

A STUDY OF THE EFFECT OF TRAINING RECEIVED  
THROUGH THE MANPOWER DEVELOPMENT AND  
TRAINING ACT ON STUDENTS AT  
NORTHEASTERN OKLAHOMA  
A&M COLLEGE

By

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## PREFACE

The imbalance of the labor market in the United States prompted the Congress to enact legislation aimed at preparing unemployed and underemployed workers for available jobs. The Manpower Development and Training Act of 1962 initiated a positive approach to the problems of training the unemployed and underemployed for available jobs.

Northeastern Oklahoma A&M College participated in the Manpower Development and Training Act as a training facility. The author, a faculty member of Northeastern Oklahoma A&M College, participated in the Manpower training as an instructor.

This thesis is intended to answer the question as to whether or not the Manpower programs at Northeastern Oklahoma A&M College accomplished the purpose of the Manpower Development and Training Act.

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## CHAPTER I

### INTRODUCTION

#### THE MANPOWER DEVELOPMENT AND TRAINING ACT

One hundred and fifty years ago an elementary school education was the level of our education; at the beginning of this century, the secondary school level began to receive emphasis; with the needs of World War I, vocational education received major emphasis; after World War II, we have witnessed a great increase in college level education. The passage of the Manpower Development and Training Act<sup>1</sup> underscores "our efforts to put meaning into the maxim that education and training is necessarily a lifetime process."<sup>2</sup>

The Manpower Development and Training Act (hereinafter referred to as MDTA) established a training program to prepare individual workers for jobs they could not have reasonably expected to obtain without such training.<sup>3</sup> It is designed to decrease, over a four-year period, the high rate of unemployment we are now experiencing.<sup>4</sup>

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<sup>1</sup>Manpower Development and Training Act of 1962, Public Law 87-415, as amended by Public Law 87-729, as amended by Public Law 88-214.

<sup>2</sup>Seymour L. Wolfbein, "Training Available People for Available Jobs; A report on the MDTA of 1962," American Vocational Journal, October, 1962, p. 6.

<sup>3</sup>Arthur J. Goldberg, The Manpower Development and Training Act of 1962, U.S. Department of Labor, April, 1962.

<sup>4</sup>Operation of training programs under MDTA is to extend from July 1, 1962, through June 30, 1964.

Wolfbein states the principal features of MDTA as follows:<sup>5</sup>

1. The Act (Manpower Development and Training Act) provides a three-year program of occupational training with priority given to unemployed persons including those in farm families which net less than \$1,200 per year. Training will also be offered to employed persons in order to update and upgrade their skills. Training for unemployed persons is financed by 100 per cent federal support for the first two years. Otherwise the program is financed by 50-50 state matching.<sup>6</sup>
2. For unemployed persons receiving training, the Act will permit the payment of training allowances roughly equal to unemployment compensation benefits in the respective states. Since training allowances will be available to those heads of households with three years of working experience. The training allowances are also to be financed 100 per cent by federal support for the first two years and 50-50 state matching thereafter.
3. Modest transportation and subsistence payments can be made to individuals receiving training away from home because of the unavailability of local training facilities.
4. The Labor Department will provide a program to test and select those to be trained. It will also provide placement services to trainees upon completion of their training program.
5. Training will be primarily carried out through the various existing state vocational agencies; if public institutions are not available, the state vocational agencies will make arrangements with private training institutions.
6. The Act provides for a stepped-up program of on-the-job training. Since a wage will be paid by employers to on-the-job trainees, training allowances will be reduced accordingly. The number of persons receiving on-the-job training will depend upon the extent to which employers find such training suitable.
7. The Act provides a special program for the counseling and training of at least 25,000 youth 16 through 21 years of age. Unemployed youth may be referred to training programs specially designed to fit them for jobs. Such youth would be eligible also for subsistence and transportation costs. For those between 19 through 21, up to \$20 per week may be paid as training allowances.

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<sup>5</sup>Wolfbein, op. cit., p. 6.

<sup>6</sup>Since this article was written, the program has been extended to a four-year program.

