nature of the enrollees' response to his form of vocational education, and how well the programs fulfilled their aims in training unemployed youth.


One of the papers presented at the 17th annual National Conference on Higher Education. It briefly and concisely states the reasons why the junior college is able to "provide education for the world of work."


Selection of material from the 1951 work "Development of Vocational Education" by L. S. Hawkins, C. A. Prosser, and J. C. Wright. Brought up to date with additional material covering legislation from 1917 to the passage of the Manpower Development and Training Act of 1962.

HILL, FRANK ERNEST. The School in the camps; the educational program of the Civilian Conservation Corps. New York, American Association for Adult Education, 1935. 84 pp.

A valuable reference written while the camps were in existence and full operation.


This book was the result of a 5-year study sponsored by the American Youth Commission. It includes a survey and evaluation of the social and educational work of the CCC and a report on an experimental program in 10 selected camps.


The social, economic, and educational factors which have influenced vocational education from the beginning. Each chapter contains references to source material. Appendix contains the text of Federal laws on vocational education up to 1947 and financial data on the amounts given to the States for 1951.


Findings of the 1957–58 National Survey of Technical Institute Education conducted under the auspices of the American Society for Engineering Education. This study bridges the 30 years from the original 1928–29 study made by ASEE, known then as the Society for the Promotion of Engineering Education.


Useful as an historic study on vocational education in the public high school in the post-World War I period. Contains courses of study for various branches of vocational training then in existence.
A list of the major articles on industrial education appearing between January 1, 1920, and January 1, 1934. Has author and subject index.

ILLINOIS UNIVERSITY, COLLEGE OF EDUCATION. Curricula content for technical education. William John Schill, Principal Investigator. Urbana, 1964. 139 pp. (Cooperative research report No. 2048)

A sample survey interviewing technicians in 500 manufacturing establishments "to find out what a technician does and what knowledges are related to his job." The resulting data should prove useful to those determining the curriculum content of technical vocational courses.


This history of industrial education in the United States is part II of this work. It covers developments from the period preceding the Civil War to 1925. Useful as a history of industrial education institutions for Negroes.


A review of technological changes in modern society, the impact of these changes upon the education and training of youth and adults. Information applicable to and typical of what is found in the United States.


Research conducted by the National Opinion Research Center on the nature of adult education in America. Information on vocational training of adults is mainly found in the chapter: "Why People Take Courses and What They Get From Them." (pp. 142-162)
This book was published for the Institute of World Affairs and is an evaluation of vocational education and training in the United States as they relate to the mobility of the labor force and employment stability. As a comparison, investigations into apprenticeship and other types of in-service training were made for selected foreign countries. Germany, Great Britain, Switzerland, and the Soviet Union were chosen, each country representing a special kind of training.


Contents: The legislative history of Federal aid for vocational education; constitutional and educational precedents, and subsequent developments of the Morrill Act.


A book primarily for those responsible for providing courses in occupational training along with preparation for college entrance.


Philosophical principles underlying vocational education and a discussion of the aims and objectives of the ideal program.

LAND, SAMUEL L. Trade associations: their services to education; a study of the function of the National Trade Association in the promotion of training in industry. New York, Heating and Piping Contractors National Association, 1931. 141 pp.

Useful as a historical source of information concerning the efforts of trade associations to establish and maintain educational training programs for workers. Describes also the relationships of these organizations to Federal, State, and local boards for vocational education.


Contents: Vocational education prior to the war; wartime expansion of vocational education; liberal and cultural content in vocational curriculums; and some recent changes in vocational or related fields.


A study done at the time when vocational training for women was in its initial stages. Part I is devoted to home economics training, and part II discusses "women in industry outside the home;" the problems of the unskilled woman who must work to support herself and family and the types of vocational schools then in existence for women.


An evaluation of the Smith-Hughes Act, 10 years after its passage and enactment by leading educators written in individual essays.


Partial contents: Development of Federal aid for vocational education; scope of federally supported vocational education; and the role of the Federal Government in improving vocational education.

A discussion of the problem and cause of unemployment and a comprehensive review of the Area Redevelopment Act of 1961 and the Manpower Development Training Act, 1962, with emphasis on the latter. The responsibilities on the State and local levels in implementing the training program under this law are also included.

LONG, CLOYD DARL. School-leaving youth and employment; some factors associated with the duration of early employment of youth whose formal education ended at high school graduation or earlier. New York, Teachers College, Columbia University, 1941. 84 pp.

An earlier study of a new common problem—the “school dropout.” This research centered around six schools located in Connecticut and New Jersey. It contains the findings of what the schools and communities did to help out of school youth from a period of 1934–38, and what became of the young people who had dropped out of school.


At the time of the publication of this book, the author was assistant commissioner of education, Department of Education in New Jersey. In addition to an historical account of Federal vocational education legislation, material on the philosophy and organization of vocational programs is given.


Contents: Background ideas preceding 1845; schools for farmers and mechanics, 1845–1875; curriculum reform and general vocational education, 1875 to 1885; manual training as vocational education, 1885–1900; specific vocational education in secondary schools, 1900 to 1920; and emergence of the concepts of vocational education for all youth as a public school responsibility, 1920 to 1945.


A study of 76 public 2-year colleges in 16 States, including treatment of the terminal and vocational training offered by these institutions.


The socioeconomic changes and the growth of automation, and the effect of these factors on vocational education. This report also presents the challenges of automation to the leaders in the field of vocational training.

MAYS, ARTHUR B. “A career pattern study of 116 metropolitan Lansing public and parochial high school graduates who have been on the labor market from June 1956 to December 1962—a 78-month work period.”

EDUCATIONAL RESEARCH SERIES. Vocational education: its effects on career patterns of high school graduates. East Lansing, 1963. 182 pp. (IHE ER series No. 18)


A study of the work force and unemployment in Michigan and how the factors of each relate to vocational training offered in the schools.


A selection of 34 articles representing essential readings for members of the industrial arts teaching profession. Contents are arranged under these headings: "History," "Content and Organization," "Teaching Techniques," "The Future."


A report of the Texas Cooperative Youth Study, in which 13,000 high school youths from 185 Texas high schools expressed their feelings and attitudes of personal worth, social competence, and other factors of their family life. One salient point brought out: "... youth from culturally handicapped parents do have a more difficult time remaining in school." Since the youths of this generation will be parents of the next, it is necessary to provide them with sufficient education in home and family living to insure a greater measure of success in their role as parents.


