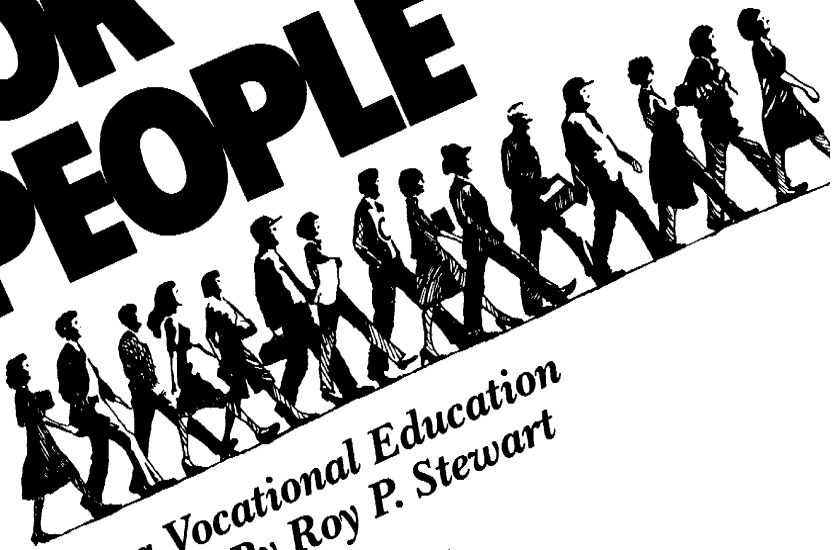


# PROGRAMS FOR PEOPLE



*Oklahoma Vocational Education*  
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*Published for the*  
*State Department of*  
*Vocational Education*  
*by*  
*Western Heritage Books, Inc.*  
*Oklahoma City*



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*Governor George Nigh meets with state officers of the Future Business Leaders of America. At far left is Forrest Pollock, U.S. Grant High School, Oklahoma City. He was one of four Oklahoma vocational youth group members among the seven possibles serving as a national president in 1980-81.*

Books by Roy P. Stewart

*Oklahoma: A Guide to the Sooner State* (with others)

*Turner Ranch: Master Breeder of the Hereford Line*

*Country Boy Hornbook*

*Born Grown: An Oklahoma City History*

*One of a Kind: The Life of C.R. Anthony* (with Pendleton Woods)

Books by Pendleton Woods

*You and Your Company Publications*

*Church of Tomorrow* (with L.C. Mersfelder)

*Myriad of Sports* (with Frank Boggs)

*Born Grown* (Associated with Stewart)

*One of a Kind* (In collaboration with Stewart)

This project has the endorsement of the State Advisory  
Council on Vocational Education.

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State Department of Vocational-Technical Education

Stillwater, Oklahoma 74074

Manufactured in the United States of America.

ISBN: 0-86546-043-4

## AUTHOR'S COMMENTS

It has been a custom for authors to compile a long list of names under the label of "Acknowledgments," citing persons who have assisted in compiling the data, ranging from an indulgent employer granting leave time to the helpful wife holding a lantern.

We were not engaged to do a different version of the SDVTE directory, for that is about what such a list of cooperators would resemble, and in addition we would have to include many alumni and friends across the state. So that sort of tabulation will not appear here. We do have a secret list of those who made contributory responses to requests within a reasonable time.

There also is a custom of making a dedicatory remark. So—

This historical account is dedicated to all those persons, past and present, who have assisted in making Oklahoma vocational education the envy of other states, while developing our greatest resource—people.

All characters and incidents and accounts in this book are real. If they resemble actual persons of genuine life, it is intentional.

One more statement: You build a book the same way that you do carpentry work properly—measure twice and saw once.

ROY P. STEWART



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## PROGRAMS FOR PEOPLE



## HOW IT ALL BEGAN

The various acts which have made possible some restricted federal funding for vocational education and encouraged cooperative action between the national government and the states is legislative in concept because the United States Constitution is completely silent on education of any sort.

The legislative acts are based on four fundamental ideas that have changed little since 1917, albeit a war-created necessity for people with skills had a potent influence then, as it did later. One could say without fear of much argument that vocational education has been a lingering byproduct of war.

Those basic ideas of federal-state cooperation are: (1) that vocational education is essential to the national welfare; therefore it is the function of the national government to stimulate the states to develop and maintain this service; (2) federal funds are required to adjust equitably among the states the burden of providing such services; (3) since the federal government, *ipso facto*, is vitally interested in the success of vocational education, it should be a participant in this work; (4) and only by creating such a relationship between the federal government

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and the several states can better and more uniform standards of educational efficiency be provided.

For nearly two centuries the elitist system of education which early settlers in America brought with them, principally from England, paid little attention to the mass of people. As population increased, college enrollment as a percentage of all persons declined. There was little opportunity in our land for formal study by people interested in the natural sciences and their application through technology. Nor could the majority of them turn to Europe for such learning as the most affluent could.<sup>1</sup>

There were two pioneering adventures in technical education, West Point in 1802 and Rensselaer in 1824, while a few older universities ventured slowly into new ways with schools of science. Some states established colleges or universities, or expanded programs, to include instruction in science and technology. Included were early agricultural colleges such as those of Michigan, Pennsylvania, and Iowa.

The Smithsonian Institution was asked by the National Agricultural Society in 1842 for a grant to establish a "national agricultural school," but did not. What was called the "Illinois Plan" sought an "industrial university" for each state to be funded by land grants from the public domain.

It was in this climate that the First Morrill Act was passed in 1862. Named for its sponsor, Representative Justin S. Morrill of Vermont (later Senator) it proved a landmark for post-secondary education and for the advancement of democratic principals.<sup>2</sup>

The Act offered each state 30,000 acres of public land for each member of congress from that state, the land to be sold and the proceeds used for endowment of at least one college designated by the state legislature. The college must stress the teaching of agriculture and the mechanical arts— but "other scientific and classical studies" should not be excluded. (A second Morrill Act of 1890 made a permanent annual appropriation for grant colleges.) There was a provision in the original act that states must bar racial discrimination in colleges or provide a separate college for blacks, but it became lost.

Then came a day in February of 1917. Three cabinet mem-

bers sat at a table. They were, respectively, secretaries heading major departments of government: David F. Houston, Agriculture; William C. Redfield, Commerce; William B. Wilson, Labor. As cabinet members they had an additional responsibility as specified in legislation by the Smith-Hughes Act.

In July these gentlemen, at a meeting, would be joined by three persons appointed by the president as members of the new Federal Board for Vocational Education. They were James P. Munroe, from manufacture and commerce; Charles A. Greathouse, from agriculture; and Arthur E. Holder, from labor. Their official connection also was legislated.

By this time a staff had been assembled with C. A. Prosser as director. All the others carried the title, equal in the pecking order, of assistant director. These people were Layton S. Hawkins for agriculture, Lewis H. Carris for industrial education, Josephine T. Berry for home economics, and Charles H. Winslow for research.

The innovation in public education, headed by this federal board, was offered to the contiguous states but not to the District of Columbia. By November 27, 1917, 46 states had accepted the idea of federal grants to supplement teacher salaries and to train instructors, with attendant strings to the federal government.

The acceptances were made by state legislatures, when they were in session, or by executive order of governors. Twenty-two states had their first annual plans accepted by year's end. South Carolina was the first in line. Oklahoma's acceptance through state statute came on March 24, 1917.<sup>3</sup>

The history of federal vocational education legislation is easily divided into two main periods: that after the Smith-Hughes Act of 1917 and that after the Vocational Education Act of 1963. It was the latter that incorporated into federal education policy economic and social objectives— with accent on the social.<sup>4</sup>

The federal government never has provided the principal funding for vocational education, or even the major share, and its contribution has decreased in ratio over the years. The federal dollar now is over matched by nine to 10 state and local dollars.

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Federal monies have always been matching funds, for the basic grants, although there are some direct funds available on proposals, primarily for the defined disadvantaged and handicapped. Planning and reported targeting of federal money has always been included in grants. This does, in a sense, make the support more effective than its mere dollar value.<sup>5</sup>

Early in this century the United States became an industrial nation instead of primarily an agrarian one. Many immigrants came here without skills or training. They were a potential labor force if entry level training was provided. It was evident that traditional, purely academic subjects would not provide this.

An early attempt through the secondary system was creation of "manual training" courses, which, as quoted by Lazerson and Grubb<sup>6</sup> was "a sort of mustard relish conducted without reference to any industrial end."

Labor, as loosely organized in the century's early decades, had a leading role in extension of public education as a right of youth citizenship. The narrow curriculum, a limitation on school entry because of economic status, became targets in an attempt to alter the existing system.<sup>7</sup>

By 1910 there were 29 states that had established some form of vocational programs in their public schools. Some adherents believed that federal funding would entrench occupational training into public education. Spearheading such action was the National Society for the Promotion of Industrial Education, which sought assistance from business, labor, agriculture, and educators, in lobbying for federal aid. The Smith-Hughes Act can be said to be fruit of this effort.

Programs were to be designed to prepare persons for occupations in which the mass of people had employment potential. Also to be supported were supplements to instructors' salaries and funds for teacher training, it being learned early that this was a new field of instruction.

States were required to create a board or to designate one, to be responsible for policy and direction of vocational education, and to submit annual plans to the federal government. The Federal Board for Vocational Education was the original master regulator. In 1933 functions of this board were trans-



ferred to the U.S. Office of Education, and in 1980 to the Department of Education.

Principal elements of the original act were retained even though there was some expansion prior to 1963 when multiple changes were made. Economic conditions of the times, increasing mechanization, and improved technology that reduced the number of simple manual jobs helped create unemployment. This led, successively, to such things as the Manpower Development Training Act (MDTA) and later to the Comprehensive Employment and Training Act (CETA) with emphasis on training for both youths and adults. Institutional training was weakened in time by more emphasis for on-the-job training. In the case of some youth programs, too little supervision and too meaningless activity made this but a stop-gap.

A shift from specific programs to alternatives approved after a planning process received impetus with the 1963 Act. This was intensified by the subsequent amendments in 1968 to that act. Simple examples were a shift from production agriculture to agri-business programs, from home economics (useful) to home economics (gainful or occupational).

Vocational technical education is not a single, unified system. It is diversified and decentralized. The states offer instruction at different levels and at different institutions, for grades 11 and 12 primarily in comprehensive high schools at the secondary level; at junior and community colleges and technical institutes at the post secondary level; at area high school centers for youth and adults; at skill centers for referrals from State Employment Offices, basically through the Comprehensive Employment and Training Act (CETA); and in correctional institutions.

There are some 18 million persons nationally touched by vocational education in the public sector, 190,000 of them in Oklahoma. Many others receive occupational training in proprietary or trade schools operated for profit. It is estimated that more than \$6 billion is spent on vocational education nationally, of which the federal government provides less than one-tenth. The rest comes from state governments and local taxing districts. (Normally the latter source is larger in ratio

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than state funding—in Oklahoma at least—by from two to two and one-half to one.)

Vocational education is a blend of formal learning, some theory, and practical experience from “hands on” training, to duplication of business practices. The last is stressed.<sup>8</sup>

The Vocational Education Act of 1963 and its amendments in 1968, which broadened the scope of vocational-technical training to its greatest degree in 46 years, following passage of the Smith-Hughes Act of 1917, also saw emerge a distinctive pattern of social legislation. This included special attention and directed funding for economically depressed areas; for persons handicapped or disadvantaged from any of several reasons, including education, culture, or economics; for adult training or retraining; for initial employment and upgrading; and for inmate skill training.

The amendments of 1976 made no significant changes in goals of federal policy except to emphasize social aspects of legislation. Added were provisions for lingual training for persons of limited ability to speak English; for directed attempts to reduce sex bias and role stereotyping in vocational education; for assisting displaced homemakers; and for greater flexibility in adapting programs to changing labor market conditions and technological changes in the work force.

Grants to states were made on a formula that included population, stratified by age, then multiplied by the ratio of national to individual state median income. Funds then are distributed by a sole state agency to local educational agencies and other eligible recipients according to unduly complex criteria stated in the act plus departmental rules and regulations. The act itself creates confusion. There are separate provisions in house and senate bills that were never reconciled in conference. There are two primary factors based on economic conditions; two distribution factors based on ability to pay; set asides for a number of special needs groups; for post secondary and adult students; and still more priorities for use of the tempting federal funds. There are overlaps and contradictions.

There is also an overriding interpretation by the Bureau of Occupational and Adult Education as to what congress had in

mind in permitting the complexity and uncertainty of the language, not explained either by the act itself or by the committee reports that accompanied it. Attempts by the bureau to clarify matters only added to the confusion by a lack of consistency and constancy. Every state, including Oklahoma, had at least one formula for fund distribution disapproved for one reason or another between 1976 and 1980. The "maintenance of effort" requirements alone are constraints. Federal vocational education policies are whatever the BOAE says they are—at the time.

Federal funding for vocational education ranged from a total of \$1,655,586 in the original Smith-Hughes Act for 1917-18 for the contiguous states only and excluding the District of Columbia to \$735 million for FY 1982. States receive funds also from the Adult Education Act, from economic development regions, such as Appalachia and Ozarks, through CETA or other training contracts. These additional fund sources are highly variable supplemental funds, not disbursed by formula, obtained because of a particular state's or area's aggressiveness and political pressure. For CETA funds, good relations with a state's prime contractors and especially the "balance of state" account in the governor's office are a prerogative.

Federal vocational legislation is mainly in two phases, that from passage of the first act to the Vocational Education Act of 1963, and that from this date to its amendments in 1976. It was the act of 1963 that put into federal vocational policy economic and social objectives. What the goals were remain relatively obscure.

Federal basic grants to states have always been on a matching basis. Special grants are obtained by proposals and range from matching to 100 percent federal. But inasmuch as federal legislation has always included directives meant to obtain certain concepts, federal funds have a greater impact on states than their marginal share of total cost indicates.

The Smith-Hughes Act's "grants in perpetuity" have remained a formal part of federal vocational appropriations in all subsequent acts, although intermediate acts, such as the George-Reed Act of 1929, the George-Deen Act of 1936, and the George-Barden Act of 1946, have expanded purposes and

occupational fields which may be offered with federal fund sharing, from distributive education to fishing to energy and to lingual training for Asian refugees. One notes that in all federal vocation legislation there is an author from the Georgia Congressional delegation, which proudly lays claim to being parent of all such legislation.

The role of the federal government in education, including vocational education, has been a topic of discussion for decades. Little unanimity or comprehensive understanding has emerged from the conferences, papers, and debates on this topic, Martin W. Essex told a joint meeting of the national and state advisory councils in June of 1981. "Perhaps the most succinct observations that have emerged include:<sup>9</sup>

1. The U.S. Constitution is silent on the topic of education.
2. The Rodriquez decision, in essence, was to the effect that education was not in the purview of the federal government.
3. All federal education enactments have been in response to national emergencies, including the Northwest Ordinance of 1787, which allocated land for educational purposes; the Morrill Act of 1862; the Smith-Hughes Act of 1917; the National Defense Act of 1958; the Vocational Act of 1963 (and subsequent amendments in 1968 and 1976); and the Elementary and Secondary Education Act of 1965 (and its later amendments). Hence the federal government has not accepted the concept that it has a place in general education funding.
4. Various enactments and related judicial decisions, such as the Civil Rights Act, Title IX provisions, and others, have had a direct impact on the governance of education, but presumably have not been in a context to be acceptable to the premise that they relate to education *per se*.

"The current state of the union, in the opinion of many informed persons, has crisis characteristics of serious national consequence which will require education enactments to resolve.

"The massive continuing cost of public welfare assistance, the voluminous growth of crime—particularly among the poor—the limited educational attainment of a growing number of persons who are incarcerated, severe decline in the rate

of productivity with its impact on inflationary related economic problems, and the growth of regulations or size of the federal government structure have brought the nation to a third major change in national policy in this century.

“This may become known as the Reagan-political economic reforms—or revolution. The policy has been highly publicized and is known primarily for expected significant diminution in the federal role of government.”<sup>10</sup>

The other massive reforms, as should be recalled, were the “New Deal” Franklin D. Roosevelt revolution of 1933 and the Lyndon B. Johnson “Great Society” enactments of the mid-sixties. Action of the citizenry in the election of 1980 brings us to this apparent third vast change of policy. This all had many names, in retrospect, from “liberal” to “social legislation” to “progressive” reforms. But it was indeed social legislation, incubated in 1933, which has continued to produce beyond the economic, ethnic, and welfare fields to education. Some of it was definitely crisis reaction, such as the post-Sputnik encouragement and acceleration of scientific and graduate technical education.

“The human muscle and physical horse power of another day in historical shades portend little for the future when related to advancement of technology, with a result that a clearly inordinate importance must be attached to both basic and vocational/technical education.

“The serious failure of our country to keep pace with the growth of productivity, when compared to other advanced nations of our planet, strikes at the very heart of our nation’s status in the world community.

“Other than agricultural production, our economy is a service oriented one; re-industrialization appears to be the only solution to a host of problems, including a continued imbalance of trade and the national defense posture.

“The appropriate quality of education is basic to the resolution of serious social/economic issues. The imperativeness of prompt recognition in the importance of focusing attention and support of the nations’s will to development of human capital is the largest issue confronting all Americans in this decade.

“Such a recognition of the current emergency and crisis clearly equates with the traditional national policy that has called on education to resolve vast issues earlier in this century.”<sup>11</sup>

In 1981 the Reagan administration and the congress were talking about changes or reauthorization of the amended Vocational Education Act of 1963, more popularized by its 1968 and 1976 amendments than by the original act, although that was the first major expansion of program areas in federal funds, which at best represent less than 10 percent of funds used.

Rep. Carl D. Perkins (D-Ky.) chairman of the House Committee on Education and Labor, put it this way:

“The administration has argued that federal vocational expenditures can be reduced because most of the support for vocational education comes from state and local government. As parents and teachers know, most state and local governments are facing their own budgetary problems and would not be able to make up for lost federal support with their own resources.

“More importantly, federal support for vocational education has had an impact on our education far beyond the dollars contributed. Federal legislation was responsible for building a permanent system of vocational education in this country. Since the first federal vocational act of 1917, federal involvement has served as a catalyst for creating new programs, for constructing new facilities, and for serving disadvantaged populations.

“Were the federal contribution withdrawn, state and local governments would be hard pressed to expand vocational opportunities, update equipment, and move into emerging occupations, because so much of state and local money is allocated to maintain existing programs.”<sup>12</sup>

Vocational administrators have long known that, although federal funds are a relatively insignificant portion of vocational education support, the contribution is enough to help a state maintain standards, prevent duplication continuation, and avoid training for non-existent jobs. The monetary tail often wags the dog.

Dr. Martin W. Essex, former Ohio superintendent of public instruction and now executive director of that state's Advisory Council on Vocational Education, was quite voluble on his fa-

favorite subject as demonstrated here: "Why the fantastic growth in vocational education? Perhaps the most compelling reason is that, with the rapid trend toward mechanization in the 1950s and 1960s, a strong arm was no longer marketable. Power driven equipment replaced muscles as the force in the workplace, and workers needed to learn how to use the new machines.

"Although well designed, the 1963 act, directed primarily toward the economy, was not adequate to cope with (these) vital social issues. The next major piece of vocational legislation, enacted in 1968, greatly expanded the concept of vocational education to deal with both economic and social issues and opened gates for the massive expansion of vocational education in the '70s. In 1976 congress enacted additional measures, mostly regulatory constraints, to govern the operation of vocational education more tightly.

"Agriculture is a highly productive enterprise and a major force in helping our balance of trade. The long support of agriculture by vocational education cannot be discounted in this success story....In other kinds of production the United States is no longer Number One.

"The United States must prepare to pay more attention to preparing both our young people and adults for productive employment. We have become a service economy but we cannot survive by serving one another. No longer can we rely on natural resources to buttress our needs. The upgrading of human resources becomes a prime issue of our time."<sup>13</sup>

Carrying a portion of those concepts a bit farther, a long-time observer of vocational education refers to the advent and growing use of robots in industry, then poses a question: "Who builds robots, who programs them, who maintains them? Robots themselves are just a collection of junk unless human hands and brains are involved in their creation and operation."

In 1980 there were some interesting statistics on the fastest-growing jobs in the marketplace and jobs with the largest estimated number of openings for the 1980s. Listed here are those in both categories for which vocational and/or technical training is available, according to the Occupational Outlook Quarterly:

**Fastest Growing Occupations:**

Bank clerks, business machine repairers, computer service technicians, construction inspectors, dental assistants, dental hygienists, flight attendants, guards, home health aides, industrial machinery repairers, landscape architects, licensed practical nurses, lithographers, nursing aides, orderlies and attendants, occupational therapy assistants, respiratory therapy workers, teachers' aides, and travel agents.

**Occupations with the most prospective openings:**

Secretaries and stenographers, retail sales workers, building custodians, cashiers, bookkeeping workers, nursing aides, orderlies and attendants, cooks and chefs, assemblers, waiters and waitresses, guards, blue collar worker supervisors, local truck drivers, accountants, LPNs, typists, carpenters, industrial machinery repairers, construction laborers, bank clerks, receptionists, and wholesale trade sales workers.

States now have more latitude in adapting programs to local conditions. Even with that, adherence in planning and operations to "national priorities" emphasized social aspects of the legislation, especially through the Kennedy, Johnson, and Carter administrations. Research also draws more attention. Although included in the original Smith-Hughes Act, research soon became a stepchild.

As the decade of the 1980s rolled along its inexorable way, new thoughts were voiced about education and training and their place with respect to the quality of workmanship in America and its chief competitors in the world marketplace. Comments by Leon M. Lessinger at a seminar in 1980 seem most appropriate to our times: "There is a direct link between poor work discipline and poor basic training in the public schools, and the subsequent failure of people who go through the school system to master, understand, and apply quality control in the workplace.

"There cannot be a long-range solution to the required reindustrialization of the United States without incorporation into the schools, on a crash basis, of the training function for vital skills, knowledge, and attitudes.

"Training is the foundation of all successful schooling. Human beings have the ability to pass on to others knowledge and



skill, so that it can be demonstrated in a required setting in training.

“We know a great deal about how to train; we know rather little about how to educate. We know there is a difference between training and education. Education is based on training. Without proper training quality of public education is not possible.”

## 2

# OKLAHOMA HIGHLIGHTS, 1917-1950

Prior to the act of 1963 and the subsequent amendments which boosted vocational education to new horizons, Oklahoma had an eventful third-of-a-century of growth. Affecting it most were the basic acts that ruled prior to 1968 and 1976 creations by amendment. In human terms this was the period of childhood and adolescence for vocationally inclined people. The pertinent laws were:

February 23, 1917: Smith-Hughes Act, PL 347, 64th Congress.

February 5, 1929: George-Reed Act, PL 702, 70th Congress.

May 21, 1934: George-Ellsey Act, PL 245, 73rd Congress.

June 8, 1936: George-Deen Act, PL 673, 74th Congress.

The last act authorized permanent appropriations to states and territories on a population formula for four programs: agriculture, home economics, T&I, and DE. This feature remains. It is included in all annual appropriation bills, added to other sums line-itemed for various vocational activities including research, innovation, and administration, and to spe-

cial programs as prescribed by 1968 and 1976 amendments to the Vocational Education Act of 1963—the first major change from 1936.

On March 3, 1917, Oklahoma accepted the federal offer for certain reimbursement funds by legislative action, HB 213. Some states did this by executive order. Oklahoma then was placed in the West Central Region, which had its headquarters in Kansas City, Missouri. Its sister states in the region extended north to the Canadian line, through Kansas, Nebraska, and South and North Dakota. Alongside these were the other four states in the region: New Mexico, Colorado, Wyoming, and Montana.

There were nine states known to have accepted vocational education from the federal overlord before Oklahoma passed its acceptance act. However, there were 12 states that had no acceptance dates listed in the first annual report to congress.<sup>1</sup> Nevada and New Jersey accepted the same day as Oklahoma. There was no mention in the report of any nature about Rhode Island or North Dakota. The District of Columbia was ignored completely, as were islands and territories (although these all came into play within a year).

That first year the sum of \$70,832 was appropriated for Oklahoma. Of this, one half (or \$35,416) was for fiscal 1917-18 and an equal amount for 1918-19. The breakdown for that first year was \$13,546 (in round numbers) for agriculture, \$5000 for T&I and home economics, and \$9041 for teacher training in all three disciplines.

These sums, based on state population fractionated into total census and ratio of funds appropriated, were for the contiguous states only. Salary supplements, teacher training, administration, and supervision were to split the pot with but a permissible 20 percent to programs other than agriculture.<sup>2</sup> Obviously in a nation still agrarian in tradition and feeling, that segment was favored.

The legislation that began Oklahoma's official vocational education programs specified the membership of the original board. It was to include the State Superintendent of Public Instruction and the presidents of the State Board of Agriculture, Oklahoma A & M College, and the University of Okla-

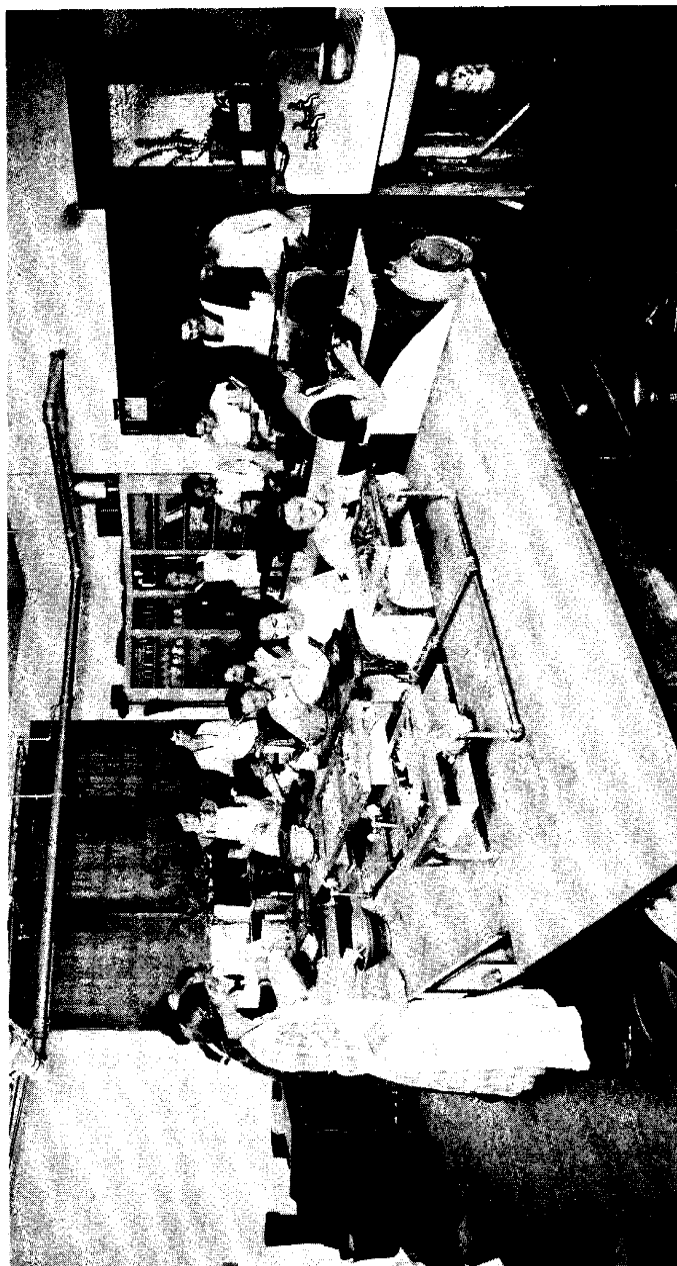
homa. There also was to be a secretary-director for vocational education.<sup>3</sup>

The individuals involved were Dr. J.W. Cantwell of A & M; Dr. Stratton D. Brooks of OU; Frank M. Gault, Board of Agriculture; R.H. Wilson, State Superintendent; and S.M. Barrett, Claremore, with what became Oklahoma Military Academy, as director and secretary. The person in this office was to be appointed by the governor with the advice and consent of the senate and to hold office at the governor's pleasure. Other memberships depended upon occupancy of the named positions.

The first meeting of this board was held on August 11, 1917, and its first official act, after the basic beginning, was to send a delegation to Washington seeking to learn what was expected and the steps for such a board to take to achieve whatever the goals were. By November the first state plan was ready and had been accepted by the federals, but this left only seven months of that fiscal year for schools to react, act, and plan. Because of this, only 23 schools qualified for a program at that time.<sup>4</sup> Acceptance of the federal offer for partial support of vocational education and compliance with legislative mandates nominally is said to have been the beginning of vocational training in Oklahoma. Such was not the case, however.

William H. "Alfalfa Bill" Murray, president of the state Constitutional Convention and so agrarian minded that he insisted on a provision in the constitution that forbade corporations to own farm land in Oklahoma (for fear they would dominate agriculture), saw to it that in Section 7, Article 13, there was language that said: "The legislature shall provide for the teaching of elements of agriculture, horticulture, stock feeding and domestic science in the common schools of the state."<sup>5</sup> The legislature by mandate provided that after July 1, 1909, all persons seeking teaching certificates had to pass an examination qualifying them to instruct agriculture and allied branches mentioned in the first directive.

Normal schools and other institutions of higher learning were urged to offer vocational courses and to provide laboratory space, equipment, and "suitable field space" for a school garden or farm. Evan Dhu Cameron (all excellent Scottish names),



*Once it was called domestic science by these people in Jenks in 1922. Now it is home economics and is much more sophisticated for home or business.*

who was state superintendent at that time, said, "I want to especially call attention of teachers and people of the state to our great public school industrial education system—the constitution of Oklahoma is the only constitution in the world that provides for the teaching of agriculture, horticulture, domestic science and stock feeding in all schools of the state.

"I believe that this wave of industrial education that has spread over the United States in the last few years, finding its culmination in Oklahoma, the youngest state [at that point in time], is the greatest blessing to come to this republic since the adoption of the national constitution. In the olden days we educated our boys and girls to be ladies and gentlemen. Now we are teaching them to be men and women." (Cameron's name is perpetuated in Oklahoma education by Cameron State University at Lawton.)

White citizens of the new and energetic state were hardly the first to think of vocational education. The Five Civilized Tribes, uprooted from the South and Southeast in the 1830s and brought to what became eastern Oklahoma, had ideas along that line and effectuated them. With tribal funds they built their own boarding schools. Those for boys combined classroom work with farm duties and instruction, that being the principal occupation of their people, while girls' schools had mandatory courses in domestic science. Some early Indian schools, although changed in pattern after the union of the two territories into one state in 1907, were continued by the Bureau of Indian Affairs into modern times. Several venerable schools have since been closed.

An example of an early tribal school was one in the Chickasaw Nation. This was a Manual Training Academy (also known as Harley Institute) which opened in 1886 on Pennington Creek about a mile north of Tishomingo, I. T., capital of the Nation.<sup>6</sup> The academy and farm occupied slightly more than 20 acres. Some 60 students lived on the second floor of the main building, above classrooms, dining, and other space. They spent half their time in the fields and barns and the rest in class. Tribal elders thought this was a good way to teach them how to walk the white man's road. At statehood the school was closed when the state took it over. A fire in 1924 damaged it, and by

mid-1930 it had been demolished. The Tishomingo Golf and Country Club now occupies that site. A small building sits upon a portion of the foundation of the original academy.

Among noted Chickasaws who attended the school were Douglas Johnston, last elected governor of the Chickasaws (the other four Civilized Tribes had Principal Chiefs), and Charles P. Carter, an Oklahoma congressman from 1907 to 1926. A tribal girls' school at Ardmore, earlier called Bloomfield Academy, was named for Carter. Mrs. William H. Murray was a student there.

The first two state supervisors appointed by the new state board were William R. Curry for agriculture and Avis Gwinn for home economics education. By today's standards their qualifications did not appear to be demanding, but in that earlier era they were. Elementary teachers then often had no schooling beyond the eighth grade; if they passed a county examination, they could teach. The first two supervisors had to be graduates of a four-year college with a major in their disciplines. The agricultural overseer, in addition, had to have at least two years of practical experience. The home economics supervisor had to possess a similar basic education in her field and possess "practical experience in housewifery or some home economics vocation." Teacher requirements were similar.

Schools had to provide a minimum of equipment. For agriculture, that cost was estimated at less than \$20, while for home economics the figure was more than double that because a stove (wood or kerosene) was needed, and that requirement pinched some budgets.

The state plan for Oklahoma was approved in November of 1917 by the U.S. Office of Education, but not all schools had waited. There had been 28 requests approved by the time the state plan was accepted in Washington. Among the first schools to offer vocational education were Oklahoma City, Tulsa, Guthrie, Amber, Cushing, Claremore, Enid, and Chandler. Seven colleges sought funds to support preparatory vocational programs.

Although it appeared to be a stepchild when budgetary allocations were made, home economics drew the largest number of students that first year, 400. Trade and Industrial

education attracted more than 300, while the favored agricultural training program listed only 276 students originally. With companion programs, more than 1200 persons had received some vocational training by mid-1918.

For the initial year of Oklahoma vocational education, the legislature appropriated \$70,000, near the matching formula, although there being less than a year left in time, expenditures were only some \$15,000 of that amount. Local schools, in a pattern that continued, put in \$40,000 in that same time period.

Although legislation creating the first state board for vocational education specified the offices to be represented, it was people who held the respective offices. Some of them had no guarantee of tenure, such as the then-elected president of the State Board of Agriculture and presidents of OU and A & M. In 1919 there were some personnel changes on the board. Barrett gave up the directorship and board membership and was succeeded by Charles W. Briles. The director's and secretary's titles and responsibilities were divided, and Cora Smith was named secretary. In 1922 Florence Neff became secretary and had a long tenure, some of it spent in a small, rather cluttered office which had been partitioned off in a hallway of the state capitol building. By 1927 no members of the original board remained. The membership after Briles was composed of John S. Vaughan, state superintendent; Harry B. Cordell, president of the Board of Agriculture; Bradford H. Knapp, president of Oklahoma A & M College; and Dr. W.B. Bizzell, president of the University of Oklahoma.

In the two dozen years following 1917, expenditures for vocational education in Oklahoma would grow from nothing to \$1,850,144 for the biennium of 1938-40. Agriculture received the largest total expended, \$931,267, followed by home economics with \$477,395. Trades and Industry had total expenses of \$383,968, while distributive education, then a part of T&I, had \$53,389. Administration of all vocational education, aside from supervision charged to respective programs, cost only \$4116.<sup>7</sup> This stands in sharp contrast to the multiple millions spent four decades later for the total effort.

It was in 1927 that the first major companion to Oklahoma's



vocational education programs came with creation of a Division of Vocational Rehabilitation. This resulted from federal action in 1920 with a matching grant proposal. The new activity was a parallel program to those in agriculture, home economics, and T&I. As such, this also was an adjunct of the State Department of Education although not incorporated into that organization.

There had been some activity in vocational work for persons who required rehabilitation under auspices of T&I, but not of the scope envisioned by the state board when the new division was formally created. The state legislature provided some funds. Assignment to the state board of rehabilitation training really came about because no authority knew exactly what to do with it, yet all agreed that it was a good activity to pursue. The intention was laudable, and the need was there. Handicapped persons, with training, could become self-supporting citizens in many cases and find both pride and self respect. The rehab state supervisor was to be of equal rank in the pecking order to other program supervisors. The person most remembered in Oklahoma in that position for years was Voyle Scurlock, who came out of the Hobart school system. In more recent times rehab has been under the Department of Human Services. A close relationship remains with vocational education, however.

In 1929 the legislature placed vocational education under the Department of Education as an integral part of that organization, a division, and dissolved the first board for vocational education. The State Board of Education, comprised of six persons appointed by the governor with the elected state superintendent serving as board president, became the vocational board also. Thus John S. Vaughan became chief officer. The members were E.R. Wilson, Tulsa; Jack Boyer, Byars; E.H. Bingham, Amber; Neil B. Gardner, Sentinel; J.F. Newland, Frederjck; and J.F. Hatcher, Chickasha.

This organizational alignment lasted until July 1, 1968, when by legislative action vocational education was split from the parent State Board of Education and granted separate maintenance. Created was an entity of its own, the State Department of Vocational and Technical Education, with 13 members.

Headed as before by the elected state superintendent, this included the six education board members who, as the superintendent did, now acquired an additional hat. The other six also were gubernatorial appointees, with senate confirmation, and served only on the Vo-Tech Board. These members represented congressional district areas. Governor Dewey Bartlet was instrumental in creating this board. In 1981 the board members were: N.W. Baldwin, Broken Arrow; R.E. Carleton, Purcell; Sidney Carney, Anadarko; E.L. Collins, Idabel; Barbara Johnson, Owasso; Dr. John Martin, Fort Gibson; Gene Ross, Oklahoma City; Seay Sanders, Midwest City; Harry Shackelford, Laverne; Marguerite Shelton, Stillwater; Marvin Stokes, Ada; Dr. C.B. Wright, Stroud; Dr. Leslie Fisher, president; and Dr. Francis Tuttle, executive officer.

In 1935 the new U.S. Soil Conservation Service was getting started and, naturally, had to have personnel. The great depression appeared to have passed its zenith, but the dust bowl was much in evidence. Soil and water conservation became much more than a political catch phrase. Oddly enough, for a backward look in later times, a great part of our national organization and concepts were adopted from those of Czarist Russia. Still interesting is the fact that the creator of that service was half American by blood.

To get its initial personnel, the SCS dipped heavily into the ranks of Oklahoma vocational agriculture instructors. For a time this had a very crippling effect on programs. There were more than 30 teachers attracted to the SCS, for a variety of reasons, some being tenure without boards and administrators in almost daily contact, salary and less expense for doing one's job as a vo-ag teacher did in those days, and, perhaps last, the challenge of something new. Some additional teachers later switched over. Many of the teachers first were assigned to Civilian Conservation Corps camps as instructors. Then they went to various other projects, some of them in the pilot stage, and many Oklahomans later went to regional and even national offices.

One of those recruited was Clarence Kingery, then teaching at Noble where he had champion livestock judging teams in 1932. Kingery, as a vocational student at Garber under Paul

G. Adams, was a national livestock judging champion in 1925 and a member of the international winning team. He now lives in Stillwater. "You sure have opened a rusty gate," Kingery said when asked about those early days at SCS and the people involved. "Off hand, I can list 30 or more vo-ag teachers who 'defected' to SCS in 1935. Some dates and places may be a bit off because this is from memory." (Attempts to secure information on all such people have met with less than full success. There are no old personnel records at the state SCS office in Stillwater. Thus most of this account is from Kingery's recollections, from a few others from that era, and from the author. Sadly, a large number of these persons are deceased.)

"Most of these people got their appointments from SCS around July 1, 1935," Kingery recalls. "A few, like Harry Chambers, John Underwood, Tom Dale, and myself, received WPA part-time training work before beginning in May that year. I recall well a conference with J.B. Perky, then state supervisor, at his office in Old Central that spring. The question was whether or not we were violating our vocational agriculture contracts which extended to July 1. We insisted that we could continue our school duties, since school was out, and also take Soil Erosion Service (later SCS) training part-time. Our WPA stipend was 30 cents an hour for actual duty time. Perky insisted that we could not do this. After a lengthy discussion, he looked over at John Underwood, who had both feet cocked up on a steam radiator. There were prominent holes in both John's socks. Perky noted this and closed the discussion by saying people that hard up needed the extra pay."

Kingery was at Noble as a teacher from 1930 to 1934, then at Elk City. When he joined SCS, he went first to a CCC camp at Checotah on August 1, 1935. That November he transferred to Elk City on the Elk Creek demonstration project. Harry Chambers, who was teaching at Weatherford before the SCS, was manager of this project. Chambers later went to the Fort Worth regional office, and Kingery replaced him as area conservationist for western Oklahoma. Kingery was sent to the Fort Worth office in 1942, then in 1954 went back to Oklahoma to a regional office as state range conservationist, first in Oklahoma City, then in Stillwater.

Kingery was "thinking about retiring" in 1969 when along came an offer from the Food and Agricultural Organization of the United Nations, so instead of hanging up his hat he spent more than two years with FAO, mostly in Saudi Arabia, and some time at FAO headquarters in Rome. He took the rocking chair in 1972. Chambers was Oklahoma State Conservationist and then ended his SCS career in Puerto Rico in the late 1960s.

Earl Lowe taught at Mountain View before heading a watershed demonstration project at Stigler. For a number of years he was secretary of the State Soil Conservation Board, then went back to SCS. Underwood taught at Custer City, following Bonnie Nicholson, then was at Hobart when SCS came along. He served in a number of places, including an erosion study team on the High Plains, his specific assignment being Colorado. Tom Dale went to SCS from Clinton High School. After various locations in Oklahoma and Kansas, he went to the headquarters in Washington, D.C. Sam Lowe was at Vanoss when he took an SCS job. Most of his work was done at Pauls Valley, a proponent of the Washita drainage basin control system. Lowe liked Garvin County, and the people there certainly liked him. On retirement he was given a large bash called an appreciation dinner. Ross Floyd, who was assistant state supervisor for vocational agriculture, was an administrative officer in the state office under SCS, and he held a similar post in Salina, Kansas. He had an assignment in Washington later.

Some other early acquisitions by SCS from vocational instructor ranks were R.H. Gieck, Helena; Robert N. Wall, Ponca City; E.S. Cordell, Checotah; Ward Chase, Alva; R.J. Chance, Chickasha; J.D. Randolph, Hennessey; A.G. Kirkpatrick, Perkins; Herbert Sugg, Union City; and Leo Wortman, Broken Arrow. Also Loyd Partain, Konowa; Richard Chelf, Stigler; E.P. Weston, Comanche; Tom J. Davis, Wetumka; A.L. Bachman, Carrier; W.C. Mitchell, Springer; John Nelson, Fairview; Earnest Castle, Wellston; Clarence Sittle, Morris; Clarence Stith, Nash; and Tom Stringer, Pond Creek.

A number of vo-ag instructors joined SCS later. Included were Marshall Jordan, then teaching at Erick, and Jess Green, at Snyder. One of Jordan's prize pupils, Elza Bullen (twin brother of Elba and both great swine showmen), later was with SCS.

Oklahoma helped build the SCS here, and that too created jobs.

Dr. Lloyd E. Church, a dentist practicing at Grandfield, Clinton, and Wilburton, was a staunch supporter of vo-ag programs and of the FFA at each place. He also was a strong worker in soil conservation, was quite active in the Barnitz and other tributary areas of the Upper Washita, and for many years has been a member of the Oklahoma Water Resources Board. This led to his acquaintance with national figures in conservation, including Dr. N.E. Winters, head of the SCS. Memory of the recruitment of many vo-ag teachers for the infant SCS in 1935 was still fresh when Winters visited "Doc" Church at Clinton in 1940 and asked him to recommend still more vo-ag instructors for possible SCS jobs.

The two gentlemen found much of mutual interest to talk about in a visit at the Calmez Hotel from shortly after 5:00 p.m. until 3:00 a.m. the next morning. Out of this conversation came a list of "12 or 13 names," Dr. Church says, and Winters hired all of them. As state vocational agriculture supervisor, J.B. Perky put the dentist-conservationist on midwinter professional conference programs for the west and east sides of the state, Dr. Church recalls, "because he wanted the teachers to know my way of thinking."<sup>8</sup>

In a report in 1940 L.K. "Keith" Covelle, then state supervisor of Trade and Industrial Education, more commonly known as T&I, defined his program's activity by saying what it did not do rather than what it did. He wrote, "Trade and Industrial education includes all training in trades and occupations that are not classified as professional, agricultural, home economics, or commercial." Not until 1937, after passage of the George-Deen Act in July that year (another in the series of legislative acts which made vocational education part of the national structure), was Distributive Education authorized and placed under T&I for supervision and operation. Then it consisted of cooperative retail selling classes and evening school work. One day it would be a program area all its own.

The division offered day trade classes for both sexes, part-time cooperative classes with a minimum of 2000 contact hours involved in school, and with cooperating establishments. Then

there were part-time general continuation classes for students who had entered employment but who desired to obtain more high school work as continuing education or to increase their knowledge of vocational skills and civic responsibilities.<sup>9</sup> There also were courses designed for part-time extension work, as preparatory exploration leading to apprenticeship or advanced study in a skill, and evening trade extension classes to supplement knowledge of employed persons aged 16 or more. For all types of training in the academic year 1939-40 there were 6151 males and 1637 females.<sup>10</sup> Oklahoma A & M was the teacher training institution and also provided inservice training in the field.

During the 1938 biennium the outlay for T&I was \$383,976, of which \$206,125 was federal, \$23,599 state, and \$154,251 local (in even amounts). Distributive Education, the lusty new kid on the block, spent \$53,389 from all sources, the majority of it federal. Distributive Education students were employed in retail establishment for a minimum of 15 hours weekly. The first seven towns to have DE programs were Duncan, Hobart, Oklahoma City, Ponca City, Shawnee, Tonkawa, and Tulsa. The assistant state supervisor had responsibility for in-service teacher training and the promotion of new classes.<sup>11</sup>

In this period ending nearly three decades of vocational education, there were general industrial classes in 21 school systems. That meant only white students at that time. There also were what was classified as "Colored Programs" at Ada, Muskogee, Sand Springs, Sapulpa, and Shawnee, and at the Colored A & N University in Langston. Integration would make its hesitant entrance nearly 14 years later.

Day school programs offered training in 18 skills or crafts, most of them what one might expect, even now, but a few not quite so common—such as bookbinding, mill work, tailoring, and shoe repairing. Part-time general continuation classes were offered in 19 communities in 1939 with 64 occupations listed. Some, such as librarian, went to other disciplines later or fell away. For example, creamery pasteurizer, lumber grader, dental assistant, embalmer, and Coca Cola foreman. Western Union operator, as a trade, vanished as branch offices with telegraph keys (using a Prince Albert can as a sound resonator) disap-

peared, and electronics, as represented by teletypes, took over. Part-time trade extension classes increased annually. Thirty-five centers had this type of training in the 1938-40 biennium with 24 occupations that included telephone linemen, traffic engineers, and household maid service. Firemanship was a study under part-time trade extension, along with 10 courses related to the petroleum industry.

Nearly 24 years after the enabling legislation passed and was accepted by Oklahoma, vocational home economics could show good growth. For the first five years the small amount of funds available for reimbursement to teachers was used for day school classes which never exceeded 450 students.<sup>12</sup> During the next seven years it was felt that better use of funds could be made by putting them into an adult program, so day school programs were discontinued. In the next decade came other changes. Day school came back, and part-time and evening classes could be reimbursed as funds increased.<sup>13</sup>

At the former rate of installing local departments, it would have taken 272 years to put home economics in every state high school. But the rate of accretion increased constantly, an average of 35 departments being added annually after 1924. At the close of the biennium ending with 1940, there were 874 accredited high schools, while 568 rated home economics classes. Of these, 171 had reimbursed day school programs with 200 teachers. Then there were 152 that included part-time and evening classes for out-of-school youths and for adults. Seventeen teachers were employed only for these auxiliary classes. There were 16,877 students.<sup>14</sup>

The reason for having vocational home economics classes was stated in 1940 by State Supervisor Mary Russell, and it has changed little in concept except for matters dictated by a change in mores and social matters. She said then, "The program in home and family living has immediate and personal values to individuals, to members of the family group, to citizens of the community and larger units of society. It is important for rural and urban youth and adults of whatever mental ability or economic status. The training is essential for young women who will be temporarily or permanently employed as wage earners outside the home, with a dual vocation for that period of time,

as well as for young women who marry and give full time to the responsibilities of homemaking.”

Teacher training institutions in 1940 were at the University of Oklahoma, Oklahoma College for Women at Chickasha, the Colored Agricultural and Normal University at Langston, and Oklahoma A & M College. There was no itinerant teacher training given by these institutions. State and district supervisors had full responsibility for major direct services to high schools. The Future Homemakers of America, first organized in 1937, grew in three years to 8500 members in 232 chapters. That represented a two-year growth from 3550 members and 101 chapters.

Looking backward now, it is interesting to see that vocational home economics has always been a leader in the organization and use of local advisory committees for its programs. This did get off to a slow start, but increased yearly as if to cast a shadow for 1976 amendments to the 1963 vocational education act, when such committees were made mandatory for schools to receive any federal reimbursement.

Ushering in the decade of the 1950s, the Division of Vocational Education of the State Department of Education, as it had been created by the twelfth legislature effective in September of 1929, had four operative sections: agriculture, distributive education, home economics, and trade and industrial education. Federal funding has always been on a matching basis. Heading the overall division was J.B. Perky, with most activities at state offices in Stillwater, although one discipline, home economics, was headquartered in Oklahoma City. Also in Oklahoma City were the financial secretary, Paul D. Bryant, and the secretary-bookkeeper, Bernice Smith. Thelma Dennis was secretary to Perky at Stillwater.