The late president, John F. Kennedy, said when he signed this measure into law:

It is perhaps the most significant legislation in the area of employment since the historic Employment Act of 1946. The new training program will give real meaning to the Act by making possible the training of hundreds of thousands of workers who are denied employment because they do not possess the skills required by our constantly changing economy. Their training is important both to them as individuals and to the economic health of the entire nation.<sup>7</sup>

#### Purpose of the Study

This study is intended to provide some measure of the value of MDTA programs at Northeastern Oklahoma A&M College in the following areas: combination welder, machine tool operator, legal secretary, medical secretary, and tabulating equipment operator. Specifically, it is intended to determine four things:

1. If the trainees are employed.
2. If the trainees are employed in the area in which training was received.
3. If the trainee is employed in a field related to his or her training.
4. How much of an increase has been gained in salary over the last employment before training.)

#### Method of Study

The information for this study was gathered from two sources, Northeastern Oklahoma A&M College and the trainees. In order to

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<sup>7</sup>Goldberg, op. cit., p. 1.

collect the data from the trainees, a questionnaire was mailed to each of them asking for the pertinent information.<sup>8</sup>

The effect of the training was measured by two methods: 1. A questionnaire was used to determine if the trainees are now employed. 2. The salary received during the last employment, before referral to the training programs, was compared to the salary being received after training to determine the effect of training upon salary received by the trainees. As a further measure of the effect of training, the trainees employment was categorized into three areas, employed in occupation for which training was received, employed in occupation related to training received, and non-related employment.

In addition to the information mentioned above, the study included data pertaining to the age of the trainees and their grade point averages to determine if possible, the effect of grades upon success in employment. These data give an overall picture of the type of individual in the programs and pertains to his or her success in attaining employment.

#### Scope and Limitations of the Study

This study is intended to establish a relationship between the training received under MDTA at Northeastern Oklahoma A&M College and the trainees' success in the labor market.

The results of this study could vary according to several factors that cannot be controlled. Therefore, they should be recognized and consider their influence in the results of this study.

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<sup>8</sup> See Appendix B.

There are some variable factors that will affect the availability of jobs. Employer needs will change after the program has started, experienced workers will be hired to fill jobs during the training courses, labor demand and supply conditions generally will fluctuate, and other possible factors will influence the availability of job openings at the time the trainees have completed the assigned courses and are ready for employment.

There will also be conditions peculiar to each individual which may affect his or her success in attaining employment. Some possible factors may be individuals who have to leave an area and move to a new environment, older trainees on the threshold of non-acceptance by employers, individuals with personality difficulties, amount of education, and the level of aspiration of the trainees.

Twyman and Egermeier, in a study of Area Redevelopment Act programs, have found some of the factors that affect employment.<sup>9</sup> Numerical aptitude was found to be positively related to success in employment of two classes which were clerical in nature. In one welding class, older persons were more successful than their younger classmates. In a stenography class, persons with traditional social values were able to find employment easier than those with emergent social values. It was found in only one case (a clerical class) that achievement in class was positively related to success in finding a job.

The Act specifies that training should not be undertaken unless there is reasonable expectation of employment utilizing the skills acquired in training, preferably within the area or state of residence.

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<sup>9</sup>J. Paschal Twyman and John C. Egermeier, An Assessment of Selected Area Redevelopment Act Training Programs in Oklahoma.

The applicants for training are also carefully screened and tested to determine whether or not they qualify for the training to be given. Therefore, it can be assumed that there are opportunities for employment, except for the possible changes in job openings; and the trainees are suitable for the training, taking into consideration the fallacy of tests.

#### Review of Related Literature

One of the problems in our labor structure "is that concerned with the process by which a population becomes distributed within the occupational structure of the society." Cicourel also states that "any society must develop techniques for selecting and training its members to fill occupational positions."<sup>10</sup> MDTA commits the federal government to the principle of utilizing special vocational training as one of the primary means of filling the gap in our occupational positions.<sup>11</sup>

Before the passage of MDTA, the federal government became involved in training individuals for employment through the Area Redevelopment Act.<sup>12</sup> The Area Redevelopment Act provided funds for the training of unemployed and underemployed residents of areas designated for redevelopment. In a study of individuals who received training in farm mechanics under the Area Redevelopment Act in Oklahoma, Kuntz found that 87 per

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<sup>10</sup>Aaron V. Cicourel and John I. Kituse, The Educational Decision-Makers, p. 3.