A policy statement on the role of the junior college and its possible responsibilities in providing occupational education to meet America's manpower needs.


A discussion of the social and economic forces influencing vocational education for youth in rural and small urban areas, and of what should be done to change the contents of their educational programs in the field of vocational training.


A selection of chapters and articles from the publications of the National Manpower Council. Those chapters dealing directly with the relationship of manpower and vocational training are "Issues in vocational education" (pp. 127-147) and "Types of vocational schooling" (pp. 148-177).


Ten papers by various educators, businessmen, and others discussing policy objectives and other subjects to improving the Nation's supply of skilled workers mainly through the cooperation of the school, the community, and industry.

A policy for skilled manpower; a statement by the Council with facts and figures prepared by the research

See part II (pp. 37-299) on “Facts and Issues about Skilled Manpower,” including types of vocational training offered in industry, educational institutions, and the Armed Forces.

NATIONAL SOCIETY FOR THE PROMOTION OF INDUSTRIAL EDUCATION. Principles and policies that should underlie State legislation for a State system of vocational education. A tentative statement of principles and policies formulated at a meeting of a committee . . . in annual convention, at Philadelphia, December 1912 . . . Philadelphia (?), the Author, 1913. 6 pp.

A list of 31 guidelines for the establishment of State departments or vocational education.


Partial contents: Guidance problems in large cities; guidance activities in small city systems; day and evening industrial courses in smaller cities; and training foremen and other leaders in industry.


Partial contents: Legislative commitments affecting vocational education; vocational education through nonschool governmental agencies; and vocational programs in different educational institutions.


Developed during the period of vocational education changes, the yearbook’s production was interrupted by the passage of the Vocational Education Act of 1963. Each of the 13 chapters are devoted to different phases of vocational education in the United States. In chapter 8, for example, the impact of Federal legislation and policies is discussed by Major Mobley and Melvin Barlow, and much information is given about the period between the passage of the Smith-Hughes law to the enactment of the Vocational Education Act of 1963.


Valuable source material for tracing the development of vocational education in America. These bulletins also contain the proceedings of the annual meetings held by this organization. First organized at Cooper Union, New York, November 16, 1906, by prominent businessmen and educators, the organization was first known as the Society for the Promotion of Industrial Education. In 1917, with the passage of the Smith-Hughes Act, it became known as the National Society for Vocational Education. Merging with other groups, this organization became a part of the American Vocational Association in 1925.


A group of seven lectures delivered at the Harvard Graduate School of Education in April and May of 1939 on the relationship of education to the changing character of the American economy and the demands of the labor market.


This report was prepared through the research program of the U.S. Office of Manpower, Automation, and Training and describes a project sponsored by MDTA funds. The information here is centered on the learning outcomes of the
trainees, their experiences with the curriculum offered, and the reorientation of their attitudes.


A survey of the apprenticeship system in the United States, including the role played by the Federal Government in introducing the national apprenticeship system. An extensive bibliography on the subject is to be found on pp. 155-184.


The final report of a research project sponsored in part by the Ford Foundation. Centered upon three areas of Wilkes-Barre, Pottsville, and Phoenixville, these case studies furnish information on the programs used, the development of the curriculum, the teachers employed, and the types of trainees attending. The final chapter is titled: "Employment and Societal Effects of Retraining Programs."


A revision of a work first published in 1925 by C. A. Prosser and C. R. Allen. It updates this earlier work, describing the development of vocational education and subsequent Federal legislation in this field since 1925.


The initial phase of this study. It is concerned with "the identification of social, economic, and technical trends related to vocational education and the ranking of the trends in terms of ... in planning programs of vocational education."

--- --- --- Vocational education in public schools as related to social, economic and technical trends. Part II: The appraisal of programs of vocational agriculture and industrial education. Frank J. Woerdehoff, Norbert J. Nelson, and John K. Coster, Project Directors. Lafayette, Ind., 1960. 489 pp., 91 (Cooperative research project No. 385)

Results of a study of a sample of Indiana high schools "to identify factors related to the desirable characteristics of agricultural and industrial vocational education.


Although somewhat dated, this work is still of value. The author, a staff member of the U.S. Office of Education at the time this was written, describes
the book as "a plan under which vocational training on a cooperative part-time basis can be offered in high schools."


"This report provides examples of projects established by community organizations to meet the training needs of women ranging in economic standing from those receiving public assistance to those able to pay tuition fees at private schools."


Statement describing vocational education programs developed by the member Great Cities since 1962. These cities are: Baltimore, Boston, Chicago, Cleveland, Detroit, Houston, Los Angeles, Milwaukee, New York City, Philadelphia, Pittsburgh, St. Louis, and Washington, D.C.


First published in 1917, this book offers a valuable compilation of early source material on vocational education in the United States. In this revised edition, a bibliography of some 300 references has been added.


This monograph was originally prepared as a staff study for the Advisory Committee on Education appointed by President Franklin Delano Roosevelt on September 19, 1936. Under its original assignment, the Committee was known as the President's Committee on Vocational Education. In the introduction the authors state the scope and purpose of this work: "This study undertakes to survey in a fairly broad way the whole plan of organization for the federally reimbursed programs of vocational education, the outcomes of this service, the needs of the country for occupational preparation, and the manner in which these needs may best be met."


This comprehensive study is divided into three parts. Part I is a summary of the social forces that created the needs for vocational education, beginning with a social history of England and the

counts of the development of federally aided programs.
founding of the American Colonies extending to the late 1920's. In Part II titled "The Educational Evolution," the author traces the growth of industrial vocational education in industry and educational institutions. Part III is devoted to the contributions of social agencies and educators to vocational education in the United States.


Contents: Changed outlook for young job-hunters; job handicaps of undereducated youths; and programs to prepare youths for work.


A study of "what should be expected of vocational and technical education in our present-day society, . . . what institutions, what administrative organization and what financial structure are needed in Michigan before these expectations can be fulfilled."


An essay written from a Utopian point of view as to what could be expected of American secondary school organization and vocational training in a 30-year period. The author uses a mythical "Chinese National Board of Education" report for his forecasts. Useful as a "Brave New World" study in the field of education. Title on cover: "Secondary Schools, 1960."


