

MAY 11 1976 MAY 11 1976 MAY 11 1976

A STUDY OF ADVISORY COMMITTEE UTILIZATION
IN THE PROGRAMS OF THE DESIGNATED
AREA VOCATIONAL-TECHNICAL
SCHOOLS OF OKLAHOMA

Thesis Approved: Thesis Approved: Thesis Approved:

O S Phillips

Thesis Adviser

Lloyd Wiggins

J Pete Chapman

James P. Key

Kenneth H. Clavi

N N D. W. H. D. W. H. D. W. H.

Dean of the Graduate College

938669 938669 938669

ACKNOWLEDGMENTS

I would like to express my sincere appreciation to my committee members for their willing cooperative support. The skill and cooperation of these men, Dr. James P. Key, Professor T. Pete Chapman, Dr. Kenneth St. Clair, Dr. Lloyd Wiggins, and my chairman Dr. Donald S. Phillips, made this report more worthwhile. Dr. Phillips helped guide the report through the formulative stages, and provided valuable personal time and support to see this study completed.

To all the instructors and their administrators in the area Vocational-Technical schools of Oklahoma, I want to especially thank for their great part in making this study possible.

I am very appreciative and grateful to the Trade and Industrial State staff and the teacher training department at Oklahoma State University for the assistance in the distribution and the retrieval of the questionnaire.

To all my friends who gave me constant encouragement - all of the State Department people on sixth street, with their Director, Dr. Francis Tuttle, who helped me in many ways, I sincerely appreciate all of you.

To Dr. W. Don Frazier, who helped with the data analysis and the computer programming, my sincere thanks.

To Mr. Arch Alexander, Dr. Lloyd Wiggins and all the members of the E.P.D.A. selection committee who had enough confidence in me for

the Fellowship, I will always be indebted.

My private secretary, Fran, my wife, who typed and typed and typed as an additional duty to her full-time campus job, mother and housewife at home, and to my children who kept telling Dad he could do it, all my love and appreciation.

This acknowledgment list could and should go on and on because of so many truly special people. The people who shared their books, their notes and their knowledge and the excellent instructors who gave advice and counsel, have made this a most enjoyable year of study.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of Problem	3
Purpose of Study	3
Objectives of Study	3
Scope of Study	4
Assumption	4
Definition of Terms	4
II. REVIEW OF LITERATURE	5
Functions of Advisory Committees	13
Summary	16
III. METHODOLOGY	18
Introduction	18
Design	18
Instrumentation	18
Procedure	20
Population and Data Collection	21
Analysis of Data	21
IV. PRESENTATION OF DATA	23
Present Status of Advisory Committees	26
Organizational Patterns	28
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	43
Summary	43
Summary of Findings	44
Conclusions	46
Recommendations	47
SELECTED BIBLIOGRAPHY	51
APPENDIX A - QUESTIONNAIRE	54
APPENDIX B - SCHOOLS BY NUMBER - MAP	61
APPENDIX C - COVER LETTER	63

Chapter	Page
APPENDIX D - CHI SQUARE OF VALUES	65
APPENDIX E - LETTER OF ACCEPTANCE	71

LIST OF TABLES

Table	Page
I. Respondents to Questionnaire by Area School	24
II. Number and Per Cent of Respondents by Vocational- Technical Division	25
III. Present Status of the Advisory Committees	26
IV. Statements Taken From Questionnaire	27
V. Number of Members Per Advisory Committee	28
VI. Category Groupings of Advisory Committees	30
VII. Chi Square Analysis of Instructors' Rating of Advisory Committee Effectiveness With Student Participation	31
VIII. Responsible Party(s) for Making Advisory Committee Appointments	32
IX. Appointment Tenure	33
X. Frequency of Advisory Committee Meetings	34
XI. Chi Square Analysis of Instructors' Ratings of Advisory Committee Effectiveness in the Frequency of Meetings	34
XII. Recognition for Advisory Committee Service	35
XIII. Chi Square Analysis of Instructors' Rating of Advisory Committee Effectiveness and Use of a Printed Agenda at Advisory Committee Meetings	36
XIV. Chi Square Analysis of Instructors' Rating of Advisory Committee Effectiveness of Keeping Minutes at Advisory Committee Meetings	37
XV. Primary Purposes of the Advisory Committees in Rank Order	39

Table	Page
XVI. Functions Ranked According to Importance and Instructors' Average Responses	40
XVII. Overall Effectiveness of Advisory Committees	41
XVIII. Chi Square Analysis of Values	66

CHAPTER I

INTRODUCTION

Perhaps the most consistent criticisms concerning vocational and technical education are those implying some form of obsolescence. Criticism has been leveled at the shop or laboratory and the training equipment; criticism has been aimed at the instructor and his lack of skills and knowledges and at the lack of relevancy of the curriculum being taught. The shop and equipment issue has been adequately taken care of through the Vocational Acts and the subsequent funding. Ancillary funds within these same acts have helped to ease the qualified instructor shortages through strengthened teacher education departments. The remaining criticism, regarding the relevance of the curriculum being taught, is indirectly the target of this study. Citizen advisory groups are the key to offsetting this criticism.

Citizen advisory groups have evolved as one means for providing orderly input into the school programs. / They appear to have developed from necessity rather than a need identified through research. Qualified people volunteered their services to the school to assist in any way possible to make the educational programs relevant.

The literature reveals that citizen's advisory groups are known by several names. These names include: Advisory Committee, Advisory Council, Advisory Board, Occupational Cooperating Committee, Consultation Board, Consulting Committee, and Citizen's Advisory Committee. The only

discernible difference among the names appears to be with reference to size of group. Advisory groups of more than twenty members seem most often to be labeled councils. Those groups of less than twenty are usually called committees. Roberts (15) says that the origin of advisory groups in education can be traced to the early 1900's. The Society for the Promotion of Industrial Education founded in 1906 is the earliest credited advisory group. The Smith-Hughes Act of 1917 was the bench-mark legislation for the development of advisory groups in vocational education.

H. M. Hamlin was credited in the review of literature for the emphasis he placed on the use of advisory groups. From the war years of the early 1940's until his death in 1968, Hamlin's influence assisted in the spread of these groups into all phases of education. His efforts in this important movement should not be underestimated. At that time, the development of educational advisory groups was concentrated on the local level. However, since that time, the trend toward a network of advisory groups has emerged. When this trend is completed, it will comprehensively extend from the local levels to the state and national levels, and may serve all phases of education. Presently, vocational education is in the process of developing this kind of network. The national group is well established under Public Law 88-210 (13) (The Vocational Education Act of 1963) under Section 104, paragraph (a) (1), and following. The same section, paragraph (b) (1), establishes the state advisory council and the paragraphs following state the qualifications of the members. The national council is appointed by the President of the United States, while the state advisory councils are appointed by the governors of the respective states.

The Advisory Committee on Vocational Education (2) estimated that 20,000 advisory groups were functioning in 1969. This number is ten times larger than the count in 1943, and is about 5,000 short of the number expected by 1975.

Statement of the Problem

There is no consolidated research data concerning the utilization of local advisory committees. Their value has been a subject of discussion by many vocational-technical educators. Many instructors admittedly do not know how to effectively use an advisory committee and many do not know the functions or duties of such a group. Some fear this group because they do not understand the reasoning behind the appointment of an advisory committee.

The problem with which this study is concerned is the lack of information about the utilization of local advisory committees by vocational technical education programs in Oklahoma.

Purpose of Study

The purpose of this study was to ascertain the status of the local advisory committees in the area vocational-technical schools in Oklahoma and to find out in what ways they were being utilized by the instructors in the various programs.

Objectives of Study

The primary objectives of the study were: (1) to determine the number of advisory committees now in use in the designated area schools; (2) to identify the reasons given for not having advisory committees;

(3) to determine the organizational patterns of advisory committees; (4) to determine the instructors' concept as to the primary purposes for using advisory committees; (5) to identify the major functions of advisory committees; (6) to determine the overall effectiveness of the advisory committees as rated by the instructors; and (7) determine to what extent the instructors' effectiveness rating of the advisory committee relates to the purposes, functions and operation of advisory committees.

Scope of Study

The scope of this study is limited to the programs in the designated Vocational-Technical schools of Oklahoma.

Assumption

The following assumption underlies this study:

It was assumed that the instructors in the area schools expressed their true opinions.

Definition of Terms

Practitioner is an advisory committee member who is gainfully employed in the trade he advises.

User is an advisory committee member who could employ the graduate from the program he advises.

Student is an advisory committee member who is a member of the class.

Educator is an advisory committee member who is an instructor or school administrator.

Designated Area Vocational-Technical Schools are schools approved for direct funding under provisions of the Vocational Act of 1963.

CHAPTER II

REVIEW OF LITERATURE

A search of the literature did not reveal any experimental research regarding advisory groups for education. Most of the studies alluded to the purposes, organization, operational techniques, accountability and evaluation of advisory committee utilization.

The advisory group level has little bearing on the overall objectives that are established. At the national, state and local level, each group does about the same thing and has about the same responsibilities. The following statements typify the stated purposes or objectives of any educational advisory group.

1. Advisory groups should provide closer cooperation and a better understanding between the educational groups and industry.
2. Advisory groups make the utilization of local community talents and services possible.
3. Advisory groups provide a democratic basis for public involvement.
4. Advisory groups provide a two-way system of communication between the school and the community.

Burt (3) states that in order to accomplish the above, some priorities must be established. First of all, advisory committees should advise the school administration on the types of offerings required to satisfy the preparatory as well as the retraining and upgrading needs

of the individuals of the community. To accomplish all of the above requirements, occupational surveys should be made to supplement the advisory committee's knowledge. The survey should be designed to obtain the following types of information:

1. The number of people in a geographic area currently employed in a given occupation, and the additional members needed currently and through the next (usually) five years.
2. The occupations(s) in greatest demand.
3. The jobs within an occupation in which training is needed.
4. The number of graduates from school occupational education programs who might be accepted for employment in a community.
5. The interest of young people and adults in training for selected occupations.
6. The need for supplemental training for people already employed.
7. New areas in which school preparatory or upgrading education and training is needed.
8. Which school programs should be expanded or, perhaps, discontinued, or established.
9. The education and training requirements of the occupation, job or industry which can be met by a school program (p. 82).