Retaining the title of state supervisor of vocational agriculture, Perky had W.R. "Bill" Felton as assistant supervisor, Byrle Killian, Hugh G. "Jelly" Jones, Cleo A. Collins, Benton Thomason, and Marvin Bicket as district supervisors. Tom Daniel was executive secretary of the FFA, and Roberta A. White was secretary of the division. Quite active at this time was a veterans' agricultural training program under Bonnie Nicholson



as state supervisor. His assistant supervisors were Cecil D. Maynard and W.R. "Bill" Hare. The teacher trainer was G.J. Dippold and the subject matter specialist J.R. Holmes. The chief accountant was Robert H. Lehman, Strother D. Center was a field auditor based at Oklahoma City, and Larry O. Hansen was a field auditor living in Moore.

There were 12 district supervisors in the veterans' program. They were Marvin Anderson, Clifford Burton, Foreman Carlile, Dale Dupy, John Hightower, Jack R. Houser, Von H. Long, Howard Richardson, Murl Rogers, Sewell G. Skelton, Carl L. Smith, Jr., and Velden Swigart. Samuel Fuhr was district supervisor for the separate Negro programs, and Eulah M. Reece was chief clerk for the entity.

State supervisor for distributive education was M.J. DeBenning with H.A. Robinson as assistant supervisor. Frank M. Barrett was training specialist, and Oneita Patten was secretary. Blanche Portwood was state supervisor for home economics with Marguerite Scruggs as assistant supervisor. District supervisors were Esta Lee Ramsey, Maurine McNall, Helen Jensen, and May Rollow. Mary Hamlett was secretary. For trade and industrial education, L.V. Ballard was state supervisor with three assistants: J. Perry Norris, Edward B. Schirmer, and Orland A. Foster. Virginia L. Davis was secretary.

Less than 10 years earlier, with war imminent, many of the same people had been involved in vocational education, although there were some different personnel and other variations because of the times. Perky was state director, while at Oklahoma City Lorene Agee was secretary. Killian was supervisor of vocational training for defense workers. S.M. "Smoot" Crosnoe and Roy Craig were agriculture district supervisors, and Edd Lemons was FFA executive secretary. Minnie A. Erwin was secretary. For T&I, M.L. Powers was state supervisor with E.P. Chandler, the assistant, also in charge of apprentice training and day schools. DeBenning was assistant supervisor of DE, and there were three assistants with additional duties: J. Perry Norris, petroleum industry and public service; Mildred Thompson, girls and women in industry, and Schirmer, vocation training for defense workers, aiding Killian. Laura V.

## 32 PROGRAMS FOR PEOPLE

Whitlark was secretary. For home economics, Anna K. Banks was state supervisor with Hazel Frost as assistant but also serving as a district supervisor. Other district supervisors were Helen Nichols and Lela O'Toole. Pauline Butler was secretary.

## PEOPLE AND THE LAND

Vocational agriculture, one of the original three programs, or disciplines, authorized by the Smith-Hughes Act of 1917, had near instant popularity among Oklahoma youth. This naturally resulted from the state's dominant industry of that period, yet agriculture remains one of the three major sources of annual new wealth in the state, with livestock the largest contributor in this sector. The vo-ag emphasis on livestock and the response of the public to their display at shows and fairs has aided in improving breeds and in the care and feeding of animals.

Yet vocational agriculture in the state long since has ceased to be predominantly rural. At John Marshall High School in Oklahoma City, for instance, there is one of the largest and best programs of any urban center in the nation, and there is a high percentage of girls in vo-ag classes. The FFA chapter has its own barn and pens to house city and suburban youths' projects not far away. And in Oklahoma there are more annual requests for new vocational agriculture department authorizations or for additional instructors for expanded programs

than for programs in any other of the six vocational instructional divisions.

Yet in these days it is common knowledge that the number of farms in the state continues to decline, that rural population is decreasing, and that the expense of land and equipment makes it almost prohibitive for young people to start out in farming or ranching unless they inherit resources or are blessed with a lady's dowry.

There now are 435 vo-ag departments in Oklahoma state high schools. Most have only one instructor, but there are many with two or more—up to the record five at Lawton. Young Farmer groups also are active as a part of adult education offered by local schools. Frequent seminars also help adults and out-of-schoolers. One reason for the popularity of vocational agriculture, it has been observed, is that many schools have altered programs slightly, shifting the emphasis from production agriculture to agri-business. That now is a major field. As farm units get larger, there is more need for knowledgeable people to serve them, to repair the equipment (or even to operate it), to discuss the merits of and deliver the feed, seed, and fertilizer needed, and to be managers or credit agents.

Still a viable part of agricultural education is affiliation with the voluntary Future Farmers of America, with its emphasis on leadership, public speaking, and community service. A large number of vo-ag graduates continue their education, but there are multiple examples of benefits received through these extra-curricular high school activities.

There also is stability in teaching. At the 1981 summer conference, 10 teachers up for retirement were singled out for special recognition. These men, their town, and years of service were: Royce Foley, Lindsay, 33; Harold Chitwood, Bennington, 32; Bob Schneberger, Apache, 32; Bill Sutton, Seiling, 32; John Dawes, Anadarko, 31; Jim Shirley, Cameron, 31; Jodie VanBuren, Harrah, 31; J.C. Rogers, Sayre, 30; Gene Hodgens, Weleetka, 29; and Darius Mitchell, Inola, 28. Joining Rogers in another honored group just completing 30 years but still active, with three decades behind them, were Luke Benton, Whitesboro; Don Morton, Muldrow; Calvin Moyer, Soper; and Eugene Ross, Bixby.

For one of the most unusual switches from the classroom to an entrepreneurship—or, if that long word appears too fancy, just say from an idea to a small business that soon became big business—one can look at Don Ramsey at Jones. As most vocational agriculture instructors do, Ramsey was seeking some way to provide and/or supplement funds for his annual parent and son dinner, a fixture of good local programs. He thought of slaughtering some hogs, making sausage by a recipe he believed to be excellent, and have members of his FFA chapter sell the sausage. This worked well. It was tried again and worked even better. The upshot was that after two years Ramsey went into the making of “Blue and Gold Sausage” full-time, and by 1972 he had his own plant. Other chapters saw this as an easy way to raise funds, for the product was not available in retail stores. More and more FFA chapters, then band clubs and booster groups, got into the act.

For the 1980-81 season there were 437 groups selling Blue and Gold Sausage, from which they derived a total profit of \$607,893 (the average profit per club thus was \$1391). Most of these groups were FFA chapters, and they came from across the state, their place names spanning the alphabet. Because the year was good, Ramsey and his wife gave all the sausage vending organizations a special rebate that year, dividing \$150,196 among them (this in addition to their other earnings).

Some schools did extremely well. Sapulpa had three sales of the sausage and netted \$10,875. Sand Springs, with two sales, was not far behind that. Owasso and Yukon both netted more than \$6000, while Bethel, Bartlesville, Collinsville, Western Heights, Edmond, and Hilldale all had sales above \$5000.

Not only have the Ramseys given rebates after good years, but also they have been major buyers for several years at the auction sale following the annual 4-H and FFA Junior Livestock Show in Oklahoma City. Several times they have bought the grand champion lamb and more recently the grand champion steer, all at record prices.

As vocational agriculture reached its normal masculine majority age of 21, there were 209 departments in state high schools, of which 26 were black.<sup>1</sup> Our historic pattern of seg-

regation would not be changed for another 16 years. White students had the Future Famers of America, while blacks had the New Farmers of America. Local black departments had black instructors under white district supervisors. Teacher educators at Langston University (as the Colored Agricultural and Normal University was renamed) trained vo-ag instructors. Head of that department for years was D.C. Jones, a popular person with both races, who had a master's degree from Cornell University. He made the long journey from a sharecropping farm in Georgia through the university by supporting himself, a friend stated.

Federal funds in 1938 were \$214,552.<sup>2</sup> State funds for a combination of teacher training, salary reimbursement, and administration amounted to \$35,400. The following year state funds for vocational agriculture were reduced to \$25,000 as the number of departments decreased to 190. Forty-four districts received no funds for teacher salary supplements. White enrollment was 7207 for all day students and 269 part-time. The report was silent on the number of blacks enrolled. By way of contrast, the vo-ag enrollment in 1917-18 was 276; for 1927-28 the figure was 4125; and for 1937-38 the totals were 10,247.

Dollar figures do not mean much because the purchasing power of the dollars has changed so drastically, yet it is interesting to look back to the early days of vocational agriculture and see what teachers received. On March 11, 1918, the superintendent at Amber requested federal aid under the Smith-Hughes Act for half of a vo-ag teacher's salary, which was listed at \$1500 for 11 months. This attracted B.M. Nail, who had a bachelor's degree from Texas A&M, two years' teaching experience, and three years' practical farming experience. On July 1, 1930, Earl Powell was employed as a vo-ag teacher at Bixby for a salary of \$2000 per year. The contract was approved by E.B. Nelms, then state agriculture supervisor, and the details for his job were spelled out on a mimeographed form. Salaries had not improved much by 1936 when Byrle Killian's contract at Guthrie was for the same amount, \$2000. S.M. "Smoot" Crosnoe at Garber and Harry Chambers at

Grandfield were better of that year, in a salary sense, for they received \$2880 and \$2800 respectively.

In 1980, with but one-fifth of the century yet to pass, the world each morning had 1.3 million more mouths to feed than the day before. This nation and Oklahoma had moved from an agrarian age to an industrial one—and even beyond in some sectors into a service area. It was common knowledge that there were more persons to feed in America—and fewer people to feed them—than the time when Captain John Smith at Jamestown said that anyone who did not till the field would not eat. Moreover, each year an increasing number of acres of arable land vanished because of real estate developments, the building of highways and airports, and erosion by wind and water. Much had been done to offset wind and water erosion since the days of the dust bowl, but losses from other causes were whittling away at America's resources.

Oklahoma now loses from 10,000 to 12,000 farmers a year because of deaths, consolidation of farms into larger units, and land prices and high interest rates which preclude young people from going into agriculture as they once did, and because farmers, owing to inadequate capitalization, fail when receipts from sales are lower than prices paid to produce crops. This has created a desire among many families on farms to want to learn more about their business. The Young Farmers of Oklahoma movement seeks to add to professional knowledge and skill of couples by teaching better management. There are 10 community programs with some 450 families enrolled. This is primarily in the evening. Most teachers are vocational agriculture instructors by day. Georgia, a state with many parallels with Oklahoma, has 100 specialists doing its farm management teaching for a similar clientele. In addition, there are 11,000 adults taking some sort of evening classroom or seminar work.<sup>2</sup>

The Oklahoma Young Farmers Association was established in 1969 as a statewide non-profit non-political organization for educational purposes, with particular emphasis on agricultural education, and was incorporated under the laws of Oklahoma. It is an integral part of the adult vocational education program offered by vocational agriculture departments. Par-

ticipants enroll in educational classes conducted by the high school vocational agriculture departments and become eligible for activities of the local district and state YFA associations. It is an association of, by, and for young farmers and agriculturalists. It does not intend to replace existing farm organizations, but rather intends to strengthen them.

Its programs provide an opportunity for members to continue their education and to participate in leadership, cooperation, community improvement, and social and recreational activities. The first statewide convention was held in 1969, and excellent growth has come since then. The strength of the state association is based on active, well-conducted programs in the local associations. Since 1969 there have been 192 chapters chartered, of which approximately 70 now are active with a dues paying membership of 3454.

With all the difficulties faced by young people wanting to get into farming, vocational agriculture continues to be one of the most popular programs offered in terms of requests annually for new programs, as compared to other disciplines, in total number of students enrolled, and in the percentage of females going into non-traditional vocational training. For secondary enrollment in high schools, a look back through nearly 50 years provides a basis. In 1928-29 there were 71 vo-ag departments in the state with an equal number of teachers and 1928 students. By 1950-51 there were 317 departments, the same number of teachers, and 13,715 students. A decade later 385 schools offered the program, with one teacher each and 15,566 youths.

Starting in 1963-64, an increase in enrollments beyond 20 students in an optimal class, raising the total involved to 16,879, caused 10 schools to employ an additional teacher. The first girls to enroll in the former all-male program numbered six in 1969-70 among 18,128 students. There have been some ups and downs in the number of vo-ag departments, which reached a high in 1962-63 with 387, but enrollments of more than 19,000 currently require 74 of the programs to have more than one teacher. In fact, there now are 452 teachers in the 365 departments, Lawton alone employing five. Girls now number 2671, and it no longer is a strange sight to old-timers when



they see one of those blue and gold jackets as a background for blonde, brown, black, or auburn hair.

For 1980-81, inventories of student projects at the beginning of the scholastic year amounted to \$31,945,441. At the close of the year the value had reached \$40,247,335—which is big business. One could add more than \$1.2 million as additional credit for personal labor—only a fraction of what was actually expended. Expenses amounted to \$24,218,045. The profit was \$17,053,190, of which \$10,957,136 came from production agriculture and \$6,096,054 from agri-business ventures (something rather new under the agricultural sun and necessitated by changes in our society to serve the needs of people—and quite a distance, in more than time, from the days of barter).

Putting the year's activities another way, there were 39,637 projects completed and sold which involved 4,808,236 hours of creditable personal labor. More than 82,000 improvement projects were noted. Teachers saw each student in home surroundings an average of 6.53 times during 143,890 teacher visits after classroom hours.<sup>4</sup>

The Veterans Administration in May of 1946 requested the State Board for Vocational Education to organize and conduct an institutional type onfarm agricultural training program for World War II veterans. This proved immensely popular, and before it expired more than a dozen years later it included veterans of the Korean conflict. Many of the instructors were veterans themselves. Working in this program gave them an opportunity to regain a place in civilian status, as it was to do for men who went back to the farm. By the end of the first two years there were 700 teachers employed, some of them former vo-ag instructors or extension agents, based in 342 communities, with 15,300 people attending classes (although a total of 21,000 had enrolled). Dropouts were common because of adjustments to civilian life or changed plans.

Classes were patterned after regular vocational programs, but on-farm visits were intensified, balancing 100 or more hours against some 200 contact hours at schools. There was quite a bit of latitude in curriculum and choice of subject matter, according to local conditions, experience, and the need of the

clientele. Planning, production, marketing, conservation, financing, management, mechanics, and record keeping to make some of the other needed elements work were stressed.

By 1950 there were 724 classes active in 355 communities with enrollment rounded at 15,000. Eligibility of some clients expired periodically, although about 28,000 men had been in the program at some time since its inception. By 1958 there were 63 classes operating in 62 schools with 400 students.<sup>5</sup>

Bill Hare, later a television luminary, was a district supervisor for the veterans agricultural program in southeastern Oklahoma. He learned, and proved conclusively for his own information and action, that a certain superintendent was using funds allocated to buy training aids for his veterans program for other purposes—not the least of which was paying himself a sum for “supervision.” Bill told the superintendent that this was illegal, that he could not do that and retain the program, but the superintendent insisted he could do as he pleased. Bill then informed him that the program was discontinued as of that moment, knowing full well that this superintendent was a strongly entrenched supporter of the governor and other political figures.

The superintendent responded that he immediately would call J.B. Perky at Stillwater. Bill gave him the number and waited a few moments, after which Bill was called to the telephone.

“Are you sure of your facts about what is going on?” Perky asked.

“I certainly am,” Hare replied.

“Very well. I’m backing you up,” Perky told him. “Yank the program out.”

Hare later said that it was more pleasant to work for people who stood by him when he needed them than for those who wavered.<sup>6</sup>

Ralph Dreessen, a state supervisor for vocational agriculture, started his teaching at Lamont. He followed Byrle Killian at Guthrie when Killian went to the state staff in 1940. In 1951 Dreessen went to Stillwater to be district vo-ag supervisor for the southwest part of the state, and he became top man in that division in 1978 when Killian retired. At Guthrie Dreessen was heavily involved—as were most vo-ag teachers—in the war at-

mosphere programs, from machinery repair to production to canning to selling war bonds. His chapter of FFA collected enough scrap iron to get an award. As with other similar programs, many of the Guthrie students who went into the service later returned for veterans programs. For many of them, the veterans program was a continuation after quite an interruption, Dreesen says. This was no small matter. Dreesen said that at one point he had 80 veterans as students and four adult college graduates to train and supervise them. The program grew to where there were 170 farmer-type people taking the work under eight teachers.

### **Future Farmers of America**

After passage of the Smith-Hughes Act in 1917, which started vocational agriculture, youths across the nation got the typical American impulse to have a voluntary organization affiliated with their school studies. So various groups were formed. In Oklahoma in 1926 this took the name and shape of the "Farm Boys' Country Life Achievement Club." The original officers of this club were Webster Allen of Maramec as president, Charles Gardner of Quinlan as vice-president, and Oral Reese of Union City as secretary. Known also as "Aggie Clubs" or "Smith-Hughes Pig Clubs," these groups spread rapidly. There was a corollary in what became the 4-H Club movement with "Corn Clubs" and "Cotton Clubs," even sometimes a "Corn and Cotton Club."

Similar clubs were formed in other states. In 1916 the Future Farmers of Virginia was organized. The first part of this title soon became popular across the country, and a year later, in 1917, the Future Farmers of Oklahoma was formed with 15 charter chapters. Five others affiliated within that first year. The initial officers of the FFO were Ralph Runnells, Claremore, president; Richard Sallee, Collins, vice-president; Edward Miller, Fargo, secretary; Wilbur Kint, Nash, treasurer; and Roy Craig, Leedey, reporter. This followed the style of organization in Virginia and later became the national pattern.

In November of 1928 33 students from 18 states, in Kansas City to attend the American Royal Livestock Show, gathered to discuss a national vocational agriculture youth organization. Out of this meeting was formed the Future Farmers of Amer-

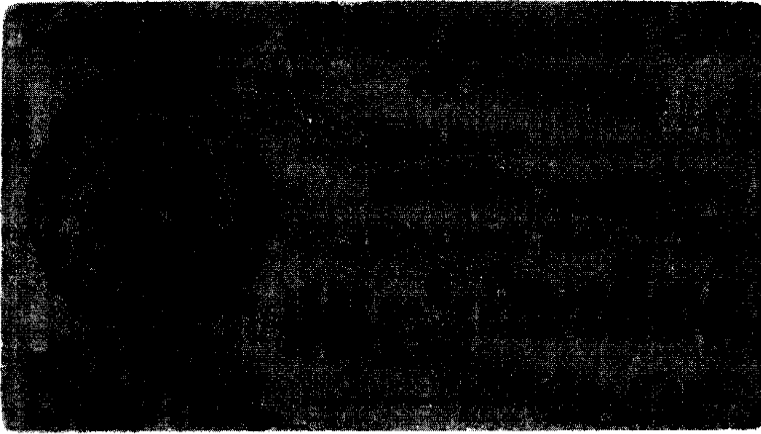
ica. Notices of such intent had been sent to all states. Delegates from the FFO attended the session as observers, liked what they saw and heard, and the following summer applied for membership in the FFA. Oklahoma received Charter Number Seven in December of 1928.

That year of 1928 thus became important for Oklahomans as part of the national group. So did 1956 when the New Farmers of America, the organization for black students, became an equal partner with the FFA through merger. The first girls were admitted to membership in the FFA in 1969 following action at the national convention the previous year. Each of these two events closely followed a national pattern that had its origins in social legislation that dated from the "separate but equal" school pattern which was upset by the Supreme Court's decision in the case *Brown vs. Board of Education* in 1954; this, along with civil rights legislation, resulted in changed patterns for America.

For a number of years after 1928, membership and other records of the FFA in Oklahoma were kept in the office of the state supervisor of vocational agriculture by task assignment. After 1932, however, when J.B. Perky became state supervisor, this chore was delegated to Mrs. Minnie A. Erwin and became a pleasure rather than a task. She spoke of FFA members as "my boys" and was as concerned about their actions and their image as if they were her own children. Across the years she assisted various groups of state officers in planning and conducting meetings, inspired them to leadership activities, and had a larger file in her memory than the time allowed for record keeping permitted for formal information storage.

In 1937 Perky thought that statewide activities of the FFA were large enough to require one person to be executive secretary of the organization, with all the duties of management such a title entailed and to do promotional work for students; more particularly, however, he was to do promotional work for their training, which provided a stimulus for individual activity and achievement.

The first executive secretary was Roy P. Stewart, then promotional manager for the Oklahoma State Fair and a close observer of youth work since he started at the fair in 1934. In



*Hoyt Burns, a Washington, Oklahoma, feed mill operator, has retained his 1938 FFA membership card, signed by chapter secretary (the late) Truitt Hatch. Note the printed names of the state officers at lower left: Murl Rogers, president; Francis Tuttle, secretary; J.B. Perky, adviser; and Roy P. Stewart, executive secretary.*

1936, between jobs on the *Blackwell Tribune* and one briefly with the Oklahoma City Chamber of Commerce, Stewart had made all spring district livestock shows in the state on behalf of the FFA, then had returned to the fair as a full-time employee. Stewart resigned as executive secretary in December of 1939, effective the end of that year, to join the staff of the *Daily Oklahoman*. Edd Lemons, then on the staff of the *Times-Democrat* of Muskogee and a strong supporter of farm youth, became the second executive secretary of the FFA. Four years later he resigned to become farm director for WKY and then for WKY-TV.

In 1945 John Farrar was named to the position at Stillwater and served until 1946 when he was picked up by the U.S. Office of Education to be the first full-time secretary of the National Future Farmers of America. In sequence the other FFA executive secretaries have been: Tom Daniel, 1946-49; Jack Putman, with Ken Hieronymus as assistant, 1950-55; Earl Schweikhard, with assistants at different times, including Tom Hamilton, Howard Carter, and Dale Cotton, 1955-61; Cotton,

with help first from Gary Smith, then Paul Newlin (before Cotton became information director for all the vocational department, 1961-67); Newlin, 1967-78; and Larry Shell, 1978 and still the incumbent through 1981.

The story of Lemons' selection as second FFA executive secretary is interesting. When Stewart told Perky of his intention to resign, the state vo-ag supervisor asked, "Who can we get to replace you?" Stewart suggested Lemons, reminding Perky of Lemons' support of FFA and other youth activities and a man with an obvious interest in young people and agriculture. Perky then told Stewart to go to Muskogee and offer Lemons the job.

Stewart had an errand in Oklahoma City that evening and went there first, then drove to Muskogee, arriving about midnight. He checked into the old Severs Hotel, then called Lemons, who had retired. Stewart knew that Lemons' salary at that period of slow recovery from the depression was \$125 a month. He first apologized for waking Lemons, then asked, "How would you like to come down to the hotel and talk about a \$200-a-month job?" Lemons replied that he would be right down—and was—and the details were arranged.

As a sort of "legacy," in one sense, Stewart left the FFA organization an on-going public relations program, as well as tangible evidence of nearly three years' activities, in three mammoth scrapbooks of newspaper and magazine clippings. Some of them were national and a number of them regional, in addition to that taken from the state media. And there was something else in which Stewart took pride: the FFA building erected on the state fairgrounds. The 4-H clubs, an older organization blended into the Agricultural Extension Service, had their own building at the fair.

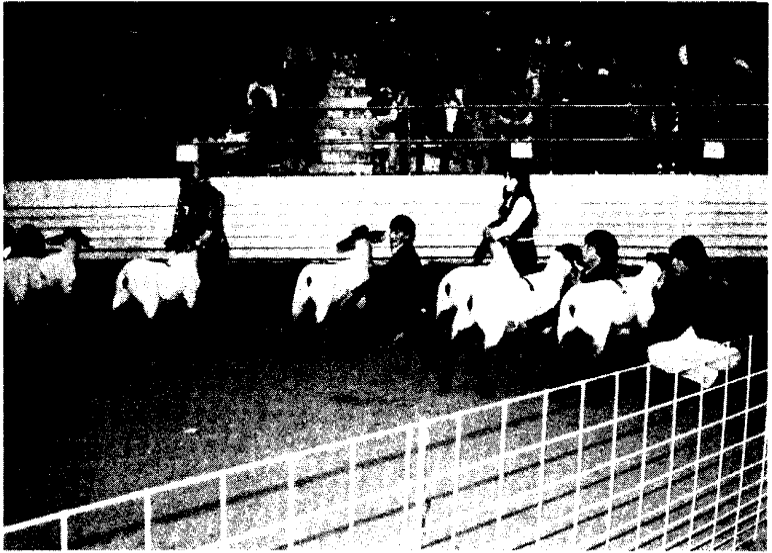
Under the federal Public Works Administration, part of the national depression era recovery activities under the Roosevelt administration, approved projects could be built with a sponsor paying 40 percent of the cost. This was expected to be the outlay for materials, for the PWA would pay the wages of workmen and the assigned project managers. Stewart saw an opportunity in this to get an FFA building. He designed a "gold" coin (really brass) about the size of a half-dollar. On one side in the center was the logo of the Future Farmers of America

with "Oklahoma Association" printed around the rim. On the other side was a drawing of the intended building with the words, "I Put a Gold Brick in the FFA Building." The "Gold Brick" idea was the gimmick.

The FFA office ordered a quantity of the coins, or medallions, paying slightly more than \$300 for them as Stewart recalls. FFA members across the state, individually and through chapter sponsored meetings and other attempts, sold hundreds of these medallions to interested businessmen for amounts ranging from as low as \$1 in Tulsa and Oklahoma City to amounts as high as \$500. There were 7500 boys involved in raising \$11,243 of the \$90,000 cost. In addition, members of the FFA raised money in all manner of ways from trapping varmints and selling skins to collecting junk metal, holding raffles, and offering themselves for work as "slaves" to raise money. The building was erected of native stone with Charles H. Tompkins of El Reno as PWA project manager. It had a small auditorium, dormitories, a kitchen, and sanitary facilities. Governor Leon C. Phillips turned the first shovel of dirt. As legislator, speaker of the house, and governor, Phillips was a strong supporter of FFA. In 1940, when the building was erected, the Oklahoma FFA had 7205 members enrolled in 168 high schools.

In 1964, when the Oklahoma State Fair built its new home on N.W. Tenth Street and May Avenue, the FFA building (similar to the 4-H Club Building) had a cost exceeding half a million dollars. This came from a bond issue passed by the voters of Oklahoma City, at which time the FFA had 15,500 members in 260 chapters. When the bond issue passed, friends of FFA and 4-H lauded these facilities as a place for youths to stay during the annual state fair. They hoped such arrangements could be made for the state's annual spring junior livestock show and believed that a definite promise to that effect had been made. However, bond money ran out before heating could be put in the buildings, so this never happened—and Oklahoma weather in March is notoriously unpredictable.

A nation at war in 1943-44 found the Future Farmers of America helping other Oklahomans do their part. There were 10,560 members or former members then serving in the armed



*Always a popular spectator sport is a lamb show with tough competition. The state junior show is no exception.*

forces around the world. There were 7096 boys who had purchased a known total of \$567,117 in war bonds or stamps, and the state association bought an additional \$3000 worth of bonds from its depleted savings account (following a purchase of \$2000 in bonds two years earlier). Members collected and sold 228 tons of scrap rubber, 2500 tons of scrap metal, and 289 tons of paper for war-related needs. Chapter farm shops were busy repairing—in some cases improvising because of shortages of parts and materials—a total of 15,310 pieces of farm machinery.

There were 9755 boys studying vocational agriculture in the 1943-44 school year, and never were they more needed, as were their instructors, for food had become one of the most important weapons of war. The federal government stressed this by creating the Rural War Production Training Program and the Food Production War Program, similar in scope if confusing in title. Vocational agriculture teachers had extra duties beyond supervising and encouraging youths; they added



courses in food production, processing, and machinery repair for adults. Community buildings, which in Oklahoma often meant armories, were utilized for these programs. People waited in line to use boilers and other equipment larger than available at home. These "canneries" accounted for preserving approximately 3.5 million quarts of food.<sup>7</sup>

At the state FFA convention in 1942, a "Win the War" committee was set up with teachers as advisers. They were Dick Fisher, Cushing; Frank Foreman, Norman; Charles Tustison, Carnegie; Ted Colby, Jenks; Claude Todd, Bixby; W.D. Sumner, Ames; M.J. Robertson, Atoka; and Hugh DeWoody, Tipton. They helped set up various programs and supervised other war-related chapter activities.

When Chris White began teaching vocational agriculture at Kingfisher, he put an object on his desk the first day of class and announced, "Any of you who do not believe that I intend to be boss should look at this." It was a national championship wrestling medal. He never had any discipline problems. On another occasion White took some of his FFA members to the state junior livestock show in Oklahoma City. The evening before the show opened, all grooming and other work appeared to have been done. White, who had gone out on an errand, came back to the stall area where the boys had tied their steers and found several of them kneeling there shooting craps. He reached down, picked up the money, and announced that it would be applied to the cost of a movie for non-gamblers in the group.<sup>8</sup> After making a good record as an instructor, White joined the agricultural education staff at Oklahoma A & M, later heading the department before his eventual retirement.

The FFA summer camp near Watts, on the Illinois River, began in 1931 when 40 acres were purchased for \$1150. A large dormitory above a dining hall and kitchen was built for sleeping quarters and eating. Outdoor toilets were used, and, aside from basins of spring water, bathing facilities were provided by the river. Chapters made reservations on a rotating basis and award system. At the camp were organized sports, some nature studies, fishing, and boating. A small cabin was put up to house a camp director (and his wife if he was married—and most directors were because they usually were high school or

college athletic coaches). A kitchen force was employed, usually college students in need of a summer job, but at times older FFA members. A permanent caretaker and his family lived on the property in an existing house to provide security during the rest of the year and to handle the farming operation. In 1932 there were 51 chapters using the camp facilities, with 464 persons involved. Robert L. Chambers was director that first year. The camp was a casualty of World War II. Its successor, in spirit at least, is the FFA Alumni Association's camp in eastern Oklahoma, still a going concern.

The 1950 biennial report for vocational education showed that 76 of the state's 77 counties had 323 chapters active, a far distance from the original 15 chapters in 1928. Membership had grown to 13,335 in a post-war jump from 7000 members. At the national FFA convention held in Kansas City the year before, 10 Oklahoma youths were awarded the degree of "American Farmer," the highest number in the national organization and then a record for the state.<sup>9</sup>

The fourth time that Oklahoma FFA youths exhibited at the National Barrow Show, held at Austin, Minnesota, they took two of the three possible grand championships; the winning entries were those of Melvin Greeley of Carnegie, out of a pen of three, and the State Association with a carlot assembled from different chapters. Teams from Mountain View, Garber, and Guthrie won gold medals at national dairy judging events in Waterloo, Iowa, and Kansas City. At the latter place in the American Royal, Bob McKinley of Dale exhibited the grand champion steer, while every breed championship except one on steers, barrows, and lambs went to Oklahomans. At the 1950 International Livestock Exposition in Chicago, Oklahoma FFA members took 32 ribbons on the 22 steers they exhibited, 10 of which later were declared the best 10 head from any state in that open show.

Oklahoma's FFA members thus have made many out-of-state trips with unusual success at winning laurels, in addition to garnering prize and sale money on animals and poultry. For example, it caused an outcry at the State Fair of Texas when youths from Norman, under Frank Foreman as instructor, won so many places in the junior show that a new rule was pro-

mulgated at that event. Thereafter only Texas boys could exhibit in the junior show; others had to show in the open class. Texans had learned a lesson. The same thing happened at Fort Worth in the Southwest American Livestock Exposition when Oklahomans clobbered other youths, taking top honors on hogs, lambs, and steers. A similar rule was written and adopted there; only Texas youths could exhibit except in the open show against adults.

Oklahoma's current lieutenant governor, Spencer Bernard, was a charter member of the Rush Springs FFA chapter. His first showing venture was intended to be in Fort Worth, but at a gas stop when he went back to see his hog he found the animal gone from the trailer.

Although the number of entries at the National Western at Denver has not been as large as at other major shows in which Oklahoma FFA youths competed, they have won a respectable number of premiums there also.

The most spectacular "foreign" activity came in 1939 when Oklahoma's FFA organization was represented by a combination entry list at the Golden Gate Exposition on Treasure Island (a barge ride from San Francisco). Just getting there was unusual for that time. However, the results were almost amazing, and national publicity resulted. Oklahoma youths had five of the seven possible breed championships, two grand champions, and two reserve grands on singles or pens of three, gaining a total of 68 ribbons in classes from among 2000 porkers with their 51 animals. Forty-six of the ribbons were above tenth place, and Oklahomans took 10 of the 20 possible first places. Their prize money exceeded \$400. The sale price was \$9.10 per hundred (that day the Oklahoma City market was \$6.75).

Hydro led the state's entries with 20 ribbons in classes, a reserve grand, and two breed champions. Temple was next with 10 monies, a reserve grand pen, and a breed champion. Garber had a grand champion pen in the show's FFA division, it then was grand champion of the whole show, along with earlier breed and pen of three championships, included in six places taken.<sup>10</sup> Weatherford, Cordell, Verden, Erick, and Blackwell had four places each, while Konowa and Apache had one winner each (the Apache pig also was a breed champion).

Three Oklahoma hogs were selected from various chapters by W.R. "Bill" Felton, state district supervisor and former teacher at Sayre, and Charles Hogan, the Hydro instructor, with help from Benton Thomason of Garber, Otis Parker of Temple, Tappley Jordan of Erick, and Ross Chandler of Blackwell.

Individually the various chapters and young showmen could not have afforded the expense of this trip. By making a team effort, they reduced expenses and included only the best showmen. The Oklahoma FFA Association put up the money for a railroad car which cost, as the then-executive secretary recalls, \$354. The carrier provided was an automobile car, so the first three slats, or pieces of siding, were removed from each side to permit the circulation of air. This was warm weather time, and the desert had to be crossed. Decks were built at each end of the car. One held a water tank, feed sacks, medicines, buckets, and everything else needed to care for the hogs (and it turned out that the hogs needed much "nurse care" during the trip). The other deck held some straw pallets, a kerosene camp stove, a bit of foodstuff, and little else.

Hogan was in charge of the railroad pig crew. With him were Jordan and Walter Wilson, a Temple FFA member who was an excellent feeder, fitter, and showman. Felton drove an automobile carrying four more boys as passengers: Robert Nims of Hydro, Howard Watson of Verden, Gene Nichols of Erick, and Pat Jarrett of Temple. L.L. West, Sr., president of the Hydro school board, drove another car carrying Wayne Ivins, James Nees, L.L. West, Jr., Kenneth Griffin, and Harold Rowland, all of Hydro. Joe Boucher, a former FFA member at Hydro, drove another car carrying Joe Heger, Harlan Beasley, Floyd Talkington, and Earl Johnson. Hydro parents and others saw to it that their boys had some pocket money—\$10 each and no more—to get to and to attend the world's fair. The Hydro Chamber of Commerce paid the automobile expenses. The National Commission Company and the Oklahoma National Stockyards Company jointly put up \$75 for general expense money.<sup>11</sup>

The freight train to which the hog car was coupled was a priority run. Only fast fruit express trains had right of way over it. Passenger trains had to take a siding. While shunted

temporarily at Flagstaff, Arizona, the hog attendants saw Felton and his passengers, whose trip coincided at that terminal by design. The Oklahomans and their car were put on a barge at San Francisco along with four other cars to cross the bay to Treasure Island. The exposition had not opened, but the idea was to get there ahead of time so the hogs could rest and recover from any train sickness from the swaying and bumping or from any smoke sickness from tunnels. This was a good idea, Hogan now says—even better for the hogs than for the Oklahomans who were tired of their own scanty cooking. However, no eating places had been opened on the island when they arrived. “We did not really have time to get far away from the hogs and too little money to spend on transportation off the island to the mainland,” he says. Their railroad car was left on the island for the two weeks they were there. The boys slept in it, putting up a sign outside that read “Shark City Hotel.” They got publicity on that too.

All this changed later when the large amount of winnings made by Oklahomans got into the papers, along with the number of awards they had won. This news also was picked up by local radio, and Felton appeared on a coast-to-coast radio program, as did Jarrett, Johnson, Boucher, and Heger.

Before the boys came home, they got to see the sights of San Francisco. “People sure were nice to us,” Hogan says in recalling those days. “They hauled us around sightseeing, fed us, and all sorts of things. The boys didn’t get to see a lot of stuff that a world’s fair has, such as burlesque, because they couldn’t prove they were over 21—which they were not—but everyone had a good time.”

In the late 1940s Oklahoma’s FFA youths invaded the National Barrow Show at Austin, Minnesota, to good effect. The same idea was used there as during the West Coast venture. Barrows were selected from different chapters, and a crew of good showmen went along to do the ring work (which also meant that they did yoeman work in feeding, grooming, and, at times, doctoring their charges). The first year particularly, Oklahomans almost dominated the show, which was a good one.

On a subsequent trip to Minnesota, a barrow was flown there



*Horticulture can be both a fun thing and a business occupation.*

by Dave Johnson, publisher of the *Nowata Star*, in his private plane. This caught the notice of stringers for the various wire services, in addition to the local press, and that white pig had his photo in many papers along with a story about an airborne hog.

Andy Hesser, when he was teaching at Locust Grove (which he did for more than the mythical donkey's years) took a barrow to the American Royal at Kansas City in his touring car, that being the only mode of transportation he could come up with at the time. This barrow also won, earning Andy the nickname "Buttercup" from fellow teacher Hogan (that was the pig's line of breeding).

In this period of segregated schooling, and following organization of the FFA for white students, advisers from five Southern states met in 1929 to discuss formation of a similar group for blacks. These people included D.C. Jones of Langston University, the teacher-trainer for black vocational agriculture instructors. Some progress was made toward a national organization. In Oklahoma the New Farmers of Oklahoma

(NFO) was operating for blacks. Just as had happened with the FFA, the state of Virginia set the pattern for the black organization. In 1935 a national group, the New Farmers of America, was formally organized with three administrative regions. The one affecting Oklahoma was ALMOT (for Arkansas, Louisiana, Mississippi, Oklahoma, and Texas). There were 15 Southern states represented at the formative meeting at Tuskegee Institute in Alabama in August of 1935. Two other states later joined.

However, the Oklahoma association—the NFO—already had been active in many ways. From August of 1931 to 1941, summer camps were held for black vo-ag students. These were at selected sites with a local chapter as host, and programs similar to the FFA camp near Watts were conducted. Then a “permanent” camp at Lake Murray was opened, but used only one year because of the beginning of World War II. In 1946 it reopened, and camps were conducted there until 1950 when two sessions were needed. This continued until segregation was ended by the U.S. Supreme Court in 1954. The NFA and its state associations, such as the NFO, then were integrated into the FFA.

James Roy Johnson, a native of Idabel who was a high school student and NFO member at Wewoka and later an agriculture teacher at Haskell, did a master’s thesis on the NFO at Oklahoma State University. He personally was an excellent example of what NFO training did, for he won honors in a national speech contest and was a national vice-president of the NFA.<sup>12</sup> Between 1936 and 1954, Oklahoma had nine national speech contest winners. Speech contests were one thing black Oklahoma youths could get into without an outlay of money. Few of them had much of that essential needed to get involved in livestock programs, yet they steadily did become involved, and the quality of their animals increased as their knowledge of feeding and fitting improved. For example, in 1928-29 boys from Sand Springs made \$6000 by selling the poultry and eggs from their projects in nearby Tulsa.

One difficulty they experienced—another in the many such aspects of segregation—was the refusal at that time of most junior livestock shows to allow blacks to participate. The first

the helm until 1941. The succession was Anna Kay Banks from 1941 to 1944, followed by Lela O'Toole for the next trio of years until she moved over to the Oklahoma A & M campus as dean of the school of home economics. Joanna Chapman was borrowed from the college to be acting state supervisor in the interim before a permanent position was filled in 1947-48. Blanche Portwood, who had been a district supervisor in the southwest, then took over. From 1969 to 1973 May Rollow first was acting then permanent state supervisor. Nedra Johnson was an associate during that period and then supervisor until her death in 1980. Joyce Thompson then took over the number one position.

The Future Homemakers of America (FHA), Oklahoma chapter, had its genesis in an Oklahoma Student Club organized in 1926 by Mary Russell. At that time she was a teacher educator at Oklahoma College for Women at Chickasha. This was more like the Home Economics Associations now on college campuses, but it was the only student group organized at that time, Thompson says. In 1940 Dr. O'Toole started the Future Homemakers of Oklahoma and was its adviser. As with the brother Future Farmer group, state organizations preceded a national setup.

When the national was created, delegates came very close to taking the Oklahoma by-laws and constitution *in toto*. One Oklahoman, Larizola Coe, was the first national FHA adviser. Hazel Frost and Helen Nichols previously had advised the state group. In 1946 the national organization was solidified. The specialists who were FHA state advisers since 1947 were, in succession, Esta Lee Ramsey, Marguerite Scruggs, Ramsey again, Martha Frizzell, and Edna Crow, the current adviser.

Teacher training institutions at Oklahoma A & M and at OCV were the first in action. Now there are eight locations which can issue vocational home economics teacher certification. The largest enrollment in adult home economics classes was 12,739 women in 1928-29.

"It seemed to me, when I was in college, that women who enrolled in home economics had a basic expectancy of getting married," Thompson said. "They did not take this training to be professional teachers but for personal benefit. Things are



different now, and I wonder if the program changed about the same time that the career concepts of women changed." Prior to 1963 (and the act that expanded vocational education so much), the "home" aspect of home economics was dominant; then came the occupational employment aspects. Even in high schools now, more emphasis is placed on careers. There is a unit on careers in curriculum books. Males also have learned about the varied possibilities in a cluster of training opportunities. The occupational training areas continue to feature food service programs, child care, and clothing production, with food services the major interest. The cooperative programs in high schools offer another divergence from old patterns where a student is gainfully employed up to 15 hours a week and attends school classes also.

Thompson was no novice in the vocational field when she went to the state staff as a district supervisor. She began teaching at Wister in 1951 when J.B. Perky was state director. "We had to have five classes, and there were not enough girls, so we had to recruit some boys," she recalls. That was a first. Boys generally are less patient than girls about instruction. They also want to move faster through their studies and evidence more disappointment or mild frustration when their baking, for instance, does not look so good, according to Thompson. She had her students making shirts with resulting difficulty doing flat fell seams, but some of the products received plaudits at a district fashion show. Some of her pupils now are school administrators, one (Eldred Chronister) being in a comparable role as director of the inmate training center at Hodgens, Thompson says.

Her next teaching position was at Tishomingo where some boys, looking for enough credits to graduate, were in family living classes. The first boy to be elected an officer in the FHA during her teaching career was from Tishomingo. Thompson put in but one year there and then went to Wilson in Carter County. She had been warned that students in this oil-flavored town were a bit unruly, but she found that, as many things are, this was exaggerated. Her 11 years there were pleasant.

A kindred organization of FHA is HERO, an acronym for Home Economics Related Occupations, which primarily is for



*The commercial culinary arts now are studied by males, too, in vocational classes.*

occupational teacher trainees in home economics. There are not many chapters of HERO because the students—and sometimes the administrators in area schools—want but one such organization, and VICA or DECA offers affiliation. Proficiency events enliven participation in HERO, however, the supervisor stated.

The state conventions have to be divided into dual sessions because of numbers. Entertainment offered the delegates, parents, and visitors is always of good quality, timely for that generation, and includes inspirational presentations by well-known persons.

In the 1981 SDVTE accountability report there were nine instructional programs listed in the home economics cluster with 28,431 students enrolled at the secondary level. To support these, \$381,270 in federal funds, \$169,312 in state funds, and \$5,760,087 in local funds were expended. Occupational home economics, primarily in area schools, had 981 students in five secondary programs for costs of: federal, \$136,917; state,

\$366,886; and local, \$754,226. At the adult level there were 125 students.

### **T&I WELL MACHINED**

Trade and Industrial Education, another of that "senior citizen" trio of the original vocational education act, is in good shape and intends to keep itself machined to any acceptable tolerance, its professional people maintain. Ivan Armstrong, state supervisor, spent five years as an instructor at Western Heights High School in Oklahoma City before joining the state staff's curriculum instruction center in 1974. Then he was a district supervisor for three years and succeeded Dr. Roy Ayres as state supervisor when that veteran of local and state programs retired.<sup>2</sup>

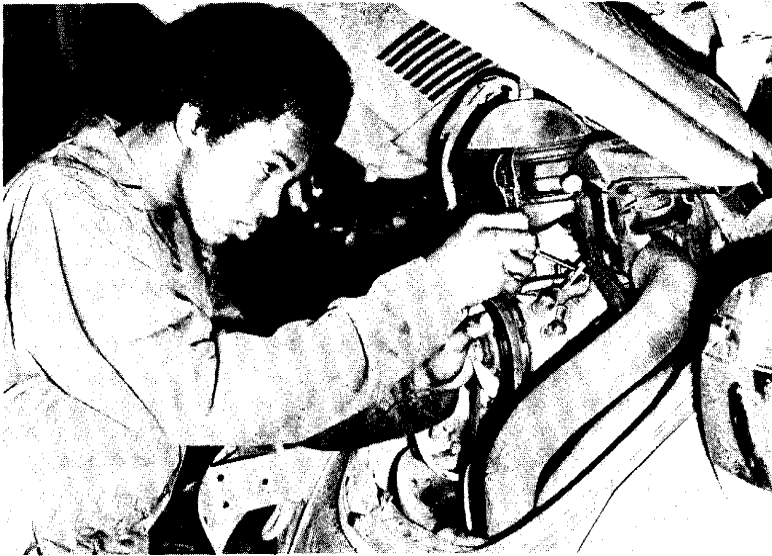
"Our role at the state level is basically to improve programs and to help design new ones, to work with teacher educators and look at certification, and to assist local teachers," Armstrong says. "The programs cover a number of subject areas but are not all involved with industrial machinery, as the title might suggest, but accent is on trade skills, too, which makes things such as cosmetology seem less out of place."

The division's list of responsibilities includes activities of Interdisciplinary Cooperative Education (ICE), a later-day development. With instructors from it, the T&I division has 638 teachers, Armstrong said. Students can be trained for almost any discipline that they care to be involved in, which resulted from need in small schools. In DE, for example, jobs are more specified and sometimes not available in small towns. ICE programs generally are restricted to areas not already offered at a location.

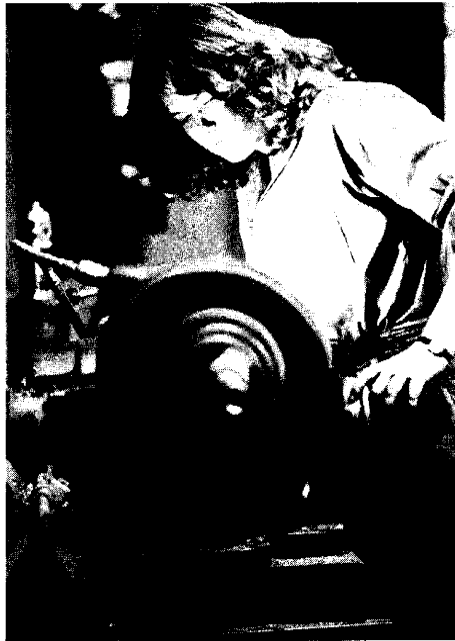
Carpentry was the beginning of T&I programs, moving over under the new label from manual training in high schools. But that was about 75 programs ago. Auto mechanics came on early, and with 96 of these programs going is one of the most popular. Cosmetology with its 34 programs continues steadily. Diversified occupational cooperative programs also began early, then industrial cooperative training, then the interdisciplinary types, which is where the major effort now is, Armstrong stated. "In the past decade or so, we have really broadened out. We



*Above: Aircraft mechanics at area schools lead to marketable skills. Left: Electronics these days is complicated but a saleable skill.*



*Above: Automobiles still need repairs but require much more knowledge. Right: Lathes respond to a feminine touch as traditions bring new responses to challenges.*



now offer 28 trades, including auto, diesel, and aircraft mechanics, farm equipment repair, drafting, printing, and on through a long list to the latest—industrial maintenance.”

The latter is a broad area because it encompasses electricity, hydraulics, electronics, pneumatics, and combinations within any tangent. Drafting is far more than triangles, compasses, and rulers these days; it is computerized and pushed to keep pace with developments. That area is so improved that the five-ton computer of the 1950s is not much larger than a wrist watch now, he suggested.

Some of the innovative programs in area schools, described in other chapters, not only are unusual but also were one of a kind nationally when they began, Armstrong said, from firemen's training to law enforcement. The outpost at Tinker Air Force Base in Oklahoma City was recognizing a need that might be met, because officials had observed training at area and local schools and found it good. There are six programs there.