A discussion of what was considered "current problems in vocational education" when that type of training was just beginning. It includes all forms of vocational educational programs with chapters also on the administration of vocational education and the training of teachers for vocational schools. Appendix A (pp. 515-533) has statistics taken from the 1910 census on the number of workers engaged in specified gainful occupations, occupations that have long since been displaced by automation.


A collection of three monographs on the status of vocational education in the early part of the 20th century. Contents: "The problem of vocational education" by David Snedden; "The people's schools: a study in vocational training" by Ruth Mary Weeks; and "The improvement of rural schools" by Ellwood P. Cubberly.


A 1928-1929 national survey made of postsecondary technical training schools in the United States, their historical development and status for that period of time. This study also includes information on technical schools in France, Great Britain, and Germany.


This study covers the period from 1871, with the establishment of the Boston Whitting School, up to 1936. Eight "trends" or movements are discussed.


Although a textbook, this work, prepared by a former head of the Depart-
ment of Industrial Education at Pennsylvania State College, covers the history and development of vocational education of less than college grade. It also includes the policies of labor and management as they relate to vocational education and the attitude of many trade and educational associations toward education for work. Each chapter contains excellent bibliographies related to the topics discussed.


A collection of 18 papers presented at the 19th session of the Institute for Administrative Officers of Higher Institutions. Contributions consist of an overall view of terminal education in various vocational fields, particularly at the junior college level and the readjustments of higher education to meet national manpower needs, with emphasis on the country's war effort.


A study of the relationship of American vocational training and the occupational structure in our economy. This "occupational structure" is discussed in regard to income, prestige, and job satisfaction, qualifications demanded by employers, and the contribution of vocational schools to it.


Originally written as a doctoral dissertation. Contains 1930 statistics pertinent to vocational education, arranged by State. Includes enrollment figures, expenditures, etc.


Message from President F. D. Roosevelt on the relation of vocational education to existing economic and social conditions and the need to expand the program.


Official report of the Committee to President F. D. Roosevelt. Contains a general summary of education in our national life and a recommended program, mainly in vocational training.


A report of the status of vocational education in the United States in 1914, and the reasons for Federal participation in this kind of training. Volume II gives the testimony of prominent educators, industrialists, and members of the Armed Forces on vocational programs in existence at the time and the demand for expansion.

U.S. CONGRESS. HOUSE. COMMITTEE ON EDUCATION. Development of vocational
education in the several States. Hearing . . . before the Committee on Educa-
tion on H.R. 9201 (H.R. 12241), a bill to provide for further development of
vocational education in the several States. February 7, March 20 and 21,
Cong., 1st sess.)

Contains testimony and statements by leading educators and others on the
needs of vocational education at the time and reasons for expanding it.

SENATE. REPUBLICAN POLICY
COMMITTEE. The forgotten youth. Re-
marks in the Senate. Congressional rec-
ords (daily ed.), v. 109, March 1963:
3965-3967 (Part I included in Senate
hearings on Youth Employment Act
[S. 1])

A study of vocational education in the
United States, what it has contributed,
and the problems involved.

U.S. DEPARTMENT OF LABOR. OFFICE OF
THE SECRETARY. Report of the Secre-
tary of Labor to the Congress on research
and training activities in accordance
with section 309 of the Manpower De-
velopment and Training Act. A report
and evaluation of research, trainees,
training programs, and training activi-
ties. Washington, U.S. Government

Issued annually. Title varies. Re-
ports for 1964 and 1965 entitled “Man-
power Research and Training under the
Manpower Development and Training
Act of 1962.”

U.S. FEDERAL BOARD FOR VOCATIONAL EDU-
CATION. Annual report, 1917/18-1932/
33. Washington, U.S. Government

First report contains initial devel-
ment of Smith-Hughes Act and its im-
plementation in the various States. Con-
tinuing reports are on the progress made
in the States in the development of vo-
cational education under this legislation
and its amendments.

—. Bulletin No. 1–171. Washing-
ton, U.S. Government Printing Office,
1917–23.

Statement of Policies issued as Bulle-
tin No. 1, 1917, May 1922 (rev. ed.) and
December 1926.

U.S. OFFICE OF EDUCATION. Art and in-
dustry. Education in the industrial and
fine arts in the United States. By Isaac
Edwards Clarke. Washington, U.S.
Government Printing Office, 1885–98. 4
vols. in 5. (Printed also as 46th Cong.
1–4)

Contents: Part I—Drawing in public
schools; Part II—Industrial and manual
training in public schools; Part III—
Industrial and technical training in vol-
untary associations and endowed insti-
tutions; Part IV—Industrial and tech-
nical training in schools of technology
and in U.S. land-grant colleges.

—. Digest of annual reports of State
Boards for Vocational Education to the
Office of Education, Division of Voc-
tional Education. Washington, U.S.

Supersedes the annual reports of the
U.S. Federal Board for Vocational Edu-
cation published from 1917 to 1932.
Contains condensed versions of the
annual reports which the States are
required to make on the past year’s
accomplishments, receipts, and expendi-
tures.

—. Educationally deficient adults;
their education and training needs.
Washington, U.S. Government Printing

The reprint of a survey conducted by
the Information and Training Ser-
tices, a Division of McGraw-Hill, Inc., New
York, and authorized by the Division of
Vocational and Technical Education,
U.S. Office of Education. Dealing main-
ly with the educational and training
needs of educationally deficient adults,
this report also furnishes guidelines for
a plan to meet these needs and the ma-
terials that might be used in providing
vocational training for jobs.

The first part of this detailed report, prepared in response to a Senate resolution of December 15, 1882, gives an overall summary of the status of industrial education in the land-grant colleges, private institutions, and in elementary and secondary schools. Part II (appendices) is devoted to the individual land-grant colleges, giving a brief history of each, courses of study, and statistics on enrollments and expenditures. Includes illustrations also of the schools and the floor plans of the main buildings.


Compiled by Mr. Howard K. Hogan, Consultant in the Division of Vocational Education, this bibliography lists items representing the views, primarily, of management, labor, and education on the subject of vocational education as it relates to the production of skilled manpower.