<sup>11</sup>Don R. Youngreen, "Passage of MDTA Marks Start of Trend in National Policy," California Education, February, 1964, p. 11.

<sup>12</sup>Public Law 87-27, May 1, 1961.

cent of the enrollees are now employed in some job and 61 per cent are employed in training related occupations.<sup>13</sup> On a national average, about 75 per cent of the workers who have completed training under the Area Redevelopment Act, in various occupations, are working at new jobs.<sup>14</sup>

Of those completing training under MDTA in 1962, seven out of ten were immediately placed in jobs, others were placed in occupations related to their training.<sup>15</sup>

The Department of Labor statistics shows that of those who completed training in 1963, 70.1 per cent were employed. Out of these 19,256 who were employed, 88.3 per cent were employed in training related jobs.<sup>16</sup>

#### Summary

The Manpower Development and Training Act of 1962 is a significant piece of legislation aimed at helping to alleviate the acute problems of unemployment and manpower utilization. Under the auspices of the Oklahoma Employment Security Commission and the State Board for Vocational Education, Northeastern Oklahoma A&M College was one of the facilities for implementing training under the Manpower Development and Training Act in Oklahoma.

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<sup>13</sup> Robert Henry Kuntz, "A Study of Selected Characteristics of Trainees in Farm Mechanics Retraining Schools Under the Area Redevelopment Act in Oklahoma," Unpublished master's thesis, Oklahoma State University, May, 1964.

<sup>14</sup> Virginia S. Hart, "ARA Creates New Jobs for the Unemployed." American Vocational Journal, September, 1962, p. 11.

<sup>15</sup> John P. Walsh, "Training/the Manpower Utilization Catalyst--- Progress Report on the Manpower Development and Training Act of 1962," American Vocational Journal, April, 1963, p. 12.

<sup>16</sup> W. Willard Wirtz, Manpower Research and Training Under the Manpower Development and Training Act, U. S. Department of Labor, March, 1964.

Five of the programs, combination weldor, machine tool operator, legal secretary, medical secretary, and tabulating equipment operator, which have been completed at Northeastern Oklahoma A&M College are the subjects of this study.

The purpose of this study is to help determine if the Manpower Development and Training Act programs have accomplished their intended purpose of training the unemployed and under-employed for employment and the extent of improvement, in terms of increase in salary, of the trainees.

The study was made by comparing the records of the trainees, before receiving training, to their accomplishments after receiving training.

In a study such as this the results could vary according to certain conditions that cannot be controlled. The availability of job opportunities will affect the percentages of trainees who are able to find employment. In addition to the availability of jobs, various personal traits and conditions will partially determine the acceptance of the trainees by the employers.

## CHAPTER II

### DESCRIPTION OF TRAINING PROGRAMS

#### Combination Weldor

The combination weldor course was a twenty-six week course to train and upgrade weldors for employment in industry as skilled craftsmen.

The trainees received instruction in the following courses:

##### Introduction to Welding

Introduction to welding was a basic course in arc and oxy-acetylene welding. It consisted of the fundamentals of manual arc welding and a study of the acetylene torch and its use.

##### Oxy-acetylene Welding

Oxy-acetylene welding consisted of theory and practice in welding using the oxy-acetylene process. It included a study of the care and use of oxy-acetylene equipment.

##### Arc Welding

This course was designed to give the students theory and experience in manual arc welding. It consisted of instruction in welding the four basic joints in all four positions.

### Tungsten Inert Gas Arc Welding

Tungsten inert gas arc welding was a course in the welding of ferrous and non-ferrous metals with the tungsten inert gas arc welding process.

### Metallic Inert Gas Arc Welding

The metallic inert gas arc welding process was covered in a course which included the theory and skill of welding using the semi-automatic metallic inert gas and carbon dioxide process. The course provided instruction in the reading of blueprints pertaining to the welding industry.

### Blueprint Reading

The blueprint reading course was a fundamental training in the reading of blueprints involving the visualization of views of objects. The course provided instruction in the reading of blueprints pertaining to the welding industry.