The T&I division naturally is closely tied in with the Training for Industry division and in retraining aspects. When one can point to more than 5000 persons trained for entry level jobs in a major industry, the statistics become tangible, Armstrong reported. The division also is quite concerned with apprenticeship whenever there is a potential in a skill area, thence on to craftsman, hoping to develop to the point “where even a journeyman can return to one of our programs for upgrading,” he said. The machine tool area is one that already was important, but appears to be about to take on a new dimension with a national emphasis on defense.

There once was a distribution of trade and industrial programs which saw 70 percent of them in high schools and the other 30 offered as technical programs. Now it is about 64 for high schools. Soon it will be 30-70 with the larger number in technical courses, mostly at the community and junior college level, as that portion of Vo-Tech's secondary activities was deemphasized. Normal class size per three-hour time block is 18 students.

In 1981 in the 18 standard T&I programs in comprehensive

high schools, there were 4539 students. Expenditures were \$2,558,579 from the three fund sources, but the local money amounted to all but \$242,484 of that. Programs on the secondary level at area schools take the numerical lead with consequent funding. There are 33 programs with a total of 10,295 students. This expenditure shows why industrial training programs are in area schools and not numerous in high schools—a simple matter of costs of equipment. In 1981 T&I programs at the secondary level cost \$472,490 in federal funds, \$3,623,887 in state money, and \$7,255,575 in area school district funds.

Students receiving trade and industrial education training have a state and national organization in which to participate, the Vocational Industrial Clubs of America (VICA). This organization is doing well, the administrators say. There are 9600 members in Oklahoma, of whom 250 are in the post-secondary programs and 600 members are teachers and other professionals. Oklahoma was a charter member of the national organization in 1965 among its 275,000 members. VICA supports leadership activities (a feature of all vocational youth activities), the dignity of work, craftsmanship, realistic vocational goals, enthusiasm for learning, and a high standard of trade ethics.

Along with other Oklahoma youth organizations, VICA has proven to be a leader both statewide and nationally, the state office reported, as evidenced by national officers from here and victories in competitive events. It has placed within the top 10 nationally in skills and leadership contests consistently, closer to the top, if not there, than to the lower levels.

### **DISTRIBUTION/MARKETING**

Since 1938 there has been an awareness that something called Distributive Education was available in schools under the vocational banner. Now it is called Distributive Education/Marketing in our state, while nationally it is called Marketing/Distributive Education. The shilling mark remained as a divider. The difference probably means something to someone, but in Oklahoma the addition of the word “marketing” does make sense. That is what this area is all about.<sup>3</sup>

Gene Warner now is state supervisor after a stint as assistant. He followed Ted Best in the position, who previously had been assistant to M.J. DeBenning since 1957; that gentleman put in 32 years heading up the division before retiring. DeBenning also had a hand in national affairs, including organization of the youth group Distributive Education Clubs of America (DECA).

One now can find 17 separate directions to go on the DE/MKT roadmap. This is a school and cooperative work program rolled into one. Students are on a job part of the day and under the supervision of their school coordinators for an evaluation of their performance. This does require liaison with employers, many calls, and much conversation to do the placement and follow-up.

There has been a change in what grew up as a "traditional" activity of DECA, which was state contests followed by national ones on a single, selected facet of the training. Students appeared before judges and demonstrated how to make a sales pitch, how to advertise products, how to apply for a position, how to describe themselves as a job seeker, and whatever. Now, Warner said in an interview, a student must be more versed in all-around activities or responsibilities of whatever part of merchandising he or she is interested in, with wearing apparel as an example. This really broadens a student's knowledge, Warner said, and even forces instructors to do a better teaching job. With this the program is moving rapidly toward a competency based evaluation.

Ted Best was a teacher-coordinator of a DE program in Broken Arrow from 1951 to 1957 when he went to Stillwater. A major responsibility immediately assigned him was adviser for DECA across the state, at which time there were only 24 teachers, Best said. Many of these instructors were not graduates of a distributive education course at Oklahoma A & M, he said, but rather were retreads from other fields, although most had some retail experience and some sort of degree. A few had worked as marketing specialists with adults and merchants in their home community, with chambers of commerce, and with similar groups.

In the beginning the vocational DE division was not over-



staffed (unless only three persons could have made it so). In 1954 and 1956, Best and DeBenning also taught in their specialty fields at A & M as teacher educators without extra pay. "We did it because the need was there, to help teachers do a better job for boys and girls, always keeping in mind, 'Is this best for those preparing for careers in distribution and marketing?'" Best said in an interview.

Warner says there is a need for more specialized programs in the marketing area, such as foods, petroleum, finance, credit, and various others. It is easier to get a class-size group in an urban center, although there is a smaller—but just as positive need—in smaller communities. They just do not have many employers. The retail, marketing, and distribution system is just about the largest state activity, Warner believes, and there should be more local programs involved with instruction. Most of the programs are cooperative because that is where the laboratory exists: with establishments that employ students in training.

Most programs are in comprehensive high schools, although a few are in area schools. As of 1981 there were 3161 students enrolled in 80 programs where such things as fashion design, hotel/motel management, and small business are attractive. These students mostly are on junior and senior level. Only a few are sophomores. "A great many of our students go on to college," Warner said, "some for one or two years and a few for four years. These reflect a large percentage who take a related subject, such as marketing and business administration. The collegiate courses will be more difficult if they have not had DE in high school."

Currently there are only two small business management programs in the state. They are adult programs at Canadian Valley AVTS at El Reno and at Red River AVTS in Duncan. The course content is what the title implies. The test is to locate a problem and find ways to cure it properly. Warner feels there could be stronger programs if more teacher-coordinators would get involved in adult education. "There are so many people out there who want and need our services," he said. "Because most of our teachers are already putting in more than an eight-

hour day, it is difficult to get them excited about adult evening classes."

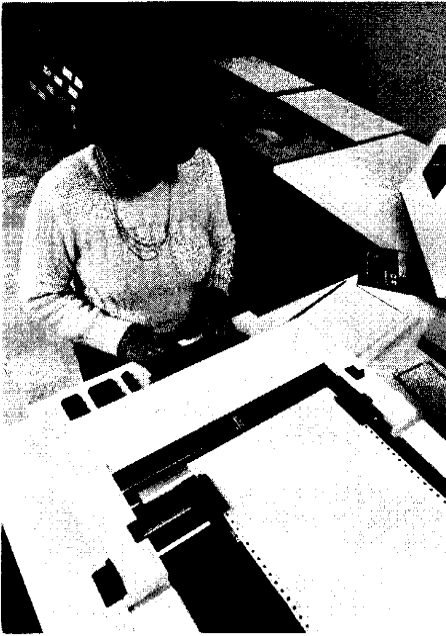
Individuals who have a hand on the DE steering wheel are high in praise of certain chain stores for their role in employing a large number of DE students. This included TG&Y, C.R. Anthony Company, Sears Roebuck, and Phillips Petroleum Company. They noted that 49 present managers of Anthony stores came out of a DE program. The Sales and Marketing Executives Association has been quite liberal in giving scholarships to DE students. This has amounted to \$24,000 since 1960, Best said.

The division has some luminaries to gaze upon. Leon Linton of Stillwater became a state adviser for DECA in Ohio, then returned to Oklahoma to be assistant superintendent of the Moore-Norman AVTS. Quite an unusual follow-up was that of Wade Chambers of Enid, who in 1956 was national DECA president, then went on to Harvard for a Ph.D. and now is a professor of history at the University of Quebec. Harry Hill, the outstanding DE student in the nation while at Shawnee High School, graduated from Oklahoma Baptist University, then became a city manager at Shawnee and Moore, and now is with Henderson Properties of Oklahoma City.

### **BUSINESS AND OFFICE EDUCATION**

Betty Fry, who has been with this department since 1977, has been state supervisor of the office education division for two years. Formerly she was a cooperative education teacher at Tulsa Will Rogers. There are 170 programs in high schools and area schools combined, she said, with an enrollment of some 3000 students. Class size limitation is 25. There are 58 programs in cooperative training on the senior level. Class-work and actual employment divide the time. These account for about one-third of the office education programs, Fry said, and job placement is the real frosting on the training cake. There are 30 programs in comprehensive high schools that are vocational in nature, while area schools also provide such training (although more varied and often more complicated).

Technology in office equipment and skills, as in most other American endeavors, is increasing so rapidly that it is difficult



*Business and Office classes teach new skills for modern machines.*

for schools to acquire equipment needed for such rapid changes. But the state of the art requires this if students are to compete in the marketplace, the supervisor said. Basics remain, but the methods and equipment are far from static.<sup>4</sup>

There are two national student organizations in this field. Phi Beta Lambda, as one might expect, is the collegiate entity. Its sponsor about 1943 was Dr. Gerald Porter of the University of Oklahoma faculty, and a bit later he would initiate and encourage activation of the secondary level organization, the Future Business Leaders of America. Oklahoma has had three national presidents of this group: Forrest Pollock, Mike Arnett, and Joe Edwards. There was a time, a number of years ago, when the "Miss This and That" craze was on, that the national FBLA group had a contest for Miss Future Business Leader, Miss Future Business Executive, and Miss Future Business Teacher. Oklahoma's three entries in these respective contests won the trio of top awards. There are 100 FBLA chapters now in Oklahoma with more than 1,600 members—all voluntary.

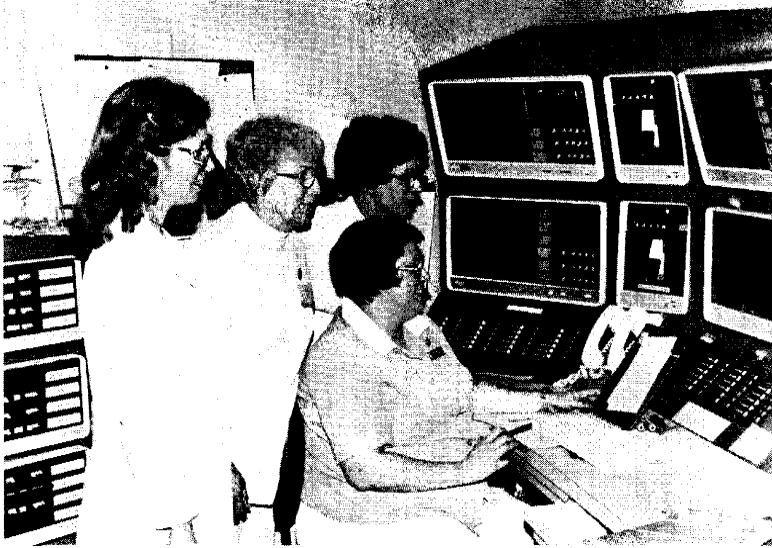
Future Business Leaders of America is the name for state and national groups of business and office students under the vocational banner. The purpose is to develop strong aggressive leadership for business leaders of the future. It is career oriented. Organized on the national level in 1941, this major association now has more than 200,000 members, of whom 4000 in 92 local chapters are in Oklahoma. The state association was chartered in 1954. Members are given many opportunities to have close contact with the business community and learn more about the American enterprise system. This also helps in guiding them to make satisfactory choices of career occupations through school and actual work orientation.

### **HEALTH OCCUPATIONS DIVISION**

There is no doubt in the mind of Mary Randall as to what the mission of the Health Occupations Education Division is—although she breaks that down into three parts: improving the quality and quantity of health programs throughout the state; preparing applicants of either sex for employment in the health field at whatever specific part of it they desire; and upgrading those already in the field to a higher level of skill and opportunity for a successful career. If this can be done, she adds, health care available to all Oklahoma citizens will be improved.

The first activity in this field was a Licensed Practical Nurse program begun in 1957. In 1963 the federal legislation, which boomed all vocational education and permitted program expansion, became effective. The health aspects of vocational training here became a separate division of the seven operating instructional programs. The amendments of 1968 and 1976 to the original act have expanded growth still more.

“Some of the legislative emphasis was largely encouragement,” Mrs. Randall said. “There has never been money specifically allocated to health occupations, to my knowledge, in the way that funds are set aside for agriculture or home economics. I have been told that Oklahoma was the first state to have a health division outside T&I. Our first LPN program was in Oklahoma City in an unused elementary school building. The first health services career program was in an area school, Tri-County Vo-Tech at Bartlesville. The first dental as-



*Health Occupations has many career choices; monitoring aids is one.*

sistant and medical office assistant programs were in the Tulsa public school system," she said, "among Oklahoma programs."<sup>5</sup>

Short-term adult programs may be found almost anywhere there is a need, Mrs. Randall said. There have been some variations from the norm of other programs for those in the health field. Surgical technology was first authorized under the Manpower Division at Tulsa, Lawton, and Muskogee. The first dental laboratory programs were in Tulsa and Moore-Norman AVTS settings.

Clara Brentlinger followed Ruth Burris as state supervisor of health occupations training. Then Dr. Pat Jamison took charge, and, upon her departure, Yvonne Bender became supervisor. Mrs. Randall, who had been the assistant supervisor, took over in July of 1980. She is not averse to talking about her pet programs. "We have grown, and I'm proud of that growth," she says. "In 1962 there were nine LPN programs and 56 for nurse assistants, short-term affairs. In 1981 there are

783 separate programs, 42 on the secondary level and 30 full-time adult ones. We also provide funding and supervision for one associate degree program at a private college, Bacone at Muskogee. We also have many short courses."

Aside from being housed in high schools and area schools, health occupations classes are given at hospitals, nursing homes, "and just about any place there is a need, and we can find space." There are some 150 teachers in the division, including all but two LPN instructors, one at Cherokee Nations and one at OSU Tech at Okmulgee. There are about 2000 full-time students enrolled.

Oklahoma can claim to be a leader in developing curriculum in the health field, as in other disciplines, and has its own test pool for LPNs. There also are competency based profiles available, including the addition of other studies in the health cluster. Jamie Sloan of the curriculum division pays special attention to health occupations requirements. Material is used widely in the nation. Oklahoma also has a teacher-educator, which other states do not appear to have, who has authority to certify teachers in the field: Dr. Fred "Chuck" Mack of Central State University.

Many students go into an area of the health field after exploratory work, Mrs. Randall said. She adds that if one asked a person 25 years ago what health occupations involved, the answer would be medicine, nursing, and, perhaps, pharmacy. Now there are some 300 job titles in this broad field.

The basic law prohibited conducting LPN classes in one-year preparatory schools the first half-year. Contracts for three such schools were signed before the next fiscal year. Some other applications had to be rejected because local hospitals or similar facilities were not available in those communities. The equalizer element of LPN training was that, in addition to class work, there had to be some practical on-the-job training and laboratory work in cooperating commercial institutions. A total of 152 students were enrolled in the one-year schools. The first 36 to graduate took examinations given by the Oklahoma State Board of Nurse Registration and Nursing Education. All but one passed and obtained a license. Teachers in the program were local school district employees, but had to be reg-

istered as a nurse in the state with a minimum of two years' experience following graduation.

Oklahoma, as did many states, needed more nurses of all types during this period, especially RNs, LPNs, and nurses' aides. The situation has been somewhat variable since, but seldom has there been anything but an occasional localized surplus. There has been hospital expansion, and retirements are a fact of life. It also has been shown that LPNs, most of them nearing middle age, are the most stable workers in the medical profession. Their barrier to more completely filling the state's needs is reluctance to change residence. They appear anchored to a specific community by family or personal desire.

The first biennium of the program saw one year preparatory schools in nine communities and extension classes in 18 more. Administrastive costs to the state department amounted to \$11,742. The total cost, aside from this, was \$98,418—of which \$18,467 was local, \$11,602 was state, and \$68,347 was federal.

When Mrs. Randall joined the health staff in 1976, one of her assignments was to be state adviser for HOSA, meaning Health Occupations Students of America. As with other disciplines, this stresses leadership training and allied matters known to be helpful in a career. Citizenship certainly is not neglected—or patriotism, she added. The formation of another youth organization began with some uncertainties. As one of the activities under the T&I blanket, health occupations could look at its youth group, VICA (Vocational Industrial Clubs of America). Some schools and some states still are served that way. In 1974 it was proposed to establish HOSA, although its first organization, as with some other vocationally related ones, was OHOSO (for Oklahoma Health Occupations Student Organization). Officers were elected; colors, motto, and creed were adopted and an emblem chosen; and by 1975 a state convention with appropriate skill contests was held. There were 19 competitions. In 1976 Oklahoma saw the first adult chapters formed and their officers elected. Thus Oklahoma has, in effect, one organization but two sets of officers and two state conferences. Both groups participate, Mrs. Randall said. Orig-

inally there were but eight chapters. Today there are 53 secondary chapters with a membership in excess of 1000.

Oklahoma again was a leader in helping form a national youth group. In 1975 Dr. Jamison and a Midwest City student, Ann Jackson, went to Cherry Hills, New Jersey, and met with representatives of five other states to lay the groundwork for the eventual national association. The next year delegates from the same six states met at Arlington, Virginia, and adopted a constitution. Yvonne Bender and Mrs. Randall were on the first board of directors, and Troy Went, a student at Mid-America AVTS, was chosen one of the national officers.

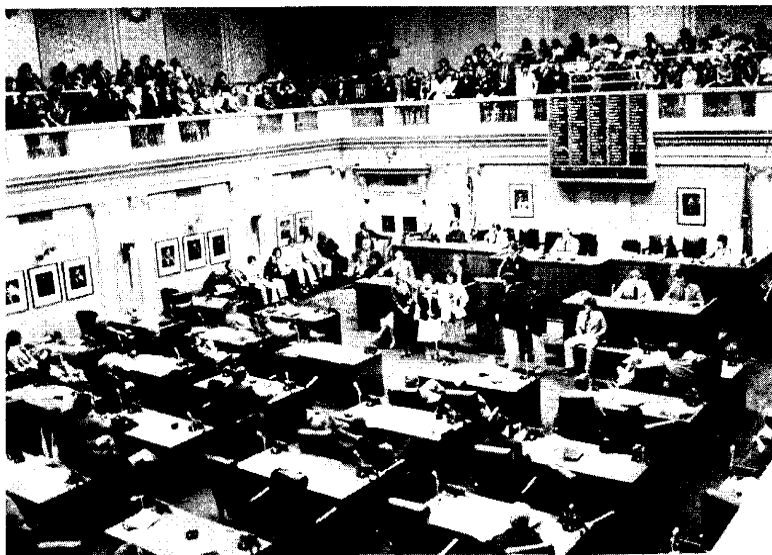
The first national convention of HOSA met in Oklahoma City in 1978 with students present from 20 states (although only 14 had affiliated with the national at that time). The attendance was about 600, and five competitive events enlivened the meeting. Oklahoma again had a national officer. By 1982 there were 27 affiliated states with a national office in Delaware.

The average age of adults taking health services training is around 30, Mrs. Randall said, but there have been women in the programs in their late fifties. Some grandmothers have served as officers in the adult division.

Health occupations is a good demand area for employment. Program applications have to balance against some weighted factors. First is need; second, availability of doctors, hospitals, patients, and instructors both in classes and in institutions. If all these items match up, the payoff is whether or not there are enough potential students for that particular training.

It has been said by persons who should know that vocational planners ought to pay as much attention to the prospective birth rate as to a workers' census projection. John Gray, a hospital administrator, said that he and his associates were appreciative of what vocational education is doing in health occupations. "In the health field, higher education is not listening enough to people on the community level," he said. "That's where a basic need is now. Not just degree people alone, but aides, technicians, and licensed practical nurses. Vocational education does have primary programs at the secondary





*Oklahoma's vocational youth groups visit the state legislature on their special day.*

level to train people for entry jobs and into more comprehensive programs.”<sup>6</sup>

### **INDUSTRIAL ARTS GROWS**

The more weary generation remembers high school classes of what was called manual training, mostly woodworking and mechanical drawing, but times have changed. From the first organized shop class in Oklahoma in 1903 at Jones Academy, near Hartshorne in the Choctaw Nation, what we now know as industrial arts has come a long way. By mid-century there were 408 accredited high schools in the state offering one or more units of industrial arts.<sup>7</sup>

There has been some misunderstanding of the role that this form of youth education plays in junior high schools, and in some cases on into high schools, in relation to higher grade level vocational education courses. Harold J. Winburn, the industrial arts state supervisor, points out that good industrial arts programs traditionally have stressed occupational information, broad exploration, and pre-vocational or pre-techni-

cal experiences. "It is not the role of industrial arts to prepare persons for gainful employment," he said. In that connection, he added, assistance to individuals to make an informed and meaningful choice of occupation is most important. While the majority of state industrial arts programs are concerned with woodworking, drafting, and metalworking, with skill development as a principal objective, that should be a means to an end rather than an end in itself.

After the national attention given occupational training following passage of the Smith-Hughes Act of 1917, Oklahoma in 1919-20 had 120 schools offering manual training with 147 instructors. Mechanical drawing often was a companion and/or alternative for students. In 1926 the name of these programs was changed from those named above to "industrial arts." By 1949-50 there were 408 schools with such programs. In 1965 *A Guide To The Improvement Arts in Oklahoma Schools, Grades 7-12* was published by the State Department of Education, of which Dr. Oliver Hodge was head as elected state superintendent. The following topics were covered: woodwork, metalwork, electricity, electronics, drafting, power mechanics, graphic arts, industrial crafts, and safety.

The 1960-70 period was featured by research and development in this form of training. There were some 35 programs certified as "innovative industrial" developed nationwide. The Industrial Arts Curriculum Project (IACP) consisted of two complete courses: *The World of Construction*, for the seventh grade, and *The World of Manufacturing* for the eighth grade. These were the most widely accepted and were introduced into the Oklahoma City system at Rogers and Jefferson Middle Schools in January of 1970. A small grant from the State Department of Vocational-Technical Education helped start them. Over the next decade such programs were implemented in middle schools in a number of Oklahoma cities. Winburn noted that *The World of Construction* was the most popular.

As with other vocationally oriented programs dealing with youth, Industrial Arts students have a state association affiliated at the national level, and a title of American Industrial Arts Student Association (AIASA) which is recognized officially by the Department of Education in Washington. The last

of seven vocational youth groups organized, AIASA (preferred pronunciation I-A-Sa), begins with junior high and extends to higher grades. The Oklahoma group was one of 17 state associations chartered in 1978. Twelve other states have joined the group since then. An impetus was given by federal encouragement of youth vocational movements in the 1976 amendments.

Oklahoma's AIASA growth has been rapid: from four chapters and 103 members its first year to 28 chapters and 629 members in 1980. Dr. Roger Stacy at Southwestern Oklahoma State University at Weatherford is the organization's adviser. Oklahoma can point with pride to a national president from its ranks, Jeff Short, an industrial arts student from Weatherford. The state also has placed high in many national competitive events, Stacy reported, and was national runner-up in Level I competition at a national conference.

## 5

# LEADERSHIP UNLIMITED

A constant advocate of teamwork, each instructor aiding not only himself but also the whole cause, J.B. Perky when a state supervisor of agriculture at a mid-year meeting blasted a local teacher who failed to invite his local legislator to a parent-son banquet. The said legislator was a member of the House Appropriations Committee, to make the oversight worse. Perky said this was similar to a group of people crossing a wide river in a boat “and when you looked back to the stern you saw a fellow with a brace and bit boring a hole.” Such comments became known as “Perkisms.”

When E.B. Nelms was state vocational agriculture supervisor, his two assistants J.B. Perky on the west side and Ross Floyd on the east, there was continual rivalry—albeit friendly—between the teachers in those two divisions. When Perky succeeded Nelms, a consensus of several old-timers indicates, this ended as rapidly as the large man could sell his idea of “one team—one goal” to make a success of vocational agriculture and gain its growth as an option for Oklahoma youth against any odds confronted. And in those days, there were many.

This was 1932 and subsequently. The great depression that

affected so many people (against which there was no clear defense for the average individual) was dominating Oklahomans' lives. Resources, either from the state or from local funds were from scarce to non-existent. Teachers' warrants were discounted from 20 to even 30 percent and, in some extreme cases, by one-half. Barter became not only prevalent but a means of existence whether it was for commodities or for labor by a man and team. There still were some teams around, and one did not have to buy gasoline for them as for tractors and trucks. The proponent of a new day in agriculture, as the FFA creed has it, targeted at the basics of survival toward continuance and in perpetuating an idea and an ideal.

When Perky was trying to get vocational agriculture programs started in state communities, he thought that Sayre in Beckham County would be an ideal location for the usual and some special reasons. Foremost was that Bill Bacon, irrepresible publisher of the *Sayre Headlight-Journal*, was a good friend and an avowed supporter of vo-ag and its affiliated Future Farmers of America. Perky held a belief that acquaintance with a publisher ranked ahead even of knowing the banker.

Bacon knew that the wheelhorse of school and civic affairs in Sayre was Dr. H.K. Speed, one of those strong-willed individuals who had delivered a majority of the population as babies, acted as a substitute father-confessor and giver of advice to most of them later, and was president of the school board. So Bacon arranged for Perky to come to Sayre to visit with Dr. Speed. Bacon knew, although Perky did not, that the doctor had an aversion to tobacco in any form, an aversion doubly true for his upstairs waiting room and office, which were over a drug store. Bacon, with that penchant for humor that could work both ways, handed Perky a cigar as they went into the physician's waiting room and told him to fire up. As they sat there, a voice roared out of the treatment room, "If you don't get rid of that cigar, there won't ever be a vocational agriculture program in this town." The cigar was tossed out.<sup>1</sup>

Bacon later told Dr. Speed that the prank was his idea, but he did not tell Perky until several years later. Dr. Speed, Bacon, and Perky are all now deceased, but while they could still enjoy it (many years after Sayre High School had developed a strong

vo-ag program) Bacon initiated a community "appreciation dinner" for Perky's efforts in developing all vocational education. Dr. Speed was one of the many speakers who paid tribute to Perky that evening.

As with other vocational programs, the success and popularity of agriculture and its youth organization did not just happen. It resulted from the actions of people, for much time in those early years was, of necessity, spent in the form of zealous missionary work, even if by example. One of those "early bird" leaders as a successful teacher was Wager O. Gilbert, whose dry humor equalled his popularity among his peers and in influence over his students. He professed to be an example of a person with correct initials, saying long before he stopped teaching that "W.O." stood for "worn out." Yet he was receiving publicity in 1981, when otherwise in a reminiscent mood, for his hobby of collecting antique plows in his yard at Buffalo (this after teaching, managing farm operations for the Kermac Ranch near Poteau, and other activities). He is a good example and worthy spokesman for the past.

Born on a 320-acre farm near Hitchcock in 1903, four years before statehood, Gilbert's historical heritage included the fact that a quarter section of the farm was homesteaded in 1892 when the Cheyenne-Arapaho country was opened to white settlement. His father died in 1916, leaving a family that included three daughters and two sons. Wager learned about farm work early in life.<sup>2</sup>

Gilbert graduated from Hitchcock High School in 1923 in a class of 13 as salutatorian. He belonged to the Blaine County Corn and Cotton Club, a forerunner of the state 4-H Club movement. G.E. Gaines was his classroom instructor. Gaines was a Mississippi State graduate who taught later at Greenfield and Cordell, then was an administrator at Greenfield, still later Blaine County Superintendent of Schools, before retiring to the real estate business.

Gilbert went to Oklahoma A & M College on Gaines' advice. Because of some necessary work at home and scarcity of funds he needed six years to graduate. On the way he became a championship wrestler in the days of Ed Gallegher's nationally recognized teams. Wager was advised by Dean W.L. Blizzard

of the School of Agriculture to enroll in agricultural education as a prerequisite to becoming a teacher. He did so in that relatively new campus department and completed college in 1929 (not the nation's best year economically, although the real crunch came later).

J.B. Perky, then based at Woodward as supervisor for western Oklahoma's vocational agriculture programs, after teaching at Guymon and El Reno, went to Stillwater in early May of 1929 to look over the crop of graduates. About 10 days later, Gilbert recalls, Perky sent word to Professor Don "Pug" Orr in the Aggie education office to have three specified upcoming teacher graduates come to see him. They were Gilbert, Bill Brown (who taught for years later at Delhi), and Earl Williant. The latter had been one of Perky's students at El Reno. Later he taught at Rosston before becoming an administrator. The men were to meet Perky at Woodward, then go with him to Laverne for interviews, which was seeking a head for a new vo-ag department.

"On a Friday afternoon we three rented a Model A Ford and headed northwest," Gilbert remembered. "Williant was coming 21 years old, Brown was 22 and I was 26. I got the job because of maturity. We stayed at Laverne overnight at the Clover Hotel. Next morning it was raining straight down. The roads were dirt with sometimes a little gravel. Perky was driving his Pontiac and got it stuck axle deep. He looked at Brown, then at me, sitting on the outside. I rolled down the window and saw a farm house about a quarter of a mile back. This was about 9:00 o'clock in the morning and raining hard. I had on a \$45 suit, \$6 oxfords, and was bareheaded. I just crawled out and headed for that farmhouse without saying any words. I was the one who had gotten the job.

"The farmer was eating breakfast when I went in to ask if he could pull us out of the mudhole. He said he would if I would help him catch a pair of horses and hook them up to a wagon. I said, 'Okay.' It was the first time in my life that I harnessed horses in a \$45 suit. We hitched the team and went to the car. I tied a chain on the wagon and car axles, and out we came. Perky gave the man \$2. I was wet to the skin. From that

day on until Perky died, I was a player on his team, but I had to produce to stay there.

"I've had Perky bully me and rag me, but I came back for more. On that first job at Laverne, I thought I'd taken on too much, so I wrote him a letter and said I wanted to resign. He came out there and charged into my room like a mad bull. When he got through talking to me for a couple of hours, I was ready to teach again. When I thought I was retired and living at Buffalo, he called and said that he had a job for me at Kermac at Poteau and to come to his office at Stillwater and get a recommendation for it. I did—and the letter was two pages long. I didn't know I was THAT good. Anyway, I went down there for a time with 'Doc' Keesee (Dr. Paul Keesee, a former vo-ag teacher himself).

"This stuff I've been telling you is purely personal. I was a part of vo-ag in those early days. I tried to help it grow, and I sure watched it grow. Later on, I looked at it from the outside and at the people who were involved: the early teachers and the troubles they had, the hours they spent outside a classroom, their little conflicts with other organizations and even with other teachers who thought we were overpaid—all this had a part in bringing us closer together. The leadership we had made us want to overcome all these handicaps, if that is what they were," Gilbert said.

There is no doubt that vocational agriculture, more specifically the voluntary Future Farmers of America chapters, provided a tremendous stimulation to the popularity of other vocational disciplines. Originally there were but two other programs: vocational home economics, with its later Future Homemakers of America (FHA), and Trade and Industrial Education (T&I), which subsequently had the Vocational Industrial Clubs of America (VICA). It takes no luster off the development and quality of those two divisions to say that the vocational showcase—the most publicly visible display of the vocational product—was the FFA with its shows and fairs, its activities, and its ribbons and cups and other trimmings.

Perky had his promotional problems in those early days. He sought expansion and often had to deal with local administrators who reacted as many persons do to something new and



different. Some superintendents and principals were eager to get local backing and install programs. For other schools in good communities, Perky and his people had to get local support first to create a pressure on a reluctant school official. There were objections that, according to the times and the backgrounds, appeared valid. One was that vocational agriculture instructors in Oklahoma were not allowed to teach any other subject, direct a band, or do any fringe service that did not require a full-time person, although in one instance in Yukon a teacher was permitted to teach a general science class for a time. And a few teachers did some athletic coaching.

Observers of vocational programs in other states in those days attributed the growth and excellence of Oklahoma's accomplishments, certainly in the more visible displays at regional and national shows and fairs, to this single-purpose personnel action. Oklahoma was unique in the nation with respect to winnings with livestock, from the State Fair of Texas to Terminal Island in San Francisco to the National Barrow Show at Austin, Minnesota.

During the state vocational teachers' meeting in Oklahoma City in December of 1955, Perky was surprised (or for a time was the best actor in America) when he was given a "This Is Your Life—James Barney Perky" presentation written by Roy P. Stewart. It was held in the Capitol Hill High School auditorium. Such programs then were a popular takeoff on a well-known television show. Vernon Howell, then president of Cameron and the first Oklahoman to be national FFA president, was master of ceremonies. Stewart opened the program by announcing, "We have with us today a gentleman of distinction. It is true that his face has not appeared on a certain national cover, but he has distinguished himself nonetheless. It also is true that if his face were to appear on Oklahoma publications, it would be recognized from the lower crossing of the Boktupulo to Boise City."

His life was reviewed from his childhood in Texas, after his birth there in 1901, by his sister, Mrs. Strother D. Center. She said, "Jim was too large to carry around as an infant, so I just dragged him around and stretched his anatomy so he could grow to that six-five." More than a dozen of his associates, friends,



*J.B. Perky, teacher, supervisor, state director of vocational education, 1928-1967, a build of practical dreams.*

and state dignitaries were on the program, some from years past. That included Vernon Howell, who recalled being a student under Perky at Guymon. Former Governor Roy J. Turner added a tribute, as did Dr. Oliver Willham, president of Oklahoma A & M. Perky's colleague in Arkansas, Marion Adams, and Dr. M.D. Mobley, former state director in Georgia and then executive director of the American Vocational Association, were there.

Perky was a master at reviving a group supposed to be listening to speeches after lunch—on a warm day before modern air conditioning was widespread—at any “professional improvement” meeting where there was a tendency to nap. With a few quips and perhaps a story or two, he would wake everyone up, then turn the meeting back to whomever was on the program. One such occasion was at the old Calmez Hotel at Clinton with a group of vo-ag teachers from the western part of the state when Perky surprised the group by quoting Thoreau: “It is better to try something and fail than to attempt nothing. A worm is the only thing that can't fall down.” He also was wont to quote Warden Lewis Lawes, then at Sing Sing Prison in New York, as saying, “Give vocational training to the manually minded and childrens' courts of the future will have less to do.”

Perky in 1948 was president of the National Association of State Directors of Vocational Education. In 1950 he was appointed to a four-year term on the National Policy Advisory Committee for Vocational Education. That same year he was put on the Council of Advisors for the U.S. Commissioner of Education. This was followed in 1952 by his selection as chairman of a seven-member committee to review the Division of Vocational Education in the U.S. Office of Education. Then in 1954 he was given the Outstanding Service Award by the American Vocational Association.

The offices of the various program areas in vocational education—and its related fiscal and other operations—once were spread from Stillwater to Oklahoma City. Then they began to be gathered into an OSU-owned structure left over from World War II at 1515 West Sixth Street in Stillwater. The first major enlargement of the state vocational offices was the construc-

tion of an addition, then rented (as were the other buildings) to the state department of vocational education, on the south side of the original building on Sixth Street. This addition was named the J.B. Perky Building by the OSU board of regents after receipt of many letters making this request, and it was dedicated on August 8, 1971. Shortly after the ceremonies outside were completed, those gathered moved inside for a reception—just as a thunderstorm swept across Stillwater and knocked the power out. Refreshments were served by candle and flashlight. Perky's old friends declared that he would have been the first to laugh at nature getting into the act.

Perky had a long tenure as state director, the first in the position with anything but a brief occupancy, for in its early days the administrative setup was different. Because he had spent years as state supervisor of vocational agriculture, Perky at times (if behind his back) was accused of being partial to that discipline after he became director. Actually he had a tender spot in his makeup for agriculture and the FFA, but this did not cloud his interest in the others nor his determination to build the best and broadest vocational structure that he could.

Francis Tuttle had no such minor irritants, to some people. Although he originally had qualified as a vocational agriculture instructor and had taught it, he had shifted to administration and had progressed through the master's and doctoral degrees in that area. He could relate to both categories of education. This remains important in Oklahoma, for regardless of the popularity and continual growth of vocational education, there still are a few administrators who chafe a bit at regulations accompanying programs and funds. They are cognizant of community feelings. As a cynical but long-time observer of vocational education has said, "More programs have been initiated on Main Street than in the main office of a school."

Tuttle was born on a farm near Wellston in Lincoln County. He took agriculture in high school and says that two teachers, Ed Boles and J.L. Edson, influenced his choice of education leading to his life's vocation, especially Edson. These two men (along with Otis Adams, long-time teacher at Wetumka) came to Oklahoma out of Auburn University in Alabama during a

period of teacher shortage in Oklahoma after a raid in 1935 on the staff by the Soil Conservation Service.

Tuttle completed high school in 1938. He had been active in various FFA contests and was elected the state secretary in 1938. At the FFA state convention, (where all the candidates try to sell themselves to their fellows), each also had a "campaign manager." In Tuttle's case this was Glenn Gardner, who lived on the adjoining farm. Gardner now is the assistant superintendent of the vast Kiamchi Area School District. Tuttle went to Connor's Junior College at Warner for two years and was on the livestock judging team, which won a contest at the Southwest Fat Stock Show at Fort Worth. Then he went to Oklahoma A & M College for two years and earned a bachelor of science degree, expediting the process by going to summer school, and qualified as a vo-ag teacher.

Then came two years teaching at Gotebo, followed by a stint in the infantry in the Southwest Pacific (on Leyte and on into Luzon in the Philippines), then returned to Gotebo for three years of teaching. Two years at Snyder followed, after which Tuttle returned to Gotebo as school superintendent. Part of his master's work was done at Stillwater, the rest at the University of Oklahoma, in school administration, and he earned his doctorate at OU. Holdenville in the superintendent's position, then Muskogee, rounded out 13 years as a chief school administrator on the local level. The area school concept having been made possible by the VocEd Act of 1963, Tuttle went to the State Department in 1964, to work on the expansion that followed (as related in the section on area schools).

It is truth and not a cliché that in being named state director of vocational education in 1967, Francis Tuttle was the right man for the time and place. He was selected carefully by Perky and the State Board. He also "passed" the scrutiny of some friends of vocational education in other fields, whom Perky brought into the act without explaining exactly why—until later.

There were similarities and differences between the two men who would have the greatest impact on vocational education in Oklahoma. Both were somewhat ambitious, but more for the programs they headed than personal, although if there was any attendant personal benefit it was to be accepted with-

out the appearance of selfishness. If pressure was needed, they both could apply it, but Tuttle's was less abrasive in doing so than Perky. Tuttle inherited a programmatic dynasty as different in size and scope as 1917 was from 1967. He then built upon that, and the bloom continues.

When Tuttle became the director, most of the departmental staff were program supervisors. There had been increases in the size of the staff across the years, but the largest growth had been in the support staffs that provide needed services. These include curriculum development through materials for teachers and students, a printing plant to produce them (with less time lag than commercial shop bidding), and visuals for instructional orientation and informational purposes. In addition, there were the direct and indirect training programs through the Comprehensive Employment and Training Act with its prime sponsors, the Department of Corrections, mandated training for municipal officers, and training for industrial starts or expansion.

Tuttle began his directorship by retaining most of Perky's "team." Whatever some of them thought at first soon was merged into a new team spirit. One hears nothing now of any derogatory feeling about the director. The plaudits are numerous and genuine. Each man, in his way, gained an excellent rapport with his peers across the nation and with political leaders. Make no mistake—the cause of vocational education cannot be advanced without political support at the national, state and local levels. Both men have been president of the state directors' association. Both have received the highest awards from the American Vocational Association. Both Perky and Tuttle served on national vocational education task forces and as heads of their professional organizations. Tuttle had one advantage that Perky did not, because of world changes, in visiting such foreign places as the Soviet Union and the People's Republic of China. And both received job offers at the national level.

Both directors worked on implementing the 1968 amendments to the 1963 Vocational Education Act. These amendments broadened the scope of vocational education greatly, while incorporating social legislation that made reporting and accounting more demanding. First the U.S. Office of Education,



*Dr. Francis Tuttle, teacher, administrator, state vocational director.*

then the Department of Education, became not a kindly and considerate wealthy uncle but a rather demanding, tight-fisted cousin telling the states how to live and labor.

In Oklahoma in 1969, when the amendments really became effective, conditions were excellent to venture into new areas. Here were the cloth and the cutters just awaiting a climate in which they could finish an economical garment. There was a master "tailor" available, too, in the person of Governor Dewey F. Bartlett, who was gung-ho for industrial development. Some of this later would mature into what was called "Sun Belt vs. Frost Belt" competition. Bartlett already had seen the potential and became a prime mover in importing industry. He created volunteer and unpaid task forces from various sections of the economy. His encouragement and his personal friendships back East were responsible for the greater success of industry hunters than had been the case in previous administrations. The governor traveled much himself. Some persons from business in our state who cooled their heels in some Eastern executive's office for hours marvelled at the fast entry Bartlett could get into that same office simply by telling a receptionist who he was.

Along with the hunt for industry came a push for vocational and other occupational training to create a work force. Guarantees were made to industrial prospects that the state—through the Vocational Education Department—would train first work forces, provide training sites, supply equipment needed for training unless it was so specialized that the incoming company should provide it, and even write training manuals acceptable to that particular industry. A Special Schools Division was put in the State Department (now called the Training for Industry Program, or TIP). One of the first activities of this unit came when Governor Bartlett went to Ohio and talked Matt Dalton into placing a forging plant in Cushing. Vocational people here trained the initial force—and the word got around.

Meanwhile a push was being made from another direction. Major General Melvin McNickle, then commander of the Oklahoma City Air Materiel Area, through his own inclination and activity and aided strongly by the Oklahoma City Chamber of Commerce, saw that state businessmen got ferried to



places such as South Carolina which had gained a reputation for its vocational and skill training. Dr. Tuttle was involved in all this, once taking several members of his board to Georgia and South Carolina, along with some members of the State Advisory Council on Vocational Education, to inspect sites and facilities, hoping to gain ideas of beneficial use for Oklahoma.

Another example of Bartlett's enthusiasm for what vocational education could do came when Uniroyal was encouraged to construct and operate a tire manufacturing plant at Ardmore. The community voted to emplace necessary water and sewage facility lines; the Southern Oklahoma Area Vocational School would supervise training through the Special Schools Division. Director Tuttle put a line item in his budget request that year for an extra \$50,000 to train tire workers, that expense not having been anticipated or funded previously, and the budget was sent to the governor's office. Bartlett called Tuttle and said, "I'm raising your 50 to 75 because you can do a more complete and better job with that."<sup>3</sup>

Perhaps the largest industrial training project under Tuttle's overall direction was that at the sprawling General Motors plant at Oklahoma City. Using a spacious former discount store building, he had installed there, with GM's help, the same assembly line equipment that workers would have in the plant. Training manuals, worked out jointly, were prepared, and the force was trained. Later, when the plant opened and the first monthly report was sent to Detroit, the figures on absentism (or rather the lack of it) stirred the home office of General Motors. An executive called the Oklahoma City plant to say, "You'd better go back and study your figures. They can't be right."<sup>4</sup>

Because of his association with the early development of the school system, it was fitting that one of the area districts created, that including four school districts in northwest Oklahoma County, was named the Francis Tuttle Area Vocational Technical Center. Tuttle also was recognized by being named a member of the advisory council for "The National Center for Research in Vocational Education," which was created at Ohio State University in 1978.

In September of 1981 Tuttle joined Dr. Ray Ryan of Arizona and Dr. Robert Sorenson of Wisconsin in preparing a position

statement for the National Association of State Directors of Vocational Education. The working title was "Vocational Education: Role and Responsibility vis-a-vis Economic Development." The three men envisioned no argument from their peers about one of their opening statements: "Our historical roots suggest that the role of vocational education in economic development has never been at the forefront in the philosophy, organization, or operation of vocational education programs." Not only was that statement correct, but also they could have noted that the role of education purposely was left out of the national constitution when matters which would come under its purview were stated. Education has long been considered a state and local matter.

This accounts for the fact that, although the federal government belatedly got into vocational education (spurred by wartime necessity), funding from that source remains but one-tenth or less of the total program costs.

Tuttle's role in economic development began with his first assignments in the state department. He and the times were both ready for economic development activities, from the hopeful function of skill training at area schools through the special schools programs for industry to an awakening interest in ways and means of increasing the productivity of American workers in the face of foreign competition. The man and the times were in equilibrium so far as Oklahoma was concerned. Earlier, in August of 1981, Tuttle had prepared a treatise which included his views on vocational education's role in both economic development and productivity.<sup>5</sup> Some of this was philosophy, some operational suggestions, some highly practical from a departmental director's viewpoint.

He favored heavily a competency-based format for evaluating both the educational product and the instruction that took courses to completion, which has been implemented. Employers also wanted that, he said, and such evaluation was made easier from a competency base than by a mere time frame. (Cynically, the latter is often called the endurance test).

Job related basic education, strategies to encourage entrepreneurial activities, sex equity, and consideration for the handicapped and disadvantaged are basic to our needs, Tuttle

wrote. As the strident competition for industrial relocation (Frostbelt vs. Sunbelt conflicts) lessened because of a national recession, Tuttle also had ideas about that. "Big businesses are less a cause for economic growth than one of the growth's results", the report stated. "Small businesses are the principal source of new ideas, of new economic growth, of new work opportunities."

The potential for growth in the state's existing industries and an opportunity to upgrade its work force and give it a greater mobility both upward and laterally is a concept now adopted by the governor and the vocational department. Tuttle's treatise pointed out that the greatest increase in new jobs in America—88% over the last five years—came from companies with 20 or fewer employees, and that 70 percent of those companies were less than five years old.<sup>6</sup>

Tuttle believes that vocational education in Oklahoma should be more "pushy" and active rather than reactive to the needs of the communities and states. He thinks that programs can be improved by using research and development to establish a data-based planning and management system. In his tenure at the state department, he not only has encouraged this but has "sold" the idea down the line. Skill proficiency is paramount. Unfortunately, even those who have become a part of the economy in one way or another are not always cognizant of its real overall value or diversities. Jobs are understood, but how these jobs may be provided and the spinoff from them is not always understood or even sought when appropriations are made or funding decisions finalized within industry, Tuttle believes.

### **ANOTHER LEADERSHIP ECHELON**

Dr. Arch Alexander, the deputy state director of vocational-technical education, shares with Director Tuttle a distinction of sorts in that they were the first two school administrators employed in a vocational supervisory role by J.B. Perky. Perky was so evangelically devoted to vocational education and had so many minor irritating sessions with school administrators during the build-up years that he hesitated several years in employing someone "from the other side of the fence" after

he became state director.<sup>7</sup> Alexander, a native of Arapaho in Custer county, had a year at Hobart High School as a mathematics and science teacher before becoming an administrator at Sayre High School. He also doubled as dean at Sayre Junior College, then a municipally owned school (but which later would go into the state system with similar schools).

Alexander was at Sayre from 1947 to 1950 when he was called up for military duty with the 45th Infantry Division in the Korean war. When the summons came, Alexander was attending summer school at the University of Oklahoma working on his doctorate. As a lieutenant, he commanded Charlie Company of the 179th Infantry regiment of the Thunderbirds, whose commander then was Colonel Fredrick A. Daugherty. The schoolman joined the division in May that year. The call-up was for September 1 at what then was called Camp Polk, Louisiana, the Oklahoma unit being one of the first two National Guard Divisions to be called up. After training at Polk and at Hokkaido, Japan, the division was the first guard division sent into the line in Korea. In 1952 the Oklahoma Thunderbirds were released from duty in Korea. The Army retained the divisional designation, along with its battle streamers and colors from World War II and Korea, for a "new" division until it was returned to the states in 1953.

Alexander returned to Sayre. In 1954 he became superintendent of schools and also president of the junior college, a dual role not duplicated by other community junior colleges in the state. It was three years later that Alexander had a chance to join the vocational staff at Stillwater. Perky at that time asked Alexander to join the department at Stillwater. "You've got five good programs at Sayre," Perky said, "so you must know something about vocational education. Plus the fact that some people seem to be high on you."

Alexander spent but one year at Stillwater before resigning to become dean of academic instruction at Cameron State College at Lawton. Perky was on vacation in Idaho when Alexander called him to say that he was leaving. Perky told him that he was making a mistake, then phoned Bill Bacon, the Sayre newspaper publisher, wanting to know if Bacon could learn "the real reason Alexander quit."



*Dr. Arch Alexander, up the ladder to deputy state director.*

After Tuttle became state supervisor at Perky's retirement, Alexander in July of 1967 again was asked to join the state staff. He was to be one of four assistant state directors, to each

of whom respectively certain instructional, supporting services, area schools, and manpower training divisions report.

In a display of foresight (not an isolated case), Tuttle saw how the increasing industrialization of Oklahoma and other Sunbelt states would test vocational education, but he knew it could aid in the growth if it had a push from the state administration. Regional commissions were being started at this time, such as the Coastal Plains Development Commission and that for the Ozarks and Appalachia, with the coastal people seeming to have a jump on the others. South Carolina was considered to be the first activist in the regional groups. On request for a "loaned" executive, Tuttle sent Alexander to the Southeast coast to work for United Dynamics, the development contractor, in North and South Carolina and Georgia.