A report on the demonstration-research project conducted at the Norfolk Division of Virginia State College to find methods of training both the semi-literate and the literate unskilled worker.


Continues the numbering of the bulletin formerly issued by the U.S. Federal Board for Vocational Education.


A survey made by the Federal Board for Vocational Education in the U.S. Office of Education and its outcome is described thus: “The economic and social trends which appear to be of significance for vocational education have been identified, listed, and classified . . . as they bear on different types of vocational training . . .”


National needs and objectives in vocational education are defined in this report and from these definitions guidelines may be obtained in evaluating State or local programs of vocational education.


Report of a committee appointed by U.S. Commissioner of Education, John W. Studebaker. Divided into nine chapters and an appendix, the report covers all phases of vocational training up to 1945.


Contents: Vocational-technical occupations (definition and classification); education for vocational-technical occupations (growth of, institutions providing training); bibliography (selected
references, annotated references); organizations interested in technical education (list of 19 organizations with brief description of each).


Partial contents: Significant publications on work experience education; the development of work experience as a part of secondary education in American schools; types of work experience programs.


Contents: Putting the program in perspective; the training program in operation; investing in human resources; training in action; program appraisal, emphasis, and direction; statistical appendix.


Research projects listed include those on vocational education, vocational school graduates, the impact of technological change on vocational training, and the problems encountered in training unemployed youth.


"This report evaluates the extent to which training programs established under the act are meeting the need for marketable skills among disadvantaged groups—persons who, because of certain personal characteristics or lack of suitable work skills, are markedly disadvantaged in the competition for available jobs."


A brief but well-annotated bibliography relating to "social psychological factors in job training and hard-core unemployment."


A review of the training needs and the status of training for young persons 14-19 years old who will be entering the labor market with a high school education or less.


This is the main body of the report made by the Panel of Consultants on Vocational Education, Benjamin C. Willis, chairman. Encompassing the entire field of vocational education in the United States, the report includes the historic development of this form of education and the programs now in existence. It also points out the possible gains that can be made by furnishing vocational training to youths and adults with particular needs—such as the culturally disadvantaged, the school dropout, the functionally illiterate. This report also contains an excellent bibliography, pp. 269-278.

U.S. PRESIDENT. Manpower report of the President and a report on manpower requirements, resources, utilization, and

Report issued annually in March of each year.


Fourteen recommendations for a program to develop policies for education and training, guidance, and employment opportunities for jobless youth.


This report was the result of a conference called by the American Vocational Association in Washington, D.C., during September 1962. Partial contents: The development of vocational and technical education; vocational and technical education in secondary and higher education; the Federal Government and vocational and technical education; major issues in vocational and technical education.


Reviews and lists 55 sources about vocational education in the United States and its development up until 1958.


This work was prepared for English readers. It gives additional material in industrial training not given in his 1887 work. The author reports on the success of manual training graduates and the mental and physical benefits to be gained from this type of education.


A history of the Manual Training School of Washington University of St. Louis, including a discussion of its aims, methods and results. Addresses by C. M. Woodward on manual training are also a part of this book.
Part II--PERIODICAL ARTICLES


A description of the Adult Education School at 3105 Missouri Avenue in East St. Louis, operating on a full-time basis to provide training for welfare and public aid recipients in order that they may acquire basic education and job skills. Information on courses and schedules are included as well as some encouraging results.


The purpose and objectives of the Job Corps established by the Economic Opportunity Act, a brief summary of the curriculum of the Job Corps camps, and the "challenge" to schoolmen are the topics discussed in this article.


An official of the U.S. Office of Education discusses what he believes a "balanced program of vocational education" should be and cites instances of such programs now in existence in North Carolina, Pennsylvania, and other States.


"The nature and activities of the programs receiving Federal aid under title VIII of the National Defense Education Act."


A discussion of "the aims, provisions, and results of the Manpower Development and Training Act of 1962 and of the Vocational Education Act of 1963 in relation to current needs."


A report on the technical training programs made possible through the provisions of title VIII of the National Defense Education Act.


Pertinent information for educators at "the grass-roots level" by the Assistant Commissioner for Vocational and Technical Education, U.S. Office of Education.


The author believes "vocational education, by design, budget, and legislation, has been separated from the main current of American education." In discussing means of making vocational education more effective, Mr. Arnstein also includes remarks on the Report of the Panel of Consultants on Vocational Education. (See entry U.S. Panel of


"The significant role that trade and industrial education plays in preparing potential dropouts for various kinds of useful and satisfying vocations in the years ahead."


A collection of articles by Jerome Rosow, Walter Reuther, and others on the effects of automation on the training and the employment of youth in this decade.


Four brief but pertinent articles are included in this issue: View from Washington by Seymour Wolfbein; Automation: training for what? by Louise Knapp; The school story by T. Stanley Warburton; The controversy ahead by William Gomberg.


"The author attempts a critical analysis of the Vocational Education Act of 1963 . . . traces the history of vocational education, exposes various negative attitudes toward it."


A discussion of the magnitude of farm unemployment and the opportunity for organized rural effort for communities and for individuals in rural areas.


A prominent vocational educator believes that the first phase of vocational education has been successful in that "making a living" type of training has been achieved. However, this attitude has within it the "enemy unseen," for vocational education of this kind has no responsibility for, or relationship to, the general goals of education. It binds us to the vast resources of the program, placing it in the "rut leading to oblivion."


The author believes that the real impact of technological change upon our vocational education programs is to be found in the sociological problems this impact has created. One solution lies in easing up "on the death grip we have upon some of our earlier principles and convictions . . . and permit ourselves and our programs to be influenced by other environments."


How this center came into being and the programs conducted for uneducated and unemployed adults in Eldorado, Ill. Those attending are receiving welfare aid.


A training specialist from the General Electric Co. states the reasons why he believes that retraining is a job for industry and points out what is needed to accomplish this retraining.


Brief summary of projects carried out by various Texas school systems and communities for school dropouts. These programs consist of special classes, vo-
cational courses geared to local employment needs, part-time jobs, and study centers.


A review of the technological revolution upon the U.S. economy and employment, where the “new jobs” will most likely come, and the possibilities that might be accomplished by providing the right kind of education for an abundant society with its great segments of poverty.