### Shop Mathematics

Shop mathematics was a course in fundamental mathematical operations used in shop work with emphasis upon practical problems related to the shop.

### Shop Safety

Shop safety was a study of industrial safety and its application to the shop.

## Vocational Guidance

The course in vocational guidance was designed to prepare students for employment in industry. Emphasis was placed on employee-employer relationships and the organization of the industrial process.

### Machine Tool Operator

The machine tool operator (machinist) curriculum, a fifty-two week program, was designed to prepare the students for employment in the machine tool industry. The courses offered gave the student an understanding of the modern production plant of today. In addition to the subjects taught to develop skills and to give technical knowledge, courses were included that gave the student a better knowledge of his responsibility as a citizen and craftsman in the industrial community. The curriculum consisted of the following subjects:

#### Introduction to Machine Shop

Introduction to machine shop was a course introducing the student to machine shop and its related tools and their functions. The course included a description of machine shop measurements which covered basic mathematical principles of linear, circular, and angular measurements as they apply to machine shop practice. It also included an introduction to bench work involving the theory of operations performed with measuring, layout, and bench tools.

### Machine Operation

The course in machine operation was a fundamental course in the use of common machine shop tools and machines. The course was so designed to provide understanding of the principles basic to machine shop practice with emphasis placed on the engine lathe and its functions.

### Machine Shop Practice

Machine shop practice was an advanced course in machine shop practices with emphasis placed on the milling machines, shaper, and surface grinder.

### Advanced Machine Shop

Advanced machine shop was an advanced course designed for teaching the proper use of various accessories of the milling machines.

### Machine Tool Set Up

The course consisted of the proper set up and adjustment of the lathe, milling machine, drill press, shaper, grinder, and other machine tools. Special emphasis was placed on speeds and feeds for the various metals and cutters. The proper maintenance of cutters used on metal working machines was also included in this course.

### Machine Tool Maintenance

This course was designed to teach proper installation and minor repair of machine tools including lubrication and the repair and replacement of worn or broken parts.

### Welding

The machine tool operator welding course was a basic course in oxy-acetylene welding, arc welding, bronze welding, and oxy-acetylene cutting.

### Industrial Drafting

The industrial drafting course was a fundamental course in industrial drafting procedures and the language of the engineer.

### Physics

The physics course was a basic course in the study of mechanics, heat, and sound.

### Shop Mathematics

The shop mathematics course included the mathematical operations used in shop work with emphasis upon practical problems related to the shop.

### Technical Mathematics

Technical mathematics was a continuation of shop mathematics involving more complex operations pertaining to the machine shop.

### Technical Report Writing

Technical report writing covered the application of grammatical usage in relation to technical reports. The course included correct and effective writing in outlining and organizing material pertaining to technical reports.

### Technical Communication

Technical communication gave the student practice in effective writing with emphasis on improved sentence structure and increasing vocabulary. The course included the studying of methods in book reviewing, technical report writing, and effective style in descriptive and narrative material.

### Blueprint Reading

Blueprint reading was a fundamental training in blueprint reading involving the visualization of views of objects. The objective of the course was to provide fundamental training in blueprint reading with the necessary emphasis upon visualization of machined objects and the multiviews necessary for manufacturing the object.

### Shop Safety

Shop safety was a study of industrial safety in application to the shop.

### Vocational Guidance

Vocational Guidance was a course designed to prepare students for employment in industry. Emphasis was placed on employee-employer relationships and the organization of the industrial process.

### Federal Government

The course in federal government was a study of the origin and framework of the federal government and political party machinery.

### Legal Secretary

The legal secretary program was a fifty-two week course designed to prepare select young people for employment in connection with the legal profession as stenographers, secretaries, and other assistant positions in the legal profession. The following is a description of the courses offered in the program:

#### Beginning Shorthand

Beginning shorthand was an intensive study of the theory of shorthand including basic vocabulary and writing skill. Transcription of material dictated at fifty to sixty words a minute was required in the course.

### Beginning Typewriting

Beginning typewriting was a course limited to students without experience in typewriting. The course included keyboard control, correct technique, and simple letter styles. Minimum ending speed of twenty-five words a minute was attained.

