

THE ROLE AND FUNCTION OF THE OKLAHOMA  
VOCATIONAL ASSOCIATION AS PERCEIVED  
BY ITS MEMBERS

By

JOHN V. RUSSO

Bachelor of Engineering in Mechanical Engineering  
University of Southern California  
Los Angeles, California  
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Master of Science in Education  
University of Southern California  
Los Angeles, California  
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Thesis Approved:

*Lloyd Wiggins*

Thesis Adviser

*O. S. Pugh*

*Paul E. Turomland*

*Kenneth H. Davis*

*George E. Biquette, Jr.*

*Norman N. Durham*

Dean of the Graduate College

963974

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## CHAPTER I

### INTRODUCTION

Most organizations that are formed are done so with the intent to promote the organization and to promote the specific area of interest that the organization represents. As an example, the Oklahoma Educational Association (OEA) was formed to promote education in Oklahoma. This is evidenced by the state-wide meetings held each year and the promotion of areas of interest to education envisioned by the executive council and members within the organization. The vocational groups of the Oklahoma Educational Association met on February 8, 1929, at Oklahoma City, Oklahoma, to form a state organization to be known as the Oklahoma Vocational Association. The groups participating and affiliating were agriculture, industrial, home economics, and vocational rehabilitation, with the membership by group and totals as follows: agriculture group seventy-nine(79), industrial group forty-two (42), and the home economics group fifteen (15), for a total of one hundred thirty-six (136). To the extent of promoting a specific area of interest, the Oklahoma Vocational Association is no exception.

The Oklahoma Vocational Association, hereafter referred to as OVA, has had forty-seven (47) years of experience upon which to draw to plan and develop its role and function in the state. With the change in the technology today, whether it be in education, industry, delivery systems, economics, or whatever, it appears that the role and function of the OVA

needs clear definition for the immediate years ahead.

To be of maximum benefit the function of the OVA should be developed by the vocational educators who are members of the organization and developed into a form which is readily understandable and acceptable by all concerned (Osborn, 1972).

#### Statement of the Problem

The vocational group of the Oklahoma Educational Association met in 1929 to form a state organization to be known as the Oklahoma Vocational Association (OVA). The objectives of the OVA were outlined and made part of the constitution of the organization.

Vocational education in Oklahoma is in a state of transition. Since the early thirties the role of vocational education has changed considerably. With the rapid evolution of vocational education in the school systems of Oklahoma there appears to be a need for information about the role and function of the OVA for the future. Therefore, the role and function need to be defined, or redefined, to more effectively serve the concern of those people involved with vocational education.

The problem with which this study is concerned, is involving members of the Oklahoma Vocational Association in determining, through their perceptions, what concerns should be considered by the association in its long-range planning for the future.

#### Purpose of the Study

The primary purpose of this study is to ascertain the future role and function of the OVA as perceived by its members.

The opinions of vocational educators in Oklahoma will be requested

regarding the role and function of the OVA as they perceive them, in view of today's vocational education and the society that vocational educational serves.

### Research Questions

The information obtained may well indicate that the opinions and perceptions of the vocational educators regarding the role and function of the OVA are diverse and opposing. Thus the leadership will need to resolve any differences. On the other hand the information may be extremely congruent and priorities will need to be set on which items or statements will be used for immediate consideration in long-range planning. In an attempt to achieve a consensus on the statements submitted by the respondents the Delphi technique will be utilized.

To gather the necessary information the following questions are proposed:

Research Question Number One: What are the statements of the perceived role and function of the OVA generated by the selected members?

Research Question Number Two: What are the ratings of the statements generated as to the perceived role and function of the OVA?

Research Question Number Three: What are the ratings, by the various divisions of the OVA, of the statements generated as to the perceived role and function of the OVA?

### Assumptions

The basic assumption of this study is that the people who work in vocational education, should largely determine what their respective organization ought to be doing, and should be responsible for its

development.

For the purpose of the study, the additional following assumptions will be accepted by the investigator:

1. The members randomly selected for the study are representative of the other members of the OVA.
2. The responses to statements will serve as predictors of member's perceptions of the role and function of OVA in the selected areas.
3. The responses of the members are honest expressions of their perceptions of the role and function of the OVA.
4. The responses of the members are unbiased expressions of their perceptions of the role and function of the OVA.

#### Limitations

The purpose of this study is to ascertain the future role and function of the OVA. This study therefore is limited to the state of Oklahoma and particularly to vocational educators in Oklahoma.

The sample used as respondents in the study is limited to those vocational educators that are members of OVA.

#### Definitions

Function: The function of an organization refers to the purpose(s) for which it was intended. It implies an allocation or assumption of responsibility which the organization ultimately defines as goals. Function implies a purpose or reason for existence. It is the action for which an organization is specifically fitted or used.

Role: The part played by an organization in the everyday operation.

Should be doing: Expresses the duty or obligation to perform.

Ought to be doing: To have a duty or be obliged to perform.

The four terms listed above are used synonymously in this study.

Rate: Relative quality; rank; to settle the relative rank.

Rank: Relative position or order; relative standing.

The two terms, rate and rank, are used synonymously in this study.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

A search of the literature did not reveal studies regarding the role and function of the Oklahoma Vocational Association. The search, therefore, was concerned with the related literature of studies referring to role and function, and the necessity of soliciting the assistance of the membership in developing such role and function. This approach was taken to lay a foundation behind the reasoning for this study and supporting the use of the membership. A history of the Oklahoma Vocational Association is included in this Chapter. In addition the search included related literature which utilized Delphi methods, which is discussed in Chapter III.

No doubt the Oklahoma Vocational Association (OVA) was formed with the intent to promote the organization and its specific area of interest, vocational education. The vocational groups of the Oklahoma Educational Association met on February 8, 1929, at Oklahoma City, Oklahoma, to form a state organization to be known as the Oklahoma Vocational Association. The groups participating and affiliating were agriculture, industrial, home economics, and vocational rehabilitation (OVA, 1929). The industrial group represents the teachers of trade and industrial subjects as specified in the Smith-Hughes Act of 1917. The OVA now has some forty-seven (47) years of experience in the promotion of vocational education.

But times have changed and there has been a tremendous increase in the amount of information and the types of programs available in our school systems. Since the thirties the role of vocational education has changed considerably. Oklahoma vocational education is in a state of transition. As well, it could be assumed that the OVA is in this same state of transition and that it's role and function for the future need to be defined.

The function of vocational education is explained by Pierce (1975):

Although its goals are varied, vocational education's major function is to provide students with relevant occupational skills which qualify them for jobs (p. 45).

Could it be the role and function of the Oklahoma Vocational Association need to be stated in concise terms as mentioned above?

Although the Oklahoma Vocational Association has forty-seven (47) years of experience upon which to rely for support in its future endeavors, even this abundance of experience, according to Pierce (1975), is challenged by constant changes in funding, population, programs, technology, and attitudes.

Within recent years the traditional concept of vocational education has been altered. Different emphases are being placed in curriculum in agriculture, and increased demands in service fields, such as secretarial, is causing another shift in emphasis. Other fields such as health, business, and technology, have developed new types of jobs that have required new curricula in the schools, and still another shift in emphasis.

With the change in the life styles of the nation and the shift of emphasis in vocational education curricula in the schools, the memberships' views of the state vocational associations role and function in

relation to the present and future concepts of vocational education should be elicited. Braker (1973, p. 4) suggests, "that attitudes and opinions . . . at the 'grass roots' level be assessed before changes are implemented. The involvement of the members is an important and necessary factor." Braker (1973, p. 13) further suggests, "By assessing attitudes through opinions of active members . . . the feelings . . . toward selected aspects of the organization can be formulated . . ."

Maloney (1969) in his study indicates that attitude theorists (Jahoda and Warren, 1966) have long emphasized the importance of attitudes of members of an organization. Since attitudes are expressed by opinions the OVA should utilize the opinions of its members in developing its role and function in order to maintain a strong active organization.

The value of vocational education lies in its relationship to the social and economic development of the nation (Somers, 1971). The Oklahoma Vocational Association, no doubt, is concerned with the social and economic development of the state, but with the passage of time society has changed, and the role and function of any organization must also change if it is to keep up with society and its needs.

With the changing technology, the changing economic society, and the changing political society, the association should explore its future role, with the member's contributions, so they are understandable and acceptable by all concerned. Solomon (1972, p. 3), explains it by stating that, "it is in the context of long term trends, and competing political, economic and social philosophies . . . that we are attempting to consider the role . . . of associations."

Somers (1971, p. 16), indicates that, "In the final analysis the success of vocational education depends primarily upon local control and

initiative." Therefore, in order for the Oklahoma Vocational Association to be representative of real needs, it is imperative that all persons concerned with it should be involved with planning its program.

The American Vocational Association was concerned about its organization and its function in terms of its own goals and also its relationship to its affiliates when the study panel report stated:

But times have changed, society's needs have changed, the organization of the Office of Education has changed, and many other governmental agencies have now become involved in vocational education (AVA, 1973, p. 51).

The panel went on to make various recommendations, one of which states:

Recommendation No. 12: State and territorial organizations should be encouraged to conduct self studies to clarify their goals, assess their effectiveness and determine their relationship with the National Association (AVA, 1973, p. 53).

It appears essential that vocational educators express their attitudes and opinions regarding the role and function of the OVA. This is particularly important when organizations consider or implement program and policy changes (Braker, 1973). The American Vocational Association study panel, (1973, p. 51), made another recommendation indicating, "The Association should strive to achieve maximum and meaningful involvement of members in its activities."

In the final analysis the success of vocational education depends primarily upon local control and initiative (Somers, 1971). In developing a strategy for future change, Berty (1972) suggested that the organizations should use the representatives of its groups who would be most effected by proposed changes. Therefore, the OVA should define its role and function for the future (what it should be doing) in terms

of the member's opinions. Thus the membership in defining OVA's role and function, will assist in determining the future success of vocational education in the State. The U. S. Department of Health, Education, and Welfare (HEW) (1973, p. 15), says it very nicely by stating:

. . . we must stop letting wishes color our judgement about the educational effectiveness of special organizations and thus we should begin a search for new knowledge to make such organizations truly effective.

## History of the Oklahoma Vocational Association

### Introduction

Members of the various groups involved in vocational education had been meeting for several years during the Oklahoma Educational Association (OEA) Convention. The groups had been meeting together during a general session which was followed by a "Jollification Luncheon." The conception of the Oklahoma Vocational Association (OVA) had been in the minds of many vocational educators in the state for several years. Therefore in 1929 a group of interested members sent a letter to all vocational educators to indicate the development of an organization was being planned, and that the proposed constitution and bylaws had been tentatively put together. This information was sent to prospective members for their review, and they were asked to consider the formation of such an organization at the OEA meeting on February 8, 1929. The letter in part read:

A number of the vocational teachers had suggested that since the meetings have grown in numbers and have been successful, the time has arrived when some action should be taken relatively to a formal organization so that the meetings may be made a permanent part of the association and that all

departments of vocational education may be fully represented and have official recognition with the OEA and the AVA. . . . it would be expedient to bring these together for a unit organization to be called the Oklahoma Vocational Association, whereby all divisions could work together for the promotion of vocational education throughout the state.

The communication that was sent to all vocational educators was signed by the following individuals: Scott J. McGinnis, State Supervisor, Trades and Industries; E. D. Nelms, State Supervisor, Vocational Agriculture; A. H. Abbott, State Supervisor, Civilian Vocational Rehabilitation; Eileen M. Harrison, Acting Supervisor, Home Economics Education; L. K. Covelle, Chairman, Industrial Education Association; A. P. Hummon, Chairman, Agricultural Education Association. During this period of time the State Director of Vocational Education was Charles W. Briles, who had succeeded the former State Director, S. M. Barnett in 1927 (Killian, 1976).

#### History From 1929 To 1940

On February 8, 1929, the vocational educators of the Oklahoma Educational Association met at Oklahoma City, Oklahoma, to form a state organization to be known as the Oklahoma Vocational Association (OVA). The groups participating and affiliating were; agriculture, industrial, home economics, and vocational rehabilitation. A constitution and by-laws were adopted and the officers for the ensuing year were elected. They were: John Murray, President, Olustee; R. N. Wall, Vice-President, Carrier; H. F. Rusch, Secretary-Treasurer, Oklahoma City.

In the constitution, Article II stated the objective of the OVA as follows; "the objective of this organization shall be to increase the effectiveness of vocational education throughout the state."

The bylaws, Article I, stated that the annual membership dues shall be; American Vocational Association, one dollar, Oklahoma Educational Association, two dollars, Oklahoma Vocational Association, fifty cents, for a total of three dollars and fifty cents (OVA, 1929).

The first annual meeting of the Oklahoma Vocational Association (OVA) was called to order by R. N. Wall, Vice-President, on February 7, 1930, at Oklahoma City, Oklahoma. The officers elected for the following year were: N. Conger, President; A. H. Abbott, Vice-President; and H. F. Rusch, Secretary-Treasurer. The membership for the 1929-1930 year was as follows; agriculture 79, vocational rehabilitation 0, commerce 0, home economics 15, industrial 42, bringing the total membership for the new organization to 136. Although the minutes listed the various groups involved, membership numbers of vocational rehabilitation and commerce were not indicated.

Paul W. Chapman, State Director of Vocational Education, Athens, Georgia, addressed the association on; "The General Vocational Education Program." At the conclusion of the speech, the meeting was adjourned so all could partake of the jollification luncheon (OVA, 1930).

The second annual meeting of the Oklahoma Vocational Association was convened on February 6, 1931, in Oklahoma City, with N. Conger presiding. The speaker introduced was, John A. Lapp of Marquette University, Wisconsin, who addressed the group on "Vocational and Industrial Education."

The constitution and bylaws were revised and adopted. According to the constitution, one-half of the dues (25¢), paid to the OVA during the 1930-1931 year was returned to the treasurer of each division. The constitution further provided, "that the office of the president and

vice-president shall be nominated and elected by rotation each year from the different divisions . . ."

The members unanimously approved O. B. Badger, Tulsa, President, Mary Russell, Oklahoma City, Vice-President, H. F. Rusch, Oklahoma City, Secretary-Treasurer. During the 1930-1931 year the vocational rehabilitation division became involved with the OVA and the membership during that year indicated agriculture 92, home economics 14, industrial 35, and vocational rehabilitation 6 (OVA, 1931).

The third annual meeting of the OVA was called to order at 11:00 A.M., on February 5, 1932, in Oklahoma City. The members approved the recommendations for Florence Lytle, President, F. Z. Beanblossom, Vice-President, and H. F. Rusch, Secretary-Treasurer. The membership reported was 194. Edwin A. Lee, Director of the Division of Vocational Education, University of California, Berkeley, spoke on, "A Creed for Vocational Education" (OVA, 1932).

The fourth annual meeting was held on February 3, 1933, in Tulsa. The association in assembly sent a telegram to President, Franklin D. Roosevelt at Warm Springs, Georgia, endorsing Paul Chapman of Athens, Georgia, for United States Commissioner of Education. The association empowered the executive committee to "aid in promoting any and all phases of vocational education both locally and nationally."

The officers elected for the ensuing year were F. Z. Beanblossom, President, L. K. Covelle, Vice-President, and H. F. Rusch, Secretary-Treasurer. The membership totalled 183. Jennie Harris, Director, Home Economics, University of Tennessee, Knoxville, addressed the assembly on, "What Next in Home Economics?"

This year, for the first time, the records reviewed by the writer



included minutes of the executive committee meeting. No information had been noted on the committee's composition, although the minutes imply the members as the OVA president, vice-president, secretary-treasurer, and the chairman from each of the divisions in OVA (OVA, 1933).

The OVA's fifth annual meeting was held in Oklahoma City, on February 9, 1934. The jollification luncheon was dispensed with for this year. Sherman Dickison, Professor of Agriculture Education, University of Missouri, spoke on "Vocational Education at the Cross Roads." The membership reached 208, with no representation from vocational rehabilitation. The officers elected were: L. K. Covelle, President; H. A. Allender, Vice-President; H. F. Rusch, Secretary-Treasurer (OVA, 1934).

The sixth annual meeting of the OVA was held in Tulsa, on February 8, 1935. The group was offered the benefits of two speakers, the first being, Arthur B. Mays, Head, Industrial Arts Teacher Training Department, University of Illinois, who spoke on "Vocational Education," and the second being, William M. Patterson, Secretary, Federal Committee on Apprenticeship Training, Washington, D. C., who spoke on "The Federal Apprenticeship Training Program and How it Affects Oklahoma." The association had voted to continue the luncheon, and thus the minutes read, "At the conclusion of the program the group retired to the basement of the First Methodist Episcopal Church for the jollification luncheon at which 180 persons partook of a typical Methodist luncheon" (OVA, 1935).

The officers elected at the seventh annual OVA meeting in Oklahoma City, on February 7, 1936, were Chris White, President, Anna K. Banks, Vice-President, and H. F. Rusch, Secretary-Treasurer. The topic, "Group Relationships," was presented by Flora M. Thurston, Professor of Family

Life, Oregon State Agriculture College (OVA, 1936).

The eighth annual meeting of the OVA was held in Tulsa on February 5, 1937. The elected officers for 1937-1938 were: O. B. Badger, President, and H. F. Rusch, Secretary-Treasurer. There was no explanation given for a vice-president not being elected.

L. H. Dennis, Executive Secretary of the American Vocational Association spoke on "The Far Reaching Influence of Vocational Education" (OVA, 1937).

The OVA held the ninth annual meeting at Oklahoma City on February 11, 1938. The officers for the 1938-1939 term were, Anna K. Banks, President, T. R. Schreiner, Vice-President, and H. F. Rusch, Secretary-Treasurer.

The topic, "Economic Security," was presented by Thomas H. Quigley, Professor, Georgia School of Technology (OVA, 1938).

The OVA met for it's tenth annual meeting in Tulsa on February 10, 1939. The officers elected were, Harold Hulton, President, John Kusel, Vice-President, and H. F. Rusch, Secretary-Treasurer. Kate W. Kenyon, Director of Home Economics, Public Schools of Denver, Colorado, spoke on "A Challenge to Vocational Teachers" (OVA, 1939).

The eleventh annual meeting of the OVA was held on February 16, 1940, in Oklahoma City. Officers for the coming year were, L. K. Covelle, President, H. A. Huntington, Vice-President, H. F. Rusch, Secretary-Treasurer. "Vocational Education's Contribution to Present Needs" was the topic presented by guest speaker, Ralph H. Woods, State Department of Education, Frankfort, Kentucky (OVA, 1940).

The Oklahoma Vocational Association began its service to Oklahoma at the beginning of the depression. At a time when the economic and

financial picture of the United States and Oklahoma was decidedly bleak, the foresighted members of the educational constituency felt obligated to develop an organization that would speak for and be representative of, the vocational educators of the state. That the OVA was making some contribution to vocational education was noted when the executive committee meeting minutes of October 12, 1935, in part read:

The executive committee voted to purchase 100 copies of School Life (October supplement, 1935) which depicts what vocational education has done during this time of dire need for vocational adjustment. These copies will be used to inform the public what vocational education has accomplished.

During the ten year beginning of the OVA, a good deal of progress had been made in terms of membership, (see Figure 1), and leadership in vocational education. Of the initial divisions participating, vocational rehabilitation ceased as a division of the OVA in 1936. Thus the divisions affiliated with the OVA at the close of the first ten year period were agriculture, home economics, and industrial education.

#### History From 1940 To 1950

The twelfth annual meeting of the OVA was held on February 7, 1941, in Tulsa. The divisions participating were; agriculture, home economics, and industrial education.

A motion was passed to bond the secretary-treasurer because of the sizeable amount of funds accumulated. The new officers elected were: Mary Russell, President; Gladys Stone, Vice-President; and H. F. Rusch, Secretary-Treasurer. "The Functions and Place of Public Supported Vocational Education Today as Viewed by Industry", was the topic presented by George Bush, Personnel Manager, Mid-Continent Oil Company, Tulsa (OVA, 1941).

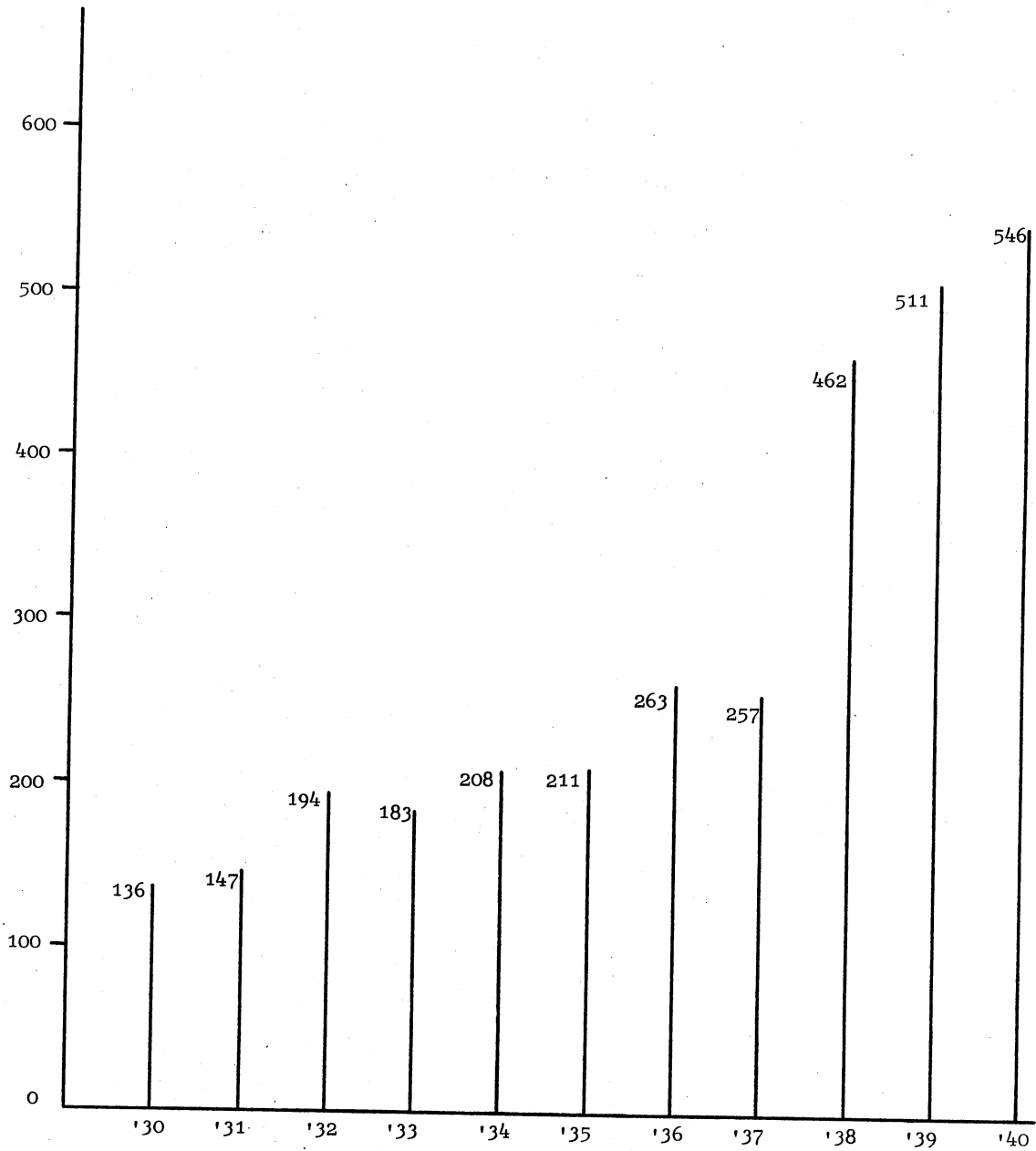


Figure 1. OVA Membership 1930-1940

At the annual jollification luncheon of the thirteenth annual meeting, on February 13, 1942, the OVA prepared a luncheon brochure, for all participants, in celebration of the enactment of the Smith-Hughes Act of 1917. The brochure described in brief, a history of the various divisions from 1917 to 1941. The divisions included were; agriculture, home economics, and trade and industrial. In addition to the brief history of the various divisions, the development of the OVA was briefly outlined on the back pages of the brochure. The information included a listing of the various divisions, the total membership in each division, the presidents, and the secretary-treasurers for each year. Each year one of the three divisions would submit the names of the nominees for president. In this manner, the responsibility for leadership of the OVA was rotated and assigned to a different division each succeeding year. The first Secretary-Treasurer, H. F. Rusch, served from 1929-1930 through the 1940-1941 year. The officers elected for 1942-1943 were; K. O. Sower, President, W. O. Gilbert, Vice-President, and Bonnie Nicholson, Secretary-Treasurer (OVA, 1942).

At the close of the 1942 year the chairman of the OVA received a letter dated November 28, 1942, from the secretary of the Oklahoma Educational Association, indicating that the board of directors had cancelled the state convention, which was to be held at Tulsa on February 11 to 13, 1943. This action was taken as a result of the war effort, causing gasoline rationing and the overcrowded public transportation systems. As a result, there was no meeting of the Oklahoma Vocational Association in the year 1943 (OVA, 1943).

The next meeting of the Oklahoma Vocational Association was held on February 14, 1944, in Oklahoma City designated as the fourteenth annual

meeting, and the divisions in attendance were; agriculture, home economics, trade and industrial, and distributive education. This is the first notation of a new division being included in the Oklahoma Vocational Association. Distributive education came into being by federal legislation known as The George-Deen Act of 1936, and thus became a part of vocational education in Oklahoma. It was noted that the term industrial education had been omitted from the list of divisions and in its place the trade and industrial division listed. The new officers were: J. Morris Ruley, President; Lucille Martin, Vice-President; and Bonnie Nicholson, Secretary-Treasurer (OVA, 1944).

No meeting was held in 1945 due to war conditions.

The next meeting of the OVA designated the fifteenth annual meeting, was held on February 15, 1946, in Oklahoma City. Verne C. Fryklund, Stout Institute, Menomonie, Wisconsin, was the guest speaker and spoke on "Education as People Want it."

The membership had evidenced a slight decline as of February 1, 1946. The total membership, composed of the agricultural division, the home economics division, the trade and industrial division, and the distributive education division, was 549 members, down from the high of 581 recorded in 1942-1943. Officers elected for the 1946-1947 year were: Annice A. Boyd, President; Lonnie Gilliland, Vice-President; and Bonnie Nicholson, Secretary-Treasurer (OVA, 1946).

The sixteenth annual meeting of the OVA was held in Oklahoma City on February 14, 1947. Mary S. Lyle, Professor of Home Economics Education, Iowa State College, Ames, Iowa, spoke on "Which Way Forward in Vocational Education." The newly elected officers were: G. E. Gaines, President; Marguerite Scruggs, Vice-President; Perry McCoy,

Vice-President; and E. P. Chandler, Secretary-Treasurer. This was the first mention made of two (2) vice-presidents being elected (OVA, 1947).

The seventeenth annual meeting of the OVA on February 13, 1948, in Tulsa, had very low attendance. There were approximately 75 persons at the meeting, the lowest attendance in OVA history to date. Weather conditions were the cause for the low attendance and the absence of many, including the President, G. E. Gaines. In his absence the Vice-President, Marguerite Scruggs, chaired the meeting. The speaker was H. G. Bennett, President, Oklahoma A and M College, Stillwater, whose subject was "Looking Forward With Vocational Education in Oklahoma." The newly elected officers were: Perry McCoy, President; Carrie Fisher, Vice-President; Harold Hutton, Vice-President; and E. P. Chandler, Secretary-Treasurer. A large increase in membership was evidenced in the agriculture division (see Figure 2) (OVA, 1948).

At the eighteenth annual meeting of the OVA on February 18, 1949, in Oklahoma City, student membership was first brought before the organization. A communication had been received from the American Vocational Association (AVA) earlier in the year indicating their intent to accept student membership. The OVA members voted to accept student membership at the rate of fifty cents per member for AVA dues with no additional amount for OVA membership. Each division was to make arrangements for securing membership through its teacher educators. The arrangement for students to become familiar with vocational education, vocational literature, and the national and state organizations became a reality in the OVA. The encouragement of students into vocational education and the vocational organization has continued in the OVA to date. It should be noted that in addition to the student membership there was a large

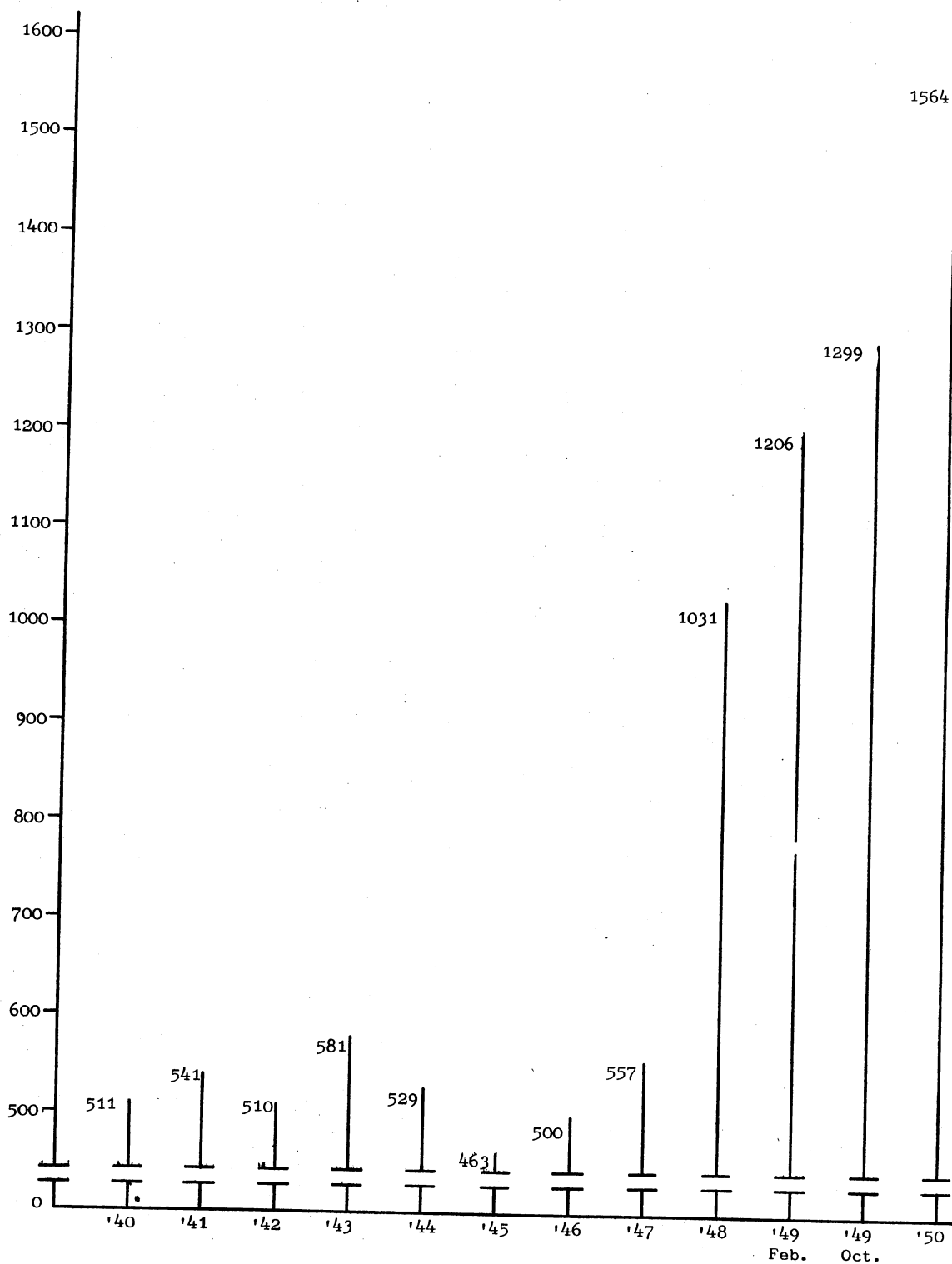


Figure 2. OVA Membership 1940-1950



increase in membership coming from the Veteran Agriculture Training Program.

The guest speaker was Ralph H. Woods, President of Murray State College, Murray, Kentucky. He addressed the members on the subject, "Between Yesterday and Tomorrow." The new elected officers were: C. E. Paul, President; Mary Warren, Vice-President; and E. P. Chandler, Secretary-Treasurer (OVA, 1949).

The nineteenth annual meeting of the Oklahoma Vocational Association was held on October 14, 1949, in Oklahoma City. The guest speaker was J. B. Perky who gave a challenging address on "Looking Forward in Vocational Education" (OVA, 1949).

This was the first meeting noted that changed from the usual date of February. At the business meeting a committee was appointed to study the OVA constitution and recommend desirable changes. The executive committee presented to the membership their recommendation for a life-time membership in the AVA for J. B. Perky. This presentation was made in recognition of Mr. Perky's outstanding work as State Director of Vocational Education. Acknowledgment was made to his accomplishments in the state vocational program and his activities in connection with national affairs in vocational education. In addition, J. B. Perky was presented with a letter from AVA commending him on his activities and his life membership in AVA. James B. Perky became State Director of Vocational Education in 1941, succeeding Charles W. Briles (Chapman, Killan, 1976).

The elected officers for the coming year were: Ima Stewig, President; Ralph Barclay, Vice-President; Virgil Huston, Vice-President; and H. D. Jones, Secretary-Treasurer (OVA, 1949).

The OVA continued to provide the leadership in vocational education throughout Oklahoma, from 1940 to 1950, in programs as well as in growth.

The Veterans Agricultural Training Program was implemented in 1947 and this alone accounted for a large increase in membership for the OVA, as indicated in Figure 2.

#### History From 1950 to 1960

At the twentieth annual meeting of the OVA on November 13, 1950, in Oklahoma City, a revised constitution was adopted and the membership approved paying the expenses and sending the OVA president to the American Vocational Association national convention in 1950 and each succeeding year thereafter. In accordance with the new constitution, the officers elected for 1950-1951 were: Otis Adams, President; Ralph Dreessen, Vice-President, Agriculture; Joanna Chapman, Vice-President, Home Economics; M. J. DeBenning, Vice-President, Distributive Education; Tom Wyatt, Vice-President, Trade and Industrial; and Hugh D. Jones, Secretary-Treasurer. The membership climbed to an all time high of 1,564.

The speaker for the program was M. D. Mobley, State Director of Vocational Education, Georgia (OVA, 1950).

The twenty-first annual meeting of the OVA was held in Oklahoma City on October 12, 1951. The guest speaker was L. S. Hawkins, former Chief, Trade and Industrial Education Division, U. S. Office of Education. He spoke on "Trends and Problems in Vocational Education." It was noted that the membership count of 1,465 indicated a small decline. The newly elected officers were: Gus Friedemann, President; Cecil

Maynard, Vice-President, Agriculture; Loren Kellar, Vice-President, Home Economics; E. B. Schirmer, Vice-President, Trade and Industrial; M. L. McCrory, Vice-President, Distributive Education; and Hugh D. Jones, Secretary-Treasurer (OVA, 1951).

At the twenty-second annual meeting of the Oklahoma Vocational Association on October 31, 1952, in Oklahoma City, the Industrial Arts teachers were accepted by the membership as a division of OVA. Thus, the divisions in the OVA, until such time that new divisions were accepted, would be agriculture, home economics, distributive education, trade and industrial, and industrial arts.

The officers elected were: Camilla Starzer, President; Arvel Haire, Vice-President, Agriculture; Lillian Brasher, Vice-President, Home Economics; Ted Best, Vice-President, Distributive Education; E. L. Southard, Vice-President, Trade and Industrial; and Hugh D. Jones, Secretary-Treasurer. The U. S. Commissioner of Education, Earl McGrath, spoke to the assembly, as well as Carl A. Gray, President, Grenby Manufacturing Company, Plainville, Connecticut. The general meeting and the divisional meetings offered a full day of speakers and discussion groups.

It should be noted, that the executive committee composed of the officers of the OVA, and the advisory council, composed of the chairman and vice-chairman of each division, had begun to meet during the year prior to the annual conference to plan the conference, and discuss other matters pertaining to leadership within the OVA (OVA, 1952).

At the twenty-third annual meeting of the OVA on October 30, 1953, in Oklahoma City, a motion was passed by the membership that "each division of OVA elect or appoint two additional members to the advisory

council, with the term of office to be at the discretion of the division." The idea of this change was to have continuous membership from each division on the advisory committee. In addition, the executive committee presented a motion to the membership that the OVA continue having its regular meetings during the OEA Convention (in October) and that the meeting of OVA be held at 10:30 A. M. The motion passed. The 1953-1954 officers elected were: Virgil Huston, President; James Champion, Vice-President, Agriculture; Harry Applegate, Vice-President, Distributive Education; Gwendolyn Chandler, Vice-President, Home Economics; Henry White, Vice-President, Trade and Industrial, Leslie V. Hawkins, Vice-President, Industrial Arts; and Hugh D. Jones, Secretary-Treasurer.

Charles Marvin Miller, State Director of Vocational Education in Kansas spoke on, "Some Things That Concern Vocational Education" (OVA, 1953).

On February 12, 1954, the executive committee and advisory council met and through its discussion indicated the OVA's continual determination to become involved in vocational education, not only in the state of Oklahoma but nationally. A motion was passed that each division in the OVA elect and defray the expenses to the OVA of one official delegate from that division. Also, that the OVA president be an official delegate and act as a chairman of the Oklahoma delegation.

The twenty-fourth annual meeting of the OVA was held in Oklahoma City on October 29, 1954. The guest speaker, Israel Chodos spoke on "Facing Tomorrow With Confidence." The 1954-1955 officers elected were: Otto T. Krausse, President; Raymond E. Page, Vice-President, Agriculture; Ralph Barclay, Vice-President, Distributive Education;

Kittie Blackwell, Vice-President, Home Economics; C. R. Moon, Vice-President, Industrial Arts; James McGuckin, Vice-President, Trade and Industrial; and J. Kelly Mudd, Secretary-Treasurer (OVA, 1954).

At the executive committee and advisory council meeting on June 7, 1955, at Oklahoma A & M College, Stillwater, an item under discussion concerned changing the pattern pertaining to the OVA program. There seemed to be evidence that the OVA was in competition with the OEA and some thought had been given by the members that they should attend the OEA, instead of putting on a program by the OVA at that same time. It was suggested that possibly the five divisions meet at another time of the year at another place.

At the twenty-fifth annual meeting in Oklahoma City, on October 28, 1955, the new slate of officers elected were Oattie Flo Hall, President; Ernest Muncrief, Vice-President, Agriculture; J. M. Ruley, Vice-President, Trades and Industrial; Robert K. Phelps, Vice-President, Industrial Arts; Corinne Beck, Vice-President, Home Economics; Milton C. Worley, Vice-President, Distributive Education; and J. Kelly Mudd, Secretary-Treasurer.

The program presented was "A Tribute to J. B. Perky--This Is Your Life." Script writer was Roy P. Stewart 'Country Boy,' Daily Oklahoman and Master of Ceremonies was Vernon Howell, President, Cameron State Agriculture College. Following the program, M. D. Mobley, Executive Secretary, American Vocational Association, addressed the group on "The Tide is Turning" (OVA, 1955).

The OVA met in Oklahoma City for its twenty-sixth annual meeting on October 26, 1956. The newly elected officers were Inez Rolette, President; Marvin Bicket, Vice-President, Agriculture; Robert Stanberry,

Vice-President, Distributive Education; Nellie Smith, Vice-President, Home Economics; Denton Floyd, Vice-President, Industrial Arts; R. C. Kleiner, Vice-President, Trade and Industrial; and May Rollow, Secretary-Treasurer. "Ropes of Gold" was presented by the guest speaker, Kenneth McFarland (OVA, 1956).

At the executive committee and advisory council meeting of the OVA, held on June 20, 1957, at Oklahoma A & M College, Stillwater, the needs of the association were discussed. Some points discussed were the need to better understand and appreciate all divisions in vocational education, the need to get better acquainted with one another in the various divisions, the need to improve interpretations and relations with other vocational teachers as well as all teachers, administrators and others.

The twenty-seventh annual meeting of the OVA was held on October 25, 1957 in Oklahoma City. The elected officers for 1957-1958 were J. M. Ruley, President; with the Vice-Presidents being John Kusel, Agriculture, Glenn Moore, Distributive Education, Elizabeth Brock, Home Economics, Robert A. Harden, Industrial Arts, Clyde Taylor, Trade and Industrial; and the Secretary-Treasurer being May Rollow. The guest speaker, Waldo Stephens, Oklahoma City, spoke on "What Is Ahead for Youth?" (OVA, 1957).

The executive committee and advisory council met on February 21, 1958 in Oklahoma City, to discuss the organizational chart, an OVA brochure, the program for the fall OVA meeting, and other business.

The executive committee and advisory council met again on June 10, 1958 at Oklahoma State University. The functions of OVA committees were discussed. The problem of meeting dates and time for committees was reviewed.

The affiliation of Practical Nurse Training with OVA was considered. The constitution committee agreed that no change in the constitution was needed for Practical Nurse Training to be admitted as a division of OVA.

At the twenty-eighth annual meeting of the OVA held on October 24, 1958, in Oklahoma City, reports from the committees were read, and the following slate of officers were elected for 1958-1959: President, L. V. Ballard; the Vice-Presidents were Neill Lefors, Agriculture; Hershel Antwine, Distributive Education; Maxine Traynor, Home Economics; W. R. Swarts, Industrial Arts; L. V. Ballard, Trade and Industrial; May Rollow, Secretary-Treasurer.

In recognition of outstanding service to vocational education in Oklahoma, citations were presented to: Roy Stewart, Special Feature Writer, Daily Oklahoman, Oklahoma City; C. E. Paul, Local Trade and Industry Supervisor, Muskogee; Ohren Smulian, Executive Vice-President, Froug's Stores, Tulsa.

Mary Russell was presented a life membership in the American Vocational Association (AVA) by the OVA.

Guest speaker, Leslie L. Thompson, Director, Air Age, Education and Training, Cessena Aircraft Company, Wichita, Kansas, spoke on "Your Slip Stream is Showing" (OVA, 1958).

The twenty-ninth annual meeting of the Oklahoma Vocational Association was held on October 23, 1959, in Oklahoma City.

Life memberships in the American Vocational Association (AVA) were presented to E. P. Chandler, C. L. Angerer, Glenn Smith, and C. E. Paul, for recognition of outstanding service to vocational education in Oklahoma.

The officers elected for 1959-1960 were President, Gene Beach;

Vice-Presidents; E. L. Collins, Agriculture; Clovis Weatherford, Distributive Education; Jesse Riley, Home Economics; E. B. Schriener, Trade and Industrial; Austin Stockton, Industrial Arts; Secretary-Treasurer, May Rollow.

The speaker, Louis E. Armstrong, Director of Indian Springs School, Helena, Alabama, addressed the assembly on "Meeting the Needs of Youth With Varying Abilities and Goals" (OVA, 1959).

The thirtieth annual meeting of the OVA was held on October 28, 1960 in Oklahoma City. Bob Stanberry was elected President and the vice-presidents, in accordance with the revised constitution, representing the division were the chairmen of the divisions. Herbert True, Vice-President and Director of Creative Research with Visual Research Inc., Chicago, Illinois, spoke on "Are Men More Creative Than Women and Why Not?" (OVA, 1960).

As the 1950's closed out, the ten years of activity had shown a change in membership. The membership, as indicated by the auditing committee report, in November 1950, was 1,564, and in October 1960, was 1,006. There was no reason given for the difference, however, it should be noted that in 1950 the membership included 732 in Veteran Agriculture training, where as in 1960 the membership did not include that particular category. Figure 3 indicates the membership from 1950 to 1960.

Although the membership included representation from practical nursing there was no divisional affiliation as of October 1960, and thus the divisions affiliated with the OVA numbered five and were agriculture, distributive education, home economics, trades and industrial, and industrial arts.



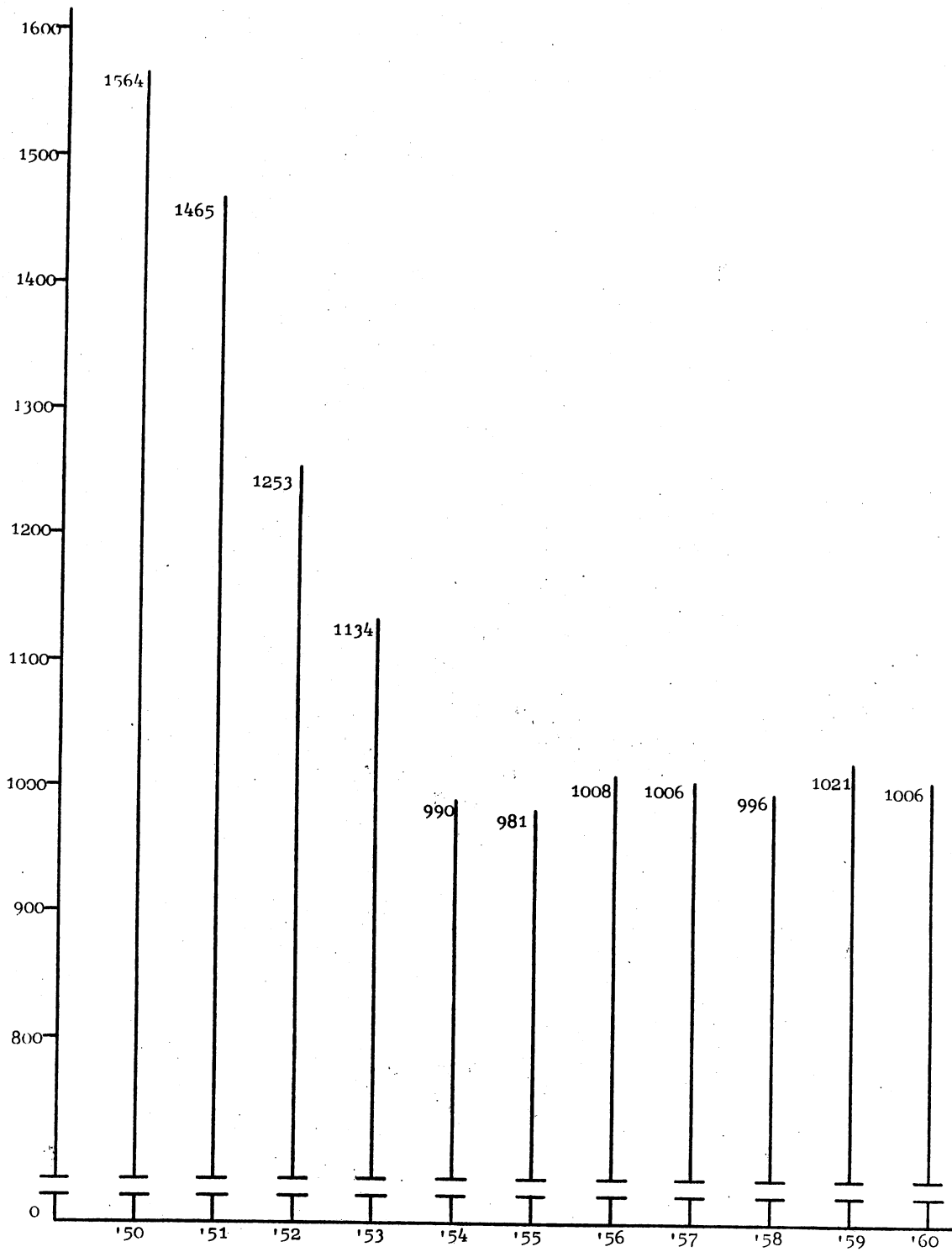


Figure 3. OVA Membership 1950-1960

### History From 1960 to 1970

The thirty-first annual meeting of the OVA was held on October 27, 1961 in Oklahoma City, at which the technical training group expressed the desire to affiliate as a division of OVA. The newly elected President was Odie Jones. In accord with the revised constitution, chairmen of the affiliated divisions were vice-presidents of the OVA. May Rollow was elected Secretary-Treasurer. Life memberships in the American Vocational Association (AVA) were presented to Don Orr, D. C. Jones, Byrle Killian, and J. M. Ruley. Guest speaker was Russell Holloway, Attorney, Oklahoma City (OVA, 1961).

The OVA met in Oklahoma City on October 26, 1962 for its thirty-second annual meeting. The new officers presented were Myrl Kirk, President, and May Rollow, Secretary-Treasurer, with the vice-president's positions being occupied by the division chairmen.

Life memberships to AVA were presented to Emma Coe, Lela O'Toole, and C. L. Hill. The speaker was Bernice Milburn Moore who spoke on "Education for the Vocation of Living" (OVA, 1962).

At the executive committee and advisory council meeting on June 11, 1963, at Oklahoma State University, the president reported on the technical training services group's desire to affiliate with the Oklahoma Vocational Association. The committee approved the request and the invitation for affiliation was extended to the group.

The thirty-third annual meeting of the Oklahoma Vocational Association was held on October 25, 1963, at Oklahoma City. At the general meeting the membership gave approval for affiliation of the technical training services as a division with the OVA. The divisions included in

the OVA were now six, including agriculture, distributive education, home economics, trade and industrial, industrial arts, and technical training services. Life memberships to AVA were presented to Robert Price and Harold Head. The new President was E. J. Stockton with May Rollow to serve as Secretary-Treasurer. Frank A. Court, Trinity Methodist Church, Denver, Colorado was the guest speaker (OVA, 1963).

On October 23, 1964 in Tulsa the thirty-fourth annual meeting of the OVA was held. The guest speaker of the meeting was Charles R. Crakes of DeVry Institute, Chicago, Illinois, who talked on "The Challenge of the Age of Automation." Life memberships to AVA were presented to M. J. DeBenning and Mary Warren. The new President for 1964-1965 was Cleo Dupy and the Secretary-Treasurer was May Rollow (OVA, 1964).

At the thirty-fifth annual meeting of the Oklahoma Vocational Association on October 29, 1965, in Oklahoma City, the continued growth of the association was evident by the report indicating the membership had grown to 1,172. Although the growth was not phenomenal during any one year, it was consistent and indicated a continual commitment to vocational education.

Life memberships in AVA were presented to Asbury Smith and Joe Ables. The newly elected President was Ted Best and May Rollow continued as Secretary-Treasurer. In accordance with the constitution, the chairmen of the divisions were vice-presidents of the OVA. Willard E. Goslin, Professor of Education, George Peabody College, Nashville, Tennessee, spoke on "Education in Balance" (OVA, 1965).

At the thirty-sixth annual meeting of the Oklahoma Vocational Association on October 28, 1966, in Oklahoma City, the division of

business and office education was accepted by the membership into the OVA. The representation in the OVA was now composed of seven divisions. Included were agriculture, business and office, distributive education, technical training services, home economics, trade and industrial, and industrial arts. The membership during the 1966 year was listed as 1,233. Guest speaker William F. McCurdy, President, Sears-Roebuck Foundation, Chicago, Illinois, spoke on "Vocational Education - Its Chance and Challenge." The new President elected was Pauline Miller with May Rollow continuing as Secretary-Treasurer. Life memberships in AVA were presented to C. A. Collins and Frank Johnson (OVA, 1966).

At the thirty-seventh annual meeting of the Oklahoma Vocational Association, on October 23, 1967, in Oklahoma City, the constitution was revised and adopted by the membership. Platform guests at the meeting included the new Oklahoma State Director of Vocational and Technical Education, Francis Tuttle, and Assistant State Director of Vocational and Technical Education, Archibald Alexander. J. B. Perky, past Oklahoma State Director of Vocational and Technical Education, was also in attendance. Life memberships in AVA were presented to Francis Tuttle and Victor Van Hook. Elizabeth Simpson gave a presentation on "Directional Forces in Vocational-Technical Education." The membership for 1967, as reported by the secretary-treasurer, had risen to 1,400 (OVA, 1967).

The executive committee and advisory council met on August 1, 1968, at Oklahoma State University, in Stillwater. The minutes mentioned that all divisions of vocational and technical education would have a combined meeting in Stillwater on August 18th through the 20th. This was the first mention made of an annual meeting of all divisions. The

health occupation group expressed an interest to affiliate with OVA as a division. A committee was appointed to study the feasibility of an executive secretary or executive director for the OVA.

The Oklahoma Vocational Association held its thirty-eighth annual meeting on October 17, 1968, in Oklahoma City. Phillip Chandler was elected President. Life memberships in AVA were presented to Blanche Portwood and Denton Floyd. Newt Hielscher spoke on "This Changing World." This was the first year for the office of president-elect. Donna Smith, trade and industrial division, was elected by acclamation. The seven divisions represented in OVA reported a combined total membership of 1,368 (OVA, 1968).

The OVA executive committee and advisory council met on the campus of Oklahoma State University, in Stillwater, on July 31, 1969. A recommendation to increase the state (OVA) dues from \$1.00 to \$3.00 was presented to allow employment of a part-time executive secretary. A motion to this effect was made and carried. It was reported at this meeting that in April, 1969, the OVA executive council made a request to the board of directors of OEA that OVA be accepted as a department of the OEA. The motion was made and carried that there be placed before the full membership of OVA, on October 17, 1969, the proposition that OVA become a full department of OEA. This would require an amendment to the constitution requiring members of OVA to also be members of OEA. The motion was passed that OVA dispense with the giving of two life memberships in the American Vocational Association each year, and give two life memberships in OVA. A motion was approved for the OVA life membership fee to be increased from \$25.00 to \$50.00 and the constitution amended to agree. The health occupation group asked that consideration

be given to their application for division status. The motion to accept was made and passed.

On October 19, 1969, in Oklahoma City, the OVA executive committee met for the purpose of interviewing applicants for the position of OVA executive secretary. George Crouse was employed as a part-time executive secretary for OVA to begin October 15, 1969. The allowed salary was \$3,000 per year, which was to cover travel and other expenses involved in carrying out the position. An evaluation of the position would be made at the end of a year and changes made where needed.

At the thirty-ninth annual meeting of the Oklahoma Vocational Association held on October 23, 1969, in Tulsa, the membership approved the Oklahoma Vocational Association becoming a department of the Oklahoma Educational Association. The constitution was amended in accordance with that action. The first (No. 1) Oklahoma Vocational Association life membership was presented to Francis Tuttle, recognizing his leadership and support given the association as State Director of Vocational and Technical Education. Wayne Miller was also honored with an OVA life membership as was Clyde Taylor. Lela O'Toole was presented a certificate for outstanding service as an educator and citizen on behalf of the association. The motion was passed that the constitution be amended to provide for a scale of dues in accordance with recommendation of the executive committee. Bill Harrison was elected President-Elect and Donna Smith was introduced as the new President for 1969-1970. Paul Cookerly Jr., coordinator of Visual Aids for Cities Service Petroleum Company, Tulsa, presented a program entitled, "Pathways to the Mind" (OVA, 1969).

As the ten year period of the 60's came to a close the OVA had

shown additional gains over the previous ten years of the 50's. This was noted in the increased membership (see Figure 4), increased representation on the executive committee and advisory council, increased divisional representation, increase in the number of divisions, and an increase in state department representation. Francis Tuttle succeeded James B. Perky in 1967 as State Director of Vocational and Technical Education.

#### History From 1970 to 1975

At the Oklahoma Vocational Association fortieth annual meeting on October 22, 1970, in Oklahoma City, amendments to the constitution were presented to the membership and were duly passed. A change to Article XI, Section A, indicated,

... that the association shall have one regular meeting to be held at the time and place of the Oklahoma Vocational Conference. In addition, a reception and or meeting of the association, when deemed necessary by the executive committee, may be held at an assigned date during the Oklahoma Educational Association's annual convention, together with such divisional meetings of the Oklahoma Vocational Association as may be required (OVA, 1970).

Other amendments dealing with the election of the president and the president-elect were also part of the business. The speaker was, Leon Minear, Director, Division of Vocational and Technical Education, U. S. Office of Education, speaking on "The Outlook for the Vocational and Technical Education Programs." The list of affiliated divisions now included that of health occupations and, thus, the divisions had increased to eight (OVA, 1970).

The OVA executive committee and advisory council met in the Perky Building Auditorium in Stillwater, on April 12, 1971. Recognition was made of the tribute to be paid to M. J. DeBenning at the National

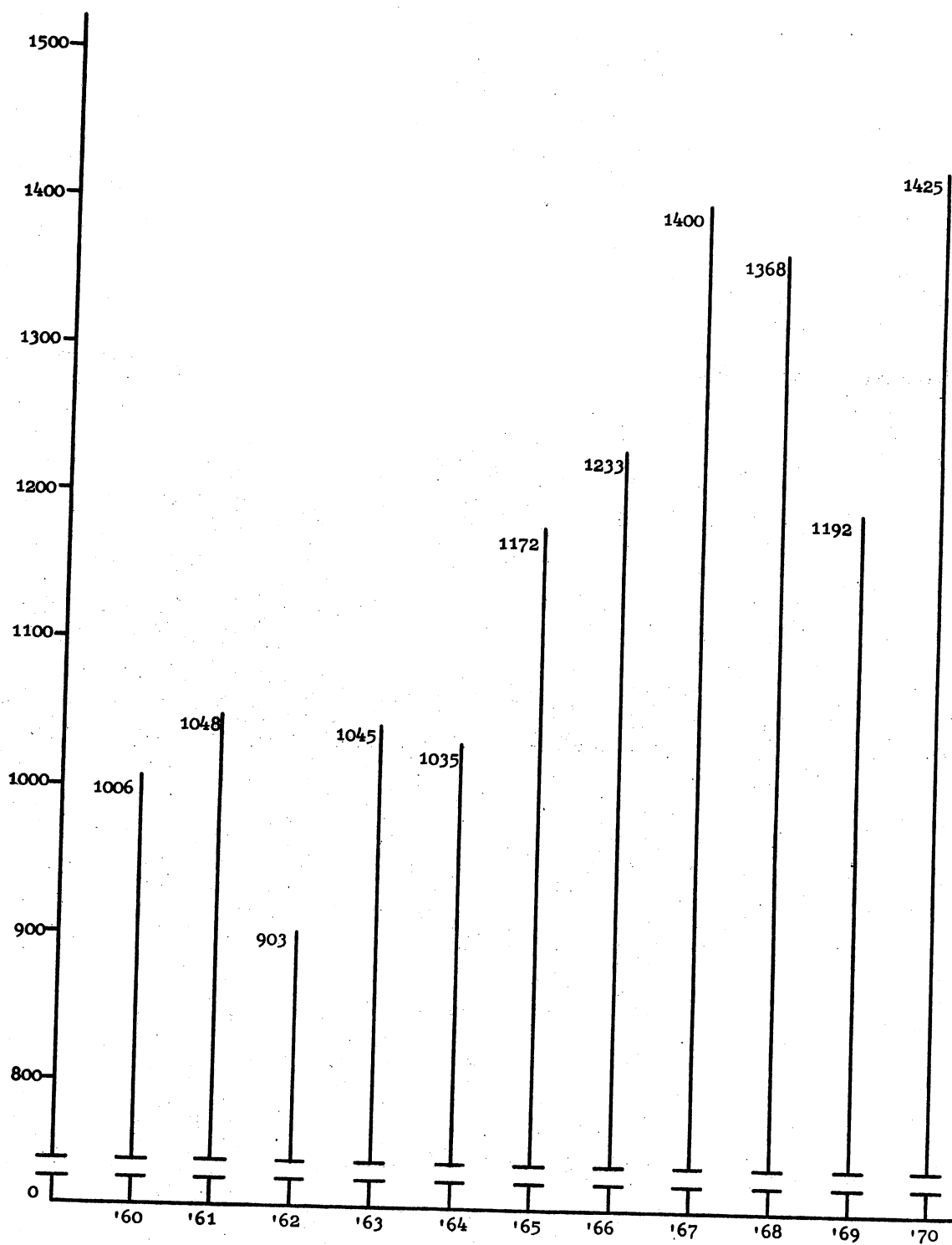


Figure 4. OVA Membership 1960-1970



Leadership Conference for his 25 years service and honorary life membership in DECA.

The August 9, 1971 meeting of the executive committee and advisory council, held in Stillwater, at Oklahoma State University, saw approval of the motion to recognize the council of local vocational administrators (Administration) as a new division within the OVA, later to be known as the Oklahoma Council of Local Administration (OCLA).

The forty-first annual meeting of the OVA was held on the campus of Oklahoma State University, Stillwater, on August 11, 1971. The membership approved amendments to the constitution.

The new President, Eunice Judd was introduced and Don Decker was voted in as President-Elect. Life memberships to OVA were presented to Arch Alexander and Byrle Killian. Leslie Fischer, State Superintendent of Public Instruction, was the guest speaker who spoke on "Vocational Education Today" (OVA, 1971).

The 1972 year saw new concepts introduced for consideration to the OVA. The executive committee meeting on April 14, 1972, discussed a loan fund for vocational-technical student teachers, and a mutual benefit plan. At the August 8, 1972 meeting of the executive committee and advisory council, reports were received on the vote for president-elect, and Dorothy Hall was declared elected. Nominees for the office of president-elect for the next year were Jewell West and Edna Crow, from the home economics division.

The forty-second annual meeting of the OVA was held on August 9, 1972, at Oklahoma State University, Stillwater. The general membership adopted the Mutual Benefit Plan proposal. Don Decker was introduced as the President for the coming year and Dorothy Hall was introduced as

President-Elect. Mildred Wogman presented OVA life memberships to Eunice Judd and Ron Meek. The guest speaker was Herbert True of South Bend, Indiana. The divisions of the OVA increased in number and were now nine, coming from the areas of agriculture, business and office, distributive education, health occupation, industrial arts, home economics, trade and industrial, technical education, and administration (OCLA). Administration was the newest of the members having been admitted as a division during the 1971 year. It was indicated by the reports that the OVA membership was 1,871 as of August 8, 1972 (OVA, 1972).

The 1972-1973 year found new items in the administration of the organization. At the executive committee and advisory council meeting on April 13, 1973, in Stillwater, it was moved to reopen the enrollment of the Mutual Benefit Plan from July 1, 1973 to November 1, 1973. Gary Rankin, President of the Oklahoma Manpower Training Association, presented the association's request for recognition as a new division of the OVA. Approval was given for an expenditure of \$7,500 by the OVA for production of a film directed to potential vocational-technical teachers. The film was viewed as a worthwhile project and had possibilities for film sales out of state.

On July 23, 1973, the OVA executive board met in Stillwater. One item discussed before the committee was the matter of employment of the legislative lobbyist. Various approaches were discussed such as (1) employment of a full-time executive secretary with duties as a lobbyist, (2) employment of a full-time lobbyist in addition to the office of executive secretary, (3) employment of a part-time lobbyist in addition to the executive secretary. The matter of increased dues to approximately

\$20.00 to finance the cost of the new personnel was discussed.

The OVA executive committee and advisory council met on August 7, 1973. The report on the Mutual Benefit Plan was given. The next years nominees for president-elect were approved. They were John A. Girdner and B. J. Mallams from the trade and industrial division.

The forty-third annual meeting of the OVA was held at Oklahoma State University, Stillwater. Edna Crow was introduced as the new President-Elect and Dorothy Hall was presented the gavel as the incoming President. Life memberships in the OVA were presented to Don Decker and M. J. DeBenning by Margaret Byrd. Leslie Fisher, State Superintendent of Public Instruction and Governor David Hall were introduced. The guest speaker was Zig Zigler of Dallas, Texas.

The list of officers and advisory council members indicated representation from Manpower, thus implying acceptance as a division of the OVA sometime during the 1972-1973 year. The divisions were then ten in number (OVA, 1973).

The executive committee and advisory council met on April 12, 1974. Francis Tuttle explained the help needed in legislature and indicated that it had been met with the part-time employment of Jake Hesser, a former state legislator. In anticipation of employing a full-time legislative advocate in the future, it was moved and carried to submit to the vote of the membership an increase of dues from \$3.00 to \$23.00. In addition, it was recommended the life membership be increased from \$50.00 to \$200.00 and members be made aware of the necessary constitutional changes. A motion was made and carried that the executive secretary be instructed to accept no more applications for life membership during the 1974 year pending action on a constitutional amendment.

At the OVA forty-fourth annual conference on August 16, 1974, in Stillwater, a preliminary draft of a job description for the position of Executive Director was circulated. Suggestions for input relative to the draft were solicited. Recommendations for the position were also solicited.

The incoming President, Edna Crow, was introduced. The President-Elect was John Girdner. Ruth Burris and Clara Brentlinger were presented OVA life memberships by Ruth Killough (OVA, 1974).

The OVA executive board met in joint session on September 7, 1974, with the Area School Board Committee, in Oklahoma City. The purpose of the meeting was to bring the groups together in a joint effort to secure the services of a full-time director to represent them. The groups were favorable to combining their interests for a more effective program of legislation and management. The OVA executive board met in private session following the joint meeting. The executive secretary was instructed to take steps to have the organization incorporated with the secretary of state's office and look into the requirements of the IRS that must be met. A motion was made and approved that the OVA funds, above the amount necessary to meet current operating costs, be invested in short-term certificates of deposit in order to earn interest.

The executive committee met again on November 2, 1974, in Stillwater, and heard a report on the progress made towards selection of an executive director. It was explained that there was a need for funds for the selection committee's use and the request for \$3,000 in a special account was approved. \$1,000 would come from the Area Schools Board committee to augment the OVA fund.

The 1974-1975 year for OVA presented some notable changes. Bill

Harrison had been employed as full-time executive director with offices located in Oklahoma City, to handle the legislative and liaison activity and other services as deemed necessary by the job description. The former part-time executive secretary, George Crouse, submitted his resignation effective April 26, 1975. During the 1974-1975 period a little over 2,000 members had been recorded in the OVA (see Figure 5).

On August 5, 1975, the advisory council met in Stillwater. Bill Harrison, Executive Director, was requested to work out details of the OVA group flight to the AVA Convention in Anaheim, California in December, 1975.

At the forty-fifth annual OVA membership meeting on August 8, 1975, in Stillwater, Bill Harrison, Executive Director of the Oklahoma Vocational Association and the Oklahoma Vocational Technical Council (OVA-OVTEC), presented a general report to the membership of the activities during the preceding seven months. Members of the administrative council of OVA-OVTEC were introduced and commended for their work during the past year. OVA President-Elect, Kent Metcalf, was introduced. John Girdner was installed as OVA President for 1975-1976. Patsy Romine presented an OVA life membership to Nedra Johnson. Past President Edna Crow was presented an OVA life membership by John Girdner (OVA, 1975).

The past five years have shown considerable gain by the OVA in membership (see Figure 5) and an increase from seven to ten in divisional representation. In addition, a change from the October meeting with the Oklahoma Educational Association to an August conference for the Oklahoma Vocational Association was implemented. A full-time executive director was hired and dues increased to \$23.00.

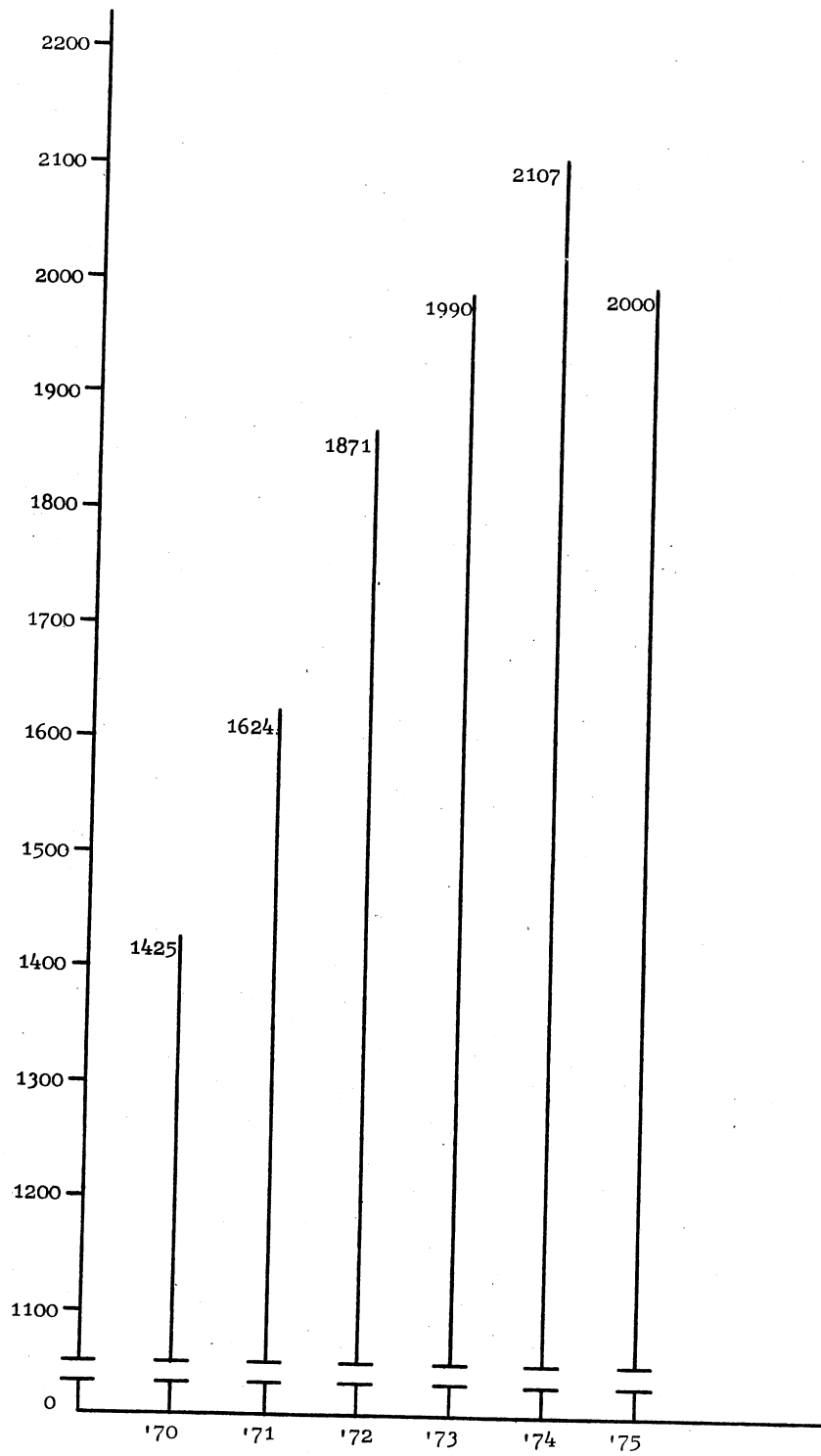


Figure 5. OVA Membership 1970-1975

### Summary

This brief history has attempted to condense the highlights into ten year increments, giving the most important developments within these periods.

The review of the literature on the history of the OVA did not reveal any studies describing the role and function of the OVA. The forty-seven years of history have indicated some significant gains in developing a viable organization in the state of Oklahoma. Membership grew with an initial 136 and three divisions to over 2,000 and ten divisions. The initial dues of 50 cents increased to \$23.00. The association began with three officers and increased to fourteen officers, with the assistance of a full-time executive director.

It is evident that significant gains have been made and historical marks produced in the past years of the OVA's existence. The OVA may well look to the future, with the assistance and involvement of its members, in developing further history for itself and for vocational education in Oklahoma. The role and function of the OVA for the future will decide and develop the history.

## CHAPTER III

### METHODOLOGY

#### Introduction

The purpose of this chapter is to describe the method by which the sample was selected, describe the Delphi technique, the design of the instrument, and the procedure of data collection and the analysis.

The purpose of this study was to survey the educators who were members of the Oklahoma Vocational Association and utilize their opinions in ascertaining the role and function of the Oklahoma Vocational Association for the future.

#### Sample for the Study

The participants contacted to provide their responses in regards to the role and function of the Oklahoma Vocational Association (OVA) were taken from the educators who were members of the OVA.

The participants used in this study were a stratified, randomly selected sample. All of the participants were vocational educators or directly associated with vocational education.

The initial sample consisted of one hundred eighteen (118) participants. The sample was determined by taking six per cent (6%) of each of nine groups. The groups and the distribution of the participants selected were: (1) home economic teachers, 27 participants; (2) agriculture teachers, 25 participants; (3) trade and industrial teachers,



29 participants; (4) distributive education teachers, 4 participants; (5) manpower training teachers, 9 participants; (6) Oklahoma council of local administrators, 6 participants; (7) health occupations teachers, 8 participants; (8) teacher educators, 3 participants; (9) business and office teachers, 7 participants.

Each of the nine groups represents a division of the Oklahoma Vocational Association and each of the respondents is a member of a particular division except for the teacher educators. The teacher educators group is not a division within the OVA but the teacher educators themselves are members of the various division within which their expertise and education falls. Therefore, a personnel directory which listed the teacher educators associated with vocational education was acquired, and from this list the sample was selected. In addition, it should be noted that the industrial arts division was not included in the study due to the fact that the division was extremely small, listing only six members.

The names of all members of OVA in the nine groups were acquired from personnel directories and arbitrarily numbered. Then using tables of random sampling (Popham, 1973), the numbers representing six per cent of each group were picked and the corresponding names were used from each group, which accounted for the one hundred eighteen (118) vocational educators selected as participants.

The one hundred eighteen (118) participants, selected through the random sample process, were sent a letter explaining the study, and the procedures to follow if they chose to participate in the study (see Appendix A).

## The Delphi Method

The Delphi method attempts to take individual opinions, and compile a meaningful response to get an expert opinion without bringing the experts together face-to-face. Weaver (1972) reports in his critique of the Delphi methods that, "Although Delphi was originally intended as a tool for scientific and technological forecasting, it . . . may aid in probing priorities held by members and constituencies of an organization" (p. 47). Pfeiffer (1968, p. 10) suggests that, "There is certainly no shortage of ideas, and everyone of them has dedicated supporters who are convinced that their idea is best and that they have the evidence to prove it." Scannell (1972, p. 11) in his study concluded that, "the Delphi technique provides a mechanism for allowing individuals to express opinions and to modify them on the basis of the collective judgment of a group of people . . . in gaining a consensus of opinions." Berty (1972, p. 12) indicates that, "A professionally sound approach devised to provide useful information not only educates decision-makers, but also facilitates a consensus being reached." The group concept is very aptly explained by Dalkey (1972, p. 15) with the statement,

There is a kind of technology for dealing with opinion that has been applied throughout historical times and probably in more ancient times as well. The technology is based on the adage 'Two heads are better than one,' or more generally 'n heads are better than one.'

On the other hand criticism has been directed at the use of the Delphi technique. Weaver (1972) in his critical review of the Delphi technique indicates problems which could limit the use of results obtained through these studies. He explains it thusly:

It is not clear now how one can discriminate between statements on Delphi forecasts that are products of hope as opposed to those which are products of rational probability

estimates. It is clear, however that hope and desirability interfere with and to a considerable extent influence judgement about future events (p. 11).

In addition, Weaver (1972) goes on to say,

The educational Delphi's are in no way startling or sensational. That is obvious to the most casual observer. There is a serious sterility in the process of summarizing mass information into narrowly terse statements. There is a serious absence of any effort to probe beneath the surface for explanation.----. Furthermore, the Delphi studies reviewed here suffer from technical limitations imposed by the methodology---specific content is particularly subject to experimenter bias because of the necessity to coalate and summarize responses (p. 25).

However, it has been indicated that general interest in the Delphi techniques increased significantly, brought about by the industrial studies of forecasting technological events, and resulted in large increases in application by educational organizations (Dalkey, 1972). The procedure as Pfeiffer (1968) explains it, generally succeeds in its objective of encouraging convergence of opinions.

Helmer (1967, p. 76) explains the process in the following manner:

In its simplest form, the Delphi technique eliminates committee activity among the experts and replaces it with a carefully designed program of sequential individual interrogations (usually best conducted by questionnaire) interspersed with information, input, and opinion feedback.

However, this will occur satisfactorily only if the members of the association are made to feel they are participants, in its planning, not just tools or servants of the organization (Solomon, 1972).

The Delphi technique used in this study was a modified Delphi. Three sequential correspondence sheets were used to obtain the necessary list of statements and consensus, which was felt to be adequate, and that further responses would do little towards changing the rankings of the statements. Scannell (1972) indicated that most of the changes in rankings were made between the second and third questionnaire and the

few (minority views) had relatively little effect on the fourth questionnaire. In addition, Cyphert and Gant concluded that,

Virtually all (99%) of the respondents' changes in opinion occurred on Questionnaire III which informed them of the first 'consensus' reached by the group. With hindsight, one seriously questions the need for going beyond Questionnaire III (1971, p. 273).

Thus, the modified process utilized in this study eliminated the fourth mailing.

The modified Delphi technique in this particular study was used to determine the role and function of the OVA for the future. This was accomplished by asking educators and those involved in vocational education to generate items which they felt the OVA should be doing that would have some impact on long-range planning.

#### Data Collection

Three correspondence sheets were used to collect the data. The first mailing included a transmittal letter explaining the study in which the respondents were asked to participate, and the procedures to follow, along with the Delphi Correspondence Sheet No. 1 (see Appendix A). Correspondence Sheet No. 1 asked that the participants list items that they felt best described what the Oklahoma Vocational Association should be doing. The statements by the respondent were not requested to be listed in any particular order. The forms were not coded in any way, nor were the respondents asked to sign their name, so as to insure that complete anonymity would be maintained. A self-addressed, stamped envelope was provided.

To allow identification of responses by the various groups, without disturbing the anonymity, the correspondence sheets for each group were

color coded. Thus, a count on the number of responses from each group was possible. This same color code was followed throughout the study.

In addition, it was decided that regardless of the return rate from Correspondence Sheet No. 1, and due to maintaining complete anonymity of the respondents, that each subsequent mailing would be distributed to all participants in the study. Another rationale used was that some of the participants may not know what to say, or hesitate to express their opinion on what the OVA should be doing; however, on subsequent correspondence, they might be concerned enough to respond to the statements listed.

The responses received from Correspondence Sheet No. 1 were compiled into a list, excluding those statements which were exactly duplicated (see Appendix B). These original statements were reviewed by a committee of experts composed of Arch Alexander, Deputy State Director, Vocational and Technical Education, Oklahoma; Lloyd D. Briggs, Associate Professor and Director, School of Occupational and Adult Education, Oklahoma State University; and Richard W. Tinnell, Assistant Professor of Technical Education, Oklahoma State University. All similarly worded responses were combined and the list was condensed to eliminate redundancy and ambiguity. Agreement was reached by the committee of experts on fifty-three (53) statements, that best represented the respondent's opinions as concisely as possible, and were used as the basis in developing Correspondence Sheet No. 2.

The fifty-three (53) statements were randomly listed on Correspondence Sheet No. 2 and deliberately not numbered so not to imply to the participants that there was some priority indicated. The respondents were asked to indicate by "Yes" or "No" whether the OVA should be doing

that particular statement listed. In addition an 11-point continuum was provided for rating each statement, in which one (1) was to indicate most important and eleven (11) least important. If the respondent indicated "Yes", to a statement, then the 11-point continuum was to be marked to rate the item, otherwise no rating was to be made. Although the participants were asked to rank each statement, to eliminate confusion, the term "rate" is used when referring to the importance of the statements. A transmittal letter, Correspondence Sheet No. 2 (see Appendix C), and a self-addressed, stamped envelope were mailed to the participants for the second step in the study, using the modified Delphi technique.

Upon receipt of Correspondence Sheet No. 2, the responses were tabulated for each statement, and the arithmetic mean was calculated for each item listed by individual groups and by the overall group. An example of the calculation is shown in Table I.

TABLE I  
COMPUTATION OF ARITHMETIC MEAN

Example Item	1	2	3	4	5	6	7	8	9	10	11
Responses	8	0	1	0	2	4	1	1	1	1	1
$\frac{(1 \times 8) + (3 \times 1) + (5 \times 2) + (6 \times 4) + (7 \times 1) + (8 \times 1) + (9 \times 1) + (10 \times 1) + (11 \times 1)}{20} =$											
$\frac{90}{20} = 4.500$											

The "Yes", "No" and "Incomplete Responses" to the question, "Should OVA Consider Doing This?" were tallied to determine if any of the statements should not be considered by the OVA in planning for the future. The statements were then listed in ranked order of importance as determined by the participant's mean ratings, where the statement with the lowest overall mean was ranked number one.

The first fifteen statements in rank order were then used as the basis for Correspondence Sheet No. 3. The participants were asked to review the rank order of the fifteen statements and agree or disagree on the ranking of priorities, and if they disagreed to indicate any change and why they made the change. A letter of transmittal, Correspondence Sheet No. 3 (see Appendix D), and a self-addressed, stamped envelope were mailed to the participants.

As the responses to Correspondence Sheet No. 3 were received, changes suggested in the rank order of the fifteen statements were then tabulated in order to determine any over-all change in the final priority ranking.

#### Treatment of the Data

The research questions formed the basis for gathering the information. Correspondence Sheet No. 1 elicited responses from the participants in the form of their opinions or perceptions as to what the Oklahoma Vocational Association should be doing.

The responses were then submitted to a committee of experts who, after synthesizing, editing, and eliminating duplicates, agreed upon fifty-three statements to be considered by the participants. These 53 statements formed Correspondence Sheet No. 2.

With the return of Correspondence Sheet No. 2 the respondent's rating of each of the 53 statements were tabulated from which the means of the statements for the overall group responding, were calculated. The means of the statement for each of the nine groups were also calculated from the tabulation.

From the list of 53 statements in rank order, the top 15 statements, in rank order, were analyzed utilizing a matrix with frequency and percentage of responses. The ratings for the 11-point continuum were combined so that 1, 2, 3, and 4 represents the top row and indicates responses in the category of most importance. The middle row represents 5, 6, and 7 combined to indicate responses in the category of being neutral, and 8, 9, 10, and 11 were combined to represent responses in the bottom row in the category of least importance.

Home economics, agriculture, and trade and industrial represent the divisions in the Oklahoma Vocational Association (OVA) with the largest membership, comprising slightly over 60 per cent of the total membership combined. Thus, it was determined to compare the response frequencies and percentages of the groups representing the divisions within the OVA with the largest membership, and a group representing the remaining divisions within the OVA including, the teacher educator group. Due to small numbers of respondents in the groups of distributive education, manpower, Oklahoma council of local administrators, health occupations, teacher educators, and business and office, their responses were combined for analysis purposes into the group indicated as "other." Therefore, the groups compared were the home economics group, the agriculture group, the trade and industrial group and the "other" group.

The responses to Correspondence Sheet No. 3 which listed the top 15



statements in rank order, were compiled and any change in ranking was noted. Only those changes in ranking indicated on the respondent's return were used. Any shifting in ranks due to the respondent's indicated change was not taken into consideration.

All responses indicating agreement with the ranking, and the tallies indicating the rank change were listed in each row. The calculation for ranking changes was accomplished for each row by multiplying each column ranking by the number of the tallies in the respective row, summing the products and then dividing by the total tallies in that particular row.

## CHAPTER IV

### RESULTS

#### Introduction

The purpose of this study was to determine the role and function of the Oklahoma Vocational Association (OVA) as perceived by its members.

The data relating to the research questions are presented in this chapter. The first part briefly describes the collection procedures, return rates during collection and final return rates used in analysis. The second part will present the analysis of the data taken from Correspondence Sheets No. 1, 2, and 3.

#### The Participants' Return Rates

The study involved 118 stratified, randomly selected participants. A modified Delphi technique was used which employed the use of three mailings to gather data and determine a group consensus.

The gathering of information from Correspondence Sheet No. 1 began slowly and at the end of two weeks the returns totalled 15 (12.7% return rate). A telephone follow-up was initiated which resulted in an increase of responses the following week totalling 36 (30.5% return rate). However, this was still unsatisfactory and, therefore, another follow-up was implemented, in the form of a post card (see Appendix A). In this follow-up and succeeding follow-ups, those participants who in some way

identified themselves, such as voluntarily signing their names to the returned forms, were not included in the follow-up. The final return rate for Correspondence Sheet No. 1 reached 55.1 percent (65 returns) and is shown in Table II.

It was decided that regardless of the return rate from Correspondence Sheet No. 1, and due to maintaining complete anonymity of the respondents, that each subsequent mailing would be distributed to all 118 participants in the study. However, one participant in correspondence one, returned the telephone follow-up, refusing to participate in any way, and requesting no further contact be made. Therefore, the subsequent mailings involved 117 participants.

The returns for Correspondence Sheet No. 2 were more encouraging during the first week; however, it was necessary to again mail a follow-up post card requesting the participants for their input (see Appendix C). The responses reached 78 (66.7% return rate), an increase over the returns for Correspondence Sheet No. 1. Four of the returns arrived after the cut-off date and were not included in statistical computations.

The returns on Correspondence Sheet No. 3 reached a total of 92 responses (78.6%), an increase over both correspondence number one and two (see Table II); however, after two weeks had elapsed from the initial mailing date of Correspondence Sheet No. 3, it was necessary to mail a follow-up post card (see Appendix D) to improve the response rate in order to reach the improved total. One letter was returned stamped, "deceased" and was not included in the count of responses.

TABLE II  
NUMBERS AND PERCENTAGES OF PARTICIPANT'S RETURNS

Groups	Correspondence No. 1			Correspondence No. 2			Correspondence No. 3		
	No. Sent	Returns	%	No. Sent	Returns	%	No. Sent	Returns	%
Home Economics	27	16	59.3	27	19	76.0	27	21	77.8
Agriculture	25	7	28.0	25	10(1)	40.0	25	17	68.0
Trade and Industrial	29	15	51.7	29	22(1)	75.9	29	25*(1)	86.2
Distributive Education	4	2	50.0	3	2	66.7	3	1	33.3
Manpower	9	8	88.9	9	7(1)	77.8	9	7	77.8
Oklahoma Council of Local Admin.	6	5	83.3	6	5(1)	83.3	6	4*(1)	66.7
Health Occupations	8	6	75.0	8	7	87.5	8	8	100.0
Teacher Educators	3	3	100.0	3	3	100.0	3	3	100.0
Business and Office	7	3	42.9	7	3	42.9	7	6	85.7
Totals	118	65	55.1	117	78	66.7	117	92	78.6

(1) Late response included in the return count but not included in calculation of means.

\* (1) Late response included in the return count but not included in calculation of change in rank order.

## Results of Analysis

### Research Question No. 1

What are the statements of the perceived role and function of the OVA generated by the selected members?

From Correspondence Sheet No. 1 the original statements of the respondents were listed (Appendix B) and then submitted to the committee of experts for consideration. After synthesizing and combining the statements and eliminating duplications, the committee agreed upon 53 statements they felt best represented the thoughts of the membership as to what the OVA should be doing. These, then, are seen as the statements of the perceived role and function of the OVA generated by the selected members.

The statements became the basis for Correspondence Sheet No. 2, which was then mailed to all the participants asking them to indicate their opinions, as to the importance of each statement, by rating each statement on an 11-point continuum (see Appendix C).

### Research Question No. 2

What are the ratings of the statements generated as to the role and function of the OVA? (See Research Question No. 3 below).

### Research Question No. 3

What are the ratings by the various groups of the OVA, of the statements generated as to the