The author is the Director of General Education, Norfolk Division, Virginia State College. In this article he describes the retraining program in the Norfolk Division, a program designed to raise the basic skill levels of youths and adults.


An account of a project to retrain unemployed adults, financed by grants from the U.S. Office of Education, Cooperative Research Division, and the Office of Manpower, Automation and Training of the U.S. Department of Labor. Conclusion: “... that proper training can work miracles in the lives of men formerly without hope.”


Solving the problem of young people in rural areas who drop out of school and have little chance of employment.


Three articles by Lowell A. Burkett, Merle E. Strong, and Orlin D. Trapp on the relationship of the public secondary school and vocational-technical education programs as they now exist.


The assistant superintendent of the Detroit public schools, Mr. Byerly tells in this article of the changes that can be expected in the large cities’ training programs as a result of the Vocational Education Act, 1963.


A discussion of the new State requirements for implementing the Vocational Education Act of 1963 by a former specialist in the Vocational Education Division of the Office of Education.


An engineer from the mechanical industries discusses the needs of his particular field and what the vocational schools are doing to supply the trained manpower to fill these needs.

Contents: The casualties of automation (the unskilled worker); the stultifying effects of technological unemployment (the plight of the unskilled older worker); continuing education as a modern substitute for experience (new concepts of formal education are needed); company programs (what management must do for manpower training to extend the working capacity of its personnel.)


An article critical of the vocational education programs the author claims are "fantastically biased in favor of farming and home economics" and teaching skills that are obsolete, including trade and industrial education. "We need to launch a program of practical training for real jobs in a vast national effort" is one of the solutions proposed by Mr. Chase.


In the age of automation the author believes that "our educational system must prepare people to live in a world in which work will not hold the central position it has held in the past.


The author is Commissioner of the Bureau of Labor Statistics, U.S. Department of Labor. In this article, he outlines the manpower requirements of these labor categories: the white-collar worker, the blue-collar worker, the service workers, and those in farm occupations. His analysis indicates "the most rapidly growing occupations are generally those that require the most education and training."


Contents: The new demands for vocational education, "the typical student in secondary school vocational programs, the present vocational education program in the secondary school, with the county high schools of New Jersey as an example."


The author discusses various solutions to the problem of unemployment, particularly job training for out-of-school youth, and changes in our educational structure to keep more people in school for a longer period of time.


The economic outlook for the unemployed youth, and what dangers large scale unemployment of this segment of the population hold for American society. This article also discusses the problems of job opportunities for young people who have dropped out of school and what types of training and help they need.


An address delivered at the American Vocational Association convention, December 7, 1959, in Chicago, in which the present status of vocational education programs in the comprehensive high school is discussed. Recommendations for more effective programs in the future are also given.


An account of vocational-technical education in North Carolina since 1957. Programs in the secondary school and the community junior college are stressed.

Officials of the American Industrial Arts Association and the American Vocational Association respectively answer questions put to them by members of the NEA Journal staff. The significance of industrial arts and vocational technical education is discussed.


An official of the U.S. Department of Health, Education, and Welfare gives a brief review here of the Federal programs which provide aid to vocational training.


A discussion of the merits of the vocational-technical high school as opposed to the comprehensive high school offering vocational education as one of its many courses.


An outline of the provisions that vocational education will have to make to keep pace with the manpower needs of our growing economy.


A presentation of the problems of a great segment of American youth. Articles are devoted to the school dropout, the "uneducables," migrant children, children of low-income farm families, minority youth, and juvenile delinquents.


A summary of the aims, achievements, and potential of the manpower development and training program and related Federal efforts are given here by the former manpower administrator in the U.S. Department of Labor.


"This issue of The American child tells why (the dropout) is the number one challenge facing our schools and reports on four experimental programs developing techniques to meet the challenge."


"A detailed analysis of automation and what it implies for education, generally and industrial education, specifically."


The subject "Educational programs for non-college-bound youth" was the one adopted as the theme for the Third Annual Educational Development Council Spring Workshop at Indiana State College, April 2-3, 1964. This article contains four of the addresses delivered at this meeting: Bynum, Alvis S., "Too many, too soon: a commentary on the problems of youth, school, and work;" Beymer, Lawrence, "Nonsense and horse sense about dropouts;" Frantz, Welby M., "Education and industry: mutual-aid program;" Kozelka, Robert F., "Resolved: cooperative education is best."

EDDY, L. W. Meeting the challenge for technical education at the high school level. Industrial arts and vocational education, April 1963: 18-19.

Some "guarding principles and operating procedures" necessary for successfully training technicians at the high school level.

Education and automation: the coming world of work and leisure. National As-

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Entire issue devoted to the relationship of education and automation. Pertinent articles listed here are analyzed under individual authors. General contents of issue: "The Nation, the economy and employment;" "Education, the school and the student."


A review of the literature for the 3-year period October 1944 to October 1947, covering these topics: Education for work movement; home and family life education; industrial education; business education; agricultural education.


The author believes that one of our most serious social problems is the unemployment of our youth, who are unable to get jobs because of inadequate vocational training.


Who shall determine the contents of courses for effective vocational-industrial education? The author believes that such decisions should be composed of a team, equally represented by the local school administration and industrial economists, psychologists, labor-management specialists, and others from industry.


An outline of the problems to be faced in vocational education for the 1960's, the accomplishments of some States in preparing for the new challenges ahead in training youth and adults for the world of work.


Description of the organization and accomplishments of a "community classroom" vocational program designed for high school seniors in the Cupertino High School, Cupertino, Calif., during the 1964–65 academic year.


A useful and timely summary of the eight vocational education acts now in operation, giving appropriations for fiscal 1965, use of funds, administrative requirements, etc.


Should the American public school be responsible for job-preparation to ease the unemployment of youth and adults? The author favors on-the-job training by industry, leaving for the schools the important role of cultivating the mind, imagination, emotions, and creative impulses of the human person.


An analysis of the Vocational Education Act of 1963 for those in the field of business education, giving specific information as to how this legislation may be utilized at State and local levels.


The problems of high school youth unable to go on to higher training are discussed here. How can they become employable, since much of the present high school vocational education programs are "at a fairly low skill level?"

FULLER, EDGAR. Report from Washington: Schools assigned responsibilities and funds in Manpower Development

How the provisions of the Manpower Development and Training Act of 1962 will effect vocational education, what is expected by way of reducing unemployment resulting from automation and technological changes.