After the survey information is thoroughly studied a much better perspective can be made of the labor demand situation.

Walsh and Seldon (19) point out the premise on which the survey objectives are based:

Program planning for vocational education looks in two directions at once: the occupational areas to be included in the overall program must be determined; then other plans must be made for structuring specific curricula for the several occupational areas. For the one purpose, determinations are based on manpower requirements and on labor-market information; for the other, they are based on occupational

analysis and the programming of learning units.... A balanced program of vocational education considers not only present manpower requirements and labor supply but also probable future requirements and projected supply, hence population mobility must be taken into account. Therefore, planning begins with a basic survey of the labor market to determine occupational categories, prognosis for changing requirements within the categories, prognosis for emerging occupational categories, and an analysis of employment trends. To be effective, the survey must include the entire constellation of occupations, accounting for all employment, actual and potential. An examination of the determined demands in relation to the sources of manpower available for replacement and expansion purposes projected over a range of years...defines the training problem. Subtracting the training potential of the private sector, the result indicates the scope of the program to be provided through public vocational education (p. 88).

With the objectives clearly stated for the advisory committee and a good survey made to assist the committee efforts, prospective members must be chosen and the advisory committee formed.

Hamlin (7) suggested the sequential steps in the organization:

1. Receive authorization from board
 - a. With specification of committee responsibility
 - b. With specification of committee functions
 - c. With specification of committee size
 - d. With specification of member selection method
 - e. With specification of member term
 - f. With specification of replacement procedure
 - g. With specification of relation to total school
2. Publicize proposed committee organization plan
3. Select committee members
4. Officially notify members selected
5. Follow approved practices for first meeting
 - a. Use prepared agenda
 - b. Discuss relation of committee to school administration

- c. Discuss relation of committee to teacher
- d. Elect citizen chairman and secretary
- e. Select topic for study (pp. 76-91).

King (8) concurred with Hamlin in the purposes, formation and procedures. He also alluded to the use of advisory committees in all phases of education.

Gromacki (6) stressed the importance of the negative guides pertaining to the operational phases of the committee. The guides were as follows:

1. Do not initiate programs without consulting with an advisory committee.
2. Do not take action within the realm of the designated functions of the advisory committee without first consulting the committee.
3. Do not start production projects in the instructional program before conferring with the committee.
4. Do not permit the committee to become administrative in function.
5. Do not enter (committee) into labor-management controversies.
6. Do not "load" the committee with known supporters of the school program.
7. Do not permit committees to advise on matters in which individual members may profit.
8. Do not fail to keep members informed or conceal facts pertaining to the program from the committee.
9. Do not permit the committee to employ teachers.
10. Do not fail to respect the committee's time.
11. Do not ignore the committee's recommendations.
12. Do not fail to provide the administrative support needed by the committee. (pp. 1-17)

Phipps and Knell (11) reported that consultants working with

advisory committees observed thirteen successful procedures used in the establishment and operation of advisory committees. The thirteen successful procedures follow:

1. Using a selection committee in obtaining members for a citizen's advisory committee.
2. Using assistance of consultants in formulating bylaws for the committee.
3. Using officers of the citizen's advisory committee as an executive committee.
4. Using subcommittees for intensive study of special problem areas such as building needs and curriculum needs.
5. Providing agendas for meetings.
6. Using professional consultants in the study of certain areas.
7. Providing committee members with instruction regarding how to participate effectively at committee meetings.
8. Adapting and using basic guidelines regarding committee operation.
9. Developing and using a questionnaire to determine community attitudes towards the public school.
10. Allowing ample time and devoting considerable attention to planning the organization of a citizen's advisory committee.
11. Clarifying continually the roles of the administration, the school board, the chairman, the members of the committee, and the consultant.
12. Helping to develop attitudes of sincerity, helpfulness, and willingness among committee members.
13. Having members of citizens advisory committees attend school board meetings on a rotating basis. (p. 13)

Riendeau (14), in his writing for the American Vocational Association, applied the forelisted procedures of advisory committee formation to occupational program advisory committees in junior colleges.

Riendeau reflected Gromacki's ideas in a more positive manner. Riendeau suggested the following agenda:

1. Introductions of all parties present.
2. Brief review of committee's purpose.
3. Report of new developments related to committee.
4. Report of relation of committee to the program.
5. Minutes of last meeting.
6. Subcommittee reports.
7. Discussion of previously specified topics.
8. Adjournment (p. 34).

The acceptability of advisory committees was reflected by the National Advisory Council on Vocational Education (1). In their report Vocational Education: The Bridge Between Man and His Work, they noted that the federal and state legislatures, industry and labor representatives and many school administrators have recognized the benefits of advisory committees in developing effective vocational education programs.

Several educators in different vocational education capacities have echoed the National Advisory Council's statement.

Dillon (5) states that the school system of today cannot operate as an "island unto itself." Teachers can no longer conduct instructional programs behind closed doors; they must consider the implications of the content they teach in light of how students will use it out in the world. To complete this career-oriented task, schools must involve a considerable number of people and agencies in a cooperative education enterprise. Through many types of cooperation, the school is extended outward into the community.

Dillon further states that advisory committees for vocational-technical education are valuable partners who assure that good management decisions will be made. A statewide committee can assess needs to help state boards of education establish priorities for approving new programs at the local, area, and state levels. State advisory committees representing special curriculum areas, such as veterinary technology, agricultural supplies and services, horticultural occupations, agricultural processing, and agricultural mechanics, not only can assist local secondary and postsecondary schools in establishing content, but can be invaluable in planning for articulation of programs.

The local advisory committee--whether it serves the total school through its own subcommittees or acts as a separate committee for a single subject area--is in the strategic role of recommending priorities to the local school board. It makes recommendations on clientele to be served, courses to be offered, facility and staff required, and financial needs, Dillon concludes.

Pratt (12) states that, during the past three years, many postsecondary education institutions, including community colleges, have suffered enrollment decreases in traditional baccalaureate-oriented programs. During this period, in these same institutions, enrollments in technical education programs have increased steadily in such areas as industrial and engineering-related technologies, business, allied health, public service, graphic arts, and agriculture.

This increase can be attributed, at least in part, to the continuing relevancy and vitality of these programs, the demand for graduates, and the growing acceptance of technical and vocational education as a valid component of higher education. Relevancy and vitality can be

maintained only by accepting guidance from outside the educational community and by seeking cooperation and assistance in the development and implementation of technical programs from business, industry, labor, and the public.

Meek (9) states that if cooperation among educators is to be effective and efficient, standards must be agreed upon by a majority of professional curriculum personnel and advisory committee groups. These groups must be involved in the planning of curricula and in validating content materials that can be used nationwide.

In a discussion of partnerships in health occupations education with advisory committees, Ostler (10), states that programs in health cannot operate in a vacuum. They must be designed to respond to a felt need for a specified kind of health manpower. The only way this need can be determined is through the use of advisory committees. Many contacts must be made with those who can make a contribution to the overall program. In the case of health occupation, professional associations, related agencies and consumers of health services should be considered as possible advisor sources. Osler further states that persons who serve on the advisory committees in the state of New York represent a wide and diverse range of specialization. These include the employers of health manpower who deliver services to patients--the hospitals, nursing homes, clinics, health departments, laboratories, child and geriatric centers, practitioners, professional and paraprofessional health societies--medical, nursing, dental, medical assistant, and others. The educational agencies, too, are well represented--health specialty schools, curriculum, guidance and special units, and administration. Community and consumer groups are among those represented.

Functions of Advisory Committees

What do advisory groups do? For the most part, these extremely busy people take their responsibilities very seriously. They meet as a total group at least twice a year, sometimes more often. They serve on council committees which may meet much more frequently to explore specific areas of concern. According to Osler (10):

1. They respond throughout the year to special requests for reaction and assistance.
2. They help pinpoint the need for specific new programs or suggest changes in existing ones.
3. They suggest and sometimes conduct studies and surveys to keep programs abreast of changes.
4. Drawing on their combined expertise, they contribute to and react to specific curriculum design in an effort to make training as realistic as possible, and offer constructive ideas for student and program evaluation.
5. They ferret out information about resources to implement the program, help to establish policies for operating the program, and sometimes participate in the classroom as speakers, demonstrators, panel members, and special consultants.
6. They suggest possible student observation and supervised work experiences.
7. They provide a vital link with the professional societies, related agencies, and supplement the school's public relations program (pp. 50-53).

Keeping communication lines open for free exchange of ideas, recognition of the total resources of an area, mutual understanding of the unique capabilities of those resources, and willingness to work together are among the factors which seem to promote effective community-education partnerships.

Another educator, Sherck (18), in discussing better learning management, stresses the importance of advisory committees and their impact

on the St. Louis schools. Viewing management as getting the job done through people, the role of advisory committees in the management of learning is of vital importance. It is essential that the vocational philosophy of the school district be made known to committee members before they are invited to serve. It is equally important that the difference between management and advisory functions be made clear. Those who are asked to serve usually recognize this difference because many of them perform the management function in their own line of work.

In their discussion of local planning and accountability, Reid and Nelson (17) point out the importance of advisory committees in the Washington D. C. area. They offer a procedure for getting the job done by accurate planning. They state that after setting clear-cut goals and objectives and developing educational specifications, local planners must carefully assess all resources available--particularly personnel, money and time. It is on the availability of these three resources that the final decisions will be made.

The next step is the collection and interpretation of pertinent demographic data. Department of Labor statistics can be very helpful but most often they have to be supplemented by school district surveys or by information from the State Department of Education and/or commercial studies.