### Business Mathematics

Business mathematics included fundamental operations of arithmetic, common and decimal fractions, application of percentage, simple and compound interest, and bank discount.

### Business English

Business English was thorough training in the mechanics of English, parts of speech, spelling, punctuation, and sentence structure.

### Introduction to Business

Introduction to business familiarized the student with the functions and practices of modern business and the study of the economic institutions that facilitate the operation of individual business units.

### Intermediate Shorthand

Intermediate shorthand was an intensive review of the theory of shorthand. An accurate written transcript of material

dictated at a speed of from eighty to one-hundred words a minute was required to complete the course satisfactorily. First semester students with credit for one or more years in high school shorthand were enrolled in this course.

#### Intermediate Typewriting

Intermediate typewriting was a thorough training in letter placement and tabulation. Speed was developed to a minimum of forty words a minute. The course began with a complete review of technique and fundamental skills. As the course progressed, in addition to the principle objectives, such things as the proper care of the typewriter, skill in erasing, and handling of business forms were stressed.

#### Accounting

Accounting was a course pertaining to the fundamental process of accounting. The course covered books of original entry, controlling accounts, development of the ledger, preparation of working papers, and financial statements.

#### Business Communications

The course in business communications covered the physical makeup and arrangement of the business letter, psychological foundations of effective business correspondence, letters of inquiry and request, and replies to inquiries and requests.

## English

The English course was a review of fundamentals of grammatical usage, sentence structure, punctuation, outlining, and organizing material. It included the use of the dictionary and the library.

## Federal Government

Federal government was a course covering the origin and framework of the federal government.

## Office Machines

Office machines was a course in the development of skill in operation of the duplicating machines, calculating machines, listing machines, and the major machines used in the average business.

## Accounting

This accounting course covered tax and payroll accounting.

## Business Law

Contracts, principle and agent, employer and employee, negotiable instruments, principle and surety, and insurer and insured.

### Advanced Typewriting

Advanced typewriting was an advanced course in typing including the development skills in office forms, duplicating operations, office reports, and legal forms.

### State and Local Government

State and local government was a course in the description and analysis of the government of the state of Oklahoma and its relation to the federal government and politics. It also included a description and analysis of the various forms of local government with emphasis on city and county governments and their relations to the government of the state of Oklahoma.

### Applied Psychology

Applied psychology was a course designed to acquaint the students with the vocabulary, viewpoints, objective attitude, scientific approach, background, and development of the science of psychology. It included the nature of human development and endowment, habit formation, learning, personal and social adjustment.

### Office Relations

This course was designed to help orient the trainee to an office job and to help the trainee better understand and work with people. Emphasis was placed on the new employee's

actions, appearance, dress, ability to receive customers and callers, telephone etiquette, employer-employee relations, business customs, and the social side of business.

#### Office Supervision

Office supervision was an elementary course in gaining the appreciation of the supervisory function and in the practical use of supervisory principles. The course included the techniques of face-to-face communication, assignment of employees to tasks, delegation of responsibility and authority, and the orientation and training of new employees.

#### Legal Dictation and Transcription

Legal dictation and transcription covered the development of legal shorthand vocabulary including spelling, pronunciation, and definition of legal terminology. Legal reports and papers were dictated and transcribed.

#### Machine Dictation and Transcription

Machine dictation and transcription was a use of dictating machines including the ediphone, soundscriber, taperecorder, and others.

#### Business Principles and Organizations

This unit familiarized the trainee with efficient manufacturing, distributing, service organizations, and the scope of business enterprise. Emphasis was placed on types of business organizations and distribution systems.

## Filing

The filing course was a comprehensive coverage of filing fundamentals including the alphabetic, numeric, subject, and geographic systems.

## Medical Secretary

The medical secretary curriculum, a fifty-two week program, was designed to train students for positions in hospitals, doctors' offices, clinics, and the medical organizations of large corporations or public health services. In addition to secretarial skills, the curriculum included courses pertaining to the medical profession:

### Beginning Shorthand

Beginning shorthand was an intensive study of the theory of shorthand including basic vocabulary and writing skill. Transcription of material dictated at fifty to sixty words a minute was required in the course.