The author believes that the present concept of the high school is outmoded, and he gives his reasons for this belief and states "... we are about to enter a new phase of education and that the Vocational Education Act of 1963 will show us the way." He proves this argument by an examination of the provisions of the act, and the possibilities it has for reconstructing the American high school.

**HAMLIN, H. M.** All students benefit from education for work. *Nation's schools*, v. 64, August 1969: 47–49.

The author is professor of agricultural education, University of Illinois. In this article he discusses the means by which all school activities and subjects can contribute to vocational education, and help students "face up to vocational alternatives" in choosing a life's work.


The observations made here summarize the results of a survey made in 1953 of the State director of vocational education in each State and Territory. ... Inferences about trends are based on the opinions of the State level officials who are responsible for vocational programs in the schools.


The author is professor of the Technical Education Center for the Study of Higher Education, University of Michigan. He states what he believes are the "hard questions" to be asked in administering the "fivefold expansion in vocational education funds" so that the program may prove successful.


This noted economist outlines the advantages to be reaped in investing "money and materials" on education to provide skilled manpower. He also lists eight "policy guides" for further investments in education and training to insure the achievement of greater skills from workers.


Results of a survey made by three vocational education teachers in an Illinois community of 40,000 population. These teachers interviewed the personnel managers of 20 companies "to determine what terminal high school graduates should be taking to qualify for employment."


Originally given as a speech at the Andiron Club of New York City, December 16, 1955, this article by Dr. Horn of the Pratt Institute states three complaints against the attitude of the spokesmen for liberal education. One of these complaints is their failure to recognize the importance of both liberal and vocational education in our present day society.

A guest editorial by the U.S. Commissioner of Education in which he points out the “interesting changes in program and facilities” of the Vocational Education Act of 1963.


An outline of ways and means to expand academic and vocational education programs under the Vocational Education Act of 1963.


A discussion of 10 needs of youth, all of which have implications for industrial training. Emphasis is particularly placed on the need for developing salable skills.


A description of the Peace Corps educational training for particular skills that might be applied to other types of vocational education. Among the “lessons” learned from this system: “... Highly motivated students can absorb a great deal in a relatively short time. Some training programs have, in fact, compressed the equivalent of a year of college into 12 weeks.”


An entire issue devoted to the work programs under the NYA. Includes information on programs for out-of-school youth which enabled them to work and still receive training through the schools to make them more productive on the job.


Eight trends in junior college organization and education are discussed to point out the value of the junior college as an effective institution for vocational-technical training.

Jones, Paul O. We train dropouts. *Industrial arts and vocational education*, v. 54, June 1965: 26, 43-44.

The author is the Assistant Superintendent of Vocational Education and Training, U.S. Bureau of Prisons. He describes here the training program given school dropouts in Federal correctional institutions.


“What can vocational educators do to compensate for long years of neglect?” This article suggests eight lines of action.


The former U.S. Commissioner of Education presents an “agenda for reform” in revitalizing the high schools in our big cities. On this “agenda” are suggestions for better training opportunities for jobs.


An address by the U.S. Commissioner of Education at the 57th Annual Vocational Convention In Atlantic City, N.J., December 9, 1963. In this address Mr. Keppel emphasizes the importance of State planning as indicated in the proposals of the Vocational Education Act of 1963.

One of the fundamental reasons why youth cannot find work is to be found in the breakdown of the apprentice system and total lack of training for work which might be available to them.

LAW, G. Area school: getting the most for the education dollar. School shop, v. 23, April 1964: 57-60.

A description of the Lewis Wilson Technological Center, Huntington, N.Y. Useful as a study of an area vocational school's founding and development.


The author is vice president of the Philco Corporation. He believes that "we must take a good hard look at our vocational preparedness programs" and uses California as an example in planning for ways to meet the vocational needs of that State. This planning Mr. Lawson terms "Master Plan for Vocational Education," and he describes the possible impact on education and labor if it were to materialize.


The authors state their views on the needs of the school dropouts, and what services and training the community can provide to aid their future.


In October 1964, the University of Wisconsin, with the assistance of a Ford Foundation grant, established the Center for Research and Development in Vocational-Technical Education and Training. A brief description of its objectives and activities is given in this article.


The author is the director of the Center for the Study of Liberal Education for Adults at Boston University, Brookline, Mass. He outlines the important needs of adult education today. Partial contents: Educating nontechnologists about technology and preparing for continuing and accelerating change in jobs and professions.


A professor of industrial education of the Trenton (N.J.) State College outlines four programs for industrial arts education at the senior high school and adult level. He believes that such programs would make vocational education available to a larger number of youths who would profit from such training.


The author states that "in spite of the favorable record established by vocational education in 50-plus years since its inception, there are still misconceptions in the field." Among these misconceptions there are eight outstanding ones, some of which are that Federal funds bring Federal control, vocational education is limited to learning a narrow skill, that vocational education is for students of low ability, and that high school vocational education students will not be able to enter college.


"Most of the activities covered in this report concerning placement and follow-up are based upon operations of the schools in the field of trade and industrial education, which includes training for
employment in manufacturing, construction, technical, and service occupations."


The author gives his reasons why he believes the vocational high schools of New York City "are obsolete and should be replaced without delay." He includes suggestions for modern programs more in keeping with current needs and believes that vocational institutes are the answer to combat obsolescence in vocational high schools.


A review of the literature covering a 3-year period, October 1941 to October 1944, on the subject of student employment as a part of the general education curricula. Includes evaluation of research on such programs as the National Youth Administration and the Civilian Conservation Corps.


How automated instruction was initiated in the Sussex County (Delaware) area vocational school and a brief assessment of its effectiveness.


This article is the result of a comprehensive study made on vocational education in Illinois. The subject of vocational education is treated here from a national viewpoint, re-defining it from the needs of the high school level, and placing the teaching of vocational education in a more comprehensive school. The author also suggests the "fundamental policy decision" that must be made by each State to make its vocational training programs more effective.


A professor of education at the University of Illinois discusses the demands now being made on our high schools. He believes that the future task for vocational education is one of close cooperation between the educational institution and fields of occupational employment.