In addition to demographic data, information on the educational needs of the community must be collected. The data gathered should reflect community interest and potential student interests, and the industrial needs of the immediate vicinity, but they must also cover the employment area surrounding the school district. Reid and Nelson give the example that many people living in Calvert County work in the

District of Columbia suburbs; therefore the needs of the metropolitan D. C. employment area must be considered in planning vocational programs for the county schools.

The collected data must be assessed and the demographic data correlated with the data on educational needs. This initial stage of the planning is most productive when carried out with the help of the local advisory committee. Cooperative planning of this type, which involves persons outside the educational profession, ensures community input as well as increased community support.

After the advisory committee and school board have agreed on what the vocational-technical program should offer, and after adequate facilities have been made available, specific programming can begin. The overall vocational-technical program evolves from specific program proposals worked out to meet needs as determined through the process described above. These proposals consist of general descriptions of administrative framework, number of students that can be served in the programs, course outlines including skills to be developed, and requirements for equipment, supplies and facilities. All of the above are part of the complete planning package.

Evaluation and advisory committees were teamed as partners by Ryan (16) in a recent writing. He suggests that professionals ask themselves several questions pertaining to evaluation such as:

1. Have we achieved community-wide involvement and planning?
2. What programs have we initiated?
3. Have we accomplished program objectives?
4. Has our involvement of citizens led to greater community support?

5. Are students benefiting from our programs and community involvement efforts? (p. 36)

Ryan states that periodic monitoring will provide data for an evaluation. The best efforts may not be adequate and could fail without the formation of advisory committees. Long-range commitments are needed from business, industry, and community groups to assure (1) job placement for graduates of our vocational-technical programs, (2) internship experiences for students, (3) systematic business-industry involvement, and (4) support services and resources to help schools achieve their mission. Ryan suggests that all evaluations should be joint undertakings by educators, representatives of the business-industry sector, and the community. Thus educators, businessmen, and citizens will continue in a permanent effort to build up partnership relations in conjunction with school programs. Perhaps the most important result of these partnerships will be the exposure of educators to the world of work.

Summary

From the review, it was apparent that many writers state different missions for advisory committees. Most studies alluded to the flexibility and utility of this important group. From their first inception until the present, advisory committees have made an impact on education, especially vocational-technical education. From the National Advisory Council, through the state councils to the local advisory committees challenges are being given. These challenges are potentially making the programs more relevant, more interesting and more accountable.

The purpose of this study was to ascertain the status of the local

advisory committees in the area vocational-technical schools in Oklahoma and to find out in what ways they were being utilized by the instructors in the various programs. After these two objectives were accomplished, recommendations based on experience and the review of literature concluded this study.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to determine the present status and the utilization of advisory committees in the designated area schools in Oklahoma. This chapter is devoted to reporting the methods used to accomplish the purpose of the study and is divided into the following sections: (1) design; (2) instrumentation; (3) procedure; (4) population and data collection; and (5) analysis of data.

Design

The design of this study is considered to be descriptive research. This research attempts to describe the present status of the advisory committees, their physical make-up, and the way they are currently being utilized as reported by the users. The purpose of the survey developed for the descriptive research is to collect detailed descriptions of the above with the intent of using the data to justify current procedures and utilization, or to make intelligent plans for improving the existing situations.

Instrumentation

Since a great deal of information was needed to formulate the image of the existing advisory committees, a comprehensive questionnaire was

developed to gather relevant data. Most of the questions were designed to give the respondent a choice of four to five answers. The answers were recorded on the left margin edge to facilitate key punching the responses. (See questionnaire, Appendix A)

The instrument was divided into seven sections in order to easily group the responses in their appropriate category. After an identification of the program, such as auto-mechanics, business and office, question one was answered with a yes or no as to whether or not the instructor had an advisory committee. Special instructions on the questionnaire told the respondent to answer section two if the above answer was no, and to skip number two if the answer in question one was yes and to proceed to question three.

Section number two gave the respondent who indicated no advisory committee six choices as to the reason he or she did not have an advisory committee.

Section number three was designed to elicit information about advisory committee organization and administration. Questions (a) through (k) dealt with this data.

Section four had a list from (a) to (q) of primary advisory committee purposes. The respondent was asked to read each entry and then make a determination of the three most important primary purposes.

Section five listed functions of an advisory committee (a) through (p). A rating form was established to get the instructor's reaction to the complete list. Instructions were given to rank each question from (1) to (5). One on this scale indicated that the advisory committee made a very small contribution to the overall program, while five indicated a major effect on the program.

Section six also had a rating scale designed in the same manner to gather the data concerning the overall effectiveness of the advisory committee in the respondent's program.

Section seven asked the respondent to list the major problems encountered with advisory committees. It was expected that by the time this question appeared, the instructor had been thinking about his advisory committee and would sincerely try to provide meaningful information, especially for those who are planning to begin using advisory committees.

The questionnaire was kept brief and data that was available from other sources was not solicited. Since the area school concept in Oklahoma is relatively new, many surveys have been made by different study groups and individuals asking the area school instructors for data. Some of them are reluctant to complete long time-consuming survey forms. This is one reason the time of completion on this questionnaire was limited to 12 to 15 minutes for the average respondent.

Procedure

Prior to the full-scale survey, a sampling was made at Central Tech at Drumright, Oklahoma, a nearby area vocational-technical school, to test the initial instrument. The instructors were assembled in the auditorium and a five to seven minute orientation was given, taking each section "by the numbers" to make sure the instrument was understood. The results were consistent; however, minor changes were made on the basic instrument for clarity. Lengthy questions that were continued over two pages were reduced to a single page to retain continuity of thought for the entire question.

After necessary revisions were made, enough copies were made to circulate to the entire area school teacher population in Oklahoma. At that time each area school superintendent was contacted by telephone and the complete survey was explained. Tentative schedules were made and later firmed for specific times, place and details of the arrangements. A sincere effort was made to schedule these sessions on school time (extended lunch break, mid-morning or mid-afternoon breaks) rather than on the instructor's time.

Population and Data Collection

The population for this study consisted of all the instructors in the programs of the area vocational-technical schools of Oklahoma. An attempt was made to reach each instructor, but if for some reason this could not be done (instructor ill, on leave, et cetera) the substitute teacher for the program was by-passed. In some multi-teacher programs (health occupations and auto mechanics) the advisory committees were set up for the entire program rather than for each individual instructor. Of the 369 possibilities of all certified instructors, 334 or 91 per cent responded.

Analysis of Data

The data received was key-punched and tabulations were made and tables developed depicting the results. Percentages and frequency counts were used in this study to analyze the data relative to the first six objectives. The Chi Square technique was used in the analysis of data relative to the seventh objective, which was to relate instructor's effectiveness ratings to other variables of the study.

The Chi Square technique is an appropriate test for significant relationships where variables are best defined in discrete categories. The rating instrument was designed to obtain an approximate effectiveness rating on which the investigator was unwilling to assume an ordinal level of measure. More sophisticated techniques such as the Mann-Whitney U or the Kruskal-Wallis One-Way Analysis of Variance were not considered appropriate.

The .05 level of significance was selected as the level which must be attained before the investigator would reject the hypothesis of no difference. Pearson Product Moment Multiple Correlation was run to cross check the internal consistency of the instructors' ratings of the functions of the advisory committee among those who rated their advisory committees low, average and high. Pearson Product Moment Multiple Correlation was selected based on the fact that a Likert rating scale produces at least ordinal data and possibly internal.

Ayers

PRESENTATION OF DATA

The primary purpose of this study is to determine the present status and the needs of the designated schools in the area school system. The primary objective of this study is to determine the present status and the needs of the designated schools in the area school system.

The primary objective of this study is to determine the present status and the needs of the designated schools in the area school system. The primary objective of this study is to determine the present status and the needs of the designated schools in the area school system.

Table I shows the results of the survey. The primary objective of this study is to determine the present status and the needs of the designated schools in the area school system.

TABLE I
 RESPONDENTS TO QUESTIONNAIRE BY AREA SCHOOL

Area School	Total Programs	Returned Questionnaires	Per Cent Return
1	33	29	88
2	22	22	100
3	16	16	100
4	14	14	100
5	23	18	78
6	13	13	100
7	27	22	81
8	25	25	100
9	20	16	80
10	22	21	95
11	33	30	91
12	16	15	94
13	23	23	100
14	10	10	100
15	22	21	95
16	16	16	100
17	33	22	67
17 Schools	369 Possible	334 Return	91 %

One of the administrators, in a cover letter that he returned with his questionnaire, stated the opinions of many of the area school administrators. (See Appendix C).

Five of the 17 area schools have multi-campus. In order to cut down on the confusion aspects of identification, the schools in the multi-campus group were consolidated.

Each division of vocational education is represented in the area school concept; however, some divisions have concentrated most of their thrust in the comprehensive high schools and thus are not heavily represented in the sample. Reported in Table II are the number and per cent of respondents by vocational-technical division.

TABLE II
NUMBER AND PER CENT OF RESPONDENTS BY VOCATIONAL-TECHNICAL DIVISION

Vocational-Technical Division	Number of Respondents	Per Cent of Total
Agriculture and Related Courses	3	1
Business-Office and Related	35	10
Distributive Education and Related	11	3
Health Occupations and Related	49	15
Home Economics and Related	17	5
Special Programs and Related	12	4
Technical Education and Related	4	1
Trade and Industrial Education	<u>203</u>	<u>61</u>
Total	334	100 %

Gathered from other sources was information regarding the educational background of the respondents. This status was revealed by checking against the current personnel directory. Of the 334 respondents who answered the questionnaire, 185 instructors had either a Bachelors or Masters Degree. The remaining 149 instructors' educational level was less than the Bachelors Degree. There was no significant difference in the overall ratings by the degree and non-degree teachers. For Chi Square analysis see Appendix D.