### Beginning Typewriting

Beginning typewriting was a course limited to beginning students. Keyboard control, correct technique, and simple letter styles were included in the course. Minimum ending speed of twenty-five words a minute was attained.

### Office Machines

The course in office machines developed skill in operation of the duplicating machines, calculating machines, listing machines, and the major machines used in the average business.

### Health

This course was concerned with personal health problems. Emphasis was placed on the inculcation and integration of wholesome health habits and of attitudes necessary for happiness. Ways of selecting a family health adviser, knowledge of community health services, and methods of critical thinking in reference to health materials were presented.

### Filing

Filing was a course designed to cover filing fundamentals including the alphabetic, numeric, subject, and geographic systems.

### Zoology

Zoology was a course designed to give an introduction to the facts and principles of animal biology. The course included a study of the distribution of animals, animal ecology, history of zoology, classification and nomenclature, morphology, physiology, and animal life histories.

### First Aid

This subject covered the American Red Cross Standard First Aid Course only. Its purpose was to acquaint the student with emergency care, first aid, safety measures in the home, and other situations. Emphasis was placed on bandaging. Information about atomic warfare and civil defense was also included.

### Psychology

Psychology was a course designed to acquaint the students with the vocabulary, view points, objective attitude, scientific approach, background, and development of the science of psychology. The course included the nature of human endowment, habit formation, learning, personal and social adjustment.

### Business English

Business English was thorough training in the mechanics of English, parts of speech, spelling, punctuation, and sentence structure.

### Intermediate Shorthand

Intermediate shorthand was an intensive review of the theory of shorthand. An accurate written transcript of material dictated at a speed of from eighty to one-hundred words a minute was required. First semester students with credit for

one or more years in high school shorthand were enrolled in this course.

#### Intermediate Typewriting

Intermediate typewriting was a course giving a thorough training in letter placement and tabulation. Speed was developed to a minimum of forty words a minute. The course began with a thorough review of technique and fundamental skills. As the course progressed, in addition to the principle objectives, such things as the proper care of the typewriter, skill in erasing, and handling of business forms were stressed.

#### English

The English course consisted of a review of fundamentals of grammatical usage, sentence structure, punctuation, outlining, and organizing material. The course included the use of the dictionary and the library.

#### General Physiology

This course included some histology as well as physiology of the human organism. Blood cell studies and urinalyses were included.

#### Anatomy

This course included study of the gross structure of the human body. Some dissection on the cat was used in order to

give an idea of the relationships of the various organs to each other; however, the emphasis was entirely on the structure of the human body.

#### Advanced Shorthand

Advanced shorthand was an advanced course with emphasis on vocabulary building and development of a dictation speed of one-hundred to one-hundred twenty words a minute with rapid transcription.

#### Advanced Typewriting

Advanced typewriting included the development of skills in office forms, duplicating operations, business forms, office reports, and manuscripts.

#### Business Mathematics

Business mathematics was a course in the fundamental operations of arithmetic, common and decimal fractions, application of percentage, simple and compound interest, and bank discount.

#### Accounting

Accounting was a course in the principles of bookkeeping and accounting for secretaries who are employed by persons engaged in the professions and in small enterprises.

### Medical Dictation and Transcription

Medical dictation and transcription was a course in the development of medical shorthand vocabulary including spelling, pronunciation, and definition of medical terminology. Reports covering medical case histories were dictated and transcribed.

### Applied Fundamentals of Law

Applied fundamentals of law was an introduction to business law with emphasis on contracts. Orientation of the trainees was in terms of right and obligations of contracting parties, formation, operation, discharge, and termination of contracts.

### Bacteriology

This course included early history of bacteriology, industrial applications of bacteriology, effects of physical and chemical agencies upon bacteria, and the biochemical activities of bacteria and some of the micro-organisms. The course also included the bacteriology of the air, water, soil, dairy products, and other food.

### Office Supervision

Office supervision was an elementary course in gaining an appreciation of the supervisory function and in the practical use of supervisory principles. The course included the techniques of face-to-face communication, assignment of employees

to tasks, the delegation of responsibility and authority, and the orientation and training of new employees.

#### Business Principles and Organizations

This unit familiarized the trainee with efficient manufacturing, distributing, service organizations, and the scope of business enterprise. Emphasis was placed on types of business organizations and distribution systems.

#### Tabulating Equipment Operator

The tabulating equipment operator curriculum, a thirty week program trained students for tabulating equipment operating positions in organizations using punch card equipment to handle business, engineering, or scientific data. Following is a description of the courses in the tabulating equipment operator curriculum:

##### Card Layout and Coding

This course was designed to acquaint the trainee with methods used in arrangement of data to be recorded in punched cards. Emphasis was placed on coding systems used to record data in punched cards.

##### Key Punch Operation

Key punch operation was a course in keyboard control, correct technique, and preparation of program cards used to originate and duplicate numerical and alphabetical sequence in cards.

### Unit Record Equipment

The course in unit record equipment included development of data processing terminology and uses made of existing equipment in the data processing field.

### Flowcharting and Block Diagrams

Flowcharting and block diagrams was an introduction to the use of flowcharts and block diagrams for showing flow of records to be processed and sequency of operations performed to complete the job.

### Sorter Operation

The course in sorter operation developed skill in the use of the sorter to arrange punched cards into alphabetical and numerical sequences and the use of the sorter for the selection of certain cards.

### Reproducing Summary Punch Operations

This course was designed to develop skill in the use of the reproducing summary punch to reproduce, gang-punch, summary punch, intersperse gang-punch, and off-set gang-punch information into punch cards. The course also included control panel wiring.

### Data Processing Application

Fundamental theory of how accounts receivable, accounts payable, payroll, and inventories are processed by using unit record equipment.

### Collator Operations

Collator operations developed skill in the use of the collator for processing data punched in cards by use of sequence checking, blank column detections, merging, matching, and selecting operations and included panel wiring.

## CHAPTER III

### ASSIMILATION OF DATA

The data collected in this study do two things: 1. They show the success of the program in improving the employment status of the trainees. 2. They give an indication of why some of the trainees were more successful than others in attaining employment.

Table I shows the number employed after training in comparison with the number unemployed. The employed group is divided into three categories in order to determine if the trainees are actually employed in the occupation for which they were trained. These groups include employment in the occupation in which training was received, employment in an occupation related to the occupation in which training was received, and non-related employment. This table also gives the total number of trainees in each area in which training was received. It should be noted that the combination welder group is a composite number of two different classes.

TABLE I

NUMBER EMPLOYED COMPARED  
TO NUMBER UNEMPLOYED  
AFTER TRAINING

<u>Groups</u>	<u>Employed Area Trained</u>	<u>Employed Training Related</u>	<u>Employed Non-Related</u>	<u>Unemployed</u>	<u>Total Number in Each Group</u>
Combination Weldor	3	5	3	1	12
Machine Tool Operator	7	2	0	1	10
Legal Secretary	4	3	0	2	9
Medical Secretary	1	9	1	1	12
Tabulating Equipment Operator	1	0	2	0	3
Totals	16	19	6	5	46

The effect of the training upon the salary of the trainees is shown in Table II. The employed group is again divided into three categories in order to give a better indication of the effect of the training upon the trainees. As noted in the Table, one of the trainees did not report the salary being received.

TABLE II

SALARY AFTER TRAINING AS COMPARED TO SALARY OF  
LAST EMPLOYMENT BEFORE TRAINING

<u>Groups</u>	<u>Increase in Salary</u>	<u>No Increase in Salary</u>	<u>Total Number in Each Group</u>
Employed, Area Trained	12	4	16
Employed, Training Related*	15	3	18
Employed Non-Related	4	2	6
Total	31	9	40

\*One trainee did not report salary on questionnaire

The failure or success of the trainees in the labor market, according to this study, is directly related to the trainee's success in the training program and his or her age at the time training was received or at the time employment was sought. Tables III and IV cover the grade point averages of the trainees and the ages of the trainees.

Table III compares the success of the trainees in the program to their success in obtaining employment. This Table also divides the trainees into three categories of employment. The grade point average is based upon A = 4, B = 3, C = 2, D = 1, and F = 0.

TABLE III

GRADE POINT AVERAGE COMPARED  
TO EMPLOYMENT STATUS

<u>Grade Point Average</u>	<u>Employed Area Trained</u>	<u>Employed Training Related</u>	<u>Employed Non-Related</u>	<u>Unemployed</u>
Average	2.8	2.6	2.3	1.7
Maximum	3.8	3.7	3.8	2.6
Minimum	2.0	1.5	1.2	.9
Number in Each group	16	19	6	5

The effect of the age of the trainee in the labor market is shown in Table IV. This Table shows the mean, median, mode, maximum, and minimum ages of the trainees in order to show the comparison between age and success in employment.

TABLE IV

## AGES OF EACH GROUP OF TRAINEES

<u>Age</u>	<u>Employed Area Trained</u>	<u>Employed Training Related</u>	<u>Employed Non-related</u>	<u>Unemployed</u>
Mean	23.8	25.1	23.8	19
Median	28	29	23	19
Mode	19	19	One Occurrence	19
Maximum	40	43	27	20
Minimum	18	18	20	18
Number in Each Group	16	19	6	5

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

(This study shows that the training received under the Manpower Development and Training Act at Northeastern Oklahoma A&M College was successful in improving the employment opportunities and wages of the trainees.)

Of the forty-six that responded to the questionnaire, only five were unemployed for a percentage of between ten and eleven per cent. Of those employed, thirty-five out of forty-one, or approximately eighty-six percent were employed in the occupation for which they were trained or in a training related occupation. This establishes that the training was effective in training individuals for employment.

The wages of the trainees were also used to help measure the effect of the training received. Of the trainees that were employed, thirty-one out of forty, or a percentage of approximately seventy-eight, were receiving higher wages than they were before receiving the training. This indicates that the training prepared the trainees to enter the labor market and receive better employment than they were receiving previous to their training.

The outcome of this study is affected in part by the success of the trainees in receiving employment after they have completed the training.

Two of the factors that have influenced the success of the trainees are covered in this study. The success of the trainee in the training program, as shown by the overall grade-point average, was in direct relationship to the success of the trainee in attaining employment. The lower grade-point averages were made by those who were unemployed at the time of this study. It was found that older trainees were more successful in the labor market than the younger ones. All five of those who were unemployed were between the ages of eighteen and twenty.

Taking into consideration the various factors affecting the trainees who were unemployed, this study indicates that the training programs were successful in improving the employment status of the individuals who received training in the program.

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APPENDIX A

A SAMPLE OF THE LETTER THAT  
WAS SENT TO THE TRAINEES

Dear \_\_\_\_\_,

I am conducting a study to determine the effect of the training you receive at N.E.O. under the Manpower Development and Training Act. The enclosed questionnaire is to obtain information to aid in this study.

It will be deeply appreciated if you would cooperate by filling out the questionnaire and return it in the envelope provided.

If we can be of assistance to you in anyway, please let us know.

Sincerely,

Eldon Divine

Enclosure

APPENDIX B

A SAMPLE OF THE QUESTIONNAIRE THAT  
WAS SENT TO THE TRAINEES

QUESTIONNAIRE TO AID IN A STUDY  
OF MANPOWER TRAINING RECEIVED AT  
NORTHEASTERN OKLAHOMA A&M COLLEGE

Are you employed: yes \_\_\_\_\_ no \_\_\_\_\_ (Check one)

Who is your employer? \_\_\_\_\_  
\_\_\_\_\_

What is your position or classification of employment? \_\_\_\_\_  
\_\_\_\_\_

Describe the type of work that you do. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What is your present base salary (do not include overtime)? hour \_\_\_\_\_  
week \_\_\_\_\_ month \_\_\_\_\_ year \_\_\_\_\_ (One answer is sufficient)

What was your base salary (no overtime) during your last employment  
before referral to the training program? hour \_\_\_\_\_ week \_\_\_\_\_ month \_\_\_\_\_  
year \_\_\_\_\_ (One answer is sufficient)

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VITA

Lloyd Eldon Divine

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF THE EFFECT OF TRAINING RECEIVED THROUGH THE  
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