Basic information on setting up a vocational-technical program in a typical American community. Includes advice on equipment, tools, and supplies, space requirements, and how much to spend.


A discussion of the need for changes in the MDTA program to make it more effective. Information on the eligibility requirements under the amendments is also given.


How the provisions of the Vocational Education Act of 1963 provide for more flexibility in vocational agriculture and what can be done to adapt programs in agriculture for pupils "unsuited to formal schooling."


Written during the "post-Sputnik" re-evaluation of our educational system, the authors point out the factors contributing to the failure of our vocational education programs to produce personnel "trained in the light of manpower needs."
In addition the authors claim that "funds invested in such programs serve to continue their existence despite the adverse effects upon the individuals trained and the communities served."


Entire issue devoted to the progress made in vocational and practical arts education for a fifty year period, including a history of Federal funds for vocational education.


The executive secretary of the American Vocational Association explains why "more adequate and effective programs of vocational and technical education are needed" to provide work opportunities for "present and oncoming generations."


The author is the executive secretary of the American Vocational Association. A brief summary of Federal assistance to vocational education is given, and a more detailed report of the Manpower and Training Act of 1962 and the Vocational Education Act of 1963 is included.


A forecast of what can be expected in vocational education expansion for this decade by the executive secretary of AVA. Among Dr. Morse's predictions are programs for adults, area programs embracing area vocational schools, comprehensive high schools with strong vocational and practical arts courses, especially in semirural areas and in large cities.


Topics discussed in this article: Labor force projections and job changes within the next generation, providing effective vocational training for the out-of-school, unemployed youth, how vocational guidance will have to change to meet the demands of counseling in an automated age.


Vocational education as a public responsibility and its place in the secondary-school program are two aspects discussed in this article.


Activities now under way in North Carolina for adult basic education under the Economic Opportunity Act of 1964. Describes also the teacher training institutes to prepare instructors for the basic education programs, and materials used in instruction.


A group of 13 articles by leading vocational education personnel, each article describing a phase of the Vocational Education Act of 1963 and the goals attained through it.


A review of existing programs which have been initiated to provide job training for potential school dropouts. Programs in Philadelphia, Pa., are among those discussed.

A discussion of the types of programs available under Federal sponsorship to train adults for a wider range of job opportunities.


Examples of occupational training programs in the community colleges of various States.


General information on the Job Corps, established by the Office of Economic Opportunity to give deprived youth basic training for employment.


The author is the State Director of Vocational Education in South Dakota. In this article he makes a distinction between "industrial arts" and "vocational education" by stating that "the former is a curriculum area while... the latter is to fit persons for useful employment in specific occupations."


A description of New York State's program to train top-level administrators for vocational training programs. The author states "... the plan is feasible and practical to apply in other States."


Description of a program initiated in the Pittsburgh, Pa., public high schools to "seek to end the separation of vocational schools and curriculums from the general academic programs."


Brief review of the National Apprenticeship Program developed as an economic measure in the early 1930's, and its transfer to the U.S. Department of Labor in 1937. Statistics are given concerning the growth of this form of vocational training for the 1939-48 period.


A new program called Personalized Curriculum Project has been initiated in Oskaloosa, Mich., to give high school dropouts an opportunity for work and study.


Summary of discussion by State Directors of Vocational Education at the 58th annual convention of the American Vocational Association, 1964.


Excerpts from an address delivered at the 1964 American Vocational Association convention by the assistant director of education, AFL-CIO.


General information on Wisconsin's implementation of the Vocational Act of 1963.


An economist in the Brookings Institute, Washington, D.C., examines these questions: "How much vocational education or training should the labor force have?" ... "Where should the training for work occur?" ... "How should the costs of training be shared between the worker, the employer, and the taxpayer?"

Mr. Rogers, the director of the National Education Association sponsored project on the Educational Implications of Automation, lists 10 specific goals that must be accomplished in education if we are to improve its quality in an age of automation.


A special report prepared by an official of the U.S. Office of Education's Division of Vocational and Technical Education. It explains the provisions for planning and developing area vocational schools as authorized under the Vocational Education Act of 1963.

SCHAEPER, CARL J. The old stereotypes no longer apply to job training. School shop, v. 24, April 1965: 60-61, 118.

Reasons why the Vocational Education Act of 1963 may well serve as "the epitaph to vocational education as we have known it." The author predicts new organizational patterns and an increase of quality training under the new act.

SCHMITT, MARSHALL L. Opportunities for industrial arts education. Industrial arts and vocational education, v. 54, June 1965: 16, 43.

The specialist for industrial arts education, U.S. Office of Education, explains in this article how funds in the new Elementary and Secondary Education Act of 1965 may benefit Industrial arts education.


This article explains what is wrong about the present methods of vocational training in our schools when we turn out high school graduates with no job training for today's demands on the labor market. Optimistic predictions are made concerning the Vocational Education Act of 1963 and its programs to update vocational education which now is described as being "in the horse-and-buggy" days.


The problem of educating the slow learner is discussed in this article. Examples of school programs, combining work and instruction, are cited. These are located in Tacoma-Pierce County, Washington (State), Champaign, Illinois, Community School District, and Iowa City, Iowa, High School.


A special five-part report on meeting the challenge for job requirements in the future. Discusses the new skill requirements that will require new training, what the government can and cannot do in preparing workers for future employment, how automation will actually make more jobs available.

A discussion of some sociological concepts affecting people’s choice between liberal education and vocational-technical education. Includes brief bibliography.

“A history of the passage of the act and some suggestions for its application.”

The author of this article is the director of vocational education in the Ohio Department of Education. He reviews successful public vocational education programs of the past as the WPA and World War II training programs and lists the type of subjects now offered under title VIII of the National Defense Education Act and the Manpower Development and Training Act.

Report of a panel discussion held during the 1964 Convention of the Illinois Association of School Boards. Covers various programs in Cook County, Ill., and other areas engaged in rehabilitating and retraining welfare recipients.

SIMEON, N. F. Chicago’s Vocational Guidance and Education Centers; a program for over-age elementary school youth. Chicago school journal, v. 45, October 1963: 15-21
A description of the seven centers initiated by the Chicago public school system in the effort to provide vocational training for youths 14 years and older, who had not yet graduated from elementary school.


A review of the current status of vocational and technical programs in the 18 public junior colleges of Illinois.