Alexander's not-so-secret mission, on his own time and by observation, was to learn about the special schools South Carolina had started in order to see how they could be implemented in Oklahoma as an impetus to the relocation of industry. What he learned was implemented here in 1968 when the Special Schools division of the State Department of Vocational-Technical Education was created by Director Tuttle. The plan, or authorized potential of the division, exceeded that of the Southeastern states. It now is called the Training for Industry Division.

When Alexander began working with programs for the disadvantaged, that concern (later a national priority both legally and in a set-aside of funding) had little money for operations in Oklahoma. The first program was at Watonga, Alexander said. Close attention was paid there to potential drop-outs from high schools. These people were disadvantaged both economically and educationally. There was no required minimum of funds to be spent (later a 20 percent set-aside became mandatory in graduations of percentages; these priorities included the handicapped).

Tuttle was busy with incubating activities in area schools, and, when he returned to the department, Alexander helped there some and also took on special needs programs and work study. Alexander later said, "In earlier times vocational educators, like everyone else, did not want handicapped or disadvan-

tagged persons in their classes. Yet we knew that some of these people were being turned off by academic studies and were leaving school. Our concept of a remedy then was to relate a vocational program with an academic one in areas of math, English and such things, to encourage this group to remain in school.

"We honestly didn't know quite what we were doing. It was new to me, and it was a new venture for the federal folks who were looking over our shoulders. We crept along trying to learn how to move faster and even more effectively. This gray area was authorized for use of federal funds but at that time with no pressure or push. Later, when the 1968 amendments came along, this was emphasized strongly. As a result we were required to spend a specified percentage of funds on the disadvantaged and handicapped. Dr. Clyde Matthews, who is in charge of these programs now, may have a larger budget than anyone else on the staff, aside from Larry Hansen's area schools and manpower activities. I was involved with the special needs activity only about a year, but probably spent half my time on that.

"Dr. Tuttle put me in charge of the work-study program, too, and because of the newer emphasis it did not take long to learn that one need, actually related to and helping all our activities, was curriculum. So we set up a curriculum and instructional center. These were added to my responsibilities at first.

"That experience on 'loan' to United Dynamics in South Carolina was most helpful, even though their schools were post-secondary and without collegiate credit, simply training for industry. I would spend two to three weeks there, fly back here, then return. I visited other schools, too, and paid special attention to their curriculum labs and special schools programs. Later we put in our own training for industry division, which now is named for its function. Today it is a national model."<sup>8</sup>

Alexander's additional duties spread to include public information, when that activity, under Dale Cotton, became part of the special staff functions. Such an activity appeared necessary after a study was made by the Southside Group, which in its report said that "the image of vocational education is not so bad as it is non-existent." (Alexander said in an interview

"I'd rather have them cuss me than to not know I was here.") He also worked with contracts between the department and teacher education agencies, which involved liaison with the State Regents, primarily where community and junior colleges were concerned. Setting up an expanded teacher training program at Central State was one of Alexander's activities. "Way back when everything was at Stillwater in various teacher training. Now six schools are to varied degrees."

Alexander now "has only three divisions" of which he is in direct charge since becoming deputy state director in 1972. They include public information, technical and industrial services (with Hank Jacobs and Jim Roblyer in Oklahoma City, housed with the state industrial development department), and personnel.

There are few if any persons on the SDVTE staff with more seniority than Larry Hansen, now and since 1971 an assistant state director. His activities principally include area schools and manpower, with the directed department activity of training municipal clerks and treasurers. He also has an unassigned but genial role as a senior advisor to almost everyone else on the staff. Hansen began working for the department in September of 1947 as an administrative assistant to Bonnie Nicholson, then state supervisor of the Veterans Agricultural Training Program. This lasted a year before Hansen took leave for personal reasons. In autumn of 1949 he returned to the veterans' program as a field auditor.

On July 1, 1957, Hansen succeeded Nicholson as state supervisor of veterans training, which lasted four years before it terminated, primarily because it ran out of veterans. By then the Korean War was seven years old. It took a few months to wind up the affairs of the office. In February of 1962 Hansen became state supervisor for the Area Development Act training programs. This led, somewhat naturally, to being the supervisor of the Manpower Development and Training Act operation (MDTA).

In 1964 Hansen was made finance officer for the state department, but in 1969 the push for industrial improvement and the attraction of industry having become a priority matter in Governor Dewey Bartlett's office, Hansen was given a year's



leave and went to the capitol as director of the Office of Manpower Planning. A council of almost the same name was created by the governor, and Hansen directed that. (This agency later was absorbed into the Office of Community Affairs and Planning). On March 15, 1971, Hansen returned to Stillwater as an assistant state director with responsibility for several agencies, including finance, equipment pool, manpower, and graphics. Several of these were spun off by 1975 when Hansen was made coordinator of area schools as an "in addition to" chore. This did not prevent his being elected and serving as mayor of Stillwater from May of 1964 to May 1970.

Planning is a necessary and integral part of any vocational state program. As in so many things, this was something new at the time the concept was being slowly absorbed by educators—even by those who doled out the funds. So were some of the affiliated developments, such as management by objective. Dr. Tom Thomas is the SDVTE planner now with valuable assistance from Dr. Fern Green, but they are, in terms of time, but lately come to the action.

Dr. Charles Hopkins, another one of those "fugitives" from vocational agriculture, knows more about how planning became such an important part of Oklahoma's course charting. "After I was employed," he said, "I had been on the job about six months when Francis Tuttle came into my office, looked me in the eye and asked: 'Chuck, do you get discouraged easily?' And I said 'Sir, I don't think that I do.'

" 'Well, I know that I have given you the job of planner, and there are times when you are going to come to us, telling us what we need to do, and we're not going to listen to you.' Then he added, 'But if you feel that you are telling us the way we should go and you really believe in it, just keep coming back over and over, and maybe eventually we'll listen to you.' "

Hopkins said he related this, not from a personality viewpoint either way, but that a philosophy such as this he took to heart because many times change does not happen very fast—never merely for the sake of change. "I have found that an excellent admonition. If it's information that you need to know, you just keep coming back. After 12 years, if I really believe

we should go in a certain direction, we keep presenting it and discussing it, and I have found that change does take place.

“Doctor Tuttle said once that if you do get discouraged easily, you will not make a good planner. It takes patience and perseverance. This told me that our organization could no longer ‘fly by the seat of its pants’ in making decisions. It had to have a known direction. I think that we have had that direction and that nationally we are a leading state,” Hopkins added.

That estimate, from one who has had a chance to visit many states, is valid. Oklahoma, by request, was not stingy either with its expertise, its products, or its people. Staffing was the first and most important step beginning in the late 1960s, Hopkins said. “Fortunately professional people, well trained in specialty areas—not just in education but in specialties—were employed. Research and development was a primary step. Most of our work has been in that area. It laid out the direction and documented the way that we should go. We have been national leaders in research and have documents to prove such a statement if anyone cares to see them. We are recognized as the leading state in planning and in evaluation. These have been complimented by widescale copying or adaption elsewhere. Our industrial training program, our curriculum effort—both were born out of research here and elsewhere, such as in South Carolina, which was the accepted early leader. If you will look at training centers, you will see that ours have gone a long way.”

A new trust is a productivity center, Hopkins pointed out, and it is rather innovative, although at long last there is sort of a national push in such matters. Training for small business and entrepreneurship in southeast Oklahoma has been started through the cooperation of the Kiamichi AVTS, business advisors, and staffers. This particular project is dear to the heart of the U.S. congressman from that district, Representative Wes Watkins, who happens also to be a former Oklahoma FFA state president.

The state department also is ploughing new ground with development and use of a competency based evaluation system, an action recommended several times during the past decade by the State Advisory Council. The department will

evaluate local programs based on the student's competency identified by learning. That management by objective program, referred to earlier in this chapter, is credited with being the first by a public education agency. The effort was begun in 1973 with development of objectives for joint action, then for specific persons in the various roles. Oklahomans trained personnel in 28 states in the methodology, in addition to numerous other state agencies. This acquaintanceship across the land may be one reason that in 1981 Hopkins was president-elect of the American Vocational Association. In that, he follows the selection of two other Oklahomans, Dr. Mary Ellis and Victor Van Hook.

As an assistant state director, Hopkins was responsible for such departmental activities as the curriculum and instructional materials center, educational equity, evaluation, industrial and technical services, mobile careers, planning and information, regional administrators, research, and the VIEW program. The latter means Vital Information for Education and Work. Those who head these activities report to Hopkins in the chain of staff functions.

Compared to the volume of programs now, original disciplines under the Smith-Hughes Act were pitifully few, just three, although something called "commerce" was authorized. It has a descendent in business and office education today. In Oklahoma little attention was paid to this possibility. J.B. Perky thought something already being offered in high schools took care of that area. Victor Van Hook, by high school and college training and professionally, was an instructor in business and office instruction, coming to the state department in 1964 from the textbook division of McGraw-Hill Publishing Company. Now he is an assistant state director with responsibility for educational services.

Van Hook first was assigned to the Manpower Division of the department, which, following legislation in 1962, was intended to upgrade or train the unemployed. He wrote proposals and monitored those that became actualities. They covered almost all of the vocational field.

After the business and office education division was created in the SDVTE in 1965, there were problems not foreseen. Pri-

vate schools wanted a piece of the action, but an attorney general's opinion said this type of training (and others) had to be done in public schools, Van Hook said.

A forerunner of this vocational training was called cooperative education for office occupations, similar in action to distributive education programs now, with Tulsa implementing the first one. There were 28 programs in 1965. A two-hour time block was specified with a corresponding credit of two high school units.<sup>9</sup> When a superintendent requested a business and office program, a survey was made to ascertain the equipment available, or planned acquisition, to make a program functionally sound. There were some matching funds for equipment but with a ceiling that meant in many cases more local funds were needed for the proper equipment inventory.

Instructors were the "priceless ingredient," persons already qualified or who could become so with training, plus instructional materials. Preexisting activity in office education caused some concern, even some mild conflicts on turfmanship, Van Hook said, although most such things are past and all but forgotten now. His responsibilities as head of the educational services division includes eight instructional areas, the hardy three originals and five of more recent vintage.

R. L. Beaty began with the department in 1966 as a field auditor in the fledgling area schools division. Then he was assistant finance director under Larry Hansen, and became active director of finance when Hansen took a year's leave and went to Governor Bartlett's staff as director of the Manpower Planning Council.

From Hansen's return and 1972, Beaty was number two in finance, then became the director when Hansen switched to other duties. After about six years Beaty became comptroller, which he still is, and was made an assistant state director in 1981. Norman Filtz now is head of finance. Among the departmental activities which report to Beaty are the accounting section, finance, auditing, payroll, purchasing, plant services and graphics. As a career he regards all of this as "interesting and I hope helpful for our part of vocational education."

A person no longer on the active state department staff list but who has never gone much distance from its affairs is Byrle

Killian. By appointment of Governor David Boren, he also is a member of the board of Regents for Oklahoma A & M Colleges, a somewhat venerable title for a much newer activity. After developing a good vocational agriculture program at Guthrie and bringing some young men to top level, as well as developing an excellent rapport with the business and civic community, Killian in the autumn of 1940 went to the state Vo-Tech office as state supervisor of a war training program known as Out of School Youth and Adults. Earl May of Roosevelt was his assistant. This program felt the heat of the impending but still undeclared war activity and the national push to get things going—if and when the United States became involved. It included instruction in food production courses, farm machinery repair (make it last two more years!), and a vegetable and fruit canning program. That also involved some home economists.

One of them learned something useful for herself, Killian recalled. "Our state supervisor of home economics, Anna Kay Banks, came to one of the canning schools and brought her assistant, Hazel Frost. This was instruction in canning poultry. Another teacher, Juanita Odom, said, 'Hazel, come over here and cut up a chicken.' Hazel replied, 'Lordy, me, I've never cut up a chicken in my life.' So Juanita told her that she was never too old to learn and stuck a chicken in her hands., Hazel did cut it up under instruction."

Killian also remembered a story involving J.B. Perky, then state vo-ag supervisor and Killian's superior. Letters mailed had to have Perky's approval. One which Killian composed to be sent to the people in the canning program came back to him from Perky's office with 10 circles inked around the word "I"—with a note that said, "A smart man must have written this letter," Killian recalls, "Thereafter, even when I went to the bathroom, 'we' went, not 'I.'"

Attempting to conserve beef by treating animals for various insect pests which worried them to the point of losing flesh, the war training program went into the business of fly spraying in a large way. At a later point this also involved spraying to prevent screw worm. One place where they sprayed was Roy J. Turner's ranch near Sulphur. After their work was done,

Turner looked at his cattle and could not see a tail waving to swat flies, and he said, "I'll just bring out the best"—and he led out TR Zato Heir, the first Hereford bull in America to sire \$2 million worth of calves.

When the war-inspired programs were terminated, Killian went to the vo-ag staff as an assistant supervisor. He worked with Perky for many years. Then, when Perky became state director of all vocational programs, Killian became vo-ag state supervisor. He retained that title until the late 1970s when he became an assistant state director in charge of occupational programs, the position Victor Van Hook took when Killian retired in 1978.

## WHAT PEOPLE SAY

Dr. J.N. Baker is a person who has seen education from a variety of standpoints: from personal involvement in a high school vocational program, to university student dean, to president of Eastern Oklahoma A & M College, to a military career that led to two-star rank. Now he is in research and development for the Kiamichi Area School District and has some opinions about vocational education. "My first association with vocational education in Oklahoma began in 1936 when I enrolled in vocational agriculture at Atoka High School," he recalls. "After completing high school, I went on to attend Oklahoma A & M College. After college and the interruption of two wars, I was employed by Oklahoma State University as Dean of Students.

"I was favorably impressed with vocational education while I was in high school; however, it was during my several years in student personnel work at Oklahoma State that the critical need for vocational-technical training really came to my attention. I encountered many, many capable students who had no interest in academic-type education. I developed the conviction that there was a great need for vocational-technical train-

ing opportunities wherein these students could engage in a more practical, applied type of education.

"In 1961 I left the university and went into junior college work. I found that in the junior colleges a vast majority of offerings were academic in nature, with only very little attention given to vocational-technical offerings. I found that as a general rule vocational-technical offerings were looked down on as a kind of second class program. As a matter of fact many junior colleges were offering no vocational-technical programs. The prevailing attitude was that the junior college curriculum should be entirely university preparatory and not 'watered down' with occupational-type offerings.

"At about this time the growing shortage of skilled technicians began to be recognized. Junior colleges, and even many four-year colleges and universities, increased their interest in technical programs. As the wages being offered technicians and skilled craftsmen increased and more federal funding for occupational-type training became available, respect for these programs increased on campuses. Many academic faculty members still felt that there was no place on the college campus for occupational-type offerings; however, the market place took its toll on this attitude, and technical offerings increased.

"The 1960s and 1970s, much to my liking, showed a vast increase in technical offerings. In some junior colleges enrollment in the technical division equaled or exceeded that in the academic division. This was a far cry from the situation which had existed a few years before. We frequently hear of an idea whose time has come. This seems to have been the case for occupational-type training in the 1960s and 1970s, and on into the future. The worth of academic education is above question. But, it seems to me, the value of public education institutions to citizens has been greatly increased by the addition of quality technical programs, along with quality academic programs.

"The time we live in requires excellence in both the theoretical and the practical. Our state of development cannot be maintained without a vast number of superior technicians. The conditions are right for continued growth and prosperity in vocational-technical education."<sup>1</sup>



Caroline Hughes of Cushing, a member of the board for Central Area Vocational School at Drumright and a member of the original State Advisory Council on Vocational Education (and also of the National Advisory Council, as well as a qualified home economics teacher), comments, "Core of my thinking about vocational education in Oklahoma is that it has had good administrative leadership in a variety of areas. Oklahoma enjoyed good vocational education, as then constituted, under the direction of J.B. Perky, from all reports. This was before my time. The thrust then was largely with vocational agriculture and home economics, with some T&I. This was consistent with the times and existing legislation.

"Later Francis Tuttle brought to administration of the SDVTE a background in education, as well as manpower programs which were beginning to come into play in the industrial growth of Oklahoma. Oklahoma's pulse was attuned to agriculture and oil until the early 1960s. At this time it began to feel preliminary surges of Sunbelt industrial development. Oklahoma's vocational education administrative leadership, early on, was in the mainstream of a changing economic growth pattern within the state...and initiating a thrust toward stepped up industrial training.

"When Dewey F. Bartlett became governor, industrial development for Oklahoma was his priority, and the vocational education climate was prepared for the challenge. Tax incentives and other enticements for new industries were coupled with a recognized need for trained skilled personnel. The need for cooperative planning among public and private entities was obvious, and aggressive action got underway. Because of Governor Bartlett's OKIE program, and resultant publicity, public awareness of vocational education was increased. This, coupled with industrial growth and skills training already begun by administrative decision makers, enlarged the number of individuals involved in mounting an offensive. Business, industry, labor, education, and the general public became more cooperative in planning, with its implementation as a goal.

"With many cities seeking new industries, chambers of commerce and citizens became more aware of vocational education and their need for such facilities in their communities.

This fostered support for the area school concept. The population responded by approving area districts and voting local tax bases. To learn and build on the experience of others, leaders in education, industry, and political administrations visited programs in states with good records in educational training for industrial growth. Oklahoma was willing to learn from others, and adapt these prior experiences to local application. Recognized leaders from these areas were brought here to assist and advise. Out of these observations came the decision to create area vocational schools to serve a largely rural population, in concert with the urban industrial growth stimulus. This necessitated stepped-up teacher training in institutions of higher education.

"The concurrent development of the OTIS system, as a tool for program planning, potential job placement, and needs assessment, was a major factor in determining demands and meeting them. In chain reaction, curriculum development became a major factor in meeting general and specific needs in vocational programs. How all this happened is a result of forward thinking, by the executive and legislative leadership, educational and industrial leaders. It was a many-pronged thrust.

"Why all this happened is that a strong educational system was in place, and capable of moving from an agriculturally oriented economy to an industrial one. Leadership in vocational education has been strong through the years. In addition, public support has been on-going, based on a good record for the secondary-adult instruction at area vocational schools and at institutions of higher education.

"Not to be overlooked is a tremendous growth in adult programs presented in area schools. These have served a retraining and up-grading educational need at the local level, where successes and failures are most noted. Most area schools serve as many adults in short-term programs as in their full-time secondary programs. In my opinion, area schools have done a good job in identifying themselves as a part of each community's school system, even though geographically removed by several miles. Historically, citizens endorse and support programs which meet their individual needs, and abandon the failures."<sup>2</sup>

Answering a request for his opinion on the “how” and “why” of Oklahoma’s superior vocational-technical education, Marvin Stokes, long-time superintendent of the unusual Byng school system with its 15 vocational programs, and also a member of the State Board, said, “Oklahoma got a head start in vocational-technical education, in my opinion, because J.B. Perky laid a groundwork early for vo-ag and home economics. As the state became more industrialized, Dr. Francis Tuttle saw the necessity for all types of vo-tech training and put together a good program that has kept pace with new technology and the ever-changing needs of the labor market.

“Our state is blessed with its climate, and we are able to provide a physical environment for many kinds of outdoor training for our students on a virtual year-round basis. We have been able to provide a comprehensive program in both industrial and agricultural education that has given our students more opportunities to choose training which would provide a more realistic career potential.

“Maybe it’s because Oklahoma is a young state and much of the pioneer attitude still prevails, but I believe the work ethic is much more a part of general upbringing of our teachers and youngsters as well. We have been able, I believe, to instill the idea that a skilled worker—whether he is blue collar or white collar—is a person to be admired and respected. I think that we have avoided the belief that ‘bright kids go to college and the not-so-bright go to work.’ In our school, as in most schools in which vocational training is emphasized, excellence in a vocational program is stressed and accorded the same dignity as excellence in academics.

“Admittedly, I am biased because I have seen what a good vocational program can do to change the lives of young people.”<sup>3</sup>

The influence on students that vo-ag instructors have is both known and of great weight. Jack Harper, a former instructor because he was inspired by Harry Chambers at Weatherford beginning in 1931, is a case in point. Recently Harper has been a board member of the Western Oklahoma Area School at Burns Flat. “In the spring of 1931,” he says, “Rivers Randle, then Weatherford superintendent, called the eighth grade boys to-

gether and told us we would have a vocational agriculture department beginning at the fall term. He introduced Harry Chambers as the man who would handle the program. He previously had been at Grandfield.

"Since I was a town boy, there was not as much chance for me to have livestock projects as there would have been if we lived on a farm. Dad was in the grocery business. So, in the way that he tried to make the program fit each individual, Mr. Chambers encouraged me to go in for judging contests of all kinds and to make trips many places. In those depression days they were real highlights.

"I have some fine recollections of vocational agriculture and of the FFA. I have some strong opinions, also, which includes believing that the superior programs Oklahoma has had resulted from the high quality of administrative leadership, beginning with J.B. Perky in my day. I not only respected Mr. Perky, I was awed by him and perhaps a little afraid of him. During the years that I taught agriculture, I very seldom questioned his judgment in any way. We thought he was steering us right.

"When I saw how Mr. Chambers helped students and the community and the respect in which he was held, I wanted to follow his example and teach. Over the years I have not changed my idea that vocational education means work, and some sweat, but that it is honorable and desirable. It contributes to a fuller life."<sup>3</sup>

Vocational education in Oklahoma was seen by Murl Rogers, state FFA president when he was a student at Pawnee and who went to Oklahoma A & M the hard way, and later was director of the OSU alumni association: "Vocational-technical education in Oklahoma has enjoyed a fabulous growth through the years. I feel that a large number of people have been responsible for this growth, but the one person most nearly responsible for establishing its sound foundation and leading it in its most important formative years was J.B. Perky.

"I have known very few people who had the ability to analyze situations, develop logical solutions, and lead others to implement those solutions as did Jim Perky. Mr. Perky was a man whose whole life was dedicated to developing programs to aid

young people to help themselves in overcoming the handicaps of near-poverty during the 'great depression,' and developing programs to move ahead vocationally regardless of where they came from.

"The wonderful objective programs of the FFA and other youth organizations evolved into conditions that caused young people to develop themselves, vocationally and economically, while acquiring qualities of leadership and citizenship that are so important for any person to be successful. The vocational education program in Oklahoma has been successful because of its excellent leaders. The 'factor' most responsible for growth of vocational education in Oklahoma has been a 'universal spirit' of dedication inherent in all these leaders and the complete devotion to the cause of working together to help these young people.

"I feel that one thing that contributed most to making vocational education responsive has been its adaptability to changing needs. Initially there was the great need for a program to serve 'Future Farmers.' That need continues, even as Oklahoma's vo-ag program has been developed into one of the finest in the world. There was a recognized need for training home-makers, and vocational home economics was established in our high schools. It continues to grow in effectiveness all over Oklahoma. As World War II broke out, there was a need to train national defense production workers, and vocational education adapted to that need. Following the war there was a need to train veterans for rehabilitation on farms in Oklahoma. The Veterans Agricultural Training Program directed by the SDVTE developed and operated a very effective program of education and rehabilitation for Oklahoma's farm veterans.

"In more recent years there has been the recognized need for vocational-technical training in various fields in high school and post high school training. Again, Oklahoma's Vocational-technical training programs have adapted to meet these needs. Business, industry, the various professions, as well as agriculture and home-making skills, are being taught to literally hundreds of thousands of young people and adults. This serves to help these people to improve their vocational capabilities,

and it serves all of Oklahoma by providing trained, productive manpower to meet state needs.

“Vocational education here is something everyone should be very proud of, because every citizen of Oklahoma benefits from its various programs.”<sup>4</sup>

Regarding the obvious growth of vocational education in Oklahoma, Dr. Orbra Hulsey, superintendent of the Caddo-Kiowa Vocational-Technical Center and a former local school administrator, put his thoughts in outline form.

*How did this growth happen?*

1. Area school districts voted by the people and schools built in geographical areas within reach of 90 percent of the population.
2. Programs that met students' training needs and occupational desires.
3. Legislative, State Department and local responsiveness to occupational requests.

*What factors or persons were responsible?*

1. Changes on the American industrial and scientific scene demanding new skills; a new emphasis on technologies.
2. Consolidation of finances so that schools could participate in more expensive programs than they could afford individually.
3. Support for occupational training as a corollary for securing new industry in the state, espoused strongly by Governor Dewey F. Bartlett, and continued by his successors.
4. Proper relationship between the State Department of Education and Department of Vocational-Technical Education, through direction of the respective leaders.

*Why did all this happen?*

1. Changes in the industrial climate; tax laws responsive to business and industry.
2. A vocational climate responsive to business and industry on all levels—secondary, post secondary, and adult.
3. Public climate resulting from people becoming disenchanted with some aspects of higher education, especially the demonstrated denigrating attitudes toward all society.
4. Response of the public by building area schools and supporting them.

5. Advantages of a separate vocational-technical board.

6. Excellent leadership by the State Advisory Council on Vocational Education.

7. Media support from persons with backgrounds in business, industry, and education.

8. Persons in key positions doing their job well.<sup>5</sup>

Long ago a need for vocational education existed in Oklahoma, and leaders of that era recognized such a need, in the opinion of Ellis Freeny, former county agent and for years executive vice-president of the Oklahoma Cattleman's Association: "I believe that people in Oklahoma and the Southwest generally tend to be more loyal and attentive to job assignments, which would include participating and taking advantage of educational opportunities by vocational programs. Talent and leadership of the administrations have been unexcelled. From all reports, industry is well pleased with the training personnel, the entry level workers made available."<sup>6</sup>

Monte Reese, assistant vice-president for public relations for the Federal Land Bank of Wichita and from a family long associated with vocational agriculture and its voluntary youth organization, said, "I believe vo-ag was one of the first and most successful programs in education. Other programs which followed were able to take advantage of lessons learned in the development of vocational agriculture and were challenged to emulate its success.

"In my opinion, the primary force behind the success of vo-ag has been its integral student organization, the FFA. Of lesser importance but still significant in the development of both has been our state's unique emphasis on competitive activities; a history of capable and dedicated employees on the state staff; the establishment of a proud tradition; and promotion of vocational agriculture with a positive attitude at every level. The program is envied nationwide.

"Certainly the strongest drawing card of FFA is the opportunity for competitive activity. In some states, participation in competitive events is limited or even discouraged. Restrictions are placed upon the amount of school time that a student can use in competitive events. Sadly, such a philosophy also limits the student's opportunity to learn. Oklahoma, on the other

hand, has always encouraged competition and built an unusual tradition of winning. The state has spawned such widespread activities as the National Land, Pasture and Range Judging Contest, which draws from many states, and it created the world's largest junior livestock show, both as a result of that emphasis on competition.

"It takes a dedicated staff to compete continually, effectively, at the national level. Oklahoma has had some of the best. J.B. Perky, though I never really knew the man beyond a cursory introduction and a handshake, influenced my life as well as the lives of hundreds of other FFA members for many years before his retirement, simply because of the respect he commanded for vocational agriculture and the level of performance he required for vo-ag teachers. Leadership exhibited by state FFA officers has instilled a desire to succeed among Oklahoma FFA members, the likes of which aren't found in any other state. The number of national FFA presidents, other national officers, and American Farmers produced by Oklahoma bear evidence.

"A 'can do' attitude prevails in Oklahoma no matter what the problem or opportunity. In some states an idea is barely born before people declare that it won't work. In Oklahoma, vocational education is willing to give it a try. These factors have led to tremendous support for vocational education from both the public and political sectors. How can we fail with a combination like that?"

"The key figure in the growth of vo-ag without a doubt was J.B. Perky," says Charles Hogan, long-time teacher at Hydro and Carnegie, then farm manager for Central State Hospital. Along the way he developed some outstanding students. His state championship livestock judging team in 1938, for example, included Wayne Miller, now director of OSU Tech at Okmulgee; Dr. Allen Heidebrecht, director of research for a major feed company; and Bill Cole, professor of animal science and judging team coach at the University of Tennessee. Wayne Ivins was another example. He owned land, livestock, and equipment by the time he graduated from high school. It all came from FFA projects and a calculated risk on wheat land.

"Mr. Perky selected a staff capable of carrying out his wishes,"



Hogan says. "He could inspire people. He knew how to get the most out of them and to evaluate them. But without the people whom he selected as helpers and the way they all helped the organization, its success could not have been possible. The competitive impetus given the whole movement by participation in the large number of district shows and in state shows in the 1930s and 1940s provided an impetus to esprit and to improvement. This gave rural youth an opportunity to compete that they otherwise would have missed. They found a place in the sun, and they enjoyed it."<sup>8</sup>

Houston Adams, president of the Bank of Tulsa, comments, "G.I. benefits probably did more for increasing the enrollment in liberal arts colleges than all other factors together. Young men were getting degrees who would never have dreamed of attending a college or university prior to World War II. The 1947-1950 graduates were hitting the streets by the thousands with a diploma in hand and ready to take their places in the business world. Many, if not the majority, found they were not really qualified to perform duties or fulfill the needs of business and industry. They had a general education with no special talents to sell to prospective employers.

"Vocational education came to the forefront. A few Vo-Tech schools sprang up across the country. Young men and women said, 'Hey, I can go to one of these schools for two years or less and step right out into a good paying job. Why should I go to a four-year university, spend all that time and money, and hope with luck to land me a job when I graduate.' At the same time, business and industry were literally standing at the end of the graduation line ready to hire the young men and women who could join their work force today and immediately start producing for their company.

"I started a Vo-Ag Department in the little western Oklahoma town of Okarche in 1950, a school district of approximately 100 miles of prime wheat and cattle country. The farmers were descendants of Germans who were extremely progressive and eager for their sons to become even better farmers than they had been. The average enrollment each year in vocational agriculture was 60 boys. History has shown a good 90 percent of these young men stayed on the farm and are now

outstanding leaders and citizens of Kingfisher County. There were seven vocational agriculture departments in Kingfisher County who experienced similar records as Okarche. I like to think that vo-ag instructors in Kingfisher County did an excellent job training these young men to become superior farmers; but, of more importance, they taught them to become community leaders.

"The success of vocational education starts at the state level—the state supervisor and his staff, and the teacher-training departments of land grant colleges. Oklahoma has been an example for other states in the field of vocational education. Credit goes to men such as J.B. Perky, Dr. Henry Bennett, Byrle Killian, Benton Thomason, Hugh Jones, J.B. Morton, Ralph Dreesen, Cleo Collins, C.L. Angerer, Clifford Kinney, and Bob Price, to name a few.

"J.B. Perky theorized that a vocational agriculture teacher was doing a good job if, at any time, he could be elected the mayor of his town, president of the local civic clubs, president of the Chamber of Commerce, and Sunday School superintendent. He was expected to be a leader on the school faculty, win most of the blue ribbons in the livestock shows, win a majority of the numerous judging contests, have the most Junior Master and American Farmers, and have a dynamic young and adult farmer program. It was goals such as these that made the tremendous success story of vocational education in Oklahoma."<sup>9</sup>

Byrle Killian, teacher, state supervisor of vocational agriculture, and assistant state director for programs, says of vocational education: "J.B. Perky laid the foundation for the growth and development of vocational and technical education in Oklahoma. Vocational programs developed under his leadership were vocational agriculture, home economics, trade and industrial education, distributive education, health occupations education, business and office education, technical education, manpower development and training, and special services, along with teacher education in each occupational area. He believed the purpose of vocational education was to meet the needs of the people and that it should be provided to all those who wanted it, needed it, and could profit from it. It was

his strong philosophy also that 'what one vocational teacher could do, all could do—what one could not do, none could do.'

"Perky also saw a need for more specialized training for all the people. This he put into action under development of the vocational-technical area schools. He said that vocational education should not merely be good but should be good for *something*. Not only were buildings to be new and modern—so also would be the equipment. He cited an old printing press at Muskogee High School as a prize example of outdated equipment.

"Dr. Francis Tuttle, the current state director, has done an outstanding job of expanding this area concept on a much larger scale by working with school superintendents, business, and industry to meet new and expanding needs and by working with the legislature and congress to provide the funds for this training.<sup>10</sup>

"The entire image of vocational and technical education changed with passage of the 1963 amendments. This legislation provided for training for new jobs and upgrading job skills. All of this was made possible by a good, strong, separate board for vocational education; a strong system of advisory groups headed by the State Advisory Council, and local advisory committees. This has had a coupling effect through the addition of local craft advisory groups to each local vocational education program.

"The evaluation of programs has been continuous and on-going. Therefore the training for jobs is kept up-to-date and timely.<sup>11</sup>

## 7

# TECHNICAL TRAINING ASPECTS

By 1960 it was evident that expanding technology not only was a factor in American business and industrial progress, but also an activity and an effect that would be permanent—and never static—in the future. “Sputnik” was an accelerator as was the National Defense Education Act of 1958. These programs influenced vocational education in Oklahoma, which added a hyphen and the word “Technical” to the existing smaller title. A new division then was established by the state department with John Talbott as supervisor. Technical programs at the associate degree (or two-year level) later would be shifted by agreement to the State Regents for Higher Education and become a prominent part of studies offered by former community and junior colleges and incorporated into the state system of post-secondary education. (The mandatory allocation of 15 percent of Vo-Tech’s federal funds, previously disbursed by that agency, was declined by the regents in 1980. It then represented some three to four percent of budgeted funds for technical programs under the regents’ budget.)

The basic purpose was to train persons to work in direct support of engineers and scientists, in the medical field, and to perform specialized tasks that are functional services, including the necessary mathematics. A national demand for 67,800 persons was noted.<sup>1</sup>

In Oklahoma technical programs could not be placed widely because a demand for technical workers did not exist everywhere. There was a demand in those state areas where communications, aerospace, missiles, industrial development of basic products, and suppliers were located. The level of instruction ranged from high school to two-year institutions.

The first schools to offer technical training, with but two exceptions in the Oklahoma City system and Tulsa Area School, were all on the post-secondary level. Included were Oklahoma College of Liberal Arts, Langston University, Cameron State College, Northeastern A & M, OSU Technical Institutes in Oklahoma City and on the Stillwater campus, OSU Technical Training at Okmulgee, Murray State College, Northern Oklahoma College, Connors State College, Eastern Oklahoma A & M College, Sayre High School and Junior College, and Poteau High School and Community College. Enrollment in industrial technology courses in 1960-61 was 1352 full-time and 426 part-time students. By 1965-66 the figures were 3899 and 1100 respectively. Progress has been rapid and constant with expansion of training programs.

In the autumn of 1966 the "new" computer concept of telecommunications was offered in eight Oklahoma schools, a major innovation. There was a data processing center in Oklahoma City to which was connected from 12 to 16 smaller centers via direct telephone lines. The total program cost was less than half a million dollars per year.<sup>2</sup> Half the cost was paid by state and federal funds under the Vocational Education Act of 1963 (the first major expansion of programs). There was a 10-week institute to train teachers for the new programs and its related concepts at Oklahoma State University funded by the U.S. Office of Education. Twenty instructors were produced for Oklahoma and 15 for other states. And there was a repeat course in 1967. Data processing and computer systems analysis were

course components. OSU added technical teacher training educations to its offerings.

These first two years resulted in administrative costs of \$11,200 in state funds. Reimbursement of teachers, teacher training, maintenance of various portions of the overall program and supervision, plus other costs of operation, amounted to \$5,338,395. Of this, \$3,823,972 was local funding, \$919,480 was state funds, and federal increments amounted to \$394,943 (all in even figures).<sup>3</sup>

In Oklahoma for most purposes the term "community college" has been superceded by the label "junior college" in the state system, and most of those that actually began as local or community colleges have been absorbed into that system. There continues to be doubt as to what basic purpose a two-year junior college is intended to fill. Ease of travel obviously is one attraction. So is nominal lower costs and campus residence requirements. One belief is that the community college concept is meant for benefit of the individual only, with emphasis on adult and continuing education, self enrichment, and polishing of skills in the growing trend of technical education. Another attitude is that the two-year school has a benefit for society as a whole by providing remedial education and as preparatory work, at less cost, for progression to higher education at a four-year institution. There is validity in both viewpoints. At any rate, the system is alive and growing.

Popularity of junior colleges the past two decades in turn has created a national problem that, to retain their place in the educational lineup, junior colleges will have to resolve by creation of new financing alternatives. Along with this, the two-year schools must take a long, hard look at what their primary mission should be.<sup>4</sup> Are they places for remedial education, life-long learning centers, or local activity centers?<sup>5</sup> That determination may have much to do with the source of their funds in the future: tuition, state, or local sources.<sup>5</sup> During the expansion period, community colleges have largely dropped away from academics in their haste and fascination with growth areas.<sup>6</sup> Edmund Gleazer, former president of the American Association of Community and Junior Colleges, wants to drop the

"college" bit and make the schools into community learning centers for all age groups.

Whereas nationally the local share of community support has dwindled from 43 to 20 percent as the state's share rose from 30 to 50 percent, Oklahoma's state system has taken an even larger support role. There is no panacea for the future financing situation, merely different options, but having been absorbed into the state system there is little likelihood that any Oklahoma community would opt to resume its original role.

The history of vocational education as higher education began in Oklahoma with the establishment of the Agricultural and Mechanical College at Stillwater in 1890. That institution can properly be called the mother of vocational education in the state, offering less-than-baccalaureate programs to both men and women in agriculture, home economics, and the mechanical arts prior to statehood in 1907. From 1890 to 1970, Oklahoma State University was responsible for a majority of the vocational programs and courses offered in the State System; these were provided through its technical institute on the main campus and its technical branches at Okmulgee (opened in 1947) and Oklahoma City (established in 1961).

Technical education became statistically important in Oklahoma higher education shortly after the launching of the Russian satellite "Sputnik" in 1957. That event stimulated a whole spate of scientific research in the natural and physical sciences at colleges and universities across the nation, which, in turn, spawned a revolution in technical education during the 1960s. Two-year colleges added many new programs in engineering technology, computer technology, health-related technology, and business technology beginning in the early 1960s and continuing through the 1970s.<sup>7</sup>

The Oklahoma State Regents for Higher Education conducted an inventory of vocational-technical programs at State System colleges and universities in 1963-64, the first time that a statewide survey had been conducted on a formal basis. That inventory showed a total of 121 programs being offered at 17 public colleges and universities, with an estimated full-time equivalent enrollment of 4220 that year. Enrollment in vocational-technical education constituted approximately nine

percent of total State System enrollments in 1963-64, and expenditures for vocational and technical education were estimated to be in the range of \$3 million that fiscal year.<sup>8</sup>

An indication of how programs of vocational and technical education have evolved and matured in colleges and universities of the State System is revealed in a recent publication of the State Regents entitled *Inventory of Technical-Occupational Programs: The Oklahoma State System of Higher Education, 1981*. That document shows that 24 public colleges and branch institutions currently are offering 431 technical programs to 19,876 FTE enrollments at a budgeted cost of \$49.8 million. (A summary table showing the number of programs, students, and estimated dollar cost for technical programs at State System institutions is presented in the appendix.)

Technical-occupational programs now comprise about 20 percent of the FTE enrollment at State System colleges and universities, as compared with about nine percent two decades ago. Also, technical-occupational programs account for about 20 percent of the instructional dollars expended by public institutions in 1981-82. Approximately 80 percent of the funds for operating technical programs is provided by the Oklahoma legislature through state-appropriated dollars, with the remaining 20 percent coming from student fees and local tax funds.

Prior to 1980, Oklahoma public colleges and universities received approximately three to four percent of their operating dollars from federal appropriations. However, no federal funds have been utilized during the past two fiscal years. Disagreements between state and federal officials over federal regulations, federal data requirements, and requirements related to accounting for federal funds led college presidents and state higher education officials to turn down an offer of federal funds designed to assist in the improvement of post-secondary technical programs offered by the public colleges and universities.

Technical-occupational programs carried out at the State System level are divided into six categories, including: (1) Agriculture Related, (2) Business and Office Related, (3) Engineering and Industrial Related, (4) Health Related, (5) Home Economics Related, and (6) Human Service Related. Engi-



neering and Industrial Related programs are the most important in terms of programs offered and dollars budgeted, followed by Business and Office Related programs and Health Related programs (see following table).

TECHNICAL PROGRAMS AT STATE SYSTEM COLLEGES, 1981-82, WITH PROJECTED NUMBER OF FTE STUDENTS AND DOLLAR COSTS			
Program Category	No. of Projected Program	FTE Enrollment	Estimated Dollar Costs
Agriculture Related	26	669	\$ 2,225,178
Business & Office Related	148	7580	16,262,725
Engineering & Industrial Rel.	151	7207	18,500,630
Health Related	46	2843	9,090,976
Home Economics Related	20	448	1,251,055
Human Services Related	40	1129	2,478,883
<b>TOTAL</b>	<b>431</b>	<b>19,876</b>	<b>\$49,809,447</b>

As Oklahoma colleges and universities move through the decade of the 1980s, enrollments in technical-occupational programs should continue to outstrip other kinds of enrollments, based on both demographic and economic factors. Enrollments in two-year colleges are expected to remain strong for a number of years primarily because these institutions have a number of campuses in the urban areas of Oklahoma City and Tulsa, where more than half the state's population resides. Also, the number of adults between 25 and 44 years of age is increasing rapidly, and this segment of the population finds the two-year college compatible. This

same segment of the population is turning toward technical-occupational education as its first choice over other kinds of programs. This is due in great part of an influx of mature women who want to learn a job skill.

Because two-year institutions now provide a majority of the technical programs carried out in State System colleges and universities, and because business and industry continue to hire the kinds of technical graduates trained in the two-year colleges (nurses, computer technologists, etc.), the outlook for continued growth of technical-occupational programs of less-than-baccalaureate level will account for upwards of 30 percent of the total higher education enrollment at State System institutions. This means that technical enrollments will be larger than enrollments at the upper-division (junior and senior classes) in four-year colleges and universities and twice as large as enrollments in graduate and professional programs. Indeed, technical education enrollments may well comprise the largest single category of higher education enrollments before the end of the current century—and possibly by the end of the current decade.

(These estimates were made by Dr. Dan Hobbs, Vice Chancellor for Planning and Policy Research in the office of the State Regents for Higher Education.)

There is no doubt that the Russians successful space flight of Sputnik intensified the United States space program. It also had, with the National Defense Education Act of 1958, an accelerating effect on vocational-technical education at the post-secondary level.

A junior college in the Oklahoma state system, Northeastern Oklahoma A & M College at Miami, was a leader in occupational programs, originated primarily by the late Joe W. Ables. His concept of occupational training was vocational courses which he included under the umbrella of industrial education, according to Dr. J.D. Wilhoit, whose tenure at A & M began in 1960.<sup>9</sup> The thrust of Sputnik and the NDEA initially was responsible for Northeastern upgrading its existing machine shop and welding programs. Then new ones were added, such as technology courses in

computer science, electronics, drafting design, and environmental studies. By the 1980s Northeastern offered occupational training programs in accounting, air conditioning and refrigeration, automotive technology, aviation, child development, computer science, construction, criminal justice, drafting and design, electromechanical technology, electronics technology, energy conservation, fashion trades, forestry, and graphic arts. Also in vocational home economics, horticulture, hotel-motel management, legal assistant, legal secretary, machine shop, marketing and management, medical laboratory technician, medical secretary, nursing (associate degree), ranch management, secretarial science, technical theater, general technology, and welding.

“The question of why such training was needed can be answered in short by stating,” Dr. Wilhoit said: “(a) emphasis and impact that the NDEA of 1958 had on education; and (b) the sudden awareness of our legislature to the fact that monies would have to be made available to educational institutions for upgrading of equipment and facilities. The fear that the United States would fall behind as a national leader in the scientific world encouraged financial assistance for educational institutions. This assisted education in keeping abreast of rapidly changing scientific and engineering accomplishments. In addition to National Defense, industries also were capitalizing on scientific and engineering achievements brought about by World War II.

“The lack of federal and state funding for new equipment and upgrading of facilities encouraged private educational centers to compete with higher education institutions in training of new technicians. This aspect of education is still prevalent today. However, the financial assistance received from state and federal governments has allowed state institutions of higher education to compete with the private sector.

“My personal belief regarding young people is that Oklahoma from 1958 to the present has been a national leader in vocational-technical training. Our graduates have been in high demand on the national labor market and will

continue to be in demand. An improvement of the financial picture in the late 1970s has provided competent faculty and the upgrading of equipment. A continuous pledge of the State Regents for Higher Education, State Department of Vocational-Technical Education, and the Oklahoma legislature is of vital concern.

"Oklahoma's position with respect to the world oil crisis has aided us tremendously. The past three years education has received a larger portion of the Oklahoma budget than has ever been recorded in Oklahoma history. This continued financial support will help keep Oklahoma a leader in vocational-technical education," Dr. Wilhoit declared.<sup>10</sup>

Among public institutions in the state system in the autumn of 1981, it was disclosed that OSU Technical Institute in Oklahoma City reported the greatest percentage increase in enrollment over 1980 with 18.2 percent, followed by Claremore Junior College, 16.3 percent; Tulsa Junior College, 14.5 percent; Northern Oklahoma College, Tonkawa, 12.4 percent; and El Reno Junior College, 11.5 percent.<sup>11</sup>

In a paper on "Alternatives to the Associate Programs to Meet Special Needs," Dr. A.M. Philips, president of Tulsa Junior College, said with reference to traditional associate degree programs: "There is still very much present in the American educational value system an underlying syndrome which relates quality to sophistication and elevates academic skills above applied skills. In other words, the more complicated or sophisticated something is the better it inherently is supposed to be. Therefore, when we talk of programs of less than traditional length, and usually of less sophistication, we run afowl of this quirk of society and acquire the stamp of lesser quality. It is this type of educational snobbery which has been the bane of vocational educators for decades, and which has produced a dichotomy between academic skills and applied skills. It has been made quite difficult, from a social point of view, for two-year collegiate institutions to offer shorter programs, and therefore easy for many such schools to avoid becoming relevant, comprehensive colleges."

It can be assumed that the offering of occupational courses at these institutions had something to do with increased enrollment, for there was little innovation in academic studies. They did have their place and their appeal. Dr. Philips also said, on another occasion: "I think 1970 marked a special milestone in the development of vocational-technical education in Oklahoma, certainly in the post secondary area, anyway, when Tulsa Junior College opened some 32 programs at one time and enrolled 839 students. This, in my opinion, vaulted Oklahoma into the national mainstream of post secondary technical and occupational education. It represented for the first time in the state what an urban college could do in this field and do expeditiously.

"Of course, this trend was continued with the opening of Oscar Rose Junior College and South Oklahoma City Junior College the next year or so. These events stimulated and added momentum to collegiate post secondary growth in vocational-technical programs in other Oklahoma colleges as well. Also, the intensive use of practitioner advisory committees on a large scale for each program which was developed pointed up the importance of making employers partners in program development and operation, as well as creating a group really interested in employing the program product.'"<sup>12</sup>

In 1937 Oklahoma A & M created a technical institute on the Stillwater campus in addition to its normal four-year and graduate programs. In 1947 the non-degree OSU School of Technical Training was opened at Okmulgee on the site of a former military general hospital. And in 1961 OSU opened a branch in Oklahoma City as the OSU Technical Institute. Originally a division of the College of Engineering at OSU, the Technical Institute in Oklahoma City was raised to divisional status in 1977. Its mission is "to educate men and women for careers between the skilled crafts and the highly scientific professions." Its post secondary work is career oriented for two-year associate degrees, according to Phil Chandler, the director. He now reports directly to the president of OSU rather than to the dean of engineering.

The institute is accredited by the North Central Association

of Colleges and Schools. It began in a surplus elementary school building of the Oklahoma City system, still used, but has a new 80-acre campus with four buildings two miles from that building near N.W. Tenth Street and Portland Avenue. In the two campus areas, there are 22 technical associate degree programs and some one-year certificate programs. At a recent time there were 49 full-time faculty, of whom a dozen were tenured and 20 others were on a tenure track. From there a range is to 59 full-time persons and 102 adjunct instructors. From 92 students in 1961 the enrollment has grown to in excess of 2400. More than 36,000 persons, most of them from the Oklahoma City metro area, have gone through the school, 2100 of them to the associate degree level.

Student fees account for 21 percent of the school's income, while 79 percent comes from state and federal sources. The state portion and the federal allocation are disbursed through the State Regents for Higher Education. From three engineer-related programs in the beginning, the options have grown to 19 major studies. These are found in engineering, community service, business, horticulture, and health-related technologies. There is an adjoining police and fire department training academy. There also are some non-credit courses to meet demands in the metropolitan area served. An innovation at the institute is the use of interpreters and educators for the deaf in computer programming courses. There also are remedial courses for the basics, for the admissions policy is "open door." Of the full-time faculty, 60 percent hold master's degrees; the other 40 percent have a bachelor's degree.<sup>13</sup>

At Okmulgee, 99 miles from Stillwater, OSU has a branch called the OSU School of Technical Training. It is the state's only residential vocational school and the only one in the nation to be part of a major university. It also has received kudos from national publications, both vocational and general, in magazines and newspapers, and has been highly complimented by national educational leaders.

OSU Tech, as it is called, now offers 44 programs in 17 possible occupational clusters. For the trimester beginning in September of 1981, the school anticipated 3725 full-time

equivalent students. Twenty-five of the programs, if completed satisfactorily, could earn an associate degree. The rest get certificates.<sup>14</sup> Employment statistics for graduates are so high that many researchers ask for a recount.

This school began with 500 students late in 1947 as the last of an Army medical contingent moved out. The campus had been the site of the Glennan General Hospital, built during World War II and was used until October of 1946 variously as a treatment center for wounded, a hospital for wounded German POWs, and as a hospital for American servicemen. The buildings were the usual "temporary" type of cantonment wooden construction, with multiple wings connected by covered walks. A few were two-story 44-man barrack structures, the rest one story. The Army declared all of this, located on 160 acres, to be surplus. Dr. Henry G. Bennett, president of Oklahoma A & M, saw an opportunity and secured the land and facilities prior to his becoming head of the U.S. Point Four international program (and losing his life on a hill in Iran in 1951).

L.K. "Keith" Covelle, who had been head of trade and industrial education for the State Department of Vocational-Technical Education, was named head of the new school with its 500 students. There were 11 courses offered, including vocational agriculture. That was where, shortly afterward, Wayne Miller, the present director, came into action before becoming Covelle's assistant when agriculture was dropped from the curriculum.

Little of the original installation now is left except for such things as a water tower and some pavement. Distribution systems for water, sewage, and electricity have mostly been replaced, certainly expanded, partially by students dealing with these crafts. Some structures, a portion of them faced with brick over wood, also have been class projects. The school has been aided and encouraged by successive presidents of the parent institution: Dr. Oliver W. Willham, Dr. Robert B. Kamm, and the current president Dr. Lawrence Boger. The Board of Regents for Oklahoma A & M Colleges also has been helpful. A boost from two state bond issues for capital outlay expedited building construction. Where much early

equipment was scrounged or donated, the school now has millions invested, although supporters continue to assist it with contributions in kind or cash.

There is no athletic program as such because the school has neither the time nor money for such activities. An intramural program is carried out through student organizations. There are social events plus various school ceremonies which tend to make the student body, some of them married, keep acquainted and become involved in a friendly campus atmosphere. Food service programs provide a variety of restaurants and a bakery. In fact, many services needed by students are provided by campus eligibles through various training programs.

All of Oklahoma's 77 counties are represented in enrollments, along with students from 35 other states and a dozen foreign countries. A special program is carried out on campus through an agreement with the Vocational Rehabilitation division of the Department of Human Services. Some handicapped persons are mainstreamed. Industry groups are used heavily as advisors for craft and skill programs. Miller for several years also has been a vice-president of the parent university, which brings additional recognition to the school.

In the State System of Higher Education budget, OSU Tech received \$9,486,691 in 1981-82. The cost per FTE student ranged from \$177 for a program in food service baking to a high of \$5566 in auto service management. Nineteen programs range in FTE cost between \$2000 and \$2500; 12 range from \$2500 to \$3000; and 13 receive above \$3000. In a Regent's survey, 16 courses were evaluated as needing increases in both students and programs; 23 needed more enrollment in existing programs; and five were adjudged to need a status quo.<sup>15</sup>



## MANPOWER—OKLAHOMA STYLE

In the first two years of the 1980s, there was a “recession” at work, a term which seemed new to many persons who never had their economic nerves pinched by one before. However this recession was but a shadow of what had passed before—the great depression which began in 1929. As part of the social legislation so much a part of the American scene in the 1930s, congress in 1961 passed the Area Redevelopment Act, which was reported out of committee as an acknowledgement that some localities likely would remain depressed economically unless the federal government intervened. This was passed in the belief that employers would be more willing to locate in areas of high unemployment if federal funds were available to help training whatever type of manpower was needed. This act would cast a long shadow.

In 1962 Congress, its collective inclination tending to hurry down this trail, passed the Manpower Development and Training Act. This would, congress said, help correct the im-

balance of work or idleness created by automation, for the government would help train people for new skills.

These two pieces of legislation put the government directly into manpower training ostensibly to help the unemployed and underemployed. The ARA was hesitant. No serious effort ever was made under its acronym to reverse economic conditions in depressed areas. Almost coincident with passage of MDTA legislation, the economy improved. Automation was less a villain than advancing technology. High rates of employment in certain skills were more a reflection on the total demand for labor. As conditions improved, more persons were absorbed into the labor force. The national priority then became to help those who were disadvantaged for reasons of education, race, or economics and thus were without marketable skills.

It was obvious to any observer that applying such criteria to the jobless meant that a great majority of those to be helped were black. The Civil Rights Act of 1964 prohibiting racial and sex discrimination was yet but a glimmer on the horizon. To get the economic wagon rolling and to secure passage of MDTA type legislation, a gentlemen's agreement was reached in the U.S. Senate to avoid using any reference to blacks, as an ethnic group, in the legislation so that the powerful Southern bloc of Senators would agree to it (as Lyndon B. Johnson later noted).<sup>1</sup>

Yet it is an interesting commentary on American life and mores that, once congress passed civil rights and economic development legislation, the South in general and its representatives in particular followed the laws closely, while their Northern brethren elsewhere continued to pay lip service to equality while practicing discrimination assiduously.

In Oklahoma MDTA was a device to secure training, and vocational education did a large share of this inasmuch as it already was operational. The original facilities, later called Skill Centers, were another device used for such training. Oklahoma's vocational education department also was given responsibility for an activity entitled AMIDS, to most people's puzzlement. This stood for Area Manpower Institute for Development of Staff. The "Area" originally was a band of six states northward from Oklahoma, with five more states even-

tually added, and the purpose was to train administrators and supervisors for occupational training under MDTA.

Bob Brown was the first director of AMIDS, which had its office in the basement of the Lincoln Plaza complex in Oklahoma City. It developed the first model for open-entry/open-exit training that came out of the U.S. Office of Education. The State Employment Security Commission was involved in the effort by registering applicants for training and channeling them to the various centers. Later in the decade that all this was happening, a mandated group was created, called the Manpower Advisory Council (later the Manpower Planning Council) by gubernatorial appointment; on this council a number of agencies were represented. A. Francis Porta of El Reno was the first chairman.

As with all things, federal actions and SDVTE cooperation and operation of programs had a beginning, but the course of alphabetical entities in which the federal government is involved seldom has a gray beard from longevity. However, there was energy and action at work in this one.

The State Vo-Tech Department first became involved in training under the ARA in February of 1962. The first programs were established to train farm mechanics for 16 weeks, 20 hours per week, at Stilwell, Tahlequah, Poteau, Panama, and Holdenville. Classes also were set up at Northeastern Oklahoma A & M College at Miami in the skill areas of machine shop, welding, and three office skills courses. The first shop-type programs were conducted largely in vocational agriculture shops after regular classes were dismissed. Because the ARA was a new type of training, it was limited to those areas designated as "stress-unemployment" by the U.S. Department of Commerce. The ARA also had authority to approve loans for new industries in these designated areas, and training programs were set up to meet the needs of new industries. A person eligible to receive training had to be unemployed and a resident of the redevelopment area. He then could receive vocational training at no cost while drawing a training allowance. The training later was increased to 40 hours a week to coincide with the eight-hour day trainees would face in the workplace.

The ARA brought about the first interagency partnership

of the State Vo-Tech and Employment Security Commission (ES). Vo-Tech's money for training was processed through the Department of Health, Education and Welfare. The ES funds were used to pay allowances through the Department of Labor (DOL). Vo-Tech had responsibility for setting up training and providing equipment, curriculum, and instructors, whereas ES certified a need for training, recruited trainees, and ultimately placed them on jobs.

Dr. Roy Dugger, in 1961 the state supervisor of Technical Education and Trades and Industrial Education for the SDVTE, developed the first group of training proposals funded under this act for Oklahoma. Larry Hansen became state supervisor of ARA training on February 1, 1962. Clyde Hamm, who was chief of community development for the Oklahoma Employment Security Commission, was a vital partner at the beginning of ARA training. Until his retirement in 1978 he continued to play a major role under the subsequent Manpower and Development Training Act (MDTA) and the Comprehensive Employment and Training Act (CETA).

Hamm once said, in recalling the first meeting in Atlanta in December of 1961 to assist states in implementing the ARA, "I left the meeting with two double-spaced pages of instruction with a few notes made in the margins." When one looks at the present volume of rules and regulations starting or updating CETA, then adds hundreds of pages of issuances that have been sent out to clarify and implement these rules, one wonders how any progress has been made since the ARA days of 1961.

Joe Ables was one of the first local supervisors of ARA training. He was at Northeastern Oklahoma A & M College. He later came to the SDVTE on loan as the first state supervisor for MDTA programs. Dugger moved to the Manpower office of the U.S. Office of Education in Washington. The first regional office staff for these programs was in Dallas and headed for HEW by C.R. "Hoss" Eddins. Paul Rollins represented the Department of Labor. Staff from these offices, with representatives from Vo-Tech, jointly reviewed all proposals for training in the region. "Hoss" Eddins probably made an extremely prophetic statement at one review session when he said, "MDTA

is a good program and so simple that the 'Feds' probably won't leave it alone."

MDTA originally began to help train workers losing their jobs because of mechanization. The emphasis later was put on training the economically disadvantaged or poor. The training was done in almost every occupational area—from electronic assembly to heavy equipment operation and maintenance. Some common courses were welding, auto mechanics, machine shop, farm equipment repair, general office clerk, nurse's aide, and ward clerk. Examples of higher technology health training were inhalation therapy and operating room technician.

Herb Mackey was made state supervisor of the SDVTE Manpower Division in 1965, and Hansen was promoted to Director of Finance for the department. Mackey subsequently moved to the regional office in Dallas. Hugh Lacy, who had been serving as assistant, then became State Coordinator of Manpower Programs in 1966, serving until his retirement in 1975. The assistant state coordinators were Les Miller, Pete Gailey, Jess Banks, W.A. "Bill" White, Will Anderson, and Dyton Matthews. Eugene "Red" Dollar joined the staff as teacher trainer, coming from AMIDS in 1973.

Lacy worked closely with Hamm, and jointly they created the first skills centers in Oklahoma: the Tahlequah and Oklahoma City Skills Centers in 1969, Tulsa and Sulphur Skills Centers in 1970, the Ouachita Inmate Training Center in 1971, and the Lexington Inmate Training Center in 1972.

A new concept of open-entry/open-exit training was implemented at all skills centers with new students coming into classes whenever ES could find recruits. At the same time, there were students completing training and going to jobs, and there were other students at all stages of training. At first a common reaction was that open-entry/open-exit training was impossible. However, it was proven that this could work with proper organization and management. (Many area vocational schools now are operating with the open-ended concept, especially in adult programs.)

Practically all skills centers under MDTA were operated directly under the State Vo-Tech Department's Manpower Division (the name was changed in 1978 to the Employment and

Training Division because the word "Manpower" seemed a bit sexist). Jess Banks, who taught vocational agriculture from 1961 to 1967, now is state coordinator for the division, succeeding Hugh Lacy.

Two coordinators recently retired: Bill White and "Red" Dollar (White had trouble with his pacemaker). Others in the group wanted to give this pair a surprise going-away party. They asked Dollar, who has a hobby of writing verses, often comical, to do one on White and present it at the gathering. The idea was to lure Dollar there by this means, with no mention that there would be a surprise party for both of them. Dollar agreed to present his creation at the luncheon, when when he went to the appointed place and failed to see White there he turned around and left. White was unable to attend, and thus both of them missed their "surprise" farewell party.

The Employment and Training Division has been actively cooperating and otherwise working with prime sponsors under the Comprehensive Employment and Training Act in providing liaison and administration for training CETA clients. This is done on a contract basis through area schools, and relationships with the state's five prime sponsors and the governor's "balance of state" program has been excellent, Banks said. Compared with some of the public service programs under CETA, there has been hardly any flack, according to Banks.

Training for the State Department of Corrections also comes under the SDVTE's Employment and Training Division. Dyton Matthews is the coordinator and Floyd R. Jacobs is director of the activity with his base at the Lexington Inmate and Reception Center.

Dr. Francis Tuttle, state director, explained some of this operation in a taped interview: "Some years ago," he said, "the legislature gave our department the assignment of conducting vocational training for inmates. So we have established centers. We operate quite a large one, almost as large as an area vocational school, at a former Job Corps center in the south-east part of the state. This is called the Ouachita Training Center now and is near the town of Hodgens. There is a center at Lexington. We do some training at Granite at the State Reformatory, and a smaller bit at the Oklahoma State Penitentiary

at McAlester. Now that the Mabel Basset Women's Center has been moved from McAlester to Oklahoma City, we are doing some training for those people through the Oklahoma City Skills Center, now a part of AVTS District 22. This training is more directed at the secretarial occupations, with some in the health field and a few others.

"Except for the Ouachita Center, vocational training is done inside the walls of the institutions. The primary purpose of this center is to train for employment upon release in the near future. There are a few other inmates there, but mainly they are for camp maintenance, food service, and that sort of thing. This is in a LeFlore County area in forest country.

"At Lexington, although vocational courses are given inside the compound, they are in a separate building and, to a degree, partially isolated from the others. Since there are more programs here than at Granite or 'Big Mac,' there is more of a space requirement. This is newer, therefore there was more space inside, too.

"The principal programs are in the auto cluster, with body work, mechanics, and that sort of thing, then welding and machine shop. There are some construction trades taught, such as masonry. The legislative appropriations committees put funding for the corrections training under our supervision and administration in a separate line item from our regular appropriations."

### **AREA SCHOOLS BLOOM**

A phenomenon of our times in vocational education began with enactment of the federal act of 1963 and later was broadened. This was the area school movement. Nationally, and in Oklahoma, it added a new dimension in occupational training, sharing a school day with a participating high school. Students retained a home school base and met requirements there. At the area school they had a wide range of training programs, some in clusters, varying in number according to the size of the district but basically many more than could be offered at a single high school. These primarily were for high school juniors and seniors. Adults were provided with evening classes and, in some cases, where available training slots were not filled,



*Linemen's safety is a statewide course at Indian Meridian AVTS.*

were permitted to enroll as day students if they had time for this.

By a special legislative act, Vietnam veterans were allowed to enroll as adults without payment of tuition, which at first was a financial burden on schools, but some relief was provided. No tuition is charged regular high school students whose home school is in the district incorporated into an area school.

Some states inaugurated different systems than that developed in Oklahoma. Some area campuses adjoined regular high schools, while a few shared a campus with a junior college or high school or even both. Some are real showplaces, such as Skyline at Dallas, the Southern California Center near Los Angeles, and a campus at Columbia, South Carolina.

In Oklahoma, area schools have made a visible impression on the public. The word "visible" is appropriate. People who have taken for granted the few vocational courses given at their hometown school are almost amazed at the physical evidence on an area campus. Many districts that did not join an area



district at first have since petitioned to be annexed to one. But all things have a beginning, and the situation in Oklahoma is no exception.

Permissive legislation to create a new taxing district to construct and operate an area vocational school had to be secured by constitutional amendment; this first was authorized by the legislature through enactment of a law calling for a statewide vote. Also, the time was required to give the State Board of Vocational-Technical Education (assigned as the regulatory entity) to set up rules and regulations for creating such districts and governing their operation. This was to include the timing of elections locally, when the amendment passed, so that citizens: (1) could chose whether or not to have an area district, (2) elect a five-member board to govern the district, (3) pass a bond issue for building construction, and (4) hold a millage election (normally five mills) to fund the operation.

Dr. Francis Tuttle, having gone to the SDVTE from his position of superintendent of schools at Muskogee in 1964, was put to work on the area school concept by State Director J.B. Perky. Since passage of the 1963 vocational education act amendments, Perky and Dr. Oliver Hodge, then state superintendent of schools, had worked on plans to implement an area system in Oklahoma as authorized by that federal legislation—which helpfully provided some matching funds. Perky had been on the advisory task force for the U.S. Office of Education which had advocated the law. After much consultation and work by the state staff, along with Tuttle's efforts, a bill was prepared and submitted to legislative leaders. The house author was Lonnie Abbott of Ada, a school man. After committee assignment, and with Abbott's sponsorship, the bill easily passed the house.

However, passage in the senate was not so easy. The bill was assigned to a committee on constitutional matters chaired by Senator Bryce Baggett of Oklahoma City; he first inserted a number of amendments to the house version of the bill, then sat on it by refusing to report it out of committee. Tuttle, new at the legislative game, felt rather impotent at this point because he could not get action in the senate. When he discussed the matter with Perky, the state director said he would attempt

to move it by calling a prominent senator, Don Baldwin of Anadarko, and ask for his influential intervention. This did not imply that a "due bill" was owed Perky—although such is the way of Oklahoma politics (this state has no monopoly on this process). Baldwin responded to the telephone call by telling Perky to have Tuttle come see him. When Tuttle went to Baldwin's office, the "old guard" senator said, "I will get your bill out, and we'll restore the important things that you want, but don't bug me about it. Just let me do it my way."<sup>2</sup>

Clem McSpadden, soon to be president pro tempore of the senate, also interceded, and some action was obtained. Dr. Hodge likewise sought aid from two of his old friends, veteran senators Clem Hamilton of Poteau and LeRoy McLendon of Idabel. Their influence, combined with that of other senators, was helpful. Baldwin, with help from McSpadden in getting the bill out of Baggett's committee, then brought it to the floor. One by one Baldwin there restored previously desired language by using items as amendments to the doctored bill. He was successful, and the legislation passed. Subsequently an election was held and a favorable statewide vote secured. The state's area school system thus was born.

Among the senators who became interested in the bill, and also supported it heartily, were Robert Murphy of Stillwater, a Democrat, and Dewey F. Bartlett, a Republican from Tulsa. This may have been the spark that fired Bartlett's flame of support for vocational training as one means of inspiring industrial development within the state, which he later pursued avidly as governor.

The first area district created under the new constitutional amendment was in Tulsa, followed by Oklahoma City, then Ardmore, Enid, and Duncan, all as part of their respective school systems. Through subsequent action, Enid's district also became county-wide. Oklahoma City's area district is co-terminous with the city school district, but Ardmore and Duncan have expanded through annexation of other local districts.

From the five original schools, opened within a short time span after the constitutional amendment was passed in 1966, the state by 1981 had 24 districts with 37 school campuses in as many communities. The two dozen districts in 1982 have a



*Diesel technician can lead to a receptive skill at Southern Oklahoma AVTS.*

gross valuation of \$5,602,199,459, an increase of \$525,841,041 over the previous fiscal year. Their total assessments were \$29,650,987 on millage levies ranging from five mills to a high of 12.08 mills and another at 10.46 (for various sinking fund levies).

Oklahoma, not the first state to take advantage of congressional authorization of the area school concept, certainly was not the last. Tuttle, having gone aboard the state department staff in 1964, was sent on a mission following passage of the pertinent act by Director J. B. Perky to states which already had started area schools in the hope that his department would make fewer mistakes by absorption of experience. "Among these states were North and South Carolina, Georgia, Pennsylvania, and Connecticut," Tuttle said in an interview. "We followed the pattern of a shared-time basis with a sending high school for secondary students, a half-day at each school, and that continues.

"Very soon we learned that this type of arrangement was not

going to work too well. The local education agencies did not have enough resources to support the vocational school as it should be supported. It had to be funded out of the regular school budget. There was no way then for other districts to help by participating in the purchase of equipment or buildings, even though there was federal money to match funds of the original schools. Even the local one half was difficult to raise at times. So we sought a way for districts to secure funding. We decided to form a super school district and call it a vocational school district, giving them the power to tax plus a board of their own, superimposed on districts that joined voluntarily after voting by patrons, but not offering anything but vocational education. These permissive matters had to be authorized by constitutional amendment. The state's voters passed such a measure in 1966, and we began to build the system as we know it today.

"Our growth did not come easily. There was the matter of permitting additional taxation that, although small, will always bring out some dissenters. The first taxing district in the area school plan was at Bartlesville for the Tri-County AVTS. Business people and the chamber of commerce wanted the school and promoted the idea.

"Some basic regulations were evolved by the State Board for Vocational-Technical Education, the governing body under legislation following passage of the amendment. This was that combined districts represented at the area school serve a minimum scholastic enumeration of 15,000, that they be within 50 miles of the school location, and that the districts have a combined ad valorem valuation of \$40 millions. Maximums for taxation were, and remain, five mills for operational purposes, while a similar millage can be voted for building construction, or a bond issue voted in the amount to the same as that millage would be on the net assessed valuation. We didn't exactly plan it that way. The attorney general really gave the people a three-way possibility: they could vote five mills for building, pass a bond issue at five mills equalized, or vote five mills for operational needs.

"That system has thrived and grown, and we have almost completed our alignment of area schools. We have 24 voca-

tional school districts, taxing districts, and all of the original five now have formed a taxing district. There are 37 campuses in these two dozen districts. All have at least one, while some are multi-campus. The largest in terms of numbers is the Kiamichi district in six counties. Campuses are at McAlester, Poteau, Hugo, Idabel, Atoka, and Talihina, with an administrative headquarters at Wilburton."

Administratively, area schools have about the same lineup as regular public schools. They have school boards, generally of five members, but in cases of large districts such as Kiamichi the legislature decreed boards of six members, one from each county. Tulsa and Oklahoma City, because of their city charters, have seven members. All board members prior to 1982 were elected, and, except for emergency needs, will continue to be. Larry Hansen, long-time activist in manpower training, heads the SDVTE division to which the area schools are assigned and is an assistant state director.

The SDVTE and governing state board have no direct jurisdiction over area schools because these districts are legal entities, but that is not quite a complete statement. Under the constitutional revision and authorizing law, the board must approve all programs, must approve sites for school locations, and represents the state in control of major equipment from the pool that is loaned to schools on a timed period. The board also approves curriculum. Federal grants and state appropriations are funneled to local agencies through the State Board and thence to the SDVTE for actual disbursement. Allocations are on a matching basis of 50-50—as a goal—although that is not always possible. Presently the state ratio is about 46 percent because of the state funding level.

The curriculum for area schools is predicated on the primary purpose of serving needs for workers in the local community, while a secondary purpose is training for state needs. "That is where Governor Bartlett became such a strong supporter of vocational education," Tuttle said. "He thought that we had the mechanism, the expertise, and the administrative ability to accomplish both of these services."

The need for trained people is not the same all over the state. Some training is not adaptable to low budgets. Because

Oklahoma does have a somewhat mobile population, it is felt that movement to where jobs are is no great barrier to full employment. Some area school courses are similar, by their very nature, while others vary of necessity. This has led to the creation of many innovative programs.

Dr. Tuttle believes that a near phenomena is happening in enrollment in the area vocational school system—because of the characteristics of the system itself. “There is a change in that the largest increase in enrollments is from adults where in the beginning it was secondary students. This is beneficial for the state, for it brings a little more maturity, upgrading, and retraining to a work force that cannot be static because our industrial and commercial needs are not static,” Tuttle stated.

Tri-County AVTS at Bartlesville switched emphasis from secondary to adult education. The curriculum now is designed for those out of school. High school students are slotted into classes as space is available, a complete turnaround from the original idea. At other area schools, adults may outnumber high schoolers in both day and evening classes.

The Tulsa school system was one of the first in the state to expand vocational programs to include distributive education, business and office, auto mechanics, and machine shop. Homer Towns, currently the vocational industrial arts director, reminds vocational historians that these date from 1923 and 1924. He also factually adds that Tulsa had the first area school. “Some of the early teachers were M.J. Ruley, Ed Chandler, H.E. Miller, C.A. Franklin, and R.B. McHenry,” Towns said. “McHenry was supervisor of both vocational education and industrial arts from 1930 to 1943. Morris Ruley succeeded to the post after World War II. He earlier had worked with the state department on developing war training programs. When Ruley became Tulsa director, George Marsh was made supervisor of adult education.

“There was slow growth in Tulsa for vocational programs in those days because the board of education was far more oriented to the college bound. The Vocational Education Act of 1963 gave occupational training a large boost, including for adults. A manpower training program was started and then expanded by Marsh and myself. Meanwhile, the area school

concept came to life as the federal government provided funds for facilities and equipment. In 1965, with the help of Dr. Francis Tuttle, Ruley, and Dr. Charles Mason, then Tulsa superintendent of schools, we built the first area school in the state. Dr. Joe Lemley was director and Al Gibbs counselor. There were four years of building, but some operation began in other buildings before all structures were completed, with programs in a dozen occupational areas.

"In 1975 Tulsa Junior College was expanding with support from the legislature. Millage allowable under existing law had not been voted in the Tulsa school district. The need for vocational funding and to provide services to all students within the county had reached the point where it was necessary to create an area vocational school district. Senator Finis Smith sponsored a bill in the state legislature to form two districts, one for the junior college, with a two-mill levy, and one for the area school, with a three-mill levy. The act also made the districts county-wide.

"We have continued to grow at both the area and comprehensive high school level. With a continued need for trained and skilled people, expansion is inevitable. We can expand, but without qualified teachers that will be slow. The issue will be a controlling factor for some time."<sup>3</sup>

(A chart showing area school district valuations, levies, and assessments is in the Appendix.)

### **OLDER FOLKS HELPED**

Adult training in Oklahoma has evolved from a targeted effort toward retailing and real estate in 1968 to an expanded clientele today which includes the occupational areas of business, home economics, distributive education/marketing, health, trade and industry, and agriculture. The levels of training have expanded from merely job-ready skills to advanced upgrade levels providing for increased upward mobility.

The main explanation for expanded training in upgrade areas is the advancement of technology in business and industry. In addition, the increase in the number of women in the work force has placed additional training demands on employers. Many women in positions of management have evolved

to higher levels without prior preparation either through college or extensive experiential avenues. Thus a major demand in the work arena is for management training programs in areas such as motivation, interpersonal skills, delegation, discussion skills, problem solving, decision-making, and planning.<sup>4</sup>

Vocational education in Oklahoma has risen to meet the diverse needs which have been identified by business and industry through its area vo-tech school system. This system allows local adult administrators to deal directly with its local clients. Expertise is provided to aid area schools by the Business-Industry Training Services Division of the State Department of Vo-Tech.

Inasmuch as the lack of long-term time commitment has become a problem for many adult clients, a new dimension in training has become popular. This dimension is the intensive seminar (or workshop) approach to training. Clients no longer have to commit several single evenings for successive weeks. Instead the training is condensed into one- or two-day sessions. Many employers fully support and promote this approach.

Comparatively, Oklahoma is among the more progressive states in the area of adult vocational training. A newly formed facet of our offerings is a productivity center which works directly with existing industry to implement quality productivity training programs.

Regarding total clients served, a typical area vo-tech school with a secondary enrollment of 500 students could well be serving 2000 adult students each fiscal year. Growth in total adults served has doubled in the past four years according to reports from area vo-tech schools. An approximate growth pattern would see a steady increase, 25 percent coming in the last two years alone. This increase reflects students enrolled for vocational job-related reasons. This steady growth can be attributed directly to the increased emphasis on administrative staffing at the area school. In addition, there has been a renewed financial commitment by both the local area schools and the State Department of Vo-Tech.



## INNOVATIVE ACTION

An old cliché holds that necessity is the mother of invention. Vocational educationalists might recycle that cliché and say that need creates a necessity for innovation. Oklahoma has not lagged in this regard. When a need is discerned, the SDVTE starts planning. If needs loom large, the planning pace is slowed only if cost is prohibitive or proper facilities are completely lacking. Times change—and so does vocational education.

Filling incoming industry's need for at least entry level personnel is old hat to vocational trainers. Now, with that activity somewhat slowed because of national handicaps, such as funding, taxes, and a decline in sales in certain areas, the impetus has switched to upgrading the work force while expanding native or local industry and business. In less than a decade, a number of innovative programs have been instituted. Some have been replicated by other schools after the original area school pioneered the way. Others, by their very nature, have a statewide demand that is sufficient only to attract workers to a specific industry with smaller needs—such as horse management, linemen's safety instruction, highway transportation diesel

mechanics, meat cutting, oil field floormen's training, heavy equipment operating, and truck driving.

Courses in small business management have passed the novelty stage, although they are not yet offered widely. The high failure rate of small, independent business firms can almost be directly attributed (after inadequate funding at their start) to a lack of understanding of reports, marketing, advertising, cash flow, credit, and other finance problems. Upgrading this is training in mid-management. Too many business are started with little more than an idea and a dream.

One of the oldest special programs offered by the state department is for cashiers and checkers. Mobile vans continue to roll from school to school providing short-term but adequate training for beginning jobs in stores, primarily of the discount type. Now, in keeping with advanced requirements, these also have the electronic devices that can scan markings on a can or package and do the cash register's work.

For many years, by direction of the legislature and because it could provide training capability, vocational education has trained firemen for municipalities. As with some other such programs, this has been a cooperative venture to a large extent with funding shared, or provided, with instructional personnel and supervision supplied by Vo-Tech. Placement service also is available. The principal site of this training is the OSU campus.

### **AIDING HORSE COUNTRY**

A good example of innovation may be found at Mid-America AVTS near Wayne, in the heart of Quarter Horse country, where a program on horse production and management is offered for adults and twelfth grade students. As with most other innovative programs, this is open-entry/open-exit better to accommodate those clients served. The basic concept is training for entry-level employment. Cooperating horse farms in this area near Purcell are the Oklahoma Stud, Windward Stud, Green Pastures, Jerry Wells, D. Wayne Lucas (now known as a trainer from Santa Anita to Churchill Downs), Dauchy Q.H., Shebester Stallion Station, Robert Ballenger, and Reece Farms. Courses are offered for breeding attendant, farm manager,



*A girl and a horse make a good photo, but a state-wide program in horse management at Mid-America AVTS offers a marketable professional skill.*

foaling attendant, feeding manager, general horse farm worker, sale horse manager, show attendant, stable manager, and stallion manager. Four years of training experience is represented in current offerings.

### **LAW ENFORCEMENT**

Mid-America has the state's first training program in law enforcement and related careers available to high school seniors who seek entry into these professions. This was started in 1981 and "was the first school to offer youths such training," says Superintendent Kenneth Carleton, adding with a touch of pride, "We also were the first area school to apply for membership in the North Central Association." Law enforcement training is a two-year program for high school seniors. They, as with those out of school, are classed as adults after completion of the first year. Positions as support personnel are the attraction and a prelude to practical training or more professional study for persons to whom these careers appeal after going into them more deeply than orientation.

Courses include a history of law enforcement, safety practices, first aid, personal fitness, public relations, and rescue operations, plus skills and experiences that include 11 different offerings ranging from state codes and the judicial process to marksmanship to drug identification, traffic control, accident investigation, search and seizure, and internship.

### **MEAT PROCESSING**

Another example, one of the oldest in recent history, is a meat processing program at Western Oklahoma Area Vocational-Technical School at Burns Flat. This was started on January 15, 1973. The need for trained personnel in meat cutting was disclosed by a survey,<sup>1</sup> and the location was exceptionally advantageous. The former air base had refrigerated meat chambers, freezers, and a certain amount of meat processing equipment for carcass sides (used when quality feeding was the norm there).

Set up originally for adults only on an open-entry/open-exit plan, the course was for 46 weeks. Housing for married people also was available at the former air base through renovation. A full-time student pays \$150 for the course, which includes linen service, safety equipment, and hand tools which may be kept upon completion. In 1980 the program was opened to high school students as a two-year course. There have been 107 students enrolled in the program, drawn not only from Oklahoma but also from surrounding states, for both independent and chain groceries are interested in employing those completing the course. Ninety-two percent, or 191 persons, have gone into the meat industry field in a variety of available occupations. One student, Dennis McRee, remained as an assistant instructor when classes grew in size. "We do not guarantee job placement, but there have always been more jobs available than we had graduates to seek them," said Ron Layton, chief instructor.

The meat labs have always been inspected by the State Department of Agriculture, another example of stress on sanitation. The school does not slaughter animals, but a plant is nearby, as are a number of cattle finishing lots. And several finishing lots for hogs are not too far away.

The program has aided high school youths in FFA and 4-H work by providing meat identification short courses. It also processes the carcasses of youth projects and evaluates these on grade and quality for owners' information and training. Industry advisory committees are used constantly, and some industry scholarships are available.

### **DISPLACED HOMEMAKERS**

A program for displaced homemakers was perceived as a need because of the social climate of our time. Financial support for this came from the governor's special grants program, which may be spent in any state area. The initial pilot program for displaced homemakers was established at the Moore-Norman Area Vocational School in 1978. Because this was one of the possible partial funding areas under the Comprehensive Employment and Training Act (CETA), the State Department of Economic and Community Affairs (DECA) became the coordinating agency and SDVTE the lead agency and service deliverer. This followed passage of the Displaced Homemakers Act by the legislature in 1978. Three years later the SDVTE was being funded in the amount of \$100,000 for this program.

After the pilot program was established, a state advisory council was formed. Funding sources were the legislative appropriation line itemed in the SDVTE bill, the governor's special grants through DECA, SDVTE in-kind services, and a CETA allocation under a Department of Labor Title III bill.<sup>2</sup> From one model program, the socially valuable displaced homemakers' program has progressed to 14, three in skill centers and the rest in area vocational schools. The program is both successful and cost effective. It has been used as a model for this region by the U.S. Department of Labor and is a good example of cooperation among local, state, and federal agencies.<sup>3</sup>

People served in the program typically are what the title describes. They may be emotionally worried, which is intensified by their need to enter the work force without always having a marketable skill. At best, retraining may be needed, and almost always some reasonable counseling is required. The

problem naturally is greater in urban areas simply because of the number of potential clients, but there also is a rural need.

Finding jobs for such persons and then following through almost daily is what can make a program work, in the opinion of Dr. Kay Scruggs, who then was the state coordinator under Vo-Tech (she later went into private industry). Even those displaced homemakers who once had a skill would need retraining, she said, to become a viable member of the work force. "Some need support activities, such as child care, medical assistance, financial help, or transportation. Some are not aware that these services are available or possible to arrange. They also need to be up to date on what job skills are needed and where, and all conditions of employment," Dr. Scruggs wrote in her annual report in July of 1981.

There have been 1773 persons enrolled in the programs, the largest age group being under 25, the second largest under 30, the third under 35, and so on, indicating insecurity and lack of skills by the youngest people. Divorce, separation, death of a spouse, or the disability of a spouse are the most frequent sources of displacement, in that order. There have been 397 persons placed in area schools for training, 204 others put where they could acquire a G.E.D. or obtain higher education. There were 549 placed on jobs. Of the total, 629 were CETA clients. Some other statistics show the scope of the overall program. For instance, 1948 clients received individual counseling, 7110 attended job readiness classes; 1053 attended a seminar, and 368 attended other classes.<sup>4</sup>

It is difficult to separate credit for displaced homemaker training and industrial maintenance, as exemplified at the Kiamichi Vo-Tech school between Idabel and Broken Bow. There, two women who are products of both programs are employed as mechanics at a Weyerhaeuser plant under construction at Valliant by the contractor, B.E. & K. Construction Company. They work four days a week helping install a paper-making machine and return to the school one day a week to continue a course in industrial maintenance. Their supervisor said, "It surprised me, but they are doing a good job."<sup>5</sup>

### THE OIL PATCH

As the deep exploration for oil and gas, primarily for gas, developed in western Oklahoma, it became obvious that a boomlet was underway. Because for the past several years drilling had been at a much slower pace, there was a shortage of experienced workmen. As the boom grew in intensity to rival the heyday of drilling in Oklahoma, vocational education became concerned with training the manpower for this industry. Haydon Battles, a school superintendent at Gotebo and a member of the State Board for Vocational Education, was employed as one of the state department's regional administrators, resigning from both his other activities. Prior to assuming his duties, he did a survey of the Anadarko Basin, a multi-county region where drilling to almost incredible depths is underway, to ascertain the need for training and the possibilities of employment for those trained. He studied 30 drilling companies operating in the basin, concentrating on the need for floor hands (roughnecks). Only one company had started its own on-the-job training program; most firms were loath to spend time training people.

Working on a rig floor is strenuous, and it is dangerous for the unwary, the unskilled, or the careless. Thus an elementary part of any training is stressing safety. However, the work skill necessary is not complicated at the entry level. Even with a planned course, a normal time required to teach the basics is but two weeks of eight-hour days. Red River and Central Oklahoma area schools started programs, and Caddo-Kiowa in 1981 hired an instructor and pushed its plans.

Drilling contractors surveyed were almost unanimous in saying that roughnecks are well paid in terms of the normal labor market. Inexperienced hands drew from \$10 per hour up, depending on the volume of activity and the number of experienced people available. Even many drillers had less than three years' experience.<sup>6</sup> Because well drilling is a 24-hour-a-day situation, three shifts are common now, in contrast to earlier days when a tour (pronounced "tower") was for 12 hours. A need is envisioned for related training, such as diesel mechanics, welding, equipment operators, and so on.

A higher skill level is required for supporting (or related) jobs than for basic floor hands. Also, it is not possible to have many programs for roughnecks because the training requires very expensive equipment (in scarce supply because the boom drained available equipment off the market). Booms also have a habit of petering out, as does the illusion of rapid riches for everyone who makes it to a rig.

There are many instructional sites for related oil field work. At Central Tech, Drumright, the Oil Field Drilling program is a cooperative effort by the AVTS and John Cassidy Companies of Stroud. Trainees are employed by SEDCO Drilling of Dallas and sent immediately to a four-month training program with the Cassidy Companies. Trainees are given classroom instruction two nights each week by a short-term adult education instructor at Central Tech. Classroom hours include rig components, rig safety, blowout prevention and equipment, drill stem and bits, and first aid. On the job training is provided by trainees rotating through the draw-works shop, the rotary shop, and the pump shop of the Cassidy Companies, said school superintendent John Hopper. The trainees all have college degrees and have been employed by SEDCO Drilling to begin as rig roustabouts and progress at a faster pace than other individuals. These trainees have been screened for mid-management positions with SEDCO Drilling. The basic program concept is for the development of basic oil field drilling skills prior to becoming management professionals.

Red River AVTS at Duncan began its roughneck program in August of 1981. Of 70 students who completed the four-week course, 39 by now were working in the area for which they were trained. Delbert Morrison, AVTS superintendent, said that reports from employers about these people were good, and the turnover rate was much lower than for persons employed who had no training or previous experience. When Morrison provided this information, none of those completing the course had been injured on the job (normally the first few weeks of work are the most hazardous for neophytes). Red River's program for entry-level personnel in the drilling and closely related industries covers six hours daily (from 8:30 a.m.) for a month. It stresses safety, operations, equipment, and ter-



minology. Each week includes a visit to an actual rig, and the curriculum appears rather extensive. The tuition is \$120.

### **HEAVY EQUIPMENT**

An innovative heavy equipment program was initiated at Central AVTS, Drumright, in 1970. There were three pieces of construction equipment in use at that time, and the instructional staff consisted of a coordinator and two instructors. Owing to demand, the number of students was greater than availability of equipment, making it necessary to operate in two shifts. Over the years the inventory of equipment has expanded, along with the tuition, hitting its peak in school year 1977-78 when 102 students were enrolled. The first woman student was enrolled in 1975; since then six percent of the enrollment has been female. This evidence of non-traditional training was stimulated by a pilot grant project.

The program at this one school was statewide in scope because of equipment costs. The ability of the program to perform live work has been a major contributing factor in producing the type of operators from whom contractors can gain early productivity. Since 1975 the program has undertaken 60 projects for civic, non-profit, and governmental agencies, and in so doing has moved approximately 800,000 cubic yards of earth. Placement of students reached a high of 97 percent in school year 1977-78 and dropped to a low of 66 percent in 1979-80. That low reflects a trend in the economy. However, placement went back up to 77 percent in school year 1980-81. The program has an average annual enrollment of 81 students. Some program restructuring was necessary. In 1981 the program was staffed by a coordinator and three instructors, and equipment has increased in number and variety to 24 pieces. The John Deere Corporation selected this program over all those available as a place to send its employees to learn the operation of construction equipment, according to John Hopper, Central AVTS superintendent.

The staff wrote and filmed a presentation for the Oklahoma County Commissioners Association, in cooperation with the OSU Center for Local Government Technology, as a means of training grader operators.

An advisory committee is composed of representatives from Cherokee Paving in Ada; Washita Construction, Ardmore; The Association of General Contractors, Oklahoma City; Haskell Lemon Construction, Oklahoma City; Utility Contractors, Tulsa; and McMichael Construction, Tulsa. An advisory committee from the oil field service industry will help outline a program to better serve that industry. The 1981 school budget supported the program with \$387,215. Tuition for the 400-hour, 10-week program is \$2261. Depending on the availability of live work projects, the fuel costs alone for each student range from \$914 to \$2579. (A list of completed projects is in the Appendix.)

### **TRUCK DRIVER TRAINING**

This program is unique in that it is the only truck driving program in the nation under the auspices of a public school system. The program began with the inception of Central Vo-Tech during school year 1969-70. The equipment consisted of a few items of surplus property, one instructor, and no formal training area. Through the efforts of the SDVTE, the trucking industry, and the Board of Education, the equipment now consists of 11 truck/tractor units, 12 trailer units of all types, a mobile training unit consisting of a simulator and testing machines, and a modern driving range now is available.

The basic objective was to train and place on the job a truck driver capable of performing tasks associated with over-the-road live hauls. The scope of the curriculum includes the use of forms, records, knowledge of regulations, and maintenance in accordance with all Department of Transportation and Interstate Commerce Commission regulations. Additionally, strong emphasis is placed on all facets of safety. Initially the program was nine weeks. Through experience gained and by use of more modern equipment, the time was reduced to six weeks. The student is subject to live aspects of truck driving during the last week of training by actually doing live hauls for governmental agencies and non-profit organizations.

Student enrollment and placement have been excellent throughout the tenure of this program. Annually some 80 students are trained, 90 percent of those enrolled complete the



*The statewide truck driving course at Central Oklahoma AVTS has seen the traditional male occupation get with the times.*

course, and of these 85 percent have been placed on a job. The program's future outlook is bright. As an innovation this program has assisted in training drivers for a major industry in the area. A skid pan range has been brought up to date to assist in training fleet owner employees in defensive driving techniques.

Today the program trains the industry's employees. Flexibility is achieved by using either school equipment on site or else by traveling to the employer's site to train his employees. Curriculum material is designed around the needs and desires of an industry. This new direction appears to have merit because of its capability to give a customer what he wants without delay, said Hopper.

### **FARM MANAGEMENT**

Farm management has become a popular adult course. Instructor Stan Bixler at Northwest AVTS at Alva, for example, began a program for families, and 14 couples attended. They were in the 24 to 50 year age bracket with farm holdings rang-

ing from half a section (320 acres) to 1500 acres of mainly wheat land. As usual in that area, most if not all of them also had cow and calf operations. Several also bought stockers each autumn to run on their wheat pasturage. Of the initial starting group, four families agreed to put their records on a computer made available by the school at low cost. The others were keeping their records manually. All of them, Bixler said, saw the value of record keeping in order to know about their financial situation, something that FFA members learn as Green Hands. This type of program now is statewide in scope and is used more and more by members of the Young Farmers organization. Classes are listed under adult education at the various schools.

Such innovation has historic overtones for family farm management. During the New Deal days of the Franklin Roosevelt administration during the mid-1930s, Rexford Guy Tugwell headed the Farm Security Administration. The goal was to make small holders independent by aiding them in securing small acreages, normally 80 acres, with the minimum livestock required to furnish them with meat, milk, and poultry. Emphasis was placed on having females of the species in order to increase numbers. Most FSA work was on a county basis. Supervisors were employed, some of them from the ranks of vocational agriculture instructors, whose principal job was to give advice to families and see that they kept records so that both government and participants would know where they stood.

This may have been one reason for the demise of the program. Most families hated the book work. A major reason was that holdings invariably were too small for an efficient operation. Most families viewed this as a part-time affair, the male heads of households working in nearby communities (the wives sometimes doing that also), but the economic conditions that seemed to justify the program's design and continuation also made part-time or even full-time jobs unavailable in small to medium sized communities. The major portion of the famed 101 Ranch near Ponca City, once owned by the Miller Brothers, was a good example of an FSA program that failed.

### MOBILE CAREER UNITS

Another example of innovation for Oklahoma vocational education was the creation in 1971 of a Division of Mobile Career Development for the southeastern region of the state where a need existed both in secondary and adult education areas. The units work closely with the Guidance and Counseling Division of the State Department of Education. Basically, through the use of large truck-drawn trailer units, this form of assistance is brought to schools and communities on a rotating basis.

The initial mobile career development activity was carried on in 13 southern and southeastern counties where there are insufficient resident counselors, almost chronic unemployment, relatively low income norms, and other factors indicating a need for outside help. For example, there were 20 locations for the four units during a school year, 15 of them at high schools, one at a skill center, three at area vocational schools, and one at a state university. Clients ranged from 15 to 18 years of age, according to John Sokolosky, the supervisor. These mobile laboratories, in effect, have two offices each, partitioned off for use as consultation and interview rooms. There is a reception area, a conference room, space for storage in racks of information materials, VIEW decks, or whatever. The professional staff includes a program director, eight career specialists, a truck driver, a maintenance specialist, and an administrative secretary. Basic office space for overall administrative use is provided at the headquarters of the Kiamichi Area School District at Wilburton.

In a recent year there were 25,000 potential clients among school-age children in junior and senior high schools in the area. Adult clients who might need and use the facilities were estimated at from 2000 to 3000 by Sokolosky. These were not included in the first estimate of those expected to be served. Group interviews are held at times, along with a form of orientation workshops for instructional staffs at schools.

John P. Sokolosky, son of the director, in 1981 did his thesis for a master of education degree on the mobile career development units. He found that one basic weakness is that the innovative attempt did not have sufficient people or time to serve all the needs indicated. His survey disclosed that, among

those interviewed, 38 percent of the students and 33 percent of the adults felt they had not been permitted sufficient time to be really informed. Eight percent of the students said there were not enough persons available to whom they could talk.<sup>7</sup> Strengths indicated were the high percentage of students who said they did obtain information about possible careers in fields in which they were interested; equally high numbers who said they got needed information on vocational and other training available in a variety of skill possibilities; and clients who said they learned about the advantages and disadvantages of the training in which they were interested.<sup>8</sup>

Of the units' clients, there were more females than males seeking information in both student and adult groups by a ratio of 61 percent and 55 percent respectively, Sokolosky found. Home schools and teachers at area schools were the major source of his analysis of the units' services. Access appeared to be the most beneficial aspect; at least 85 percent of the persons queried said this was a major plus. A higher percentage of adults than students said that information gained helped determine their choice of careers. In the opinion of those queried, the sex of the counselor-specialist made little difference in consultation sessions.<sup>9</sup>

In 1981 a similar and related activity was started in Oklahoma County on an experimental basis for an urban area where high schools have counselors, but the ratio of counselor to student is something like one to 400. The four persons attending the two units in operation late in 1981 are career specialists, not certified counselors, and their mission is to inform students about career possibilities through the use of informational devices not always available at schools. A unit is available when needed if it can be staffed also.

The Oklahoma County Mobile Career Development Unit began operation in January and was based in Oklahoma City under Gina Haury, coordinator and central regional administrator for the SDVTE. The services of the unit, as with those in southeastern Oklahoma, are free to users. Two persons staff each unit, and the offerings are basically the same as for the original units. Emphasis is placed on serving students during

the school year and adults during the summer; that portion of the work is located at shopping centers.

The goals of the program are to assist each person who visits a unit to: (1) recognize a need to explore various career opportunities in order to make a decision; (2) be more aware of available careers; (3) identify those careers that personally are acceptable and those that are not; (4) be more aware of the kind of information one needs before making a career choice; (5) be able to identify personal values, interests, aptitudes, likes, and dislikes as related to career options; (6) recognize the variety in what is expected of a worker in different careers; (7) be able to recognize how rewards may vary from one career to another and how to measure job satisfaction, educational training, travel, physical effort, health, responsibilities, earnings, working conditions, environment, job security, and opportunity for upward or lateral mobility; (8) recognize that a properly chosen career can be a rewarding part of life; and (9) gain a heightened appreciation for the world of work.

### **AEROMECHANICS**

An aeromechanics program first started at Tulsa in 1966, the second year the Tulsa AVTS was operational. Steps immediately were taken to obtain Federal Aviation Administration (FAA) certification. The aeromechanics program operated as an approved program until 1969. The problem was a shortage of funds available. Prior to 1974 the area school was operated by the Tulsa Public Schools, and it was not possible to maintain FAA approved courses because several instructional units were needed, plus other equipment. Another factor was that the school area was becoming more residential, and neighbors were complaining of the noise level caused by running up engines.

In 1973 the state legislature created the Tulsa County Area Vocational-Technical District, Number Eighteen, and a board was elected the following year. The existing school was purchased from the district that year, operational funds became available, and in 1975 the district's voters passed a five-mill building fund levy for general expansion. One instructional area in need of expansion was the aeromechanics program. It

was apparent that a new site was necessary, one located on or near an airport. A search disclosed a suitable location at International Airport, and it was leased during the autumn of 1978. However, the first-year phase of this two-year program was retained at the school's Memorial campus. In December of 1978 second-year students were moved to the airport location for classes.

Steps again were taken to get FAA certification after the programs were relocated and resumed. This necessitated the purchase of the required instructional units, writing curriculum, and establishing procedures for approval. The general curriculum was offered at the school campus on Memorial, and the power plant curriculum became a part of studies at the airport site. These dual phases were certified by the FAA in August of 1980.

In July and August of 1981, two adult special programs in aircraft assembly were implemented with 39 students enrolled. All but one subsequently were employed by the McDonnell-Douglas Aircraft Company. Other specific programs then were planned for Rockwell International.

Inasmuch as Tulsa has two major aircraft manufacturing companies, a major airline maintenance center, and many smaller aircraft-related industries, it soon became apparent that a facility larger than the one at International Airport was necessary. The AVTS board finally selected one at Tulsa's Downtown Airpark with an area of 96 acres. Plans were drawn for a building of some 50,000 square feet where the first- and second-year programs in aeromechanics could be combined. Future plans call for the addition of an approved airframe curriculum and an avionics program.

The Tulsa Downtown Airpark Vocational-Technical School of Aviation Maintenance Technology is one of few such schools in the nation to be located at an airport. A unique feature is that the district owns the entire facility, and it can provide any phase of occupational training associated with the aviation industry. With space age manned flight culminating in the success of the shuttle *Columbia*, new technologies, new fabrication materials, and so on will be developed. This school will be in a position to provide educational programs to upgrade work-



ers in the industry and to train new workers in FAA certified programs.<sup>10</sup>

### **PROFESSIONAL DIESEL TECHNICIAN**

On December 19, 1976, an ad hoc advisory committee met in Oklahoma City to discuss the possibilities of a statewide diesel technician training program. There were 31 persons in attendance, including dealers in diesel equipment of all types, firms engaged in transportation and the oil business, state officials, vocational educators, and the State Advisory Council on Vocational Education. They determined that a need existed for diesel training in central and western Oklahoma, specifically, because of the preponderance of agricultural, construction, and stationary equipment used in the region as well as the over-the-road transportation firms there. Schools were asked to submit a proposal to have such a school on their campus. In January of 1977 the Gordon Cooper AVTS at Shawnee was selected as the site for diesel power training for the metropolitan area.

The first class started in September of 1979 with Terry Scarberry as a combination administrator and instructor. The initial facilities included 9300 square feet shared by a shop area, two classrooms, an office, a storage area, a fuel lab, and a tool room. The number of students soon required a spillover into adjacent space.

Primarily for adults, the program is designed to train persons with or without previous experience in the field. There are 1300 hours of instruction in the first three phases, which may be completed in 12 months. Classroom and hands-on training are included. Phase four features job placement for additional on-the-job training and a followup for six months with seminars also available during this period. Tuition is \$900, with students buying their own tools. Classes meet from 8:25 a.m. to 3:30 p.m. from Monday to Friday.

In addition to full-time training, the Statewide Professional Diesel Technician School offers seminars for upgrading people in the field. These are available both on- and off-campus, at other area schools, or as in-shop training for firms and industries. Something new has been added in a training seminar

for technicians working with diesel automobile engines, more of which appear on the road every month. Employment opportunities are good.<sup>11</sup>

### **HOTEL/MOTEL MANAGEMENT TRAINING**

Marvin York Vocational-Technical Center in Oklahoma City began its Hotel/Motel program in the fall of 1980 with a class of nine high school students. Enrollment increased to 25 for the school year 1981-82. All students, none of them holding jobs prior to the school year, began working within the first four weeks of the program. They are required to work at least 12 hours weekly in a hotel or motel and, if possible, rotate to a different department each nine weeks. Rotation sometimes is difficult for the employer, but it is felt that this is the heart of the program's success. Thereby students get a well-rounded view of the hotel industry and a diversity of job experiences. After graduation, students are encouraged to remain on the job either full- or part-time during college.

The program content includes job interview skills, communication and human relations training, front desk and bookkeeping skills, food service and restaurant marketing, advertising and marketing, economics, and supervisory skills. Students are encouraged to participate in Distributive Education Clubs of America and have a very active chapter.

The Oklahoma City Hotel/Motel Association was instrumental in developing the program and is very supportive of it. This support—in hiring and training students and rotating them—is vital to the program's success. Also, the Association has adopted the Marvin York Vo-Tech in the "Adopt-A-School" program, donating books for a library and offering three substantial scholarships (\$1500, \$1000, and \$500) to deserving students who plan a career in the hospitality industry, which in Oklahoma is growing at a fantastic pace. The need for well-trained employees has never been greater, officials say.

### **BYNG IS DIFFERENT**

What is happening in both innovative and regular programs at Byng school in Pontotoc County can have various adjectives and bits of description laid on; no watering down is necessary, certainly not after one sees what is there. There are programs

good, unusual, and venturesome but not proven dealing with disadvantaged students (mentally handicapped in certain training), the teaching of crafts to a lower age level than supplemental funds can reimburse, and a Pied Piper attraction to reciprocal students from the Ada district.

Byng, a small community only a large gulp of gasoline in distance from much larger Ada, has an enrollment far in excess of its visible inhabitants. It is the best sort of school for the type of clients it attracts from its area and is an added service to elementary and high school students and some adults. There are self-help building projects into which go not only craftsmanship but also the pleasure of accomplishment and pride in the school, as well as indoctrination into the best principles of the world of work in a painless, unobtrusive way. Alongside occupational training, academic programs thrive. When the school needs a new classroom, field house, auditorium, shops, or storage sheds of masonry or wood, students from junior high level on up build them. Only the more demanding professional electrical, plumbing, cabinet, or concrete finishing is done by adults.

Marvin Stokes, a superintendent known to second-generation students and a state high school hall of famer for baseball coaching, has seen the school absorb state acclaim for its winning boys' and girls' basketball teams. He now deserves accolades from students, faculty, and staff for the vocational training, the esprit, and the acquisition of American values in productivity. In its rural setting, Byng school has 14 vocational programs. If some students are below a standard age level of juniors in high school or at times are a few short of class numbers required for reimbursement, the district picks up the slack. It does seek some programs apparently adapted to its locale—Coordinated Vocational Education Training (CVET), primarily intended, from Washington on down the line, to serve an element of the population seeking to better survival odds because of lingual, economic, ethnic, or cultural handicaps.

Wayne Gray, a former vocational agriculture instructor and still a farmer and cattle raiser on his own near Byng, is the local vocational director. There is a vocational agriculture program. One in horticulture, with greenhouse products, adds floral color

and is joined by out-of-season vegetables. Employment by local nurseries and landscape firms, as at similar programs at area schools, is made much easier here for the educable mentally retarded. There is a business and office program, two programs in health (for operation room technicians and practical nursing), home economics, CVET courses in a construction cluster that includes masonry, a home and community service cluster, a mechanical cluster, and a special one in practical nursing. Trade and industrial courses include auto body, auto mechanics, carpentry, and cosmetology. Numerically some of these require more than one class.

An excellent venture was laid on in 1981 for late spring and summer, an entrepreneurship program for students, some of whom were troubled by a slight physical handicap but who are very alert, interested, and capable despite other disadvantages.

#### **EXTERN LEADERSHIP DEVELOPMENT**

One of the most interesting and innovative activities of the state department is a teacher extern program in leadership development. This program is conducted in cooperation with OU, OSU, and Central State University. It began in the spring of 1975 with 29 teachers drawn from all vocational disciplines. Since that first year there have been almost 40 persons in each annual program. Through 1981 this totals 133 people.

Primary credit for the course is due Dr. Arch Alexander, Deputy State Director, who initiated the idea and submitted a proposal to the U.S. Office of Education in 1974 for funding under the Education Professions Development Act. The first funding came the next year. Subsequent proposals resulted in funding with EPDA funds through 1978 when legislation that made such funds available expired. Fortunately, Dr. Francis Tuttle, State Director, was impressed with the success of the program and directed that funds be budgeted for its continuation. Credit for the program also should be given to Luther Hardin, Dr. Jack Nichols, and Peggy Patrick of Arkansas; they supplied copies of their extern program and advised Oklahomans when the program was initiated here. They were most helpful, Dr. Alexander says.

This extern program has been the outstanding inservice activity for vocational educators in Oklahoma. It consists of grouping selected vocational teachers in planning and carrying out a series of professional improvement experiences. This helps prepare individuals for increased leadership roles within local institutions and preparing them for advancement to area or state levels or for higher academic attainment.

Seminars, workshops, and field trips are conducted during five Friday and Saturday sessions the first five months of the year. Training sessions orient teachers to new developments in vocational education, acquaints them with operations and policies at the state department level, and provides them an opportunity to study administrative procedures and programs at local and state levels. Presentations by individuals of state and national reputation update the participants' knowledge of broad and varied policies and programs in their field. Participants usually enroll for three hours of academic credit at one of the cooperating universities, credit which can be applied toward advanced degrees. They pay their own tuition fees, but the state department does provide the state's permissible reimbursement for mileage, meals, and lodging.

The minimum qualifications for the program are a bachelor's degree, at least three years of vocational teaching or administrative experience, current full-time employment in a vocational position, and eligibility for graduate work at one of the three participating universities. Those who have been in previous extern programs are not eligible. (Program statistics are in the Appendix.)

Dr. Zed DeVaughan has worked in the program since its origin. He first served as assistant director, but since 1980 he has directed the program and is responsible principally for its success, Doctor Alexander said. DeVaughan currently is aided in administration by Genia Fuchs. The program continues to be heralded as one of the most outstanding leadership training programs in the history of vocational and technical education.

## 10

# TRAINING FOR INDUSTRY

What then was called Special Schools programs, to be phased in as needed and out when missions were accomplished, had a good start in 1968, the first fiscal year after such action was approved. Tinker Field, or, more properly, the Oklahoma City Air Materiel Area, was the first and major beneficiary. Training was given to 52 electronics technicians, 23 machine operators, and 21 welders. Tulsa area industries were sent 71 entry-level skilled machine tool operators and the Oklahoma City industrial community 16 machine tool craftsmen.

Coincident with the Special Schools training capability, the state department created a branch (or division) called Industrial and Technical Services. Its mission was to work with the State Industrial Development Department, serving with the Governor's Industrial Team, to provide interested industry with information about what the state could—and would—do toward training a work force. This also involved liaison with official state actions, the educational community, schools, and industrial surveys; acquaintance with facilities available for any specified training needed; and seeing that such training was coordinated.

Olen Joyner, long-time vocational agriculture instructor before going to Stillwater to join the state staff, was the first director of the Special Schools program and continued in that position through (to him and to the state) interesting years until his retirement in 1980. Then, just about the time of a change of name or title to Training for Industry Programs, or TIPS, Hallard Randell, who had been in charge of the state equipment pool and thus was familiar with that part of the program, became head of the division.

One could say that the earlier programs were warmups. The warmth of the Sunbelt really heated things up for incoming industry from 1977 to 1980. Then the national recession slowed migratory tendencies of both major and minor industries. The emphasis in Oklahoma then swung to upgrading or retraining for local industrial firms. During these three years, training was done for 290 industries at 103 state locations with 42,897 persons enrolled. Of them, 32,898 completed training. These figures include 1295 people directly trained for the company for which they already were employed. More than one training course was set up for the same firm as it expanded; for example, 10 different courses involving 398 people were set up for Weyerhaeuser.

In the early days, technical assistance on various training programs set up was expected to come from respective program areas existing in the department. This worked well in some instances, but soon it became apparent that demands of time interfered with an individual's own work. This was pointed out forcefully by one supervisor, who laced his comments with barnyard language, adding, "That's your job. I have mine," Joyner recalled.<sup>1</sup>

To support the new effort, an attempt was made to utilize retired OSU professors with expertise in skill areas. Generally the companies involved with work force training quickly rejected this idea because the schoolmaster approach did not relate to the basic level of the work force which industrial training required. Inquiries showed that some other states had used persons with an engineering background. Oklahoma also tried this with a few such people, but in the long run "the best start-up training supervisors were vocational-technical educators with

a background that included curriculum development." Engineers could help on production line matters, but vocational education persons could relate better. Some specialization in curriculum writing helped, as Joyner noted: "In my opinion the best help that we could get would be those who knew how to organize material and apply it to instruction, not just being an expert in a particular field.

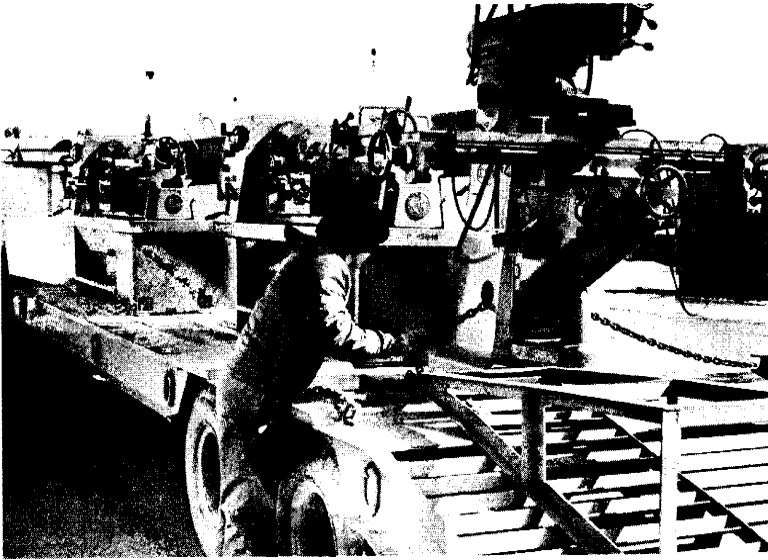
"We did not try to channel people. There was a sort of urgency to it all. Not much lead time when a company decided to locate here and needed entry force training to be completed before a plant was ready. They may have been talking about this for a couple of years, but when a decision was made to relocate everyone got in a big hurry.

"The state equipment pool was invaluable and a vital part of industrial training success. For some time the Vo-Tech department had used any leftover money at the end of a fiscal year, that could be used that way, to add new heavy equipment to the pool. There was some obtained from federal sources as surplus, but often that was obsolete for the same reason that some equipment in schools or in our state pool needed to be replaced. New technology, new machines. When this equipment was put out to area schools for use in a brief time, with a five-day recall, the use of new lathes, machines of various sorts, was beneficial to them. Some of this was so new that all the operational bugs had not been found and removed.

"Some schools had no idea, when they planned their operations, that a new industry might locate in their town and they might be asked to train workers. That happened at Indian Meridian AVTS at Stillwater when Mercury Marine and Swan came in here. The school borrowed equipment from the pool until people were trained, and until they knew there was a demand for certain skills beyond that, which made it easier then to obtain their own equipment.

"Another thing that helped the original special schools division was that we had our own independent graphics section. We did not have to stand in line with the busy departmental graphics division waiting for our curriculum materials. This speeded up production for us. We went to existing plants for a particular industry to see what they had, how they did what





*The state equipment pool's expensive machinery travels to schools as needed for instruction most schools otherwise cannot afford.*

they did, and all that. We tried to take out the guess work that might rely upon imagination and absorption of printed matter. We even went to England to inspect Raleigh bicycle making and write our manual.

“These visits helped also to get acquainted with production people, personnel supervisors, and so on, one or more of whom might be sent to Oklahoma to be administrators at the new plant. At least this created a better rapport between planners and those who would do the operating. It established a commitment and helped develop better training materials against our own background and knowledge of potential employees of Oklahoma types. Sometimes we had to resell people on what Oklahoma could do and how it would do it. Plant management changes. Those to whom we talked before training began might be shifted and a different crew sent here. This helped keep all of us more alive. Dr. Tuttle let us go our way and do our thing, but supported us. So did Dr. Alexander. Naturally they were kept abreast of our activities.

"We used an instrument called a 'statement of understanding' for agreements between Vo-Tech and an industrial firm. We tried to avoid any controversial matters such as 'hold harmless' provisions when a firm had signed agreements with a union, for instance, not to oppose organization in a new plant although it might begin operations as an open shop. It is difficult to train union people. They don't want to attend night classes or other things on their own time, and companies don't want to pay them overtime for that, yet often each side knows the value of upgrading skills with new technologies.

"There are cadres of old employees on a start-up venture, but it is easier to train a non-union force because of the limitations cited. Retooling or setting up a new product line always takes some shutdown, and that is a natural for vocational training. This was an innovation in the beginning and very helpful, but it is no longer 'the new girl in town.'"

In a "Bring Back the Okies" program, Governor Dewey F. Bartlett, who had the largest and most intensive program of industry hunting in the state's history, coincident with the idea of training for new industry, had a survey made of 60,000 graduates and/or former students of Oklahoma's four-year colleges and universities. Fifteen thousand of these people expressed a desire to return to the state if there was a job with comparable challenge and pay to that which they currently held. The findings of this survey proved to be a better public relations and promotional gimmick than a tool for actually relocating people, although some did return. A couple of unusual names of incoming firms were "Love My Body, Inc." and "Southwest Corset."

Bartlett was both eager to attract new industry to the state and active in the effort. He created the Governor's Industrial Team, composed of individuals from state industries, businesses, and institutions, all of whom served without any state compensation as a donation to the cause by their employers. In addition, this traveling effort was supported by the Vo-Tech Department's Industrial and Technical Services Division, which accompanied the industry seekers on their visits east and west. The vocational people would explain what could be done in the way of training assistance by the state and how it would be

done. Films, graphs, and other visuals could be used, along with a commentary by H.R. "Hank" Jacobs, who has been accused (perhaps properly) of being almost evangelical in his presentations. When notified that an industry was locating or relocating in the state, the training people then went into action. The system of area schools was invaluable.

Joyner felt a twinge of emotion at Claremore when the first class of trainees for Burgess-Norton, a Chicago-based manufacturer of piston pins, was presented with certificates upon completing the course. Joyner was in a line of people that included a corporate vice-president, the new plant manager, and a project supervisor when Dora Wilson received her certificate. The Cherokee lady, with invisible tears in her voice and visible ones in her eyes, said, "Tell 'em back there that I appreciate this opportunity very much. It means so much to me."

Joyner later said that Ms. Wilson knew he was not a local but was from "some head office somewhere" and wanted that message carried back. "Her sincerity was overwhelming," he recalls.

Whether it is training five or 5000 people is not the measure of the accomplishments of this division, but rather an indication of capability and scope, Randell says. A small machine shop or General Motors may have equal needs at a given time, although most obviously the quantities of skilled people are different. A vacant former discount house in Midwest City was leased as the site to train GM entry-level personnel. Classes continued there for almost two years with both day and night sessions so that people employed elsewhere might be upgraded to perform an assembly line job on cars. Classes were three hours for nine days on easier jobs. Some equipment and cars in various states of assembly were provided by GM. Other equipment came from the state pool. Three training phases from 1977 through 1980 were used.

Classes began with orientation sessions as do those of other new industries to an area. What the company does, what the products are, company benefits, policies, what is expected of workers—all such things were explained to provide information to people who then made their own decisions about training and seeking employment. The "hands on" training then

followed. There are many understandable reasons why some persons who enter do not complete training.

There is no cost to the trainee in these programs, Randell pointed out. The whole purpose is to assist industry, new or old, in order to bring employment and more payrolls, with accompanying benefits, to the whole state. As experience shows, it has been quite effective.

Governor George Nigh can get about as evangelistic about industrial training for state benefit as his predecessor-once-removed Dewey Bartlett. This is not to say that Governor David Boren neglected this area. It is natural for different persons to have different priorities, and Boren was a strong supporter of all vocational education.

The division has a large file of letters of appreciation from firms that have employed persons trained by Vo-Tech. Some were addressed to governors, some to the persons in charge of the division, some to those who did the actual training. All are eligible for a star. Yet human elements always remain.

One firm which located in the industrial park near Pryor, at the site of a wartime ordnance works, is Centrilift-Hughes, a subsidiary of Hughes Tool Company. One work station in the plant was where a woman wound up a fractional motor. On a tour of the plant one of the vocational people asked what she thought of the pre-employment training she received from vocational training. "It sure helped me," she said. "Without that I'd probably be in that laundromat making four bucks an hour instead of \$9.50."

An early problem faced by the then Special Schools division was making labor market surveys. The State Industrial Development Department (and to some extent the Employment Security Commission) did not want the State Department of Vocational-Technical Education in the survey business at that point in time, it was asserted. Governor Bartlett resolved this apparent interagency conflict with a letter directing that the industrial development people would make such surveys. Special Schools had thousands of survey forms that became waste paper. There later was better and closer coordination.

Special training worked closely with several minority-oriented companies. Most of them failed when federal supple-

mentary funds ran out, such as those provided for training under manpower acts. Lack of management experience and scarcity of cash flow funds is an opinion, but somewhat of a consensus, among those connected with training programs as the primary reasons for business failure.

In 1981 Robert M. Worthington, assistant secretary for vocational and adult education in the U.S. Department of Education said, "In a significant departure from past policies, this administration sees the private sector as being much more important to the education and training of workers than has any recent administration." Worthington also said that reauthorization of the Vocational Education Act, then under discussion in Congress and in the executive branch, should emphasize a federal role of (1) improving the system of vocational education, and (2) achieving specific national goals, such as preparing workers for jobs in areas where there are critical shortages in the work force. "Reauthorization should more sharply focus the federal government's role in vocational education on implementing the administration's program of economic development and revitalization of the economy," Worthington added.<sup>2</sup>

### **EQUIPMENT TREASURES**

It is almost facetious to call the housing, distribution, and inventorying of Vo-Tech's mechanical equipment a "pool" when some \$30 million worth of it may be more near a "lake" in size. Started in 1968 when the push for training for industry came to the fore, the equipment pool has a running inventory of that amount, most of it on loan to area schools at any given time. Circulating certain equipment, such as lathes, drill presses, or whatever, all heavy cost items, assists schools which cannot afford such things on a permanent basis to do their training.

The state pool also obtains surplus and excess federal property, a source now greatly reduced from what it was a decade ago, yet still important in that the department is eligible for such machinery and equipment. At one point soon after World War II, Oklahoma had more excess property from the government than had the state of Texas. Some of this was due to the efforts of Larry Hansen, one of but many duties he has had in the department.

Bill Heister now is supervisor of the pool activities. Leon Lacy was the first honcho, but he retired late in 1971. Hallard Randell took over in January of 1972, and it proved a good training field for his present role in heading the Training for Industry Program (TIP). Bill Simank and Heister were hired in 1972 to administer the program. Vo-Tech had a slight setback in July of 1972 when it was declared ineligible to receive excess property. Before that it had acquired about \$10 million worth of it. Among these acquisitions were old bomb containers which Vo-Ag teachers in their farm shops could turn into excellent water troughs or cattle feeders. One such tank was sent to Vanoss High School. When it was opened, instructor Clem Stone got a shock, for there was a live bomb in it. A disposal crew decided on inspection that it was merely a practice bomb, but Stone commented that he would rather have found a snake.

For inventory purposes there is a code that tells whether equipment is in good, fair, poor, or salvage condition. No dollar figures are used, and there is no depreciation. Salvage material brings some return when it is sold on bids. The warehouse contains 20,000 square feet of space. Equipment is loaned to schools on a five-day turnaround understanding. Priority sets actual time use.

There is a record of every piece of state-owned equipment and where it is, Heister said. Overhaul is done on equipment as needed after it returns to the warehouse from its last use. There has been some discussion about overhaul being done at the pool warehouse for area school equipment, but nothing has been activated.

### **TRAINING MUNICIPAL PEOPLE**

Training for governmental employees, primarily in the areas of accounting and administration but with aspects of planning, is a condensed version of possibilities under Title VIII of the Housing Act of 1964. A grant from the Department of Housing and Urban Development was made to Oklahoma in 1968, subsequent to passage of that act. The grant was accepted, and Governor Dewey F. Bartlett designated the State Department

of Vocational-Technical Education as the supervising agency to carry out training provisions under the law.

This was a companion or assimilated portion of activities funded another way four years before termination of that federal grant in 1974, by legislative action here, setting up a special training commission. For administrative purposes it also was placed under Vo-Tech. There was a precedent in delegated, affiliated, or training by whatever title not part of the normal high school or adult programs.

In 1970, in an attempt to aid cities and towns with a program to try evening out ability of municipal employees, with frequent personnel changes, the state legislature came up with a different idea. "The Commission for Training Municipal Clerks, Treasurers, and Finance Officers is an affiliated agency of the SDVTE," said Ernest Dirks, training director. "Governmental effectiveness is significantly influenced by the quality of its personnel. Certainly that is not an earth-shaking statement, and yet it was understood by municipal officers in 1957 when they organized the Association of Municipal Clerks, Treasurers and Finance Officers of the State of Oklahoma. They saw the need of exchanging ideas and information, and developing a professional esprit de corps. The need for improvement was widespread. Many had attempted on their own to initiate innovations and systems in which they might operate more efficiently for the welfare of their own city or town.

"What knowledge office holders had about the legal duties and responsibilities set out by laws of the state or their local statutes was patch-work and make-do. With all this in mind, the association formulated an educational program for personnel improvements by holding annual training conferences and supporting specialized training programs. At each annual meeting of the Municipal Clerks and Treasurers Association, the topic of a bona fide training program was discussed. Ultimately, the association decided to take affirmative action by writing and enlisting legislative sponsorship of a bill that would give substance to their aims and goals by creating a training program and a certification policy.

"Finally, House Bill 1247 passed the legislature and was signed into law by Governor Dewey F. Bartlett on April 22, 1970, and

the Commission for Training Municipal Clerks, Treasurers and Finance Officers was established and began operations."

Each member, or successor to be reappointed, is appointed for three years upon termination of a current term by the State Director of Vocational and Technical Education from a list of three names submitted by respective organizations as original selections. Initial training activities began in the 1971 fiscal year when a total of 99 trainees attended a total of 11 workshops. Ten years later the yearly level of activities center around 60 to 65 area workshops with 1129 taking part. To develop effective training tools for municipal public servants, two handbooks were prepared. Each year the participants' handbooks are updated to reflect changes in state law.

In addition to a circuit-rider approach to training municipal administrative officials, an intermediate school of continuing education was implemented in 1980 to provide vocational training on special subjects such as accounting, law, and administration. Because of the uniqueness of the training commission, with its circuit-rider approach and low-cost delivery system (one training director and one secretary), other states have inquired about the merits of the program.

As a footnote, the state "Sunset Law" provided that the commission would expire in July of 1981. House Bill 1197 was enacted by the legislature and signed by Governor George Nigh on April 20, 1981, extending the commission until 1987. Also by this act, two additional board members were added to include representation from the Oklahoma Chapters of the Municipal Finance Officers and the Municipal Treasurers Associations.<sup>3</sup>

### **GRAPHICS BY POUNDS**

From a one-person shop equipped with an 8½ x 11 offset press using coated paper for printing plates, the SDVTE printing plant has become an activity that consumes 40 to 45 tons of paper a month to produce 5000 to 10,000 training manuals.

The graphics department became essential. The Curriculum Division began its planning in 1969 and actual work in 1970. More than a one-hole punch and tiny collater was needed.



The training manuals for both instructors and students were loose leaf because, of all secondary level instruction, vocational education has the most frequent changes to keep abreast.

Ellis McHendry is head of this division. He started with Vo-Tech in 1965 in the finance division, took a year out to serve as purchasing agent for the State Board of Public Affairs, then shifted to the Graphics plant in 1975. The state experience and a prior stint as head of Vo-Tech purchasing, after he set that up in 1968, helps him understand materials purchasing better now.<sup>4</sup>

Mrs. Jeanette Sneed was that lone employee when SDVTE began doing its own printing, largely because it always seemed to have a sense of urgency that a commercial shop could not match, but the department has never done any commercial business itself (unless one calls the sale of manuals by the Curriculum Division in our state and some others a business; if so, it does better than some business these days, for it comes near to being self supporting). The most exciting thing Mrs. Sneed remembers in her years in the plant was when a part-time female worker got her hair caught in a press. It was stopped, and she was freed without physical damage. However, she did contribute a bit of hair in the cutting process.

There is a story about how Mrs. Sneed got into the printing business in a small room in the original Vo-Tech building on West Sixth Street. As she tells it on a tape recording, it happened this way: "J.B. Perky was state director in 1962. He had a ranch southwest of town near me and figured that I might be needing a job. He was having trouble keeping young people at work because they took leave to have families—or just left. He stopped at the house and asked me how I was with machinery. I didn't know whether he wanted a tractor fixed or what. He then told me about the job. I had never seen a print shop, but he knew my family and had faith in me. I said I'd try it. Arch Alexander was the supervisor for my operation, then Dale Cotton, Larry Hansen, Bob Patten, and finally Ellis McHendry."<sup>5</sup>

Training manuals that the division turns out are always charged back to someone. This may be "right hand to left hand," but what is expense on one side of accounting books is turned

toward costs to Graphics. Early on, mostly part-time workers were used—high school students or college work-study types. Now theirs is a professional staff of about 50, almost divided between two locations the past few years when a leased building southeast of Stillwater was used.

With helpful state appropriations for that purpose, the SDVTE has a spanking new plant on the northwest edge of the OSU campus with 41,000 square feet, computer type setting, and web presses with a capacity of 30,000 signatures an hour. The shop can do four-color work but not the separations or color processing, Bob Dickson said. He has been in the plant since 1971. That 28 x 36 inch press certainly is an improvement over the “midget” press that Mrs. Sneed worried over. From slow single impressions, the new one can produce eight 8½ x 11 pages every time it whirls.

## SUPPORTING ROLES

The Oklahoma Vocational Research Coordinating Unit (RCU) was established at OSU on July 15, 1965, as a result of a federal grant from HEW.<sup>1</sup> Twenty-four states were awarded grants that year for the purpose of establishing research coordination units. Initially the Oklahoma RCU was staffed by a director, Dr. Bill Stevenson, and one secretary. Shortly after the unit was activated, Stevenson saw a need for staff expertise in research and wrote an amendment to the original proposal requesting additional funds for such purpose. The amendment was approved, and Don Frazier was employed on January 1, 1966, as a "Specialist in Research Methodology and Design." Although the title was designated in the proposal, that cumbersome appellation soon was changed, and Frazier was named the assistant director.

In February of 1966, all 24 states were represented in a meeting at the Center for Vocational Research at Ohio State University. The reason for that conference was to delineate the purpose for RCUs and to establish a means of communication and coordination among and within states. Much was accomplished at that meeting—perhaps because there was consid-

erable snow on the ground when participants arrived; then an additional eight inches of snow was dumped on them the first night. Transportation around Columbus was difficult, to say the least, so conference participants worked on RCU organization.

The objectives, in those early days, were to coordinate research activities within Oklahoma and among the other states; to generate research ideas and to conduct research projects; to assist vocational researchers in their work, and to disseminate results of research activities. Those objectives are still appropriate for the present Research Unit. The RCU continued under federal grants for three years and, during that time conducted or assisted in 50 research projects. The peak staff number during this period included the director and assistant director, five half-time graduate research assistants, and two secretaries. In September of 1969 the RCU became an arm of the State Department of Vocational and Technical Education, although it was still located on the OSU campus.

As a result of the first RCU activities, the 1968 amendments to the Vocational Education Act of 1963 stated that research coordination units could be funded appropriately by state departments from Part IV-C of federal research funds. Thus RCU became involved in several capacity-building grants to accomplish mandates in the 1968 amendments related to planning and evaluation. As systems were developed, the RCU added staff to operate and refine those systems. By 1970 the RCU had expanded to become a division of Research, Planning, and Evaluation and was staffed by six full-time professionals, six half-time graduate research assistants, and three secretaries. In addition to Stevenson, as head of the division, and Frazier in research, Charles Hopkins was named coordinator of planning, James Harris was coordinator of information services, and Ralph Ross was coordinator of evaluation.

The RCU staff was moved physically from the OSU campus to offices in the J.B. Perky building when it was completed in December of 1969. Although the staff remained on the OSU payroll, physical location at the State Vo Tech Department created much stronger communication ties with state department staff, particularly curriculum personnel and the program su-

pervisors. As a result of the 1976 Amendments, the RCU payroll was moved in 1977 from the university to the state department. After 11 years of operation as the research arm of the Department, the RCU staff became bona fide members of the state staff.

A reorganization to fit federal funding categories left the RCU with only its original research responsibilities. Evaluation and planning activities were split off into separate units. Since 1977, RCU has been staffed by a coordinator, assistant coordinator, four or five graduate research assistants, and a secretary.

A number of RCU activities have had great impact in Oklahoma, and some have affected a number of states. The Occupational Training and Information System (OTIS) project was initiated by Paul Braden and John Shearer of OSU to develop a manpower demand-and-supply information system for use in state and local planning and to meet the needs of industry and students. At the same time Frazier in 1968 was refining a statewide student follow-up system which could furnish accurate supply information to the OTIS project. The OTIS project was completed in 1970 and became operational in the RCU with James Harris as coordinator.

Harris and Frazier subsequently developed the automated Student Accounting System as a sub-system of OTIS, the first automated statewide manpower demand-supply system in the states. Although the system has continued to be refined, the management information concepts are still in use today.

A study completed by Charles Hopkins in 1968, and revised in 1970, identified the most appropriate area vocational-technical school districts and the most feasible school sites to make vocational education available to all students in Oklahoma. The area school system in Oklahoma today closely resembles that recommended in 1970.

Hopkins became the first "planner" in the RCU with responsibility for development and compilation of the state plan, and for development of a long-range master plan for vocational education in Oklahoma. Dr. Tom Thomas is the current planner.

In the state plan the rationale for funding is based on need

and not on expectations. Needs are determined as closely as possible through all available indices of labor market demand and supply in the locality affected. This is never an absolute but neither are expectations, planners say, because it is a natural human trait to hope for the best, the largest, or whatever. It also is impossible to finalize plans beyond some speculative terminal even when needs and requests are balanced owing to the uncertainty of federal funding which, although it is less than 10 percent of the vocational funds expended in the state, have an effect on the total outlay.

The best that Oklahoma vocational planners can come up with is a federal shortage "equalizer," Dr. Thomas says from beneath his burden of current planning. (The Israelites had a term for that in ancient Egypt. It was called making bricks without straw.)

The team-evaluation system currently in use was developed in 1969 and was refined in 1970. Over the next five years, virtually every vocational program in the state was evaluated in efforts to improve our delivery system. Ralph Ross was primary developer of the evaluation system and has been the only head of the evaluation units.

After the 1968 Amendments were passed, the U.S. Office of Education contracted with the Oklahoma RCU to hold a national conference for the purpose of developing a handbook which would guide state departments in carrying out the spirit of the research-and-development function mandated by PL 88-210. That handbook, *Research Handbook for Vocational-Technical Education* published by the RCU at OSU, became the guide for vocational research and research-related activities in the nation for the next five years—and is still noted for its guiding principles and educational-change model.

The project directors—Stevenson, Bill Hull, and Frazier—held dissemination conferences in each of the nine USOE regions and distributed 20,000 copies of the handbook across the country. The RCU directors finally organized at a meeting in East Lansing, Michigan, in March of 1968. Stevenson was elected the first president and was re-elected a year later to a second term. Amid all the seriousness that second election really had a highlight when Dr. Arthur Lee, now of Northern Ari-

zona University, made his "famous" nomination speech for Stevenson.

"Two years ago, as I recall," Lee said, "the National Association of RCU's faced an uncertain future with great determination and cohesive strength. We met at Michigan State University and conducted our business with remarkable unity and singleness of purpose. We did not need a leader, so we elected Bill Stevenson as President. Last year we met at Salt Lake City—filled with a sense of our widely recognized destiny, supremely confident, breathing enthusiasm—modestly but decisively accepting the responsibility thrust upon us by the National Vocational Education Community. The organization was more firmly united than ever. Our goals were clear and nothing could possibly interfere with our sweeping progress toward those goals. We had less need for a leader than the year before, so we elected Bill to a second term.

"Now, this year, it's true, things are not quite as flawless as we might have hoped. Human fallibility has occasionally appeared to mar the brilliance of our total performance. A question or two has been raised in remote corners of the federal establishment about our need for research funds. Bill himself has sometimes revealed unexpected moments of leadership potential. He did, for instance, entertain briefly the illusion that we might elect him to an unprecedented third term, and he went so far as to ask me to be his campaign manager.

"But he relapsed into his customary condition of sublime indifference to his own limitations. At this moment he does not appear a serious threat to the continued onward march of RCU progress. The National Association is virtually certain of its destiny, and might only be impeded by a president with ideas of his own; certainly we never want a president with ambitions to stay in office forever. Therefore, I nominate for an unprecedented third term as president—Bill Stevenson."

The kicker is that Stevenson "renounced" both the nomination and nominator, then offered as alternate candidate "Jack-What's-His-Name from Nevada" (Jack Davis). So the conferees, without more speeches and without identifying that candidate by more description, duly elected "Jack-What's-His-Name" by acclamation.

It appears that even serious people can have fun, too. Stevenson left Oklahoma several years ago for a position at the Center for Vocational Education at Ohio State University, Columbus. Seems he wanted to utilize anything carrying the letters OSU.

Hopkins introduced Management by Objective to the RCU in 1971; the state department went to an MBO system in 1972, guided by Hopkins and Stevenson. Over the next three years, these two RCU staff held workshops in more than half the states to introduce MBO to State Departments of Education.

The above items, for the most part, are "capacity building" developmental activities, which have helped the state department to improve its leadership functions. Many, many research projects have related more directly to the better serving of vocational students. Just a few of those by our people with the greatest impact are mentioned below.

*1970-1972.* Research projects conducted by Maurice Roney and Paul Braden led to a new curriculum and program in electromechanical-technician training. The project, initiated in 1968, led to a number of new electromechanical programs across the country.

*1971-1972.* Donald Mitchell led the way by introducing industrial-arts activities at the elementary level as a career-education program. This project was completed the same year Dr. Sydney Marland introduced the concept of career education in the U.S. Office of Education. Harold Winburn, along with teacher educators from across the state, led the way to changing industrial arts at the junior high level from a wood-working course to a career-exploration course.

*1971-1974.* Stevenson and Patricia Jamison developed a program guide for career development in health occupations, which was circulated across the country. Two years later Sharon Ward studied the feasibility of career mobility in health occupations in Oklahoma and delineated the career-mobility programs which would allow a student to proceed from nurse aide to registered nurse with little duplication of course work. The articulated health occupations programs in Oklahoma resulted from these studies.

*1972.* Patricia Sikes developed an audio-visual method of



reporting and evaluating home projects in home economics programs.

1972. Tom Harned developed a technique to increase student-teacher ratios in core health occupations curricula at the junior college level. Several states requested the report of that project, even asking for it four or five years after it was completed.

1972. Vital Information for Education and Work (VIEW) was a guidance tool developed with research funds at San Diego County, California. Frazier, after visiting there, wrote the proposal to establish a VIEW operation in the Oklahoma State Department. Les Miller was selected to establish that program and is still the coordinator. This was one of the first successful efforts of the RCU to disseminate or make use of research accomplished through the RCU of another state.

1973. Through a grant from the RCU, Murl Venard of the Counseling Division of the State Department of Education developed a new *Guidance Handbook* which was used by counselors across the state.

Career Education was introduced in Oklahoma at Sand Springs as a result of federal vocational research funds. Although Frazier monitored and gave support to the project, its successes can be attributed to Wendell Sharpton and Herman Grizzle of the Sand Springs staff. Over the years, from 1971 to 1974, this effort spread career education to many school districts.

One might note that research projects above were done before the 1976 amendments. At that time, emphasis was changed to more direct support of research in curriculum and teacher methodology or techniques. Major research efforts in the past few years have been in collaboration with the Curriculum Center and have been aimed at improving and validating curriculum materials.<sup>1</sup>

### JUST CALL IT OTIS

Oklahoma has a long and innovating history in producing and utilizing occupational supply and demand data. This was developed because manpower training agencies recognized the value of the most current occupational information available.

Oklahoma started in this direction when two studies which explored the need for statewide manpower planning were completed in 1967. One was by Ling-Temco-Vought System Management Service and the other by OSU. These studies were oriented toward identifying actions and sequential steps necessary to establish a flexible occupational training system that could provide skilled manpower to satisfy the state's needs.

In the spring of 1968 representatives from the research arm of the State Industrial Development and Park Department, as it then was known, the State Department of Vocational-Technical Education, and the Oklahoma Employment Security Commission discussed the need for a statewide research and demonstration project. This would bring maximum resources to support a strategy for economic development, which had as its major premise the creation of a skilled labor force.

Subsequently, the Manpower Research and Training Center at OSU was approached to react in detail to the feasibility of such a project. In July of 1968 a proposal was submitted to concerned agencies. The SDVTE and the State Industrial Development agency agreed to fund the action temporarily. Cooperation was promised by the ESC and Association of Private Schools. Organizations which financially supported and/or cooperated in creating the system included those cited above, plus the manpower administration of the U.S. Department of Labor, Ozarks Regional Commission, State Accrediting Agency, plus OSU agencies, added to those above, including the School of Occupational and Adult Education and the Oklahoma Research Coordinating Unit. The State Advisory Council on Vocational Education aided financially to complete the initial system. This resulted in a consortium of state agencies that published supply and demand data under the title of Occupational Training Information System (OTIS) in 1969 and 1970. Within a few years this had been copied in whole or in part by nine other states.

At a meeting in 1970 of the statewide advisory committee for OTIS, the membership transferred operational responsibilities of the system to the newly formed Division of Research, Planning and Evaluation, of SDVTE. The annual report was published there until 1978 when the project was turned

over to the State Occupational Information Coordinating Committee, a creature of the 1976 amendments to the Vocational Education Act of 1963.

### **PLANNING MORE THAN WORD**

Dr. Tom Thomas, coordinator for planning, began his association with the SDVTE in 1972 as an itinerant instructor for a project in the computer graphics area. This was a mobile van that traveled among 13 junior colleges in the state to provide a technological update for drafting courses. It followed a curriculum that at the time was considered the only one in use nationally for computer graphics. At this time the state department had a Division of Technology. The mandatory 15 percent of funds then was disbursed to post-secondary education through the Vo-Tech department. A legislative decision that technician training beyond the high school (aside from non-credit adult classes) was to be handled through the State Regents for Higher Education altered the activities of this division. Post-secondary training below the baccalaureate level remains under the regents with the normal degree programs. Regents decided the funds required too much accounting.

While it was engaged in technical training, the SDVTE did have courses in areas such as drafting, electronics, electricity, civil engineering assistant, surveying, and other technical assistant programs. Funds that ceased to go to post-secondary schools directly and not to the regents for allocation under the "sole agency" concept of the (Office) Department of Education, were used for the SDVTE's adult programs. The vans being released from their junior college circuit were assigned to other mobile programs, such as cashier-checker.

Almost coincident to general expansion resulting from putting the results of research and planning to use, Thomas became chief planner as Hopkins moved up a step. New start programs, industrial maintenance, instrumentation type courses, and training much above previous levels but demanded in today's higher technology fields became features of the total state program. Graduates of these, pay wise, ranked higher on the scale accordingly.

A federal grant permitted the SDVTE to conduct a national

planners' conference in Oklahoma City in 1978 which led to 25 states being invited to participate. Improving state planning was the purpose. Selection of Oklahoma's planning division for the seminar was a compliment, Thomas said.

In a taped interview Thomas said that perhaps the most frustrating experience or reaction he has experienced working in research and planning was that concerning a study on problems of the state's two urban areas, Oklahoma City and Tulsa, on which he worked. This was a project sponsored by the State Advisory Council on Vocational Education. The home folks shared this with the Center for Vocational Education at Ohio State University, which analyzed the data and made recommendations. "It was a good study," Thomas said, "and I thought that it was well received. But the two systems did not buy much of it. When you do the research and point out where programs could be helped and what the need is, it is frustrating not to see more of the report utilized. Even a happy medium would be better. It is a district's decision if it would rather spend its funds for other things aside from vocational education but it remains perplexing. Area schools cannot do the whole job."<sup>2</sup>

### **PURCHASING IS BIG BUSINESS**

In 1981 Jack Webb was in charge of purchasing and plant services. When he began with the state department in 1970, this was a relatively new box on the organizational chart. From an activity that could be handled through the fiscal office, the needs of the department grew as the whole program expanded, so a special responsibility was assigned. "The area school concept was still fairly new," Webb said, "and we were busy equipping them as part of our matching obligation. Central at Drumright was the first one that I worked on. We did about two schools a year during that busy building period and up to about 1975. We also had skill centers to be concerned about. State inmate training equipment, that for full-time adult programs, and some CETA agreements require action from this section."

For the past half-dozen years or so, annual expenditures through the purchasing office have been more than \$1 million,

Webb said. This is all training equipment, none for construction, although in certain cases land for such things as the Bill Willis Skill Center at Tahlequah was handled here.

Ellis McHendry headed this work when Webb began, and there was one secretary. Now there are seven persons in purchasing and six in plant services. McHendry moved over to head the Graphics Division, a printing and reproduction plant larger than many commercial plants in urban areas, after being on loan to the State Board of Affairs for a year handling purchasing.

The SDVTE requests naturally follow state law on maximums that can be spent directly, then make requests to the Board of Affairs for larger items, which are let on bids. As with some other state agencies, there are times when considerable dialogue takes place between the parties because of a desire for certain makes or brands of equipment. These must be justified, Webb added.

On the plant services action, this section handles maintenance matters at the state headquarters' buildings, not all of which are contiguous, and some responsibility beyond routine custodial maintenance elsewhere. Expansion appears almost constant to a casual visitor as additions are made. Properties of the host "landlord" OSU are leased on a five-year payback on a cost recovery basis plus the cost in interest on the money.

The new printing structure was built by the department although land was leased from OSU for a 20-year term with an option for similar extension. The legislature provided money for this plant and the new equipment needed. The rest of it was transferred from a leased, privately owned building, which was outgrown. The plant handles not only the department's own printing needs, including those of its curriculum division, but also that of the Mid-America Vocational Curriculum Consortium, which of themselves are almost self-supporting.<sup>3</sup>

### **COMPUTER IS KING**

The Systems Design and Computer Services Division is one of those "new day in vocational education" actions that have become an essential part of support for non-training functions. Headed by Dr. Gene Smith, it too is of recent vintage,

having been formed in 1974. Prior to that, computer services were in Oklahoma City on a shared basis with the State Department of Education. Early on there were but four persons: Smith, a secretary and two programmers. Now 18 persons provide services exclusively for Vo-Tech although they are on the OSU staff by arrangement. "Rather a unique one at that," Smith said. The full range of computer applications is used—for payrolls, accounting, statistics, and records.

When the computer service was located in Oklahoma City, the equipment and personnel were there, but the people who needed those services the most were in Stillwater, which made a more independent function necessary, Smith stated. At first an OSU computer was utilized, and from primarily instructional support services was expanded without duplicating costly equipment. There is some cost return now to OSU.

Bill Randolph was head of the Oklahoma City operation when it began in 1965. Following him was Gene Thaxton in 1971, then Smith in 1974. Smith really began his new duties at Stillwater but assisted in the transition. Finance, equipment inventory, and such matters for area schools, inventory of the state equipment pool, curriculum, and other matters are all grist for the computer system. One of the major activities of the division involves student accounting, which is a record of varied reports on each vocational student in the state. This also is important in tracing course completers on the continual follow-up program of the SDVTE.

In March of 1981 the division installed a Harris 1670 distributive data processing system. Some computer capability for the state department was given up then, Smith said, but there is a link with the OSU computers which means doubling is possible. Terminals are used for direct access to needed information, the key word here being interaction.

As business and industry know, computer work does not come wrapped in a bargain basement cloth. The expense of this division ranges above \$400,000 a year. The original data center with its emphasis on institutional support was tied into sites around the state. This was another "leader" innovation in vocational education, Smith said. Dr. Lee Hardwick, then director of technical education for the department, was instigator

of that system. Francis Tuttle, then coordinator of area schools, supported the idea, as did Amos Kimberling, director of statistical services in the State Department of Education.

As the state of the art in computer technology acquired new uses, the equipment, as with other miniaturization, became smaller. What once required a large van and much manual or mechanical muscle to move now can be transported between schools or stations in a station wagon.<sup>4</sup>

### EVALUATION FOR QUALITY

Development of an evaluation instrument that has been copied, at least in great part, by its contemporaries, the grown-up evaluation division was weaned from its parent Division of Planning, Research and Evaluation several years ago. It is a big boy now. One fifth of the state's vocational programs at the secondary and adult level are evaluated yearly for a long list of items regarding quality of instruction and weighed against available resources which often determine the amount of equipment or other training aids. Teams of evaluators drawn from the evaluation section, which is too small for total investigation, normally provide five persons to do the checking. They will have some who work in the area of programs to be checked, and others who are in another field. They know what resources a school has before they begin.

Schools are notified about an impending evaluation. In fact, most of this is done from a year to six months in advance. Dr. Ralph Ross has been in the section since it began work in 1971 and headed it after the spin off. His first assistant is Dr. Len Tontz.

Much research and remodeling has gone into the evaluation instrument now used. In 1971, when Dr. Bill Stevenson headed the triple-named division, a summer exercise was done by a team which included representatives of the State Advisory Council on Vocational Education. This was to check the 10 "best" and 10 "poorest" auto mechanics programs to seek an answer to what made them that way. The forms used now have evolved from that initial experience, are more complete and more general, but still with a high degree of usefulness for any discipline.

Vital to evaluation by a team is the instructor and the quality of teaching. Equipment, facilities, and so on are important, too, Tontz said. Recommendations on all matters are made to the school being checked. Weaknesses that appear serious are reported to superintendents, also to supervisors of that particular subject area, and followup reports are requested for assurance that deficiencies have been corrected. The ultimate punishment has been, after a year's interval and appeal opportunities, for a program to have its state-federal reimbursement lifted. An extreme "correction," that has not happened often—but has—was discharging a teacher.

There are 10 minimum standard areas that were adopted by the State Board in 1977. Evaluations are done in terms of those standards. Student placement is most important as an indication of instructional quality, motivation, and career choice direction. So is sex equity and other mandatory actions that sometimes appear to be a long way from the Washington mountain top and therefore might be skimmed.<sup>5</sup>

Tontz recalled an incident during an evaluation at the Mid-America AVTS near Wayne. Dr. Orbra Hulsey, superintendent of the Caddo-Kiowa AVTS at Fort Cobb, was on the visiting evaluation team. He noticed that his counterpart at Mid-America, Ken Carlton, appeared to be a bit uptight. So Hulsey said to him, "Ken, do you suppose that we could take a tour of your building? I'd like to see what it looks like when it's cleaned up."

Those who administer the evaluation program are convinced that they are a help to local schools, even though they appear to be snooping politely, because often the results spur acquisition of something needed. The unit now also performs audits for the accreditation of schools, which is an assist in approving non-credit post-secondary work at an AVTS, where normally only secondary level is done.

Admittedly evaluation relies upon subjective judgment of the evaluator, Tontz said. "Competency profiles help, and we're doing more in that line. We feel that we contribute to the overall excellence of vocational education and have been complimented by having our system used elsewhere—if only in part."



### **MORE DIRECT LIAISON**

In 1975 SDVTE sought answers to a pertinent question: "How can we find better ways to provide vocational education for more young people who need it and can profit by it?" Seeking an answer to that, with some related factors that eventually disclosed a large number of unknowns, in what by administrative use at state level over a long period had become accepted as general knowledge, the SDVTE held four regional meetings that summer. These were at area schools at Claremore, Enid, McAlester, and Lawton. Invited to attend were school superintendents and principals in those regions. A full day of discussion, brainstorming, questions from schoolmen, and answers by state staff lit a lamp.<sup>6</sup>

It should not have been a surprise to learn that a lack of communication was in many ways responsible for a gulf between regulations and local operations. Supervisors of program divisions visited local schools, but often with only a courtesy call on administrators and more time spent with instructors. So some staff planning began. Having been represented at these meetings, the State Advisory Council, in its 1975 annual report, recommended implementation of the regional administrator concept with individuals so assigned to come from present staff people. The Council was not ahead of the department in this but concerned and strongly supporting subsequent action.

One at a time, almost, the regional administrators were tapped. Now there are seven. They are, with their base: Haydon Battles, Hobart; Gene Beach, Park Hill (Muskogee); Larry Catherwood, Stillwater; Jack Herron, Norman; Gina Haury, Oklahoma City; Dean Reeder, Mountain View; and Ross Stivers, Wilburton.

## 12

# PROGRAMS FOR SPECIAL PEOPLE

In the secondary school population group, an area of specific interest to vocational education under the framework of federal law, there are many young people and, for certain types of instruction, adults too, who require special programs. These cannot all be classed as "disadvantaged" or "handicapped" although those are prominent classifications for special educational needs. Under the area school system it is possible to provide many special programs that a single school could not offer. A few persons served makes the unit cost very high. A district without adequate funds would have great trouble financially. The state does provide incentive for the handicapped by a grant of \$6,000 per approved program. There are mandated set asides of state and federal funds for the two groups singled out. This is frosting on the budget cake.

Certain Oklahoma area schools now provide learning labs, or centers, where those persons in need of training get elementary help in the simple basics of reading and arithmetic to cope with occupational training. With its learning lab Moore-

Norman has pioneered providing special attention to the deaf within the regular framework.

Mainstreaming deaf and hearing impaired students has been successful by use of interpreters, tutors, remedial education and at times a deaf educator. These students have enrolled in seven of the 25 programs available at the school. Adults, too, have found such training helpful. More than 200 persons have benefitted by sign language classes in the evenings.

There have been a full time equivalency of 93 high school students in the program's six years. Thirty-three of them upon training completion, usually two years, were employed. Most of them have been aided by part time jobs while in school. This has been especially helpful for those who live outside the district.

"Our goals are to provide students with special assistance to learn in the regular classroom setting. We counsel, we tutor, we help instructors adapt materials, we interpret lectures," Thelma Rex, the coordinator, said. Sponsors aside from the school are the State Department of Human Services and Department of Vocational-Technical Education.

There are programs for displaced homemakers at a number of institutions. This may be basic counseling to help persons get the proper training, with personal assistance at times in child care and transportation, to permit them to enter or reenter the work force. Unfortunately this segment as a percentage of population continues to grow. Employability is high, wages good, and such a difference from the alternative!

There are programs at some area schools for floriculture and horticulture. This offers some persons with varied physical handicaps a useful, rewarding—to them—interesting career. The job placement record for these course completers is unusually high. They do many humdrum chores that are most boring to certain others in the same relative age group.

Although the scope is expanded now, as in all vocational programs these special ones for special people have a legal and, to some extent, mandated background. Others are a result of need and a sincere attempt to serve people who can accept and benefit from those services.

One might call this activity "special programs for special



*Vocational programs for special people are important, as Gordon Cooper AVTS knows.*

populations." The Vocational Education Act of 1963 provided funds for disadvantaged and handicapped populations. The 1963 Act, Section 4 (A) stated: "Vocational education shall be provided for persons who have academic, social, economic, or other handicaps that prevent them from succeeding in regular vocational programs..."

Authorization of the use of funds for work-study programs also was included in that act.

Various states did not utilize fully all funds provided for the disadvantaged and handicapped by the 1963 legislation. As a result the next legislation, the Vocational Education Amendments of 1968, not only set aside funds for the disadvantaged and handicapped, but mandated expenditure of such funds, for their vocational training. Thus that became and has remained a national priority.

The Division of Special Programs in the Oklahoma SDVTE began funding programs in July of 1970.<sup>1</sup> Special programs are funded from proposals submitted by local education agen-

cies (LEAs). In the beginning, a steering committee considered proposals and recommended approval of those considered feasible.

A program specialist for disadvantaged and handicapped programs was employed September 1, 1969, and had the initial responsibility of developing programs for the disadvantaged. The Coordinated Vocational Education Training (CVET) program was developed by this program specialist.

A program specialist for funded cooperative programs was hired June 1, 1970.

In July of 1971, the position of Coordinator of Special Programs was created, and on April 1, 1976, that title was changed to State Supervisor of Special Programs. Presently, the staff consists of the State Supervisor, Dr. Clyde Matthews, three vocational specialists and a head secretary. The division receives, reviews, and makes recommendations to approve or disapprove proposals as they are submitted. Matthews was transferred from the Manpower program.

In addition to a provision for setting aside 10 percent of a state's federal grant for handicapped training, and 15 percent for disadvantaged training from basic grant funds, there are funds for special funding of research and training programs. These are experimental, developmental, or pilot programs designed to meet special vocational needs of youths—particularly those in economically depressed communities who have academic, socio-economic, or other handicaps that prevent them from succeeding in a regular vocational program.

Also, funds were provided for dissemination of information derived from the foregoing programs, or from research and demonstrations in the field of education, that were recommended by the State Research Coordination Unit (RCU).

More funds were provided for exemplary programs to stimulate a search for new ways to create a bridge between school and earning a living, for young people who were still in school or in post-secondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies. Federal funds were provided for exemplary and innovative occupational programs, or projects, designed to broaden occupational aspirations and opportunities for



*Kiamichi AVTS knows that skills create happier people.*

youths, particularly disadvantaged youths, and to serve as models for other vocational programs.

The Vocational Education Amendments of 1968 provided funds for cooperative vocational programs. One requirement was that priority for such funding be given to areas with high rates of school dropouts and youth unemployment.

The Amendments of 1968 also provided funds for a work-study program for students accepted for enrollment on a full-time basis, in an approved vocational education program, who were under 21 and over 15 years of age; who were in need of earnings from employment to begin or continue their vocational program; and who were capable of maintaining good standing while privately employed under the work-study program.

As a result of the 1968 amendments, Coordinated Vocational Education and Training (CVET) for disadvantaged and handicapped youths was initiated. During the 1969-70 school year, 25 classes in 16 schools were implemented. CVET has

shown a steady growth each year. Much of that has been due to state funds appropriated for new CVET programs. The past two governors have requested, and the legislature has appropriated, such funds.

The 1976 amendments to the original 1963 act, increased set-aside funds for the disadvantaged to 20 percent of the basic grant, while the 10 percent set-aside for the handicapped was retained.

However, 20 percent of a state's allotment under section 102 (a) of that law must be expended for program improvement and supportive services. Under those, funds may be used for research, exemplary and innovative programs, and curriculum development.

The work-study program is presently a part of the Special Programs Division. Funds for special programs for the disadvantaged that must be allocated to areas with high concentrations of youth unemployment and school dropouts, may be funded up to 100 percent of the cost.

The last federal regulation requires also that the 10 percent and 20 percent set-aside funds be used for not more than 50 percent of the cost of vocational training for the handicapped and disadvantaged. It has been a hardship for some local agencies to come up with their one-half.

Because this matching requirement was recognized as a hardship, state funds were appropriated to help them match federal funds allocated to LEAs, for programs and support services for disadvantaged and handicapped persons during FY 81 and FY 82, through the Special Programs Division.

"Meeting needs of the handicapped has been a most difficult problem because the conditions are so varied, and require many different approaches to meet vocational objectives of such identified persons. Particularly in rural areas, the low incidence of related handicapping conditions has made it difficult to provide vocational training to them," Matthews said.

Fortunately, area vocational-technical schools have provided a natural setting to teach skills needed for both rural and urban secondary, and adult disadvantaged and handicapped. These schools offer their students a potential upward mobility

to compete for job openings in the areas where opportunities are available.

Many successful programs for special populations have been limited. A great deal of planning and preparation preceded them. Since 1968, local administrators in our nation's schools have become increasingly aware of the responsibilities and possibilities in education for the disadvantaged and handicapped.

Quality of the programs has improved beyond expectations of many people who were instrumental in initiating some of those early ones, observers say.

Area schools offer many programs classed in general as occupational services. These are institutional in type and include custodial, landscaping, building and grounds maintenance, sewing, child care and others. There are exploratory programs that seek to fit individuals into a slot within their capability to work and share life with the more fortunate. Those who can be mainstreamed are advanced to that. Some who cannot hack it in regular programs are placed in one at their level of accomplishment. This is where testing and orientation are highly important, Matthews said.

"We try to our best to follow the federal mandate and our own desires, to get a student into the most appropriate setting educationally, and to do this in association with others when possible, because of the social and psychological benefits," he said.

The Coordinated Vocational Education and Training programs at the ninth and tenth grade levels have had a tremendous growth since 1970, having grown from 25 programs to 113. Through 17 different training areas, including some remedial or neglected math and English, students are prepared for later more intensive vocational training. Five schools have cooperated in one program at Pauls Valley, which is the host school, Matthews reported.

Employment counselors are funded, to the extent possible, to work with handicapped people in securing employment. At the Tulsa County AVTS there is a program where learning disability students are placed on a job during their senior year. There are 26 of them presently engaged. Instructors there are



also given responsibility for placing students on jobs. Last year every completer was placed.

An unusual result of a special program at Pioneer AVTS in Ponca City is quite interesting, Matthew stated. A handicapped student mainstreamed into an auto body course in his senior year did such an outstanding job that his work was almost show cased. For whatever it might mean to some of the doubters, there was a learning disability student at Canadian Valley AVTS, El Reno, who found what he really wanted in a food service program and is now employed in Oklahoma City at \$18,000 a year.

### **CURRICULUM PATTERNS**

In 1968, the Ling-Temco-Vought Studies included an attempt to ascertain the image of vocational education in Oklahoma. One disturbing result yielded was that vocational education's image in Oklahoma was not particularly poor, it was practically non-existent. Consequently, those involved in the study recommended that perhaps this image (or lack of it) could be improved by developing curriculum and instructional materials, and making them available to Oklahoma teachers, students, and the public.

Upon becoming state director of vocational education in 1967, Dr. Francis Tuttle reviewed this legislative study. One of his first administrative actions was to put in motion forces that would eventually lead to creation of Oklahoma's Curriculum and Instructional Materials Center (CIMC) as a division of the SDVTE.

Doctor Tuttle appointed Ron Meek, then staff agriculture mechanics specialist, to plan a curriculum center for Oklahoma. During 1968 and 1969, Meek visited the 20 existing curriculum centers then active in vocational instructional materials development throughout the United States. He discovered that activities being carried out by "curriculum centers" ranged from printing operations to the development of teacher guides and student materials.

Meek studied papers and books offered by curriculum educational philosophical leaders such as Maeger, Tyler, and Popham, and also participated in their educational technology

workshops. Assimilating information from the visits, readings, and workshops, Meek made some basic decisions that laid a firm foundation from which the CIMC continues to operate. Meek recommended that

- 1) Student *and* teacher material should be produced.
- 2) Materials should be color-coded.
- 3) Materials should be loose-leaf.
- 4) Materials should be written on the basis of performance objectives.
- 5) Materials should include activities for instructors to assist them in implementation.
- 6) Materials should include application.
- 7) Materials should include devices to help teachers evaluate student activities.
- 8) Materials should include procedure sheets for development of psychomotor tasks.
- 9) Materials should include criterion-referenced evaluation.

Meek compiled a model unit of instruction incorporating these philosophies, and presented the unit to a group of teachers for their evaluation. The concept was enthusiastically and unanimously accepted.

Although the same basic components comprise today's units of instruction, they reflect 10 years of CIMC experience, teacher input/experience, and student use. Advisory committees composed of vocational teachers, industry personnel, teacher-educators, and occupational supervisors work with curriculum specialists and writers to determine the content and to review and validate CIMC instructional materials. "Our philosophy has remained the same," coordinator Bob Patton said.<sup>2</sup>

To assist vocational education instructors in improving and personalizing the teaching-learning process, the CIMC currently is developing competency profiles, a systematic method to document students' progress and accomplishment of competencies, LAPs (additional pages that can be added to basic core curriculum units of instruction to provide individualized instruction in the classroom), and slide/tape and video presentations. The CIMC also houses a Resource Center that provides films on a free-loan basis to Oklahoma vo-tech educators

as well as reference materials such as texts, microfiche, bibliographies, and periodicals.

How does the CIMC finance development and dissemination of instructional materials? It operates on a two-budget financial system. Initial funding of an instructional product is allocated through the state. These funds pay for all developmental costs until the instructional product is sent to the printshop. Once at the printshop, the product begins paying for itself on a cost-recovery basis and is budgeted through the resale division. With total sales reaching more than one billion dollars during fiscal year 1981 nationally, you can imagine the volume of business now served.

In addition to developing, producing, and disseminating instructional materials for Oklahoma's vocational program, the CIMC acts as the Midwest Curriculum Coordination Center (MCCC) when awarded a competitive contract from the U.S. Department of Education. In this capacity, the CIMC/MCCC provides leadership to nine states in the Midwest region of the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE): Oklahoma, Iowa, Texas, Louisiana, New Mexico, Nebraska, Kansas, Arkansas, and Missouri.

"You will notice that all of these states except Iowa are members of the Mid-America Vocational Curriculum Consortium," Doctor Patton stated, "and although the related centers are different in scope and operational responsibility they do sound alike."

Established in 1972, the NNCCVTE consists of the six curriculum coordination centers (CCCs), six interstate curriculum networks, and a national council of curriculum center directors. The structure of the NNCCVTE provides for exchange of information and instructional materials through national, regional, state, and local lines. Dissemination occurs through regional and concurrent meetings, newsletters, and personal contacts with state liaison representatives. Yet another responsibility of Oklahoma's CIMC is to work with business and industry to determine their needs as curriculum materials are developed. As such, several individual CIMC/industry relationships have transpired.

The Associated General Contractors of America (AGC) is a national trade association representing more than 8000 general contracting firms who perform roughly 65 percent of all new construction. Since 1973, the AGC and CIMC have joined forces to develop six instructional material products that are used in AGC training programs, as well as manpower training and vocational education programs. The AGC and CIMC have also cooperated in development of some major components of AGC's government approved "Model for Unilateral Trainee Program Standards," designed to meet the government's demand.

In 1977, the CIMC began working jointly with Oklahoma Rural Electric Cooperatives (REC) to develop the Power Line Technician's Training (PLT) manual. Completed in 1978, PLT is used expressly by RECs to train journey power line technicians. Currently, the CIMC is working with the Departments of Transportation from Oklahoma, New Mexico, and Kansas, as well as the Tile Council of America, to develop curriculum and instructional materials. The CIMC has grown considerably since its first day of operation with one curriculum specialist, Ron Meek. The CIMC staff now totals 39 coordinators, curriculum specialists, writers, and support staff.

Dr. Irene Clements, now of the University of Science and Arts, points out that Ron Meek received national recognition for his dedication to the concept that development of a vocational curriculum was a national task. "If this works in Oklahoma, it will work in New York," he would say. He worked hard to establish a national vocational education curriculum network, now known as the National Curriculum Consortium for Vocational Education, and was its first president, Dr. Clements said.<sup>3</sup>

One could say that the Mid-America Vocational Curriculum Consortium organized in 1975 is a multi-state version of Oklahoma's curriculum center. With the acronym MAVCC, this organization was established as a direct result of an effort funded by the U.S. Office of Education. Started in 1972, that effort was/is called the National Network for Curriculum Coordination in Vocational-Technical Education (NNCCVTE). The main function of the NNCCVTE is to establish communica-

tion and coordination among vocational educators who work with curriculum at the state level.

As a result of this communication, a need was identified for instructional materials that were needed mutually by many states. In order to develop the materials, MAVCC was organized in the central part of the United States as a separate, non-profit corporation. Because of legal restraints within some states wishing to participate, the Oklahoma SDVTE was selected to be the administering agency. Currently, there are 11 states participating through the payment of membership fees on an annual basis.<sup>4</sup> Dr. Ann Benson is the director.

For their payment of fees the members receive competency-based instructional materials they might not otherwise have for some of their vocational programs. Distinct advantages that have been identified for this consortium effort include:

1. Consistency is being established in vocational programs among the member states. MAVCC has recognized the mobility of both teachers and students, and feels that there is a need to place continuity within the 34 training programs covered.

2. Programs have become more accountable. Dr. Tuttle, state director of the administering agency, once said, "The single greatest way to increase the quality of vocational programs is through the development of quality instructional materials." This statement has been used as a basis for the development of a competency-based format that has been readily accepted by industry and educators alike. At this time, we are much closer to identifying standards that are needed for employment and then teaching toward those standards.

3. Individual teachers and students have been assisted with program instruction. They now have a complete set of materials which have been validated with industry. Therefore, their main responsibility is to determine the "how" of teaching rather than having to spend their time in determining "what" to teach.

The consortium concept has proved to have many advantages for educators of the member states. The states are North Dakota, South Dakota, Nebraska, Kansas, Oklahoma, Texas, Louisiana, Arkansas, Missouri, New Mexico, and Colorado. They have found that pooling their efforts has saved them a

tremendous amount of dollars because of cost sharing. In addition, they feel that the quality and validity of materials are strengthened because of the additional involvement, rather than completing a project strictly within one state.

"One asks if there are other organizations like MAVCC. My response is that there are other consortium efforts where states join to accomplish a mutual goal. But, at this time, there are not any other groups developing curriculum materials for both the teacher and student as is being done by MAVCC. Most other groups are spending their resources in the development of competency listings or learning-activity packages. Probably the uniqueness of MAVCC's completed products has contributed to success of the organization," Dr. Benson said.

MAVCC is funded in three ways. Member states pay an annual membership fee for participation. The materials are sold, and this revenue provides an inventory of materials available for purchasers. Any additional income beyond that which is necessary for printing and distribution is used to assist in development of additional publications. A third source of funds is some work done for industry. An example of this was that MAVCC recently completed development of three-year apprenticeship materials for the National Roofer's Union.

"To illustrate the scope and output of the activity, since the first year we have grown to the point that in 1980 we sold materials in each of the 50 states and about 20 foreign countries or territories. All indications are that this interest will continue to grow. It will grow because attempts are being made to answer critical questions such as: How are we going to keep pace with changing curriculum needs of all types of students—secondary, post secondary, and adult? Who will provide the expertise to develop and revise the curricula to train individuals for a productive job future? How can a state department of vocational-technical education afford curriculum materials exhaustive enough to meet the needs of potential students? How many state departments are spending money to produce materials that are already available from another source? And, who is going to coordinate curriculum development so that there will be some continuity of materials from state to state?<sup>25</sup>

"At MAVCC we strive to reach those objectives, to avoid du-

plication of effort and expense, and to make materials readily available. High priority needs are established by the states and development is a task analysis obtained either by the consortium itself, or from recent, relevant task analyses done by others in cooperation with industry.

"For each item of instructional material produced there was a curriculum committee established to foster credibility. Made up of teachers from each member state, industry representatives, state supervisory personnel, and teacher educators, the committee has final say on every part of a publication. The actual writing is by a technical person who has a background in the industry concerned, and, preferably, has teaching experience as well."<sup>6</sup>

One could say that, although various means and methods have been used for decades to provide instructional materials for vocational education, the advent of the consortium and operation of such centers as that by Oklahoma's SDVTE have added emphasis where it belongs—on the needs of industry and other employers who are expected to hire the vocational course product.

The distribution of curriculum materials from Oklahoma has an international flavor. Dr. Arch Alexander said that educators in Quebec province in Canada obtained permission to translate some of them into French. While some other provinces had English language versions, the linguistically partisan Easterners wanted to do their thing.<sup>7</sup> Another sidelight is that the Owens Institute of Technology in Toledo, Ohio, negotiated for an Oklahoma diesel manual with the right to reproduce it only for its own use. There is a restriction on its sale by the institute.

### **SEX EQUITY PURSUED**

National activity by proponents of equal rights for women, affirmative action programs, and sex equity in occupations and pay created an atmosphere that was discerned by politicians with their social conscience impinged. It was evident that sex equity and sex role stereotyping would become a factor in education after designated priorities at the national level wherever federal funds were used. The 1976 VEA amendments,

following those of 1968 to the 1963 act, brought this to the forefront. There are 10 federal laws or executive orders dealing with this broad subject. Legislation required that states allocate not less than \$50,000 to staff and maintain an office for sex equity in the vocational department. This was, in a legal sense, akin to requirements for an office on civil rights. The basic function was to survey the roles in traditional course enrollments, male and female, and see what could be done about altering old patterns through encouragement and counseling.

It may be pointed out quite simply that today's work world, with its technical benefits, is a far different one in industry, the office, and the home, than that which required more muscle.

Oklahoma, as usual, conformed to federal regulations. It established an office to deal with sex equity. A funded pilot program at Central Oklahoma Area Vocational School for heavy equipment operators and truck drivers disclosed that when people were actively pursued and counseled into non-traditional patterns, there was a visible change; without such promotional activity, a shift in traditional roles was minor. A study by the Research Coordinating Unit of the state department, by Mohammed K. Rehman and Dr. Don Frazier, head of the unit, on effects of educational equity activities in the state did disclose some alterations of patterns. Their statistical tests indicated that there was a significantly higher percentage of minority sex enrollments in the three years after the 1976 amendments than in the four years prior to that time.

In addition, males were more likely to enroll in female-oriented programs in greater numbers than females enrolled in male-oriented programs before 1976. This trend was reversed after 1976 when a larger percentage of females were enrolled in male-oriented programs in area vocational schools, in urban schools, and in adult programs.

The investigators concluded that educational equity activity efforts did make some difference in minority sex enrollments. Included in the study were 28 male oriented programs and 19 female oriented ones.



## THEY ALSO SERVE

The Oklahoma Vocational Association is an affiliate of the American Vocational Association. Almost 100 percent of members in the state group also are members of the national. In council this gives Oklahoma more "clout" than many other states possess. Not the least reaction to that is the number of Oklahomans who have been elected to national offices. In 1981 Dr. Charles Hopkins was AVA president elect, only a few years after a similar honor was given Victor Van Hook, also of the state department. But there were others before them.

The Oklahoma group is recognized as one of the best, most cohesive, and representative of these professional organizations, based upon comments of AVA executive directors whose service spans more than three decades.<sup>1</sup> The OVA organizational growth is attributed to leadership. As state vocational director, J.B. Perky supported the idea of a strong OVA and encouraged it. Under Dr. Francis Tuttle still more emphasis was laid on from the top. A significant boost was employment in 1975 of W.R. "Bill" Harrison as full-time executive director.

The OVA really began, as did the movement in other states and nationally, with organizations of a slightly different title.

Here it was the Oklahoma Society for Vocational Education, adapted from the national and formed in July of 1921. A constitution was adopted and a membership fee of \$2 set, which included national affiliation and a publication. Provision was made for a president, vice-president, a combined secretary-treasurer, and an editor. There were 96 persons who signed up initially, 62 of whom paid dues that first year. Sixteen of the signers appear to have been women, as discerned by first names in a faded, handwritten ledger.

The first officers were; president, H.R. Naylor, El Reno, vocational agriculture instructor; vice-president, E.R. Thompson, Luther, teacher; secretary-treasurer, O.M. Clark, Stillwater, professor of agricultural education at Oklahoma A & M College; editor, J.W. Bridges, Oklahoma City, state supervisor of agricultural education. Added were three persons to make up an executive committee with the elected officers. They were H.B. Brunner, Okmulgee; E.D. Price, Enid, and Hazel Baker, Chickasha, first female officer and first home economics teacher to become an officer. She also rated a vice-presidency for her instructional division.<sup>2</sup>

There were 16 members of an advisory board for the society, including easily identified educators such as Dr. Henry G. Bennett of Southeastern State College, Durant, and C.W. Richards, superintendent of schools at Ardmore, plus well-known Shorthorn breeder H.C. Lookabaugh of Watonga.

The society was in and out of the national group. Then as now there were a few persons who did not care to affiliate although a large majority of Oklahomans always have. Since 1927, however, the relationship has been permanent and effective. In 1929 the society altered its constitution slightly and changed its name to the Oklahoma Vocational Association. In 1949 membership was 541, with home economics the leader among divisions for the first time.

In the post-World War period, the ranks of OVA members swelled suddenly with an influx of veterans' agriculture teachers, gaining 437 new members from that source in 1948. This pushed the overall total above 1000 paid members for the first time. G.E. Gaines was president of OVA that year. With Bill

Brown of Grandfield, Gaines was one of the most "senior" of all senior vo-ag instructors for years.

Vocational agriculture was back in the lead with OVA membership by 1950, with 225 members to home economics' 200, industrial education 147, and vocational rehabilitation with 22, for a total of 1031. By comparison, rehab in 1942 had but one lone member. Veterans' teachers came on strong again with 590 members alone, much of the encouragement stemming from Bonnie Nicholson, Cecil Maynard, and Byrle Killian. Early in the 1950s total OVA membership slipped to 990 because the veterans program was declining.

From 1969 to 1975, the OVA had a part-time secretary to handle membership matters, set up meetings, and do other organization work, with George Crouse in that position. A former newspaper man, Crouse had done organizational work and edited several publications, and was a rather good artist in designing promotional material.

In 1975 the OVA employed its first full-time executive director, a title in some degree translated as soft sell lobbyist, and for the balance membership promotion and all that along with such endeavor. This person was Bill Harrison who taught vocational agriculture at Leedey for 27 years. He had been president of both the Oklahoma and national vo-ag teachers organizations, leading up to the latter by successive regional and national chores over a three-year period. He held some appointive offices in the AVA. Coincident with the OVA position, Harrison also became operative head of an organization created by area school boards and called the Oklahoma Vocational Technical Education Council, where legislative liaison and its attendant lobbying did not involve appropriated funds.

Twenty-one area boards were represented, which included Mid-Del, a separate type of organization, that paid \$750 annually each to support that office known as OVTEC. Now there are 24. OVA membership dues accounted for other expenses, including Harrison's salary, expenses, secretarial help, and office facilities. The OVTEC board is made up primarily of area district board members although at their discretion some superintendents serve in that capacity. No school has more than one representative.

Dr. Orbra Hulsey, superintendent of the Caddo-Kiowa Vocational-Technical Center at Fort Cobb, said that "the marriage of OVA and OVTEC, and employment of Bill Harrison as executive director, is the best thing that has happened to vocational education lately."<sup>3</sup> The proof, as the pudding maker said, is in the eating—or in this case the visible evidence. Membership in OVA in 1974-75 was 2003. It increased in yearly increments to 2694 for the academic year 1981-82.<sup>4</sup> This is one of the largest state vocational organizations in the country. It claims Number One spot in the percent of teachers and administrators who are members among those eligible.

For the 1981-82 academic year, the executive committee of OVTEC was composed of the following persons, with districts they represent shown: President, Baysul Balentine, Kiamichi; Vice-president, Jack Harper, Western Oklahoma; Secretary, Bill Weaver, Gordon Cooper; Treasurer, Kendall Grindstaff, Indian-Meridian, and board members Ralph Lester, Pioneer; Whitt Abbott, Indian Capital; Joe Herndon, Red River, and superintendents Ken Carleton, Mid-America; Roy Peters, Canadian Valley, and Bruce Gray, Francis Tuttle AVTS.

Officers for the OVA in 1981-82 were: President, Fleta Haskins; President-elect, Steve Bradford; and representing Administration, Roy Peters; Agriculture, Marvin Lindsey; Business & Office, Janie Milum; DE/Marketing, Hap Young; Health Occupations, Kay Barger; Home Economics, Willene Walsh; Industrial Arts, Dr. Roger Stacy; Manpower, Sherry Ziska; New & Related Services, Lee McGill; Trade & Industrial, James McGuire; and Sharon Anderson, President of the support staff.

### STATE ADVISORY COUNCIL

When the Vocational Education Act of 1963 was in planning stages, and later, until bugs in regulations were plucked out, the task force method of using state experts was utilized by the U.S. Office of Education. J.B. Perky, then Oklahoma State Director, was involved in this as his successor, Dr. Francis Tuttle, would be on subsequent amendments to the act. The 1963 act, the first major broadening of the vocational education concept since the original Smith-Hughes Act of 1917, provided (or so

it was decreed by regulations of the federal authorities) that an advisory committee to state boards of vocational education be endorsed but not made a requirement. Appointments to such boards were left to state option, without the more restrictive process that would come later, although business and labor were recognized as important.

In Oklahoma Dr. Oliver Hodge was state superintendent of public instruction and thus, by law, head of the state board. Perky and Dr. Hodge felt that such an advisory group might be helpful and perhaps be in advance of things to come by directive. So in 1965 a three-person committee was set up and had one meeting. These people were Arch Alexander, city school superintendent and president of Sayre Junior College; Henry Likes, Secretary-Treasurer, Oklahoma AFL-CIO; and E.C. Ted Smith, vice-president, Southwestern Bell Telephone Company of Oklahoma.<sup>5</sup>

On April 26, 1966, Dr. Hodge wrote letters to 10 people saying that the 1966 state plan having been revised for that purpose, a larger advisory committee was desirable, and asked them to serve on such an entity.<sup>6</sup> They included Dr. J.N. Baker, Wilburton; Roy Craig, Clinton; Cleveland Rodgers, Tulsa; Dr. Leslie Fisher, Moore; and Roy P. Stewart, Vern Childers, Morris Leonhard, Guy Anthony, Joe H. Hunt and Henry Likes all of Oklahoma City.<sup>7</sup> On March 5, 1968, Dr. Tuttle, who had become state director, asked these committee members to serve an additional year. At this time he noted that if House Bill 995, pending in congress, passed, such a committee would be obsolete. That turned out to be a prophetic assumption. This happened.<sup>8</sup>

When the 1968 amendments were passed, they contained social legislation overlaid with vocational criteria, with reference to the disadvantaged and handicapped. Provisions were made for research and other activities not funded previously. Mandated was a State Advisory Council in a state as a prerequisite for receipt of federal funds. In rather an odd monetary juxtaposition, this was a tail wagging a dog. This legislation did not specify a minimum number—or a maximum count of council members—but outlined categories of occupations, expertise, or background that must be represented. In addition

to labor, industry, management, education, school boards, the Comprehensive Area Manpower Planning System, and a youth member, the general public also was to be represented on the council.

By law, then as now, the Advisory Council was declared independent of any other agency, including the State Board of Education and the State Board for Vocational-Technical Education, whose advisor (and by evaluation a sometime critic) the Council was to be. The Council was federally funded. Appointments were to be made by the governor subject to approval as properly representing the mandated categories by the Office of Education.

In Oklahoma, there was no legislation or executive order creating the Council and defining its in-state operations. Simply because of compliance with a federal dictum which involved funding, the SACVE was assigned to agencies engaged in manpower planning or operations, merely for assignment of an account number—but separate fund number—by the state budget office. This began with the old Office of Community Affairs and Planning, then was switched to the Department of Economic and Community Affairs. Four governors and three state budget officers dictated such an arrangement.

By federal law the Council was to elect its own officers (which Governor David Hall learned when he started to name a chairman), set up its schedule of meetings, deposit its funds with the state treasurer, and expend them according to state law. Since this was a compliance agency and not a statutory one, members were not entitled to an honorarium for attending meetings but were eligible to receive reimbursement for travel and per diem while on official business.

Members of the initial Council were appointed by Governor Dewey F. Bartlett in 1969 and certified to the acting Commissioner of Education, at that time Dr. Terrell H. Bell, who by coincidence would be Secretary of Education in 1981 when the Reagan administration was deleting SACVEs from its plans, in fact talking of abolishing such councils completely along with the parent Department of Education. In rather normal speed for government, and especially following new legislation with regulation writing, the governor's certification of members for



*The State Advisory Council on Vocational Education has a quarterly meeting at Pioneer AVTS.*

the Council was accepted by Dr. Bell in July 1970. At that time members of the state vocational staff could be members of the Council, a provision deleted later in the 1976 amendments.

Members of this first Council were Matt Dalton and Caroline Hughes of Cushing; Roy P. Stewart, Edmond; Arch Alexander, Stillwater, L.G. Ashley, Boley; Roy Craig, Leedey; Edwin Malzahn, Perry; Jim Rice, Hartshorne; Cleveland Rodgers and M.J. Ruley, Tulsa. And from Oklahoma City: William F. Lott, Vern Childers, Henry F. Likes, Guy Anthony, Roy Berendsen, Jay Casey, Morris Leonhard, John Parsons, E.W. Strange, Jr., and Dr. Maurice Walraven. Mrs. Hughes was the first Council chairperson.

About this time the U.S. Department of Labor mandated a Manpower Advisory Council of 11 members. They were appointed by the governor and included A. Francis Porta, El Reno; Arthur Berkey, Gerald Ellis, Forney Hutchinson, Jr., and Edward R. Patterson of Tulsa; Orval A. Siler of Ponca City, and W.R. Griggs of Shawnee. From Oklahoma City were A.F. Wil-

liams, Myrtle Ollison, John C. Duffy, and Lewis Munn. Larry Hansen, on loan from SDVTE, was director and also SACVE adviser.

In January of 1970 Governor Bartlett, saying that since the vocational and manpower councils both were dealing essentially with occupational training—a common purpose—there should be closer relationship. So he asked, by letter, that each individual of the two groups serve on the other council—in effect, to wear two hats.<sup>9</sup> This was a popular move for people who continued on the Manpower Council since they did not receive either mileage or per diem for attending meetings. They still had to dip one hat in the direction either of education or labor since they had different sponsors and eventual controllers. One meeting would be adjourned and the other activated. This dual arrangement was dropped by the Hall administration, and the Manpower Council, with an altered name, switched tracks.

Under more stringent regulations drawn from the 1976 amendments to the 1963 basic act, the State Advisory Council on Vocational Education had to have a minimum of 20 members to fit specified categories. That just began the restrictive measures. Keeping numbers near that figure was impossible. The state's regions must be represented; a majority of members could not be active educators although 10 of the 20 minimum slots called for educators; minorities must be represented; special education was a must for balance; there had to be approximately the same ratio of female members as that sex bore to the work force.

No matter what Washington bureaucrats called them, gubernatorial appointments are a natural and understandable part of the political process. Although in Oklahoma such appointments did not require senate confirmation, as a statutory board would have, they still had to pass scrutiny for political reasons, then be accepted by Big Brother as filling mandated categories. There has been some static because of interpretations in this regard. Fortunately Oklahoma's governors have been highly cooperative and hassles with Washington minor.

In 1981 there were 31 members of the Oklahoma Advisory Council on Vocational Education. Five persons, Caroline



Hughes, William F. Lott, L.G. Ashley, Orval A. Siler, and Roy P. Stewart, all of whom were members on councils that began all of this, were still around, the first four on the Council and Stewart as executive director. Mellodee Wallace is administrative assistant.

Other current members include George Borelli, Kingfisher; Eula Mae Brown and H. Parker Sneed, Edmond; Edward Curtis, Wilburton; Lon Dillard, Durant; Alnoma Dinger, Tulsa; Jack Dreessen, Moore; G.L. Hollabaugh, Broken Arrow; Lanita Johnstone, Newkirk; Joan Matthews, Boley; Lenore Matthews, Shawnee; and Wayne Miller, Okmulgee. Also James Nisbett, Lawton, chairman; Lisa Price and L.C. Riddle, Midwest City; Judith Quickle, Fort Cobb; Nancy Rahm, Kremlin; Dr. Edward Rolison and Otis Sanders Jr., Weatherford, and Dr. Fred Schultz, Stillwater. From Oklahoma City are Virginia Austin, Dr. Sizemore Bowlan, Constance Butler, Jay Casey (returning after a half-dozen years) Dollzine Edd, Suzette Northcutt, and Dr. Kathleen Roberts.

The role of state advisory councils on vocational education is to be involved in formulation of the state plan and accountability report; to check evaluation methods and results of the state department; to advise the State Board based upon those evaluations; to comment upon reports of the State Employment and Training Council. And to comment on effectiveness of programs in relation to supply and demand factors of the state's labor force; to speak on utilization of federal funds in conduct of programs; to assist local advisory councils with technical help upon request; and to compile an annual report to be sent to Washington through the State Board. That agency can comment on the report but not amend it. Annually the state's accountability report includes that year's Council recommendation or advice and gives the Board's reaction.

From an operational standpoint and under federal law and regulations, the Council makes its own by-laws, sets up its own policies and procedures, chooses its officers, employs its staff, and engages in research or other contracts upon approval of a majority of members present and voting at a regular or called meeting. The Council meets regularly each quarter. One of those meetings, by law, must be publicized as a "public meet-

ing," although by custom all Council meetings are open to anyone who cares to attend or to speak out about vocational education.

Various locations in the state are used for the quarterly meetings. These have included area schools, skill centers, correctional institutions, technical schools, and other places. Meetings in other state communities have drawn more local response and evident interest than have those in Oklahoma City or Tulsa. Twenty-three business and/or professional people turned out to greet the Council and to participate in a hearing at Guymon.

### **THE VO-TECH FOUNDATION**

The Oklahoma Vocational-Technical Education Foundation is a going concern today, supporting vocational youth organizations and related activities for which appropriated funds may not be used, but it began with failures by other projects. In February of 1970 a proposal, developed by the Oklahoma Industrial Development and Parks Department, was submitted to the Ford Foundation for a pilot skill training loan program. This was to fund not scholarships, not grants, but personal loans to pay for training courses and help tide completers over as they began a job after some 16 weeks of entry-level training as welders and machinists. Funds were to be deposited with banks in locations where training was offered and loaned to applicants as any other commercial loan. The research value of it all was to determine relative responses to loans as compared with alternatives. Borrowers were supposed to repay the bank loans at normal interest—another bit of training in the American way. However, after three programs were initiated in February of 1970 in Muskogee, Oklahoma City, and Drumright, with others set to follow at Bartlesville and Tulsa,<sup>10</sup> word got around that this money was indirectly a gift from some mysterious "they" and did not have to be repaid. So by large numbers, increasing as the program developed, many did not pay. The banks did not exactly consider themselves collectors of Ford Foundation money. Certainly their usual role was reduced to reluctance.

An in-house project called the Vocational-Technical Edu-

cation and Training Foundation was set up. Gordon Pulliam was in charge of the effort and Vic Jackson did the coordinating. Some other funds were put in by quasi-public groups concerned about training the unemployed. (This was before CETA). At this point the foundation received and put on deposit \$77,227, represented by \$51,127 from the Industrial Development and Parks Department; \$13,000 from the Commission for Full Employment (along with Don Bluejacket the administrator); and \$13,000 from banks that were holding loan funds for Ford. Steps then were made to create a more formal, incorporated foundation, to act as agent in this matter and others that might develop. Banks also sent names of delinquents on the borrowing list, a few of whom played the game properly and repaid loans. Others never have.

On February 18, 1970, the present organization was incorporated. Signatory members were Marvin Franklin, Bartlesville (later to be named chairman); Ken Domnick, Stillwater; Otha Grimes, Tulsa; William Kilpatrick and Guy Anthony, Oklahoma City, and Roy P. Stewart, then of Edmond.

In September occurred something that gave the Vo-Tech Foundation a large boost, but persons who made it so a financial headache, in failure of an enormous cattle operation called Black Watch Farms. Headquartered near New York City, this was an operation dealing with registered Angus cattle, designed as a tax dodge for investors. Breeding cattle could be depreciated and their upkeep, which the investor paid, expensed off; then perhaps after a couple of years calves might be sold and some profit made.

At its peak Black Watch had 30,000 cows and a herd of bulls, plus 6000 cows on its own account, pastured out on ranches and farms in 20 states. Maintenance fees were paid to persons who had charge of the cattle. One investor might own several hundred head of bovines that he never saw, that would be housed in different states. But he saw an initial investment of \$100,000 plus monthly maintenance bills.<sup>11</sup> There were 585 investors.

Then several things happened. The late 1969 tax act became very effective. It limited writeoffs available on depreciation of breeding stock, advance payment for feed charged

against a good year to reduce taxes, and such things. The original promoter sold a large part of Black Watch to two concerns: the Bermec Corporation, a truck leasing outfit, and State Mutual Life Assurance Company. There was a business decline. Some investors defaulted on ownership payments or at least delayed in paying monthly bills. Growth of the operation resulted in more caretakers wanting their maintenance fees and feed reimbursement, and the cash flow started looking like an icicle in sunshine.<sup>12</sup> Unhappy custodians of the cattle filed liens. Black Watch went broke and a receiver was appointed.

Having qualified as a non-profit, charitable organization in October of 1970, the Vo-Tech Foundation saw an opportunity here. From the directorate Foundation Chairman Franklin appointed a cattle committee composed of Grimes, Stewart, and Byrle Killian. Grimes went to New York to talk to some investors about contributing their cattle to the foundation and taking a tax credit. This was successful over a few months and eventually the foundation had nearly 500 mother cows, a few bulls, and some calves. It was impossible to get registration papers on some of them so they had to be considered grade cattle for commercial purposes. Some were in poor condition. Some were simply too far away to make hauling expense justified. The longest haul was from Kentucky. There was one Vo Tech herd of 175 near Stillwater under competent care.

The foundation cattle were on almost a dozen farms. Culls were sold with some cows that had no papers and later some calves. Funds gained were used to help pay for maintenance, transportation and similar expenses. Two bulls were borrowed from Oklahoma State University, Grimes donated two Polled Hereford bulls, and Turner and Stewart donated a Hereford bull. The idea here was to crossbreed for a better—at least popular—feedlot calf in a “black baldy.”

The foundation was in the cattle business almost four years. When the market improved in 1973, those that had not already been sold were shipped. The total venture was profitable for the foundation. These proceeds, with funds passed through at desire of the Ford Foundation from various banks and the state agency, really put the foundation in business. In-

vestments and contributions have raised it above the \$100,000 level for assets.

Foundation funds help the vocational youth organizations to the extent of \$1000 each for the seven, yearly, for their state meetings. Other support activities are carried out. Funds are placed in all area vocational schools for short term loans to students, at low interest, which are expected to be repaid. Most of them are. Persons entitled to GI benefits, for instance, always have a waiting period after they begin training before their government funds arrive. Other trainees are married and need a boost for family support, or to maintain themselves away from home during training, and can obtain such loans. The foundation depends upon schools to investigate applications, put out the money, and collect it as loans are repaid. The moral is that it is possible at times for good luck to come out of hard.

Present officers of the foundation are Roy P. Stewart, President; Dr. Arch Alexander, Vice President; Byrle Killian, Secretary; R.L. Beaty, Treasurer; M.J. DeBenning, Administrator.

On the board of directors are Alexander, Jack Anderson, Jack L. Armitage, William S. Bailey, Jr., Harry Birdwell, Vernon E. Burnett, Kenneth N. Domnick, Otha H. Grimes, Larry Hansen, Bill Harrison, Dan Holmes, Svein Hvamb, Edward Johndrow, Michael L. Kastl, Fran Keller, Killian, Czar Langston, Robert Long, Gordon Pulliam, Walt Radmilovich, Don Ramsey, Stewart, Claude Todd, Dr. Francis Tuttle, Wesley Watkins, and Willis Wheat.

### READING TEA LEAVES

It has been said, with some ironic truth, that education is the only system that blames the end product for failure of the system.

By our law school attendance is compulsory to age 16. There is no law that says students must be offered only an academic straight jacket, to which eventually many of them will rebel. High school dropouts are created mentally in junior high school—or earlier—they merely wait a few near wasted years to remove the body. Yet it is improper to label as dropouts all those who leave school before the twelfth grade. Some of them are pushouts. Some have abilities unstirred. They will not be

challenged by the same atmosphere they found uninteresting the first time.

Public education must serve every citizen equally. It should assist in gaining enough information about the world in which we live as an individual, and one's role in society, with proper exposure to the world of work so that one can make an occupational choice. That means helping them to a point where a suitable personal decision can be made for either a career skill or preparation for additional professional education.

All of a state's educational interest should not be focused on youth, as important as that emphasis is so truly required. An adult who is the victim of inadequate early education or training for inevitable changes in saleable skills demanded by an ever-changing technology also needs upgrading or retraining.

Oklahoma has been most fortunate the past decade in having industrial growth brought about by a number of factors. In 1979 our average worker wage was \$12,298, which was a 78.4 percent increase over 1970. That placed us twenty-eighth from the top nationally and twenty-fourth from the bottom.<sup>13</sup> Fifty-three percent of our state population lives in the three standard metropolitan statistical areas—Oklahoma City, Tulsa, and Lawton—and that is where 48 percent of the work force live, too. Eighty percent of new jobs in Oklahoma are created now by existing industry expanding, in contrast to an earlier period, while 20 percent of jobs still result from new industry. A fact that is over-shadowed by such mammoths as the General Motors assembly plant in Oklahoma City is that 75 percent of our industrial jobs are outside urban areas.<sup>14</sup> Each new job creates one and one-half more jobs for services and suppliers. This tends to support Representative Wes Watkins' plea for rural "enterprise zones."

Just about the most popular vocational training course available, but usually with fewer slots than requests, is auto mechanics. Whether trainees intend to go into that field as a career, or take such courses for their individual benefit, is beside the point for an illustration. In 1950 a prediction was made that one general mechanic was needed for every 73 cars on the road, and that by 1975 that ratio would be one to 154 cars because of increasing complexity of multiple equipment other

than that needed for propulsion. Therefore more parts to break down. More confusion under the hood. By 1980 demand for mechanics outstripped supply of qualified personnel.<sup>15</sup>

Planning for vocational training is visible on any skill projection. Planning at the State Department of Vocational Education helped make a success of the original Special Schools program, now called Training for Industry (or TIP). That is on-going but emphasis now is on expansion or improvement of what we have, although "imported" industry still is served.

Along with this the State Department has an eye on something needed badly all over America. That is increased productivity of our work force. We lag far behind our principal industrial competitors in production per man hour. With that, somewhere along the way through the industrial age to the age of services, we lost one of the great American attributes, that of pride of workmanship. To seek improvement in both of these factors the Department has created the Oklahoma Productivity Consortium, joined by the State Chamber of Commerce and the State Department of Economic Development. The governor has appointed an advisory board to help provide leadership and direction for the consortium.

Ken King joined the consortium in July of 1981. Leo Presley was already on the board. They devote full time to providing programs and techniques to enhance productivity throughout the state. Some programs were available before year's end. This accentuation of the positive could become a national asset if it can be "sold" from top to bottom in our industrial force.

With planning, a necessary tool with which to seek excellence in the work place is evaluation. This ranges from the academic to the practical. Is a program adequate in relation to needs of an employer, of a student, of an adult? Is it serving needs of special groups such as the disadvantaged, either culturally, economically, or lingually? To the needs of the state as a whole?

Are there programs sufficient to gain desired outcomes in providing persons with a saleable skill at entry level, or in upgrading their present skill? What is the ratio of persons who complete courses to those available for work, who are em-

ployed, either for the area in which they were trained or in a related field?

These things, too, the Department constantly seeks to learn. Perhaps the greatest payoff in research of this nature is to see if human and monetary resources are utilized properly to meet desirable objectives.

Some persons believe strongly that evaluation of program processes is of less importance than evaluation of the end product. It is more important to know results made by the end product of training in the market place, than to know what facilities, equipment, and type of instruction were used to get the vocational product into a place in the work-a-day world.

In the vocational movement there are now seven youth organizations. It would be a good five-to-three bet that Oklahoma has produced more regional and national officers in these groups than has any other state. The epitome was reached, without doubt, in 1981 when Oklahoma had four national presidents among the seven possibles. These students were Mark Herndon, Future Farmers of America from John Marshall High School in Oklahoma City; Wes Crews, Distributive Education Clubs of America, from Edmond High School; Kelly McCloud, Health Occupations Students of America, from Gordon Cooper Area Vocational School at Shawnee; and Forrest Pollock, Future Business Leaders of America, from U.S. Grant High School in Oklahoma City.

Youth organizations have chapters at high school, area school, and some at junior college level, which increases interest and activity. Statewide competition is very keen in skill contests, public speaking, parliamentary procedures, and individual rituals for opening and closing ceremonies.

Many Oklahoma youths have gone on to win national awards in vocational fields. Considered an integral part of vocational training here, the youth organizations help to develop still more of the state's greatest asset, its human resources represented by young folk.

When asked what he thought the future of vocational education in Oklahoma might be, Dr. Tuttle had some very definite ideas. He foresaw a continuing increase in the number of adults seeking training; more sophisticated programs lasting



longer; training to a higher level of skill and more aligned to industry's needs, with industry becoming more involved and even contributing its plants or shops as a sort of laboratory for part of training.<sup>16</sup>

"There will be greater cooperation between vocational and apprentice training in the schools," he said. "The initial training will shorten the period of apprenticeship. The vocational schools will be used more to further skill development as people work on a job. I see that as developed much more than it is now. I look also for apprenticeship to be adopted in the open shop to the extent that it has been in the union shop.

"More and more businesses and industries are using a form of apprenticeship training which helps them to determine who advances on their weight scale and that sort of thing. For example, we have developed such a program for rural electric co-ops in the state and they all use this program.

"Another unique program we are into is contract training at Tinker Field. They contract with us to train people for them in skilled areas and we operate a school on the base for that purpose. The state provides administration and some training equipment but the Air Force pays for all direct instructional costs.

"In the future I look not only for vocational education to provide training in military installations but involvement with defense industries, especially the manufacturing side of them.

"It appears that we are getting more involved with professional organizations which work with us to develop criteria for training programs in many areas, such as nursing and other health occupations, any of the other crafts that develop a professional group. So I see nothing but a bright future for vocational education.

"There is another statement that I would like to make. Despite the emergence of all the vocational schools the need for programs we operate in high schools has not particularly lessened. This generally has been in addition to high school training.

"Also, a pattern has developed in terms of the kind of programs generally operated in high schools and those featured in area schools. That pattern is that all programs that meet on

a one-hour basis, such as vocational agriculture and home economics, some of the business and office programs and distributive education—the last two being cooperative programs because they combine classroom work and the work place as a laboratory—these programs are all in the regular high school. We do not approve of such programs, for the most part, being in area schools where instead of being one hour the instruction covers three hours' contact. We have about 1,200 programs operating in public high schools. We have about that many different teacher conducted programs operating in the area schools."

In the beginning in 1917, the federal government made a grant to Oklahoma of \$27,587 for the 1917-18 year. In accepting the offer of vocational education support the State of Oklahoma made its first appropriation of \$70,832, to be divided between the years 1917 and 1918.<sup>17</sup> Now the federal grant, for those original programs, before anticipated budget cutting, is \$3,063,161. But the state put up \$9,084,847 and local communities \$35,524,740, or more than \$40 millions more than the federal outlay.<sup>18</sup>

Considering that they started it all, Senator Hoke Smith and Representative Dudley Hughes, both of Georgia, would no doubt be amazed at what has happened since they persuaded their colleagues to pass a permanent appropriation bill. More than that, if they could see the vast extent to which vocational programs have grown since those first three subject areas, to many which in their day would have been considered science fiction, they would be incredulous. But that is not the end of the story. One-fifth of the work force a decade from now will be working at jobs that have not yet been invented. Oklahoma vocational education plans to be ready when designers are.

# NOTES

## Chapter 1

(Editor's Note: Where not directly attributed, figures on enrollments, funding and other statistical material are taken from early federal biennial reports, reports to the State Board, or later state plans and accountability reports).

<sup>1</sup> Russell I. Thackrey, "Senator Morrill's Baby," *American Education*, September 1974.

<sup>2</sup> *Ibid.*

<sup>3</sup> *Annual Report of the Federal Board for Vocational Education*, Government Printing Office, 1917.

<sup>4</sup> *Vocational Education Study Interim Report*, National Institute of Education, 1980.

<sup>5</sup> *Report of the Massachusetts Commission on Industrial and Technical Education*, quoted in Mari Marvin Lazerson and W. Norton Grubb edition of *American Education and Vocationalism*, Columbia University Teachers College, 1974.

<sup>6</sup> *Ibid.*

<sup>7</sup> *Ibid.*

<sup>8</sup> Primary source of this portion: *The Vocational Education Study Interim Report*, Publication Three, September 1980; National Institute of Education.

<sup>9</sup> "The Role of the Federal Government in Education," paper, Martin W. Essex, 1981.

<sup>10</sup> *Ibid.*

<sup>11</sup> *Ibid.*

<sup>12</sup> *PTA Today*, November 1981.

<sup>13</sup> *Ibid.*

## Chapter 2

<sup>1</sup> *Annual Report of the Federal Board for Vocational Education*, Government Printing Office, 1917.

<sup>2</sup> *Ibid.*

<sup>3</sup> *The History of Vocational and Technical Education in Oklahoma*, Carl Tyson, 1974.

<sup>4</sup> State Board Minutes August 11, 1917.

<sup>5</sup> Tyson.

<sup>6</sup> Robert McCullers, Nomination for National Register of Historic Places, September 1981, Oklahoma Historical Society.

<sup>7</sup> *Eighteenth Biennial Report, State Department of Vocational Education, 1940.*

<sup>8</sup> Letter from Dr. Lloyd Church to RPS, July 29, 1981.

<sup>9</sup> *Eighteenth Biennial Report SDVTE, 1940.*

<sup>10</sup> *Ibid.*

<sup>11</sup> *Ibid.*

<sup>12</sup> *Eighteenth Biennial Report.*

<sup>13</sup> Mary Russell, State Supervisor, Annual Report, 1940.

<sup>14</sup> *Ibid.*

### Chapter 3

<sup>1</sup> *Biennial Report for 1938-39, SDVTE.*

<sup>2</sup> *Ibid.*

<sup>3</sup> Bob Mitchell, Young Farmers Coordinator, SDVTE, at State Staff Conference, October 26, 1981.

<sup>4</sup> Ralph Dreesen, State Supervisor Vo-Ag, October 26, 1981.

<sup>5</sup> *Biennial Report, 1950.*

<sup>6</sup> W.R. Hare, Interview with RPS 1980.

<sup>7</sup> *Twentieth Biennial Report 1943.*

<sup>8</sup> George Borelli, Kingfisher, to RPS 1980.

<sup>9</sup> *Biennial Report 1950.*

<sup>10</sup> *Future Farmers Outlook, April 1939.*

<sup>11</sup> *Hydro Review, late March 1939.*

<sup>12</sup> *History and Development of the Oklahoma Association of the New Farmers of America, James Roy Johnson, Masters Thesis, OSU, May 1961.*

<sup>13,14,15</sup> *Ibid.*

### Chapter 4

<sup>1</sup> Primary Source Home Economics, Joyce Thompson, State Supervisor, taped, Woods.

<sup>2</sup> Primary Source T&I, Ivan Armstrong, State Supervisor, taped, Woods.

<sup>3</sup> Primary Source Gene Warner, State Supervisor, Distribution/Marketing, taped, Woods supplementary, Ted Best, M.J. DeBenning.

<sup>4</sup> Primary Source, Betty Fry, State Supervisor, Business & Office Education.

<sup>5</sup> Primary Source, Mary Randall, State Supervisor, Health Occupations, taped, Woods.

<sup>6</sup> John Gray, administrator, Share Medical Center, Alva, at SACVE Quarterly meeting, NW AVTS, April 29, 1981.

<sup>7</sup> Primary Source, Harold Winburn, State Supervisor, Industrial Arts, taped, Woods; Letter to RPS.

### Chapter 5

<sup>1</sup> Arch Alexander, Interview, RPS, August 20, 1981.

<sup>2</sup> Letters from Wager Gilbert to RPS, July 1981.

<sup>3</sup> Francis Tuttle, Interview, RPS, July 1981.

<sup>4</sup> General Motors Plant Manager to RPS, autumn 1981.

<sup>5</sup> *Vocational Education's Role in Economic Development and Productivity, Francis Tuttle, SDVTE, 1981.*

<sup>6</sup> Marvin Feldman, "Work, Employment and the New Economics," the Center for Research in Vocational Education, Columbus, Ohio, 1981.

<sup>7</sup> Alexander interview, RPS, Aug. 20, 1981.

<sup>8</sup> Alexander interview, taped, Woods.

<sup>9</sup> Interview, Victor Van Hook, taped, Woods.

**Chapter 6**

- <sup>1</sup> Letter from Dr. J.N. Baker to RPS, September 1981.
- <sup>2</sup> Letter from Caroline Hughes to RPS, July 1981.
- <sup>3</sup> Letter from Marvin Stokes to RPS, July 1981.
- <sup>4</sup> Letter from Murl Rogers to RPS, July 1981.
- <sup>5</sup> Letter from Dr. Orbra Hulsey to RPS, July 1981.
- <sup>6</sup> Letter from Ellis Freeny to RPS, July 1981.
- <sup>7</sup> Letter from Monte Reese to RPS, August 1981.
- <sup>8</sup> Letter from Charles Hogan to RPS, July 1981.
- <sup>9</sup> Letter from Houston Adams to RPS, July 1981.
- <sup>10</sup> Letter from Byrle Killian to RPS, July 1981; conversations, taped interview, Woods.
- <sup>11</sup> *Ibid.*

**Chapter 7**

- <sup>1</sup> *Thirty-first Biennial Report 1966.*
- <sup>2</sup> *Ibid.*
- <sup>3</sup> *Twenty-eighth Biennial Report 1960.*
- <sup>4</sup> *Manpower and Education weekly*, December 1981; Brookings Institution, "Financing Community Colleges, an Economic Perspective," 1981.
- <sup>5</sup> *Ibid.* (David Breneman and Susan Nelson).
- <sup>6</sup> *Ibid.*
- <sup>7</sup> Material on Higher Education's role in technical education is taken from a paper prepared by Dr. Dan S. Hobbs, vice-chancellor for Planning and Policy Research, State Regents, 1981.
- <sup>8</sup> Series of tables showing programs of vocational-technical education offered by State System colleges in 1963-64 is contained in a State Regents' publication entitled "Higher Education Opportunities and Needs in Oklahoma," September 1965.
- <sup>9</sup> Letter from Dr. J.D. Wilhoit, NE Oklahoma A&M, to RPS, September 1981.
- <sup>10</sup> *Ibid.*
- <sup>11</sup> *Daily Oklahoman*, October 28, 1981.
- <sup>12</sup> Letter from Dr. Alfred Philips to RPS, August 1981.
- <sup>13</sup> Abstract, Self Study Report 1979 for Continuing Accreditation, North Central.
- <sup>14</sup> Inventory of Technical-Occupational Programs, State System of Higher Education, September 1981.
- <sup>15</sup> *Ibid.*

**Chapter 8**

- <sup>1</sup> *Thirtieth Biennial Report 1964.*
- <sup>2</sup> Dr. Francis Tuttle, Interview with RPS, August 26, 1981.
- <sup>3</sup> Homer Towns, Interview with RPS, August 1981.
- <sup>4</sup> Letter from John W. Friedeman to RPS July 28, 1981. (Coordinator, Business/Industrial Training Services, formerly Adult Education).

**Chapter 9**

- <sup>1</sup> Joint Survey, SDVTE, Division of Adult Education—Oklahoma Hotel and Restaurant Association—Oklahoma Retail Grocers Association—Western Oklahoma AVTS, 1973.
- <sup>2</sup> *Annual Report State Employment and Training Council 1981.*
- <sup>3</sup> *Ibid.*
- <sup>4</sup> *Displaced Homemakers Report FY 1981*, SDVTE.
- <sup>5</sup> *McCurtain Daily Gazette*, Idabel.
- <sup>6</sup> *A Survey of Training Needs for Selected Occupations in the Oil and Gas Extraction Industry in Oklahoma's Deep Anadarko Basin*, SDVTE, December 1981.

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<sup>7</sup> John P. Sokolosky, Master's Thesis, OSU, 1981.

<sup>8</sup> *Ibid.*

<sup>9</sup> *Ibid.* (Information in this chapter not otherwise credited is from brochures and conversation).

<sup>10</sup> Tulsa County AVTS, letter.

<sup>11</sup> Gordon Cooper AVTS, letter.

### Chapter 10

<sup>1</sup> Interviews with Olen Joyner and Hallard Randell by RPS; Interview, Ruth Maxcy, taped, by Woods.

<sup>2</sup> *PTA Today*, November 1981.

<sup>3</sup> Information on Municipal Training from Ernest Dirks, training director.

<sup>4</sup> Interview with Ellis McHenry, Graphics Coordinator, taped, Woods.

<sup>5</sup> Interview with Jeanette Sneed, assistant, taped, Woods. (Information not directly referenced is from interviews, printed materials).

### Chapter 11

<sup>1</sup> Basic information on RCU from Dr. Don Frazier, Research Coordinator, SDVTE.

<sup>2</sup> Basic information on Planning from Dr. Tom Thomas.

<sup>3</sup> Basic information on Purchasing from Jack Webb.

<sup>4</sup> Basic information on Systems Design from Dr. Gene Smith.

<sup>5</sup> Basic information on evaluation from Dr. Len Tontz, taped interview by Woods; participation recollections by RPS.

<sup>6</sup> SDVTE materials; conversations; participation by author.

### Chapter 12

<sup>1</sup> Basic Information on Disadvantaged programs from Dr. Clyde Matthews, interviews with Stewart; taped interview, Woods.

<sup>2</sup> Information from Dr. Bob Patton to RPS, September 1981.

<sup>3</sup> Dr. Irene Clements, Chickasha, letter to RPS, July 23, 1981.

<sup>4</sup> Dr. Ann Benson, letter to RPS, September 1981.

<sup>5</sup> Ann Benson in "School Shop," May, 1979.

<sup>6</sup> *Ibid.*

<sup>7</sup> Arch Alexander, interview, taped, Woods.

### Chapter 13

<sup>1</sup> Conversations with author and M.D. Mobley, Lowell Birkett and Gene Bottoms, respectively successive executive directors of AVA, variously from 1953 to 1980.

<sup>2</sup> Ledger, Oklahoma Society for Vocational Education, 1921, O.M. Clark, secretary.

<sup>3</sup> Dr. Orbra Hulsey, letter to RPS, July 1981.

<sup>4</sup> OVA Records.

<sup>5</sup> State Board Minutes, January 22, 1965.

<sup>6</sup> Dr. Oliver Hodge, letter to RPS, April 1966.

<sup>7</sup> State Board Minutes, April 22, 1966.

<sup>8</sup> Dr. Francis Tuttle, letter to RPS, March 1968.

<sup>9</sup> Gov. Dewey Bartlett, letter to RPS, January 27, 1970. (Also to other members).

<sup>10</sup> *Daily Oklahoman*, March 15, 1970.

<sup>11</sup> *Wall Street Journal*, September 23, 1970.

<sup>12</sup> *Farm Journal*, November 1970.

<sup>13</sup> *U.S. News & World Report*, January 12, 1982.

<sup>14</sup> H.R. Jacobs, SDVTE, Industrial and Technical Services.

<sup>15</sup> *SOICC Annual Report 1980*.

<sup>16</sup> Dr. Francis Tuttle, taped interview, Woods.

<sup>17</sup> *Session Laws*, 1917, Page 245, HB 213; Annual Report Federal Board for Vocational Education, U.S. Printing Office, 1917.

<sup>18</sup> *Oklahoma Accountability Report*, SDVTE, 1981.

## OKLAHOMA YOUTHS IN NATIONAL AND REGIONAL LIMELIGHT

### *DECA National Officers*

- 1947-48 Vice President Southern Region, Wayne Wilson, Duncan.  
 1948-49 Vice President Publications, Clifford Hopper, Duncan.  
 1949-50 Vice President Southern Region, Wayne Edwards, Duncan.  
 Vice President Public Relations, Fred Tremain, Enid.  
 1950-51 Parliamentarian, Tom Staton, Hollis.  
 1951-52 Vice President, Phil Lambert, Seminole.  
 Secretary, Bobby Jean Ellis, Duncan.  
 1952-53 Parliamentarian, Sears Gabbard, Stigler.  
 Vice President Southern Region, Don Cooper, Hollis.  
 1953-54 Vice President Publications, Jack Curran, Oklahoma City Classen.  
 1954-55 Vice President Southern Region, Doyle Parton, Lawton.  
 1955-56 Treasurer, Ann Long, Hollis.  
 Vice President Southern Region, Jim May, Lawton.  
 (Acting Vice President Southern Region, Don Combs, Midwest City).  
 Vice President Convention, Don Dailey, Oklahoma City Capitol Hill. 1956-57 President, Wade Chambers, Enid.  
 Vice President Convention, J. Gary McCoy, Midwest City High School.  
 1957-58 Historian, Rose Mary Haskins, Hollis.  
 Vice President Southern Region, Jerry Pursley, Lawton.  
 Vice President Membership, J. Gary McCoy, Midwest City.  
 1958-59 Treasurer, Ken Raley, Hollis.  
 1959-60 President, Guy Primrose, Norman.  
 Historian, Arthia Henley, Oklahoma City Capitol Hill.  
 Vice President Public Relations, Marsha Cheek, Tulsa Will Rogers. 1960-61 Secretary, Barbara Patton, Anadarko.  
 Treasurer, Sharon Mailloux, Altus.  
 Vice President Southern Region, Gary Dobbs, Vinita.  
 1965-66 President, Randy Burnley, Broken Arrow.  
 1966-67 Secretary-Treasurer, Kathy Jo Malle, Stillwater.  
 1968-69 President, John MacKenzie, Enid.  
 1971-72 Vice President Southern Region, Dale Perrymore, Stigler.  
 1973-74 Vice President, Chris Veasy, Lawton.  
 1975-76 Vice President Southern Region, Jan Frick, Ponca City.  
 1981-82 President, Wes Crews, Edmond.

### *FHA National Officers*

- 1946-47 Jo Warren Aaron, Sulphur, Parliamentarian.  
 1951-52 Janice Crall, Weatherford, Vice President Public Relations.  
 1964-65 Shirley Ross, Durant, Secretary.  
 1969-70 Cindy Johnson, Wakita, Vice President of Music and Recreation.  
 1972-73 Amy Case, Kingfisher, Vice President Projects.  
 1980-81 Rita Martinez, Crowder, National Officer.

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### *HOSA National Officers*

1976-78 Troycie Wendt, Newcastle, Mid-America AVTS, Western Area Vice President.

1978-79 Pattie Fourier, Burns Flat, Western Oklahoma AVTS, Western Oklahoma AVTS, Western Area V.P.

1980-81 Julie Burkhardt, Choctaw, Mid-Del AVTS, Western Area Vice President.

1981-82 Marc Gillezeau, Midwest City, Mid-Del AVTS, Western Area Vice President.

1981-82 Kelly McCloud, Tecumseh, Gordon Cooper AVTS, President Elect.

### *VICA National Officers*

1965-66 Jacob Castor, Woodward, Regional Vice President.

1967-68 Vickie Taff Snyder, Cameron University, Lawton, Treasurer.

1967-68 John W. Latchum, Bartlesville College High, Region Four Vice President.

1968-69 Brock Gimes, Shawnee, President.

1968-69 Terry Johnson, Tulsa AVTS, Region Four Vice President.

1969-70 Marie Trainum, Mid-Del AVTS, Midwest City, Secretary.

1969-70 Connie Chism, Shawnee, Treasurer.

1969-70 Elden Harp, Tulsa AVTS, Region Four Vice President.

1969-70 Vickie Taff Snyder, Cameron University, Lawton, President.

1969-70 Clestus Rogers, Cameron University, Lawton, Vice President.

1969-70 Bob Rowe, Tulsa AVTS, Region Four Vice President.

1970-71 Marth Joe Lucas, Mid-Del AVTS, Midwest City, Secretary.

1971-72 Steven Mann, Oklahoma State Tech, Okmulgee, Region Four Vice President.

1972-73 Dwight Bowman, Oklahoma State Tech, Okmulgee, Vice President.

1972-73 Francis Kelly, Tri-County AVTS, Bartlesville, Region Four Vice President.

1973-74 Charles Carter Gale, Great Plains AVTS, Lawton, President.

1973-74 Mark Verm Money, Oklahoma State Tech, Okmulgee, Vice President.

1974-75 John W. Phelps, Oklahoma State Tech, Okmulgee, President.

1974-75 Jimmy Lee Hysaw, Cameron University, Lawton, Vice President.

1974-75 James P. Seabolt, Oklahoma State University, Region Four Vice President.

1976-77 Keith Nootbaar, Gordon Cooper AVTS, Shawnee, Treasurer.

1977-78 Jan Young, Caddo-Kiowa AVTS, Fort Cobb, Treasurer.

1980-81 Regina George, Tulsa AVTS, Region Four Vice President.

### *AIASA National Officers*

1978-79 Jeff Short, Weatherford, President.

1979-80 Scott Shook, Hobart, Sergeant-at-Arms.

### *FBLA-PBL National Officers*

1959 Roy Peters, President, Alex High School.

1963 Marilyn Grape, M-P Region Vice President, Grant, OKC.

1965 Lynda Sanders, M-P Region Vice President, Grant, OKC.

1966 Joe Edwards, President, Grant, OKC.

1967 Mildred Miller, M-P Region PBL V. Pres., University of Oklahoma.

1968 Jayne Parker, FBLA Treasurer, Jenks High School.

1969 Bob Watts, M-P Region FBLA V. Pres., Grant, OKC.

1970 Miss Marty Harden, FBLA Secretary, Charles Page High School, Sand Springs.

1970 Darryl Milburn, M-P Region PBL V. Pres., Cameron State College.

1972 Mike Arnett, President, Guthrie High School.

1973 Brad Colvard, M-P Region FBLA V. Pres., Jenks High School.

1976 Cheryl Wilson, M-P Region V. President, Duncan High School.

1977 Mark Province, Treasurer, Watonga High School.



- 1978 Darryl Ames, M-P Region V. Pres., Grant, OKC.
- 1980 Mary Ford, PBL President, University of Oklahoma.
- 1981 Forrest Pollock, President, Grant, OKC.

*Future Farmers of America Executive Secretaries, Oklahoma Association*

- 1928-37 Mrs. Minnie A. Erwin (in addition to other duties):
- 1937-39 Roy P. Stewart.
- 1940-44 Edd Lemons (George Crouse interim 1944).
- 1945-46 John Farrar.
- 1946-50 Tom Daniel.
- 1951-55 Jack Putman (assistant Ken Hieronymus).
- 1956-61 Earl Schweikhard (assistants 1955-57, Tom Hamilton; 1958-59, Howard Carter; 1960-61, Dale A. Cotton). 1961-67 Dale A. Cotton (assistants 1961-65, Gary Smith; 1966-67, Paul W. Newlin).
- 1968-78 Paul W. Newlin.
- 1978- Larry Shell.

*FFA National Officers*

- 1932-33 Vernon Howell, Guymon, President.
- 1944-45 Oliver Kinzie, Cushing, President.
- 1950-51 Walter Cummins, Freedom, President.
- 1957-58 Nathan Reese, Mooreland, Secretary.
- 1963-64 Jon Ford, Helena, Secretary.
- 1966-67 Monte Reese, Mooreland, Vice-president.
- 1969-70 Harry Birdwell, Fletcher, President.
- 1970-71 Jim Beard, Beggs, Vice-president Southern Region.
- 1971-72 Jerry Goolsby, Guthrie, Secretary.
- 1974-75 Bart Brashears, Alex, Vice-president Southern Region.
- 1976-77 C. James Bode, Geary, President.
- 1977-78 Dee Sokolosky, Owasso, Vice-president. 1980-81 Mark Herndon, Oklahoma City (John Marshall), President.

*Star Farmers of America from Oklahoma*

- 1943 Wayne Boothe, Cordell.
- 1947 Ray Gene Cinnamon, Garber.
- 1951 Dewayne Hodgson, Freedom.
- 1968 Joe Spencer, Oney.

*Star Agribusinessman of America*

- 1973 Steven Redgate, Waynoka.
- 1974 Ron Schwerdtfeger, Capron (Alva FFA).

*Regional Star Farmers of America*

- 1939 (J.C. Hamilton, Fort Cobb, Before Southern Regional title official).
- 1940 (Jack Deason, Fort Cobb, Before Southern Regional title official).
- 1935 Francis Harper, Mooreland.
- 1941 John Scott, Carnegie.
- 1942 Tracy Hunsecker, Jr., Broken Arrow.
- 1953 Monroe Kottwitz, Kingfisher.
- 1958 Ethan Labric, Boise City.
- 1964 Jon Ford, Helena.
- 1965 Keith James, Pond Creek.
- 1971 Leroy Crawford, Ames.
- 1973 Wade Christensen, Thomas.
- 1977 Dirk Webb, Elk City, agricultural production.

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1978 Marlin Trissell, Mooreland, agricultural production.  
 1978 Drew Christensen, Thomas, agribusiness. 1979 Jerry Wiebe, Hooker.

### *Other FFA National Winners*

1974 Russell Prentice, Bokchito, sheep production.

### *Southern Regional Winners*

1974 Leon Bristow, Ponca City, agricultural mechanics.

1974 Bill Bearden, Jr., Okmulgee, swine production.

### **SUMMARY OF EXTERN PROGRAM**

YEARS	STATUS	FEMALES	MALES
1975-81	Completed doctorate	1	
	Completed all but dissertation	*6	0
	Administrative/Supervisory position at State Department of Vo-Tech Education	10	9
	Local director of vocational education	1	1
	Teaching/Administration in higher education	4	3
	Administrative position in other state agency	1	0
	Administrator in an area vo-tech school	5	9
	Administrator in skills center	3	0
	Administrator in business/industry	4	8
	Remaining in same or similar position	101	101
	Federal service	0	1
	Retired/Unknown	4	1
	TOTAL	133	133

\*Duplicate

### **OKLAHOMA AREA VO-TECH SCHOOLS**

Below are shown the school, location if it does not appear in the name, year of opening and name of the present superintendent, in current order.

1. Tulsa County, 1965, Dr. Joe Lemley.
2. Oklahoma City, 1966, Dr. Richard Holodick.
3. Southern, Ardmore, 1966, Mr. Jack Stone.
4. Red River, Duncan, 1966, Mr. Delbert Morrison.
5. O.T. Autry, Enid, 1966, Mr. J.W. Ridge.
6. Tri-County, Bartlesville, 1968, Mr. Kenneth Phelps.
7. Caddo-Kiowa, Fort Cobb, 1968, Dr. Orbra Hulsey.
8. Central, Drumright, 1970, Mr. John Hopper.
9. Indian Capital, Muskogee, 1970, Mr. Chester Hendrix.
10. Gordon Cooper, Shawnee, 1970, Dr. John C. Bruton.
11. Kiamichi, Wilburton, 1970, Mr. Bill Powers.
12. Canadian Valley, El Reno, 1970, Mr. Roy Peters, Jr.
13. Mid-American, Wayne, 1971, Mr. Kenneth Carleton.
14. Great Plains, Lawton, 1971, Dr. Mike Bailey.
15. Western, Burns Flat, 1971, Mr. Jerry Kirk.
16. Oklahoma Northwest, Alva, 1972, Mr. Austin Barragree.
17. Northeast Oklahoma, Afton, 1973, Mr. Bob Reed.
18. Pioneer, Ponca City, 1974, Dr. James Carpenter.
19. Indian Meridian, Stillwater, 1975, Dr. Fred Shultz.

- 20. Moore-Norman, Norman, 1976, Mr. Frank Coulter.
  - 21. Mid-Del, Midwest City, 1977\*, Dr. Lewis Eubanks.
  - 22. Francis Tuttle, Oklahoma City, 1982, Mr. Bruce Gray.
  - 23. Eastern Oklahoma County, Choctaw, 1982, Mr. Bill Phillips.
  - 24. High Plains, Woodward, 1984, Dr. Ron Simmons (projected).
- Mid-Del, an existing school, was designated an area school August 1, 1977.

**MANPOWER/SKILLS CENTERS**

Oklahoma City Skills Center

John Provence	1969-1981	Oklahoma City
Andy Dement	1981	

Tulsa Skills Center

Ed Kitchens	1970	Tulsa
Ed Brown	1970-1972	
Leon Nash	1972-1977	

Bill Willis Skills Center

J.D. Johnson	1971-1972	Tahlequah
John Mayberry	1972-1974	
Jack Spears	1974	
Gus Keeter	1974-1979	
John Mayberry	1979-1982	
Steve Bradford	1982	

Southern Oklahoma Skills Center

Bill Whitley	1970-1977	Sulphur
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Ouachita Inmate Training Center

Harvey Clagg	1971-1973	Hodgens
Monroe Henson	1973-1975	

Lexington Inmate Training Center

Floyd Jacobs	1972	Lexington
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Oklahoma County Intake Center

Bob Pansze	1979-1982	Del City
Bob Hansen	1982	

Southwest Oklahoma Skills Center

Vikki Dearing	1977-1979	Altus
Norman McDaniel	1979-1981	
Janice Tilma	1981	

Spiro Skills Center

Patt Kidd		Spiro
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**MANPOWER STALL - 1981**

- Jess Banks, State Coordinator
- Will Anderson, Assistant Coordinator
- Dyton Matthews, Assistant Coordinator
- Walon Holt, Assistant Coordinator
- Becky Sneed, Budgets and Contracts Officer
- Donna Vitek, Account Clerk
- Kristy Cravatt, Secretary

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### SUMMARY OF TECHNICAL-OCCUPATIONAL PROGRAMS

No. of Certs.	No. of Deg.	F.T.E. Enroll- ment	Projected	
			1981-82 Budget Needs	State System College or University 1981-1982
1	8		\$	OSU Technical Institute
			1,499,337	
1	18	1,399	4,259,933	OSU School of Technical Training
22	25	3,725	9,486,691	Central State University
4	—	65	167,096	East Central Oklahoma State University
2	—	31	59,822	Northeastern Oklahoma State University
6	—	169	317,376	Southeastern Oklahoma State University
5	—	86	171,549	Southwestern Oklahoma State University
3	—	74	136,737	Cameron University
—	5	527	1,203,657	Oklahoma Panhandle State University
5	—	37	71,053	Carl Albert Junior College
8	14	371	1,008,760	Claremore Junior College
3	15	378	1,000,564	Connors State College
—	14	259	684,244	Eastern Oklahoma State College
3	19	645	1,896,154	El Reno Junior College
3	16	395	1,072,773	Murray State College
2	17	518	1,479,727	Northeastern Oklahoma A&M College
16	28	1,058	2,696,270	Northem Oklahoma College
8	22	504	1,276,542	Oscar Rose Junior College
15	39	2,971	6,907,202	Seminole Junior College
2	14	420	1,074,912	South Oklahoma City Junior College
13	37	2,218	5,292,485	Tulsa Junior College
51	53	2,675	1,872,393	Western Oklahoma State College
3	14	377	940,620	Sayre Junior College
—	4	135	233,550	
<b>TOTAL</b>				
176	362	19,876		49,809,447

NOTE: There are a total of 431 programs having certificates and degrees.

### TRAINING THROUGH PUBLIC SERVICE

Heavy equipment projects completed by the heavy equipment program at Central AVTS, Drumright, are listed below. All were non-profit agencies:

City of Stroud: Airport.

Central Tech: Driving range—site prep Sapulpa Campus—controlled training area—pistol range.

City of Cleveland: 2 land fill pits—Tennis court—Cemetery roads—football field.

- Bethesda Boys Ranch, Mounds: Airport and drainage canals.  
 City of Sapulpa: Landfill pits—Excavate silt from city lake—Golfcourse improvements.  
 City of Yale: Cover old landfill site.  
 City of Jenks: Construct drainage canal.  
 City of Drumright: Construct lake and dam—new landfill site.  
 City of Broken Arrow: Restore old landfill site—park complex on 97 acres, ball fields, soccer fields and football fields.  
 Jenks Public Schools: School bus parking area.  
 Sapulpa Public Schools: Practice field—ball diamond—work football field—parking lot.  
 Jenks Sports Inc.: Multiple ballfields. OSU: Develop playing fields on 10 acres—streets—sewer lagoon.  
 Lincoln County: Creek relocation.  
 Tulsa Urban Renewal Authority: Initial excavation of West Bank.  
 Olive Public Schools: Ball diamond—sewer lagoon.  
 Tulsa Boys Home: Site prep, pond roads & canal.  
 City of Cushing: 3 landfill pits.  
 Cushing Public Schools: Excavation for new high school—landscape.  
 Department of Parks & Recreation, Stillwater: Ball diamonds, soccer fields & canal.  
 Freewill Baptist Church at Highway 48 & 33: Landfill pit.  
 Mannford Public Schools: Football field improvements—roads—water line.  
 OSU, Lake Carl Blackwell: Construct new roads.  
 Cushing Lions Club: City park complex.  
 Drumright Youth Athletic Association: Tree removal, land clearing—construct soccer fields.  
 Tulsa Corinthian Yacht Club: Roads & parking area.  
 Bristow Public Schools: Site prep for new addition.  
 Tulsa Junior College: Jogging trail.  
 Oral Roberts University: Retention ponds, parking areas & river of life—cancelled.  
 Zink Foundation Boy Scout Ranch: Construct roads, rebuild pond dikes.  
 Keystone Crossroads Historical Society, Mannford: Building a site prep & pad.  
 Mannford Lakeview Church: Parking lot.  
 Wellston Public Schools: Football field.  
 Bristow Soccer Club: Soccer fields, parking & entrance road.  
 Drumright Public Schools: Parking lot at Junior High—bury 12,000 gallon tank & access roads.  
 Of these projects that required excavation there was approximately 800,000 cubic yards of material moved.

### STATE/DISTRICT PROGRAM SUPERVISORS

This list of supervisory personnel for basic operational programs was compiled largely from information supplied by those divisions, supplemented and at times checked, against listings in educational directories available in archives at the State Library. Sources do not always agree on dates, or even complete names, while biennial reports of the vocational department are not aligned on dates with other sources.

An early division was called Civilian Rehabilitation and was a part of overall education. Then the title changed to Vocational Rehabilitation, still under the same agency, and later was put under the State Department of Education. Lastly, it was placed under the Department of Human Services as it is titled now. Distributive Education originally was under Trade and Industrial Training.

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The listings follow. Names are not repeated on successive years where tenure remains in the same position.

### *Agriculture*

- 1930 E.B. Nelms, chief; Ross Floyd, J.B. Perky and C.L. Bunyard, assistants.  
1932 Perky, supervisor; Bonnie Nicholson, local supervisor.  
1934 Nicholson to assistant state supervisor.  
1934-36 Floyd dropped, W.R. Felton added.  
1936-38 Assistant state supervisors added included S.M. Crosnoe, Roy Craig and Roy P. Stewart.  
1938-40 Edd Lemons replaces Stewart.  
1940-42 Same.  
1942-44 Byrle Killian added as district supervisor (title change from assistant state supervisor), George Crouse replaces Lemons for FFA.  
1945-46 John Farrar replaces Crouse; Craig dropped.  
1947-48 Crosnoe dropped; Hugh D. Jones, Cleo A. Collins and Benton Thomason added on districts; Tom Daniel replaces Farrar for FFA (Farrar became first executive secretary of the National FFA).  
1949-50 Marvin Bickett added for fifth supervisory district; Killian moved up to assistant state supervisor.  
1952-54 Jones and Felton deceased; Bickett dropped; Ralph Dreessen replacement on district; Jack N. Putnam replaces Daniel, has Kenneth Hieronymus as assistant for FFA.  
1956 J.B. Morton added on district; Earl Schweikhard replaces Putnam, has Tom Hamilton as assistant for FFA.  
1960 Dale Cotton replaces Hamilton.  
1962 Cotton replaces Schweikhard, has Gary D. Smith for FFA assistant.  
1964 Olen D. Joyner added as staff specialist farm mechanics.  
1966 Don Brown added on farm mechanics; Ronald Meek as specialist; Paul Newlin replaces Smith as FFA assistant.  
1967 Killian to assistant state director; Herb Mackey to state supervisor vocational agriculture.  
1968 Killian to state supervisor; John D. Jones added for district. Meek dropped; Brown to district; Joe Raunikar on for farm mechanics; Newlin for Cotton on FFA.  
1969 Dreessen to assistant state supervisor. Hallard Randell added on farm mechanics.  
1973 Dean Reeder on as district supervisor and Young Farmer consultant. Thomason re-assigned.  
1974 Bob Mitchell on district; Reeder dropped; Thomason to Young Farmer Coordinator.  
1975 Harold Troutman to district; Eddie Smith to district.  
1976 Lee Zuck added on Young Farmers; Smith to agricultural curriculum specialist.  
1977 Dreessen to state supervisor; Killian to assistant state director.  
1978 Smith to district; Larry Shell replaces Newlin for FFA.  
1979 Raymond Cockruin to district replacing Jones (to Cameron State University).  
1980 Tony Kennedy to district for Troutman.  
1981 Same.

### *Home Economics*

- 1930 Kate S. North, supervisor; Eileen M. Harrison, Mother Craft

## Teacher and Teacher Training.

- 1930-35 Same.
- 1935-36 North only.
- 1936-37 Mary Russell added as assistant.
- 1937-38 Mary Russell, supervisor replacing North; Vera Drake Nichols and Ann Buntin, assistants, North to adult Home Economics Education.
- 1938-39 Same.
- 1939-40 Drake and Buntin dropped; Pauline Cunningham and Nora Messengale added as assistants; Lenouliah Gandy added as assistant for Negro Schools.
- 1940-41 Same.
- 1941-42 Anna K. Banks, supervisor; Hazel Frost and Lela O'Toole district supervisors; Assistant state supervisor in charge of training out of school youth on NYA projects, Marion Hurst.
- 1942-43 Massengale dropped.
- 1943-44 Same.
- 1944-45 Lela O'Toole, supervisor; district supervisors, Helen Nichols, Gladys Stone, Martha Graves, and Katherine Graham.
- 1945-46 Graves and Graham dropped; Larra Zola Coe and Blanche Portwood added.
- 1946-47 Nichols dropped, added Marguerite Scruggs and Clarice Watson Freeburger.
- 1947-48 Joanna Chapman now is state supervisor. In this interim Coe and Freeburger are not shown but added as district people are Esta Lee Ramsey, Zella Patterson, Maureen S. McNall and Helen Jensen, who began more than 30 years tenure. May Rollow's name appears in 1948. (There is some date confusion apparent).
- 1948-49 Same.
- 1949-50 Portwood is state supervisor.
- 1950-52 Same.
- 1952-53 Loren Keller added as district supervisor. Scruggs and McNall dropped.
- 1953-54 Same.
- 1954-55 Martha Frizzel and Dorothy Groves added; Ramsey and Keller dropped.
- 1955-56 Marion Hurst special assistant.
- 1956-58 Same.
- 1958-59 Nedra Johnson replaced Groves.
- 1959-66 Same.
- 1966-67 Beulah Hirschlein added as special supervisor.
- 1967-69 Same.
- 1969-70 Wanda Wilson added as special assistant and Ramona McConnell as coordinator of special programs. Hirschlein and Hurst dropped.
- 1970-71 May Rollow is now acting state supervisor; Lenorah Polk replaces McConnell.
- 1971-72 Rollow state supervisor; Joyce Thompson added.
- 1972-73 Same.
- 1973-74 Nedra Johnson state supervisor. 1974-75 Frances Summers added district supervisor.
- 1975-76 Edna Crow replaces Frizzel; Wilson dropped.
- 1976-77 Betty True replaces Summers; Helen Gay Rizley added; Polk now district supervisor.
- 1977-80 Same.
- 1980-81 Joyce Thompson state supervisor; added Edna Mae Mahaffey and Cynthia Ward; Mary Jo Drummond and Candy Gray.

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### *Trade and Industrial Education*

- 1930-31 Scott J. McGinnis, chief, T&I.  
1931-32 L.K. Covelle added as itinerant teacher trainer.  
1932-33 McGinnis dropped; L.K. Covelle, supervisor.  
1933-36 Same.  
1936-37 M.L. Curtis added as assistant supervisor.  
1937-38 R.P. Lewis, Nina Clover and Mildred Thompson added as assistants.  
1938-39 M.L. Curtis replaced by M.L. Powers; Nina Clover in charge of Distributive Education.  
1939-40 Same.  
1940-41 Edward Schirmer added in charge of National Defense Training Program.  
1941-42 M.L. Powers, state supervisor; add J. Perry Norris; C.K. Reiff in charge of DE replacing Clover.  
1942-43 E.P. Chandler added; Lewis dropped; added M.J. DeBenning in charge of DE replacing Reiff.  
1943-44 I.V. Ballard added for West district and Eugenia Briscoe as itinerant instructor, DE.  
1944-45 Not available.  
1945-46 J. Perry Norris, state supervisor; E.B. Schirmer to assistant; drop Thompson.  
1946-47 State supervisor, Norris; district supervisors, Ballard, Chandler and Schirmer.  
1947-48 State supervisor, Chandler; districts, Ballard, Norris and Schirmer.  
1948-49 State supervisor, Ballard; districts, Schirmer, Norris and Orland Foster.  
1950-51 State supervisor, Walter M. Arnold; assistant, Norris.  
1951-52 Arnold, Norris and Vurl Smith.  
1952-53 Same.  
1953-54 Arnold and Norris.  
1954-55 State supervisor, J. Kelly Mudd, Norris and Wesley E. Wheeler.  
1955-56 Same.  
1956-57 Acting state supervisor, Norris; assistant, H.T. Archibald.  
1957-58 Acting state supervisor, Archibald; assistant, Norris; district, T. Pete Chapman.  
1958-59 Same, with Archibald supervisor.  
1959-60 Drop Chapman.  
1960-61 Add Charles T. Haraughty assistant.  
1961-62 Same.  
1962-63 Acting state supervisor, Roy E. Ayres.  
1963-64 Supervisor, Ayres.  
1964-65 Ayres, Haraughty; add districts, Earl Kelly and Hank Jacobs.  
1965-66 Same.  
1966-67 Drop Jacobs and Kelly, add Jack Hefner and John V. Provence.  
1967-68 Same.  
1968-69 Same except for state VICA director, Jack Berry added.  
1969-70 Same except for Ray Meritt for Provence.  
1970-73 Same.  
1973-74 Same except add Leonard Cokely on district and Bill Reding for VICA replacing Berry.  
1974-78 Same.  
1978-79 Same except Ivan Armstrong for Haraughty and Harold Holley for Reding.



- 1979-80 Same except Reding back on district for Meritt.  
 1980-81 Same except add Bill Hill to district.  
 1981 Ivan Armstrong, supervisor; Dean Myers added for district and Ken Hulsizer as machine shop specialist.

*DE/Marketing**(Now Separate Division)*

- 1945-46 M.J. DeBenning, state supervisor.  
 1946-47 Add C.R. Millard itinerant instructor.  
 1947-48 Add Frank M. Barrett training specialist—restaurant.  
 1948-49 Same.  
 1949-50 Add H.A. Robinson assistant supervisor; drop Millard.  
 1950-51 Add Marion C. Phillips.  
 1951-53 Same.  
 1953-54 Drop Robinson.  
 1954-55 Add Harry Applegate; drop Phillips.  
 1955-56 Same.  
 1956-57 Add Ted Best assistant state supervisor; and Robert E. Brenton, instructor; drop Applegate.  
 1957-58 Same.  
 1958-59 Drop Brenton.  
 1959-68 Same.  
 1968-69 Add Bill Phillips, adult training specialist.  
 1969-70 Same.  
 1970-71 Add Zelma King, real estate institute director.  
 1971-72 Same.  
 1972-73 Add Lawrence Swanson, real estate.  
 1973-74 Ted Best, state supervisor; Bruce Gray, assistant; Roy Peters, program specialist; Richard Buratt, program specialist and George Conner; drop Swanson.  
 1974-75 Drop all but Best and Gray.  
 1975-76 Tom Friedemann, assistant supervisor.  
 1976-78 Same.  
 1978-79 John Friedemann, acting state supervisor.  
 1979-80 Add Karen Elias, assistant.  
 1980-81 Gene Warner, state supervisor; Bob Foley assistant.

*Health Occupations Education State Supervisors*

- 1957-67 Ruth Burris.  
 1967-71 Clara Brentlinger.  
 1971-76 Patricia Jamison.  
 1976-80 Yvonne Bender.  
 1980- Mary M. Randall.

*Assistant State Supervisors*

- 1958-59 Guila Aker.  
 1962-76 Yvonne Bender.  
 1969-70 Arnold T. "Pete" Duke.  
 1968-68 Jamie Sue Yingling Williams.  
 1970-72 Mildred Pittman.  
 1971-75 Clyde Hamer.  
 1971-73 Gloria Lightwine.  
 1976-80 Mary M. Randall.  
 1980- Wanda Wolf.

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### *Vocational Business and Office*

- 1965-80 Victor Van Hook, state supervisor.
- 1965-67 Dr. Bob Brown, assistant state supervisor.
- 1967-68 Ron Gibson, for Brown.
- 1968-80 Rex Moore, for Gibson.
- 1972-74 Denise Pierce for Moore.
- 1976-77 Dr. Fern Green for Pierce.
- 1977-80 Betty Fry for Green.
- 1980-81 Betty Fry, state supervisor; Lu Spybuck and Peggy Smith, assistant state supervisors.

### *Special Programs*

- 1970- Dr. Clyde Matthews, state supervisor.
- 1970-78 Harry Robinson, program specialist.
- 1969-76 Jack Herron, program specialist.
- 1970-79 Ken Dornick, vocational specialist (CVET).
- 1979- Dr. Jeanetta Shipp, vocational specialist (LRC & CVET).
- 1980- Dr. Tim Baker, vocational specialist.
- 1981- Ted Best, vocational specialist.

### *Industrial Arts*

- Harold Winburn, state supervisor.

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