Present Status of the Advisory Committees

One of the primary purposes of the study was to determine how many advisory committees are in existence. Until the survey was conducted, this consolidated information was not available. Shown in Table III are the results of this inquiry as they were reported.

TABLE III
PRESENT STATUS OF THE ADVISORY COMMITTEES

	Number	Per Cent
Teachers Reporting Advisory Committees	288	87
Teachers Reporting No Advisory Committees	<u>46</u>	<u>13</u>
Total	334	100

Section two of the questionnaire asked for the reasons why the 46 area school instructors, noted in Table III, did not now have advisory committees. Six choices were given, with the last one being open-ended so it could be filled in if the statements in (1) through (5) were not appropriate.

TABLE IV
STATEMENTS TAKEN FROM QUESTIONNAIRE

Statement	Number	Per Cent
1. I am a new teacher and did not have time to establish an advisory committee	15	33
2. Lack of money to support the development of an advisory committee	4	9
3. I do not know how to effectively use an advisory committee	13	28
4. I do not believe an advisory committee would be appropriate in my particular situation	4	9
5. Past experience with advisory committees has been unproductive	2	4
6. Other	<u>8</u>	<u>17</u>
Total	46	100 %

It was interesting to note that statement (1) and statement (3)

accounted for 61 per cent of the total. The write in on statement (6) represented 17 per cent of the total, but after careful examination, no consistency was found to justify another category and these responses were omitted from the study.

Organizational Patterns

One of the objectives of this study was to find out about the organizational structure and physical make up of the advisory committees. In order to ascertain the actual numbers involved, the respondents were asked to give the total number of people serving on their advisory committee. Shown in Table V are the number of members on the advisory committees and also the number of respondents who had the same amount of advisory committee members.

TABLE V
NUMBER OF MEMBERS PER ADVISORY COMMITTEE

Respondents		Members
2	had	2
51	had	3
46	had	4
54	had	5
26	had	6
14	had	7
13	had	8

TABLE V (Continued)

Respondents		Members
9	had	9
12	had	10
11	had	11
16	had	12
4	had	13
4	had	14
7	had	15
6	had	16
3	had	20
4	had	22
<u>1</u>	had	25
Total		283

One hundred fifty one or 53.4 per cent indicated a three to five member advisory committee. By actual head count the advisory committees totaled approximately 2,000 people engaged in advisory committees for area schools.

Who are these 2,000 people, and what are their professions? This information was obtained by asking the instructors to list the occupations of their advisory committee members. Four categories were considered on the instrument. The four were practitioners, users, students, and educators. The respondents indicated which of these four

categories were on their advisory committee. Shown in Table VI is a breakdown of their reporting.

TABLE VI
CATEGORY GROUPINGS OF ADVISORY COMMITTEES

Category	Number of Advisory Committees Using Each	Per Cent of Number Of Advisory Committees Using Each
Practitioner	160	56
User	282	98
Student	88	31
Educator	69	25

The advisory committees with student representation are more likely to be higher rated by the instructors. Shown in Table VII is this comparison.

TABLE VII
 CHI SQUARE ANALYSIS OF INSTRUCTORS' RATING
 OF ADVISORY COMMITTEE EFFECTIVENESS
 WITH STUDENT PARTICIPATION

	Instructors' Rating of Advisory Committee Effectiveness			
	Low (1-2)	Average (3)	High (4-5)	
Student	12	24	50	$\text{Chi}^2 = 9.32$
No Student	35	84	75	$p < .01$

For the Chi Square analysis of the relationship of the effectiveness rating and having a practitioner, user or educator on the committee see Appendix D. All comparisons significant at the .05 level or higher are presented in this chapter. Those of less significance are included in Appendix D.

The question relative to who appoints the advisory committee had four choices. Shown in Table VIII are the appointers by number and per cent.

TABLE VIII
RESPONSIBLE PARTY(S) FOR MAKING ADVISORY
COMMITTEE APPOINTMENTS

Appointed By	Number	Per Cent
1. Appointment by Instructor	193	67
2. Appointment by the Administration	5	2
3. Appointment by Instructor and Administration	71	24
4. Appointment by Other	<u>19</u>	7
Total	288	

These data show that the instructors are primarily responsible for selecting their own advisory committee.

There was no significant difference in the instructors' ratings of advisory committee effectiveness regardless of by whom the appointments were made. For the Chi Square analysis see Appendix D.

From the question concerning whether or not appointments were made by letter, 189 respondents answered yes, while 98 gave the negative reply.

There was no significant difference in the instructors' ratings of the advisory committee effectiveness on these answers. The Chi Square analysis is shown in Appendix D.

The length of appointment tenure was also an item of importance. For the most part, the majority of respondents made one-year appointments. Shown in Table IX is a breakdown of the answers to the

appointment tenure.

TABLE IX
APPOINTMENT TENURE

Number of Respondents	Time	Per Cent
161	1 year	56
19	2 years	7
18	3 years	6
87	Other	31

For the Chi Square analysis see Appendix D.

Most of the 87 respondents indicating other, stated that the appointments were indefinite. If the advisory committee member functioned well, he or she could stay on as a year to year appointee.

How often did these advisory committees meet? The spread among the respondents was great. Some advisory committees met twice monthly, while others indicated no formal meetings. How the respondents answered the above question is shown in Table X. Advisory committees that meet more frequently are more likely to be rated higher in effectiveness by the instructors.

TABLE X
FREQUENCY OF ADVISORY COMMITTEE MEETINGS

Number of Respondents	Frequency of Meeting	Per Cent
4	Twice Monthly	1
5	Monthly	2
24	Quarterly	8
103	Semi-annually	36
77	Annually	27
57	On Call	20
<u>17</u>	Other	<u>6</u>
Total 287		100 %

TABLE XI
CHI SQUARE ANALYSIS OF INSTRUCTORS' RATING
OF ADVISORY COMMITTEE EFFECTIVENESS
IN THE FREQUENCY OF MEETINGS

Frequency Of Meetings	Instructors' Rating of Advisory Committee Effectiveness			
	Low (1-2)	Average (3)	High (4-5)	
Twice monthly, monthly, quarterly, semi-annually	17	47	69	Chi ² = 6.47
Annually, on call, other	31	61	56	p < .05

Recognition for service on the advisory committee was another item of interest for this study. Nearly everyone appreciates being recognized for a job well done, so a question was asked to determine how recognition was given. Table XII reflects how the instructors answered the question, "What recognition does your advisory committee receive?" For the Chi Square analysis see Appendix D.

TABLE XII
RECOGNITION FOR ADVISORY COMMITTEE SERVICE

Number of Respondents	Type of Recognition	Per Cent
25	Certificates	9
47	Newspaper Write-ups	16
115	Letters	40
61	No Recognition	21
<u>39</u>	Other	<u>14</u>
Total 287		100 %

Most of the 39 respondents who indicated other stated that they gave personal thanks for the participation.

In answer to the question pertaining to the printed agenda for each meeting, 128 respondents indicated that they did have printed agenda, while 141 said they had no printed agenda. The Chi Square

analysis (see Table XIII) of the relationship between the instructors' rating of overall effectiveness having a printed agenda was significant at the .05 significance level. Instructors who use a printed agenda tend to rate the overall effectiveness of their advisory committees higher than do those instructors who do not use a printed agenda.

TABLE XIII

CHI SQUARE ANALYSIS OF INSTRUCTORS' RATING OF ADVISORY
COMMITTEE EFFECTIVENESS AND USE OF A PRINTED
AGENDA AT ADVISORY COMMITTEE MEETINGS

Printed Agenda	Instructors' Rating of Advisory Committee Effectiveness			
	Low (1-2)	Average (3)	High (4-5)	
Yes	17	43	66	Chi ² = 7.18
No	28	60	50	p < .05

For those who gave a yes answer to the printed agenda, 92 stated they, the instructors, prepared the agenda themselves, while the others relied on their administration or others to prepare the agenda. There was no significant difference among the instructors' ratings and the preparation of the agenda. For the Chi Square analysis see Appendix D.

Sixty-eight per cent or 194 of the advisory committees kept minutes of their meetings. Shown in Table XIV is the data of the ratings of advisory committee effectiveness by the instructors. At the .05 significance level, instructors who keep minutes of their meetings tend to

rate the effectiveness of advisory committees higher than those who do not keep minutes.

TABLE XIV

CHI SQUARE ANALYSIS OF INSTRUCTORS' RATING OF ADVISORY
COMMITTEE EFFECTIVENESS OF KEEPING MINUTES
AT ADVISORY COMMITTEE MEETINGS

Minutes Kept	Instructors' Rating of Advisory Committee Effectiveness			
	Low (1-2)	Average (3)	High (4-5)	
Yes	30	64	96	Chi ² = 8.13
No	17	43	29	p < .02

Only 36 per cent of those who kept minutes, circulated these minutes to members of the advisory committee. The overall effectiveness ratings of the instructors were not materially affected. For the Chi Square analysis see Appendix D.

Respondents were asked if socials were scheduled or planned for the advisory committees. Thirty six per cent or 102 respondents indicated they did have planned socials, while 184 or 65 per cent did not have planned socials. The Chi Square analysis of this question reflected no substantial effect on the overall instructors' rating as to whether or not these kinds of activities made the advisory committees more effective. For a complete analysis, see Appendix D.

The respondent was asked to choose, from a list of seventeen purposes for advisory committees, the three he or she felt were the most important. It is interesting to note that nearly all the respondents chose about the same functions, and that these functions are the ones that are most commonly associated with good advisory committees. The data in Table XV reflects the results by ranking one through seventeen.

Ninth ranked letter (q) accounted for eight per cent, however, no pattern of consistency could be established because each was different. These responses were dropped from the study.

The functions of the advisory committees were checked by respondents on a progressive scale from one to five. By checking the square under the ones, the instructor indicated the advisory committee made a very small contribution, while checking a five square indicated a great contribution.

There was an extremely high correlation of the instructor mean ratings of the functions among those who rated their advisory committee low, those who rated it average, and those who rated it high. (See Table XVI). The intercorrelations were all above .94, therefore the ranking of the function for the total group is representative of all the rankings.

It is interesting to note that in all cases, those who rated their advisory committee low, rated the functions lower than did those who rated the advisory committee high. Table XVI reflects the functions ranked by total average and lists the average response for respondents grouped by their ratings of the advisory committees.

TABLE XV
PRIMARY PURPOSES OF THE ADVISORY COMMITTEES IN RANK ORDER

Ranking	Purpose	Per Cent
1 (e)	To assist in the development and review of course content.	73
2 (g)	To assist in the establishment of standards.	52
3 (d)	To place school graduates in jobs.	48
4 (b)	To assist and participate in surveys.	37
5 (c)	To place students in part-time work during school year or summer vacations.	30
6 (a)	To provide vocational guidance literature to teachers, counselors, and students.	13
7 (f)	To obtain needed school equipment and supplies on loan, as gifts or at special prices.	10
8 (p)	To attend meetings in support of vocational and technical education.	8
9 (q)	Other. (No pattern of consistency)	8
10 (n)	To provide speakers to address civic groups.	5
11 (k)	To arrange for substitute or resource instructors from industry.	4
12 (h)	To assist in the development of evening school skill improvement and technical courses.	3
13 (m)	To provide scholarships and other financial assistance for outstanding graduates.	2
14 (j)	To conduct clinics, and in-service and out-service training programs for teachers.	1
15 (o)	To provide new stories concerning school programs to magazines.	1
16 (i)	To arrange summer employment for teachers.	1
17 (l)	To provide awards and prizes to outstanding teachers.	0

TABLE XVI

FUNCTIONS RANKED ACCORDING TO IMPORTANCE AND INSTRUCTORS' AVERAGE RESPONSES

<u>Ranking</u> <u>For Total</u>	<u>Function</u>	(1-2)	<u>Rating</u> (3)	(4-5)	<u>Total</u>
1 (d)	Placement of graduates	2.35	3.21	4.00	3.44
2 (b)	Revision and update curriculum	2.23	3.11	3.56	3.17
3 (g)	Giving my program publicity	1.90	2.95	3.40	2.99
4 (h)	Providing summer employment	1.93	2.47	3.25	2.73
5 (f)	Arranging field trips	1.89	2.43	2.77	2.49
6 (a)	Selecting equipment	1.53	2.34	2.62	2.34
7 (e)	Obtaining teaching aids	1.70	2.23	2.58	2.30
8 (n)	Helping with school elections	1.53	2.10	2.50	2.23
9 (c)	Recruitment of students	1.50	1.83	2.40	2.03
10 (l)	Recognizing outstanding students	1.19	1.77	2.41	1.96
11 (j)	Giving help with adults	1.30	1.93	2.17	1.93
12 (o)	Visiting with legislators	1.20	1.90	2.07	1.86
13 (i)	Providing employment (instructor)	1.29	1.36	1.76	1.53
14 (k)	Providing scholarships	1.12	1.31	1.73	1.47
15 (m)	Arranging field trips for counselors	1.14	1.41	1.62	1.46

To determine the value the instructors placed on their own advisory committees, a rating scale was developed to depict the effectiveness as perceived by the rater. These results are recorded in Table XVII. A one (1) rating reflects a very poor or ineffective advisory committee, while five (5) indicates excellence or very effective.

TABLE XVII
OVERALL EFFECTIVENESS OF ADVISORY COMMITTEES

Respondents	Ratings	Per Cent
23	1	8
25	2	9
108	3	38
72	4	26
53	5	19

Only 17 per cent or 48 respondents of the 281 total rated their own advisory committee below average.

The instructors were asked to list the major problems they had encountered while working with their advisory committees. No suggested choices were given. The answers to the question were very consistent. Forty six per cent or 133 respondents declared that finding an appropriate time when the advisory committee could meet was their greatest

problem. Most of the respondents explained that those advisory committee members chosen were very busy people, which made scheduling meetings very complicated.

The second most important problem, according to 35 per cent or 100 respondents, was lack of interest or apathy on the part of the advisory committee members. Several stated that when the prospective advisory committee member was initially contacted, he or she indicated that they would be glad to be on the committee. However, many would not attend even the first called meeting. This problem will be given considerable attention in the following chapter.

Eighteen per cent or 51 respondents had other problems listed that were in many instances peculiar to their own programs. There was not a sufficient number in any one category to mention in particular. These problems will be generally discussed later. There was no significant difference in the overall rating by the instructors of the advisory committees' effectiveness concerning these problems. For complete Chi Square analysis see Appendix D.

After completing the questionnaire, many instructors commented that some of the questions made them think about areas that needed attention in their advisory committees. Such things as showing appreciation, keeping minutes, and having socials were discussed freely. Some informal planning took place immediately after the questionnaires were turned in. Several instructors asked for extra copies of the instrument to use as a reference.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to ascertain the status of the local advisory committees in the area vocational-technical schools in Oklahoma and to determine the ways they are being utilized by the instructors in the various programs. Since little has been done previously in this area, some basic guidelines were made and some questions were developed to get the information needed to complete the study. The results of the returned questionnaires were tabulated and recorded in Chapter IV.

The primary objectives of the study were clearly stated to give the study direction and purpose. These objectives were to: (1) determine number of advisory committees now in use in the designated area schools; (2) identify the reasons given for not having advisory committees; (3) determine the organizational patterns of advisory committees; (4) determine the instructors' concept as to the primary purposes for using advisory committees; (5) identify major functions of advisory committees; (6) determine overall effectiveness of the advisory committees as rated by the instructors; and (7) determine to what extent the instructors' effectiveness rating of the advisory committee relate to the purposes, functions and operation of advisory committees.

The questionnaires were hand carried to each participating area

school at the scheduled time. Each group of the instructors was given a short explanation of the instrument, and the purposes for the study. Every participant was urged to answer each question on the instrument as completely as possible. A monitor stayed with the instructor group during the answering session, and answered each inquiry on an individual basis. After the instruments were completed by the instructors, the monitor collected them and returned them to the gathering point. When all questionnaires were accounted for from all the participating schools, they were key-punched for the final tabulations.

Summary of Findings

One of the objectives of this study was to determine the number of advisory committees now in use in the designated area schools. Eighty seven per cent or 288 respondents reported having advisory committees. Many of the participating instructors are in area schools that are now only in their second year of operation. Possibly more advisory committees will be developed during the 1974-75 school year.

What reasons did the 46 instructors have in reporting no advisory committee for their program? This was the second objective of the study. Being a new teacher and not having the time accounted for 33 per cent not having an advisory committee, while 28 per cent admitted that they did not know how to effectively use an advisory committee.

The third objective was to determine the membership patterns of the advisory committees. Some committees are very small while others are quite large. There is a range from two members to twenty-five members. These committee members are generally appointed by the instructors of the programs, and usually fall within four categories. These categories

are the practitioner, user, educator and student. Instructors who have student members tend to rate the overall effectiveness of advisory committees high.

Another objective of the study was to determine the major purposes and functions of the advisory committees, as perceived by the instructors. The majority picked three purposes as being outstanding. These were:

1. To assist in the development and review of course material.
2. To assist in the establishment of standards.
3. To place school graduates in jobs.

The functions ranked according to importance, were:

1. Placement of graduates.
2. Revision and update of curriculum.
3. Giving program publicity.

To determine the overall effectiveness of the advisory committee, as rated by the instructors, was another of the objectives of the study. Only 17 per cent rated this effectiveness below average. Most considered their own advisory committee at least average or above.

In checking the results of objective seven, several factors were reported significant at the .05 level. The instructors tended to rank the overall effectiveness of their advisory committee higher when a student was appointed a member of the committee. Ratings were also higher for programs that worked from a printed agenda and also programs that kept minutes of the meetings. Frequency of meetings was reported as significant for a higher rating of advisory committees.

The most prevalent problem confronting instructors in working with advisory committees was finding a suitable time to meet. Several of

the area schools are located away from the metropolitan area, consequently finding a time to meet was especially hard.

Conclusions

The following conclusions were made based on the analysis of the total study. Several conclusions were clear-cut, while others indicated trends.

1. Based on the 91 per cent return and the 86 per cent who stated they now have advisory committees, the total figure would be approximately 318 committees for the seventeen schools. Although the goal is 100 per cent or 369 advisory committees, several of the programs and schools were not over a year old when the study was made. These numbers and percentages should be higher in the 1974-75 school year.

2. The 46 who admitted not having an advisory committee indicated in 61 per cent of the cases that they could use some assistance in the selection and use of an advisory committee.

3. In the organizational patterns of the advisory committees, many programs had too few members to be successful, while others appeared excessively large to be effective.

4. Infrequency of meetings seemed to have a direct bearing on the effectiveness of the advisory committee as rated by the instructors.

5. The primary purposes and functions of the advisory committees, as rated by the instructors, were fairly consistent.

6. The time for the advisory committees to meet was a consistent problem for the majority of respondents.

Recommendations

Organization appears to be the answer to most of the problem areas. The problem concerning the time for the advisory committees to meet is very important and should be dealt with first. Specific times and places should be scheduled as quickly as possible before the school year actually starts. These schedules should be consistent. For example, it seems important to set the time and place such as the second Tuesday of each month at 7:30 p.m. in the school auditorium. When such a schedule is set, each advisory committee member could make his own calendar a year in advance. Some clever reminder calendars could be printed to emphasize the time, date and place.

Possibly a dinner meeting should kick-off the new year with all advisory committees for an entire school meeting at the same time. This meeting should be extremely well planned to set the example for those to follow. A speaker or motivator should be used to point up the duties and the responsibilities of the advisory committee members. Each hold-over member should be introduced as a special guest, and each new advisory committee member should be introduced with a brief resumé. All of the advisory committee members should be selected and appointed by both the instructor and his or her administration. Although the above procedure is time consuming, it is doubtful if the time could be better used. When all the formalities have been dispensed with, each advisory committee should be escorted to the shop or laboratory of the program of his or her interest. This initial meeting of the instructor and his or her advisory committee will set the stage for all subsequent meetings.

The above procedure should be followed at each meeting. Instead of

the dinner of the first meeting, soft drinks and cookies or cake could be provided for refreshments. The general meeting should be very brief with announcements made of general concern and then the individual program advisory committees should proceed with their business.

Meetings should be held at least every two months for maximum effectiveness, according to many writers. The instructor should have a prepared agenda, and he or she and the advisory committee chairperson must have previously discussed each part in detail prior to the meeting. Time limits should be established and the meetings should start promptly at the designated hour and end on time to be effective.

Minutes of the meetings should be kept. A copy of these minutes should be mailed to each member prior to the next meeting date.

Probably the most effective way to sustain a good advisory committee is to have excellent agendas for each meeting. Involving the advisory committee members makes the meetings interesting for them. The instructor should ask for their assistance in any area of instruction.

The author further recommends that guidelines be established for the utilization of advisory committees for instructors and administrators. This publication should include such things as:

1. Specimen letters of appointment.
2. Specimen certificates of appreciation.
3. Specimen agenda forms.
4. Specimen copies of minutes.
5. Specimen of publicity format before meetings.
6. Specimen of publicity format after meetings.

These specimen copies should enable an instructor to better prepare

for the complete utilization of his advisory committee.

In the July, 1974, News From NACVE (National Advisory Council on Vocational Education) Special Education, the guest editor was Samuel M. Burt. Mr. Burt is a consultant to the National Advisory Council. This previously quoted writer provides an open letter to an educator accepting an invitation to serve on a school advisory committee. This lengthy letter can be read in Appendix E in its entirety. However, many of the statements made were so pertinent and timely to this study, they will be mentioned here.

Burt (4) states that, "If you tell me the committee will meet only two or three times a year, I will know that we really aren't going to do anything worthwhile." He adds that he wants an official letter appointing him to the committee, signed by the highest school official. He wants advice and counsel from the educator as to his duties and responsibilities as an advisory committee member. He wants some type of expression of appreciation for his volunteered service. He even suggests a framed certificate of appreciation. He wants a printed agenda sent to him two weeks prior to the meeting, stating what the meeting is all about, and he expects the meeting to be crisp and businesslike.

These are only a few of the many declared statements, but they point up the study findings. Mr. Burt has summarized very well what the advisory committee is all about.

The advisory committees must be used to be effective, but this effectiveness can make each program better and more relevant to the demands of those who use vocational graduates. These committee members can and will assist in keeping the course content updated, and will make every effort to help the instructor do his job better. Despite the

extra work in organizing and planning, the returns of an effective advisory committee will exceed the effort expended.

SELECTED BIBLIOGRAPHY

- (1) Advisory Council on Vocational Education. Vocational Education: The Bridge Between Man and His Work, Publication 1. Washington, D. C.: Department of Health Education and Welfare, 1968.
- (2) American Vocational Association. The Advisory Committee and Vocational Education. Washington, D. C.: American Vocational Association, 1969.
- (3) Burt, Samuel M. Industry and Vocational-Technical Education. New York: McGraw-Hill Book Co., 1967.
- (4) Burt, Samuel M. National Advisory Council on Vocational Education. If You Want Me To Serve On A School Advisory Committee. Washington, D. C.: News From NACVE, Special Edition, July, 1974.
- (5) Dillon, Roy D. "Cooperation for Realistic Education: Emphasis Agribusiness." American Vocational Journal, Volume 48, No. 8 (November, 1973), 26-28.
- (6) Gromacki, Chester. A Study of Current Practices and Development of an Advisory Committee Handbook. Washington, D. C.: Department of Health, Education, and Welfare, 1966.
- (7) Hamlin, Herbert M. Citizens Committee in the Public Schools. Danville, Illinois: Interstate Printers, 1952.
- (8) King, Sam W. Organization and Effective Use of Advisory Committees. Washington, D. C.: U. S. Department of Health, Education and Welfare, Office of Education, Government Printing Office, 1960.
- (9) Meek, Ronald. "Outside Help for Curriculum Development." American Vocational Journal, Volume 48, No. 8 (November, 1973), 29-31.
- (10) Osler, Ruth Ellen. "Partnerships in Health Occupation Education." American Vocational Journal, Volume 48, No. 8 (November, 1973), 50-53.
- (11) Phipps, L. J., and Kenneth Knell. The How of Successful Citizen Advisory Committee Operation, Research Report. Urbana, Illinois: University of Illinois, 1968.

- (12) Pratt, Arden L. "Technical Education Looks Outward." American Vocational Journal, Volume 48, No. 8 (November, 1973), 40-45.
- (13) Public Law 88-210, 88th Congress, H.R. 4955. December 18, 1963
- (14) Riendeau, Albert. The Role of the Advisory Committee in Occupational Education in the Junior College. Washington, D. C.: American Association of Junior Colleges, 1967.
- (15) Roberts, Roy W. Vocational and Practical Arts Education. New York: Harper & Row Publishing Company, 1971, 92-93.
- (16) Ryan, Charles W. "Career Development: Cooperation is Catching On." American Vocational Journal, Volume 48, No. 8 (November, 1973), 36-38.
- (17) Reid, J. Martin, and Clifford L. Nelson. "Local Planning: Where Accountability Starts." American Vocational Journal, Volume 47, No. 6 (September, 1972), 24-26.
- (18) Sherck, C. Paul. "Impact of the St. Louis Advisory Committees." American Vocational Journal, Volume 47, No. 4 (April, 1972), 33-35.
- (19) Walsh, John P., and W. Seldon. "Vocational Education in the Secondary School." Vocational Education, National Society for the Study of Education, Melvin L. Barlow, Ed. Chicago: University of Chicago Press, 1965, 88.

APPENDIXES

APPENDIX A

QUESTIONNAIRE

UTILIZATION OF LOCAL ADVISORY COMMITTEES

Name of program you teach _____
 (Auto-Mechanics, Business, Office, D.E., etc.)

1. Do you have an advisory committee for your program: Yes _____ No _____

If your answer to Question 1 is no please only answer Question 2 and return the questionnaire. If your answer to Question 1 is yes please skip Question 2 and answer the remaining questions, then return the questionnaire.

2. What are your reasons for not having an advisory committee? In the list below check all factors that apply and add others that are appropriate for you.

- _____ (a) I am a new teacher and did not have time to establish a committee.
- _____ (b) Lack of money to support the development of an advisory committee.
- _____ (c) I do not know how to effectively use an advisory committee.
- _____ (d) I do not believe that an advisory committee would be appropriate in my particular situation.
- _____ (e) Past experience with advisory committees has been unproductive.
- _____ (f) Other (Please explain)

(d) What are the terms of appointment?

1 year ___ 2 years ___ 3 years ___ Other ___ (Please explain)

(e) How often do you meet with your advisory committee?

Twice Monthly ___ Annually ___
 Monthly ___ Semi-annually ___
 Quarterly ___ On call ___
 Other ___ (Please explain) _____

(f) What recognition does your advisory committee receive?

___ 1. Certificate of Appreciation
 ___ 2. Newspaper Write-ups
 ___ 3. Letters of Appreciation
 ___ 4. None
 ___ 5. Other (Please explain) _____

(g) Do you have a printed agenda for each meeting? Yes ___ No ___

(h) If answer to above is yes, who prepares this agenda?

You ___ You and Chairman ___
 Superintendent ___ Not Applicable ___
 Chairman of Advisory Committee ___ Other ___

(i) Are minutes of advisory committee meetings kept? Yes ___ No ___

(j) Are these minutes circulated to all advisory committee members?

Yes ___ No ___ Not Applicable ___

(k) Do you have planned social events (picnic, steak dinner, etc.)

with your advisory committee? Yes ___ No ___

4. There are many purposes for advisory committees. We would like to know the primary purposes for which you use your advisory committee. Examine the following list of purposes for advisory committees and check the three primary purposes of your advisory committee. Add others to the list if appropriate, but do not check more than three.

- ___ (a) ✓ To provide vocational guidance literature to teachers, counselors, and students.
- ___ (b) ✓ To assist and participate in surveys of local industry manpower needs.
- ___ (c) ✓ To place students in part-time work during school year or summer vacations.
- ___ (d) ✓ To place school graduates in jobs.
- (___ (e) ✓ To assist in the development and review of course content to assure its currency in meeting the changing skill and knowledge needs of the industry.)
- ___ (f) ✓ To obtain needed school equipment and supplies on loan, as gifts or at special prices.
- ___ (g) ✓ To assist in the establishment of standards of proficiency to be met by students.
- ___ (h) ✓ To assist in the development of evening school skill improvement and technical courses for employed plant personnel.
- ___ (i) ✓ To arrange summer employment for teachers.
- ___ (j) ✓ To conduct clinics, and in-service and out-service training programs for teachers.
- ___ (k) ✓ To arrange for substitute or resource instructors from industry to assist regular teachers.
- ___ (l) ✓ To provide awards and prizes to outstanding teachers.
- ___ (m) ✓ To provide scholarships and other financial assistance for outstanding graduates who wish to continue their education and training.
- ___ (n) To provide speakers to address trade and civic groups concerning the industry's education and training program in the schools.
- ___ (o) To provide news stories concerning school programs to magazines published for specific industry groups.
- ___ (p) To attend meetings in support of vocational and technical education which may be called by local and state school officials, boards, and legislative groups.
- ___ (q) Other (Please explain) _____
-

5. Listed below are a number of functions of advisory committees.

Please indicate the extent to which your advisory committee has contributed to each of these. (Please rate from 1-5. 1 a very small contribution, 3 average and 5 rating indicates a great contribution)

	1	2	3	4	5
(a) In the selection of my equipment.					
(b) Revision and update of my curriculum.					
(c) Recruitment of students.					
(d) Placement of my graduates.					
(e) Obtaining teaching aids and software.					
(f) Arranging field trips for students.					
(g) Giving my program publicity.					
(h) Providing summer employment for students.					
(i) Providing summer employment for Instructors.					
(j) Giving me help with adult (night) classes.					
(k) Providing scholarships for graduates.					
(l) Recognizing outstanding students.					
(m) Arranging field trips for counselors.					
(n) Helping with bond elections and millage levies.					
(o) Visiting with legislators concerning Vo-Tech.					
(p) Others (Please explain).					

6. After all things are considered, how do you rate the overall effectiveness of your advisory committee? Please rate 1-5. 1 indicates poor, 5 rating indicates excellent.

1	2	3	4	5

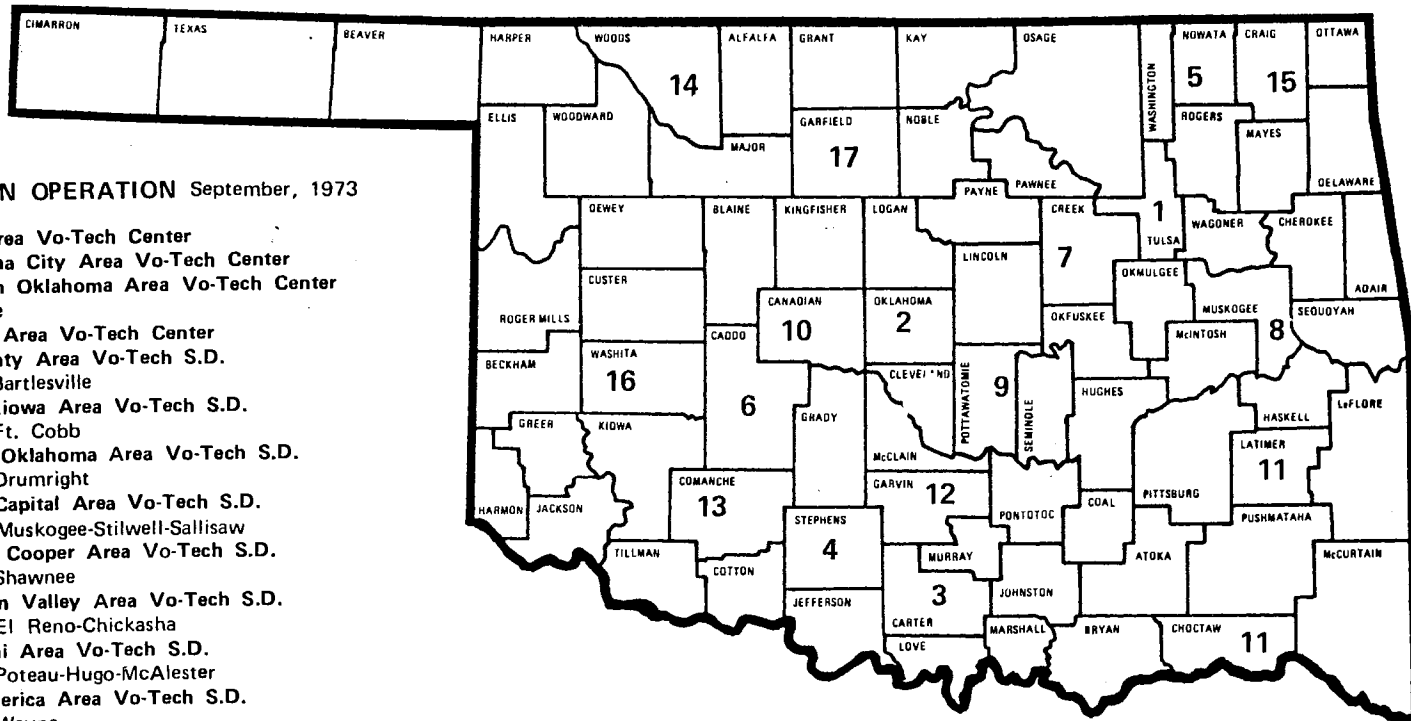
7. For the benefit of those who are getting ready to appoint an advisory committee, what is the major problem you have encountered in working with your advisory committee? Please explain fully.

APPENDIX B

SCHOOLS BY NUMBER - MAP

Oklahoma Area Vocational-Technical Schools

As Approved by the State Board of Vocational and Technical Education as of March 30, 1973



SCHOOLS IN OPERATION September, 1973

1. Tulsa Area Vo-Tech Center
2. Oklahoma City Area Vo-Tech Center
3. Southern Oklahoma Area Vo-Tech Center
Ardmore
4. Duncan Area Vo-Tech Center
5. Tri-County Area Vo-Tech S.D.
Bartlesville
6. Caddo-Kiowa Area Vo-Tech S.D.
Ft. Cobb
7. Central Oklahoma Area Vo-Tech S.D.
Drumright
8. Indian Capital Area Vo-Tech S.D.
Muskogee-Stilwell-Sallisaw
9. Gordon Cooper Area Vo-Tech S.D.
Shawnee
10. Canadian Valley Area Vo-Tech S.D.
El Reno-Chickasha
11. Kiamichi Area Vo-Tech S.D.
Poteau-Hugo-McAlester
12. Mid-America Area Vo-Tech S.D.
Wayne
13. Great Plains Area Vo-Tech S.D.
Lawton
14. Oklahoma Northwest Area Vo-Tech S.D.
Alva-Fairview
15. Northeast Oklahoma Area Vo-Tech S.D.
Afton-Pryor
16. Western Oklahoma Area Vo-Tech S.D.
Burns Flat
17. O. T. Autry Area Vo-Tech S.D.
Enid

APPENDIX C

COVER LETTER

CENTRAL OKLAHOMA AREA VOCATIONAL - TECHNICAL SCHOOLPhone A.C. 918
352-2551

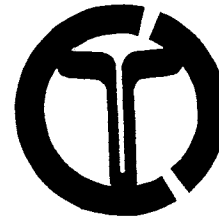
3 CT Circle

District 3

DRUMRIGHT, OKLAHOMA

74030

May 17, 1974

*Veteran Approved**Member of North Central Association
of Colleges and Secondary Schools**National League of Nursing*

Mr. Roy Ayers, State Supervisor
Trade & Industrial Education
State Department of Voc-Tech Education
Stillwater, OK

Dear Roy:

Enclosed please find the completed surveys for Advisory Committee utilization.

I have always had the feeling that we had utilized these committees fairly effectively. I feel that the summary of your study will provide some information which will determine if this feeling is true. Also, to see where weaknesses are and pointers for improvement.

I feel that it is a good study and will be meaningful.

If you are available, when the Assistant Directors of the Area Schools meet at Summer Conference, I may ask you to direct some remarks to our group.

If I can be of additional help, feel free to give me a call.

Sincerely,

Ron Vandever,
Assistant Superintendent

pe

encl

"WISE IS HE WHO HAS A SKILL"

APPENDIX D

CHI SQUARE OF VALUES

The Chi Square analysis of the instructor ratings indicate no significant difference in the comparison data below at the .05 level of significance.

TABLE XVIII

CHI SQUARE ANALYSIS OF EDUCATIONAL LEVEL OF INSTRUCTORS AND RATINGS

Educational Level	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Degree	25	58	69	Chi ² = .14
Non-Degree	23	50	56	p > .90

CHI SQUARE ANALYSIS OF NUMBER OF PERSONS ON ADVISORY COMMITTEE

Number on Committee	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
5 or less	30	62	57	
6 to 10	13	25	35	Chi ² = 8.81
11 or more	3	21	30	p > .05

TABLE XVIII (Continued)

CHI SQUARE ANALYSIS OF HAVING PRACTITIONER ON ADVISORY COMMITTEE

Practitioner	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Yes	23	65	49	Chi ² = 1.75
No	24	43	56	p > .30

CHI SQUARE ANALYSIS OF HAVING USER ON ADVISORY COMMITTEE

User	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Yes	44	107	124	Chi ² not possible virtually all had users
No	3	1		

CHI SQUARE ANALYSIS OF HAVING EDUCATORS ON ADVISORY COMMITTEE

Educator	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Yes	14	22	33	Chi ² = 1.94
No	33	86	92	p > .30

TABLE XVIII (Continued)

CHI SQUARE ANALYSIS OF WHO NAMES ADVISORY COMMITTEE MEMBERS

	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Instructor	32	76	80	
Instructor and Administrator	9	27	39	Chi ² = 8.53
Other	7	5	6	p > .05

CHI SQUARE ANALYSIS OF LETTER APPOINTMENT

Letter	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Yes	35	71	79	Chi ² = 1.47
No	13	36	46	p > .30

CHI SQUARE ANALYSIS OF TERM OF APPOINTMENT

	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
1 year	32	63	66	
2-3 years	1	14	21	Chi ² = 7.23
Other	15	30	38	p > .10

TABLE XVIII (Continued)

CHI SQUARE ANALYSIS OF RECOGNITION FOR ADVISORY COMMITTEE SERVICE

	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Certificates	3	7	15	
Newspaper items	5	17	24	
Letters	17	47	50	
No recognition	16	24	17	Chi ² = 12.19
Other	6	13	19	p > .10

CHI SQUARE ANALYSIS OF CIRCULATING ADVISORY COMMITTEE MINUTES

	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Minutes				
Yes	14	27	54	Chi ² = 4.22
No	16	31	33	p > .10

CHI SQUARE ANALYSIS OF PLANNED SOCIAL EVENT

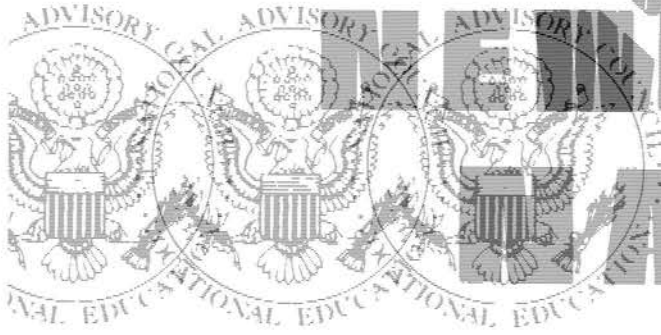
	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Social Event				
Yes	11	37	53	Chi ² = 5.53
No	36	70	72	p > .05

TABLE XVIII (Continued)
 CHI SQUARE ANALYSIS OF STATED PROBLEM

	<u>Rating</u>			
	(1-2)	(3)	(4-5)	
Time for Meeting	20	50	63	
Lack of Interest	23	40	35	Chi ² = 7.34
Other	5	18	27	p > .10

APPENDIX E

LETTER OF ACCEPTANCE



SPECIAL FROM VOCATIONAL EDUCATION

...odes, Chalmers Rhodes, Chairman July 1974 Calvin Dellefeld, Executive Director July 1974 Calvin Dellefeld, Executive Director July 1974

This special edition features a special report on the following article which Samuel M. ... an open letter ... conference held ... Vocational-Technical Education ... invitation to ... educational community ...

IF YOU WANT ... THEORY COMMITTEE

icator: Mr. Educator: Mr. Educator: cial. The letter should include some ... leased you have ... industry membe ... our schools ... to accept ... are me that ... which is gaini ... file and impo ... sation of othe ... rough of thi ... ay brag a li ... and associa ... cipate—as ... e of my repl ... ber" of the ... my living, e ... and unde ... on." educat ... port my feeli ... my service ... pointing me ... y the highes ...

asionally receive a special invitation to attend a school function, a board of education meeting, a state board meeting. I would also like to be kept informed of special studies affecting the educational program of my school system, and if possible, receive copies.

In effect, what I am saying is that if you want me to advise you, I will feel much more comfortable if I know something about you and your environment. And while I am learning, hopefully I am becoming identified with you, the school, and the problems of the educational system. If you can get me to this point you can be assured of my active participation in the school program and on the committee. And beyond offering advice, I will actually cooperate with you to help you achieve your program goals.

How? In every way possible! I would be glad to help raise money for a scholarship fund; to help obtain needed school equipment on loan, as a gift, at special discount; to contribute expendable supplies, instructional and guidance materials; to provide work/study experiences; to employ graduates, to help counsel students; to assist teachers in enriching and expanding their instructional activities; and other services you may request. You name it! What I am really asking is that you, the professional educator, provide me, the interested layman, with counsel and leadership for my committee responsibilities.

I know there will be times when you will ask the committee for something you consider important that for some good reason we will not be able to provide. But we won't just be negative when this happens. We will tell you our problem and try to work things out with you. In the process, we will both learn more about industry and education, and together prove that industry-education cooperation can be a viable way of life for citizens and school people.

Sometimes I might want to do too much and try to get involved in administration. If I do, just

point out that the best way I can help you is to give you advice and cooperation and leave the details of day-by-day school operations to you. In reality, I don't even have time to handle all my OWN day-to-day administrative problems, much less yours! But remember—as businessmen, we committee members are problem oriented and if you tell us about your problems we can help you with them, even if it takes time from our personal or business affairs. After all, we expected to spend time with you when we accepted service on the committee.

I would like to be welcomed in the schools as a friend and supporter—not seen as a meddling interloper. Naturally there are certain school regulations which I should observe when visiting, and you should make them clear to me. But if I occasionally drop in for a visit, give me a few minutes of your time. Your courtesy will be well repaid. I wouldn't come if I weren't interested!

I would like to know what other schools and school systems are doing about the problems you present to my committee. I want to feel there is some linkage between our school system and others in the area. I would like to know what the private schools are doing and what MDTA educational and training programs are available in the community. I want to understand the relationships which exist between these programs, the State Employment Service, "war-on-poverty" programs, correctional institution training programs and any others that will be providing manpower for industry. I want to know the whole picture, and even get a chance to visit these other educational programs. Perhaps our advisory committees ought to meet together once or twice a year. I want to know about these other programs so that I will not have the nagging feeling that I am being "used" to support one program in opposition to another. I want to feel that I am helping to improve "MY" school's contribution to the total community effort—as

If you want me to serve . . .

a taxpayer, as an employer and as an interested citizen concerned with and involved in improving educational and manpower development programs in my community.

I would like to meet, more than on a token once-a-year basis, with the students in the school or program my committee was organized to serve. I want the students to know my committee exists. In the final analysis, our efforts are supposed to be directed at improving the education and training of students. I want them to tell me to what extent we are succeeding. As a matter of fact, I would like to have each graduating class elect one of its members to serve as an ex-officio member on our committee to tell us, in the first year after graduating, how relevant school really is in terms of real jobs.

I would like some expression of appreciation for my volunteered services and contributions. If this committee is as important as you tell me it is, give it and its members some concrete form of recognition. For example, if I donate a piece of equipment, put my nameplate on it. Send me a framed certificate of appreciation for my services. Hold a special annual event to recognize the services of all advisory committee members. Include our names in the school catalog and annual reports. We all like to see our names in print! Besides, when prospective students, their parents and others see that your programs, as described in the catalog, are receiving advice and assistance from industry people, the programs will gain in stature and prestige. In addition, my company and the industry I represent will be more than ever committed to support you.

When you ask me to attend a committee meeting, I want to know beforehand what will be on the agenda. I will want a brief background statement of the problems to be discussed and several possible approaches to the solution of each. Give me at least two weeks' notice of

the meeting date. Make it at a convenient time and preferably at a school. And don't hesitate to remind me about it by letter or a phone call.

I want the meeting to be conducted informally and not to get tied up in parliamentary rules of order. I will want the meeting to be held within reasonable time limits. Don't let it drag on and on. I am used to crisp, businesslike procedures. I will want something to happen as a result of the meeting. I will want to know, as soon after the meeting is over as possible, what did and will happen as a result of our advice and services. I don't want to be asked to attend a meeting to approve something after it has already happened. If I find out I am being used that way, don't be surprised when I become your critic instead of your advisor!

I know I am asking a great deal of you. But I am willing to give a great deal in return. And the more you get from the committee, the better your program will be. The same is true for us, of course. All the committee members, as well as the industries we represent, will be benefitted by having a continuing source of qualified manpower available and by getting a good return from our educational tax dollars. All kinds of benefits will emerge if the committee is effectively used.

In the final analysis, this is exactly what I want—effective utilization of my expertise, my knowledge and my interest in serving one of the most important components of my community—my schools and their students. If you are prepared to tell me how, when and where, I will do my best to help you and will appreciate the chance to serve—particularly if you get me involved in an activity in which I have some special interest. This means, of course, you and I will have to discuss what my special interests are vis-a-vis education and young people.

If you think I speak for myself alone, you are

very much mistaken. Most industry representatives who agree to serve on school advisory committees feel as I do. However, too often and in too many situations, their expectations have not materialized.

Why? Because in our experience, we have found that too few educators and school administrators understand what motivates industry people to accept service on a school advisory committee. Or, if they do understand, they have not been able to provide the leadership, time and effort to effectively utilize the committees. If you cannot provide the staff time needed to allow for the full range of interests and desires of your committee to serve the school program, you will be better advised not to establish the committee in the first place. A poorly used committee is worse than no committee at all--you would find that you had created your own Frankenstein. Disgruntled members of poorly used committees frequently become the most active critics of school officials and public education.

Well, that seems to cover everything I had to say. It's up to you now to decide whether you want me to serve on your committee. I look forward to hearing from you.

Sincerely,

/s/ _____



A long-time advocate of industry-education cooperation, Samuel M. Burt has actively promoted its growth from his standpoint as managing director of the Education Council of the Graphic Arts Industry, as researcher and writer with two books and several published articles to his credit dealing with effective use of industry-education advisory committees, and as a consultant and lecturer to educational and industrial organizations seeking to develop industry-education cooperative programs. Currently he is devoting much of his time to the National and State Advisory Councils on Vocational Education as a consultant. This "message from a businessman," he informs us, was developed over a period of four years of constant rewriting as he refined what "knows for sure" about advisory committees.

VITA

Roy Edwin Ayres

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF ADVISORY COMMITTEE UTILIZATION IN THE PROGRAMS OF
THE DESIGNATED AREA VOCATIONAL-TECHNICAL SCHOOLS OF OKLAHOMA .

Major Field: Vocational-Technical and Career Education

Biographical

Personal Data: Born at Weatherford, Oklahoma, September 20, 1919,
the son of P. J. and Alma P. Ayres.

Education: Graduated from Weatherford High School in 1937;
received the Bachelor of Science degree from Southwestern
Oklahoma State University in 1947, with a major in business
education and a minor in physical education; received a Master
of Science degree from Oklahoma State University in 1958, with
a major in Trade and Industrial Education; completed the
requirements for the Doctor of Education degree from Oklahoma
State University in December, 1974.

Professional experience: Employed at Oklahoma State University at
Okmulgee, Oklahoma from 1947 to 1950 as a business instructor;
at Elk City Public Schools (Oklahoma) as a business teacher,
industrial cooperative coordinator, counselor and coach from
1955 to 1962. Employed by State Department Vocational-
Technical Education, Stillwater, Oklahoma, as State Supervisor
Trade and Industrial Education, 1962 until present. Served in
U. S. Army from 1940 to 1946 and again from 1950 to 1952.

Professional organizations: Oklahoma Education Association,
American Vocational Association, Oklahoma Vocational Associa-
tion, National Association of Trade and Industrial Educators,
National Association of State Supervisors of Trade and Indus-
trial Education.