The applications of industrial education to prepare the mentally retarded for gainful occupation.

California’s State Director of Vocational Education presents “guidelines” for the further development and expansion of vocational education programs in the high schools of his State.

A group of 12 articles, including “New products in the field.” Partial contents: Vocational education and Federal control by V. R. Cardozier; Vocational education, a community responsibility by Theodore Pearce; Community college for tomorrow by C. Thomas Dean; Case for vocational, technical training school by Arthur A. Dick.

The ways in which industrial arts may qualify for Federal funds under the Elementary and Secondary Education Act of 1965.

An assessment of schoolwork programs in preparing slow-learning youths for suitable employment. General information is given in this article.

The assistant commissioner for vocational instructional services for New York outlines the specific implications of the Vocational Education Act of 1963 and how this new legislation will affect vocational training at different levels.


A group of six articles by noted California educators in the field of vocational education.


In the first article the author points out the necessity for establishing relationships between vocational and general education programs and defines the criteria for use in ascertaining the effectiveness of such relationships.

In the second article he reports on practices as they exist in 10 public junior colleges of California and the extent of the relationship between vocational and general education in these institutions.


Entire issue devoted to ways and means of training unemployed youth for occupations in which shortages of workers exist.


Training is now the blanket term for a host of programs seeking to help youth gain confidence or improve reading, get work experience or learn technical skills. Five articles included in this issue discuss the forms of "training" now offered in various programs and the probable success and failure of these programs.


The author is informational specialist, Bureau of Apprenticeship and Training, Department of Labor. The "new challenge" to vocational education in the 1960's is the large growth in job opportunities for the skilled worker, while opportunities for the farmworker and unskilled worker decline.


This noted educator believes that an entirely new set of standards and values must be used in training workers for present day needs and for future needs. A new concept of vocational education must be evolved, combining training for saleable skills with cultivation of civic and personal understanding of others.


The present status and organization of vocational education programs in the public high schools of Virginia and needed changes for future developments are discussed.

Vocational and technical education; reviews the literature for the 6-year period since October 1950. Review of educational research, v. 26, October 1956: 349–410.

Partial contents: Vocational selection; industrial education; technical education; work experience.


This is a detailed presentation of the provisions of this act and some background information pointing out the necessity for its passage.


A special report prepared by the Legislative Action Committee of the National Business Education Association.

Entire issue devoted to vocational education. Contents: The needs and possibilities; vocational education at work in diverse situations; patterns of organization of vocational education; curriculum development and guidance.

Vocational, technical, and practical arts education; reviews the literature for the 6-year period since . . . October 1956. *Review of educational research*, v. 32, October 1962.

Covers entire field of vocational education and includes chapter on career planning, job placement, and followup studies.

Vocational training lags; needs more Federal aid and community cooperation; school administrators opinion poll findings. *Nation's schools*, v. 71, April 1963: 61+.

Pertinent facts from an opinion poll conducted by the editors of "*Nation's Schools*," from which this majority opinion was gained: "Public schools today need to update greatly their vocational training curriculums."


This article states the implications of automation for education, suggests the types of content needed for education in this light, outlines the tasks of the junior colleges in providing this training.


The role of the American junior college in furnishing post-high school programs in vocational training, how the junior colleges of Minnesota measure up to this role.


The various aspects of automation and the implications for technical education. Reports also on company studies involving automation installations and the relationship to vocational training of workers.


Mr. Willis presents the recommendations of the Panel of Consultants on Vocational Education and lists categories of persons to whom vocational education should be made available.


Report of a study conducted by Purdue University faculty members to secure the viewpoints of Indiana school administrators on vocational education, because they believe that " . . . their viewpoints regarding vocational education contribute much toward the degree of acceptance or rejection of this phase of secondary education and the way in which the program is carried out."


The author is the Deputy Manpower Administrator, U.S. Department of Labor. He discusses the necessary changes that must come in our training programs if we are to win "in our war on unemployment and poverty."


Four educators, Jacob B. Zack, Burr D. Col, Ted Urich, and Joe Mauch discuss the best place for vocational education considering the high school, the special school, and the community college.
Part III—UNPUBLISHED DOCTORAL DISSERTATIONS


BETTINA, ALBERT A. The development of vocational-industrial education in New Mexico. Bradley University, 1953.


COTTON, GEORGE R. Collegiate technical education for Negroes in Missouri with proposed plans for development. University of Ohio, 1944.

CRAWFORD, BRYANT, JR. Industrial arts programs for adults: A study to develop procedures and practices with references to industrial arts programs with implications for adult living. Ohio State University, 1961.

CRAWFORD, HAROLD WAKELING. Organizational patterns for industrial education programs in selected land-grant colleges. Wayne University, 1960.


DILTS, HAROLD E. The status of vocational trades and industries programs in Iowa secondary schools. Iowa University, 1961.

DOUGLAS, PAUL H. American apprenticeship and industrial education. Columbia University, 1921.


DYXHOUSE, JAY. Dualism in American public education since 1906 with special references to the vocational education movement. University of Michigan, 1950.

EDMONDS, WILLIAM S. A study of the technological curricula of the separate southern land-grant colleges, 1941–51. Columbia University, 1954.


FISHER, RICHARD E. Status and need for terminal vocational technical curricula in senior colleges and universities. University of Missouri, 1956.


FRYER, DOUGLAS H. Intelligence and interest in vocational adjustment; a statistical study. Clark University, 1923.


HACKETT, DONALD F. The status and needs for industrial education in Georgia. University of Missouri, 1953.


HILL, JAMES L. A study of the various aspects of industrial arts as influenced by the changing conditions of our American civilization from 1880 to 1950. University of Pennsylvania, 1953.


JOCHEN, ALBERT E. The history and development of State and federally aided trade and industrial schools in New Jersey, from their inception to 1943. Rutgers University, 1947.


KING, THOMAS G. Fundamental procedures of research for industrial education. Wayne University, 1959.

KLINGENSCHMIDT, RALPH E. A study of the in-school work projects of the National Youth Administration in West Virginia. New York University, 1943.


LUY, JACK ANDREW. Backgrounds, occupational aspirations and attitudes of unemployed youth in a MDTA program in St. Louis, Mo. University of Missouri, 1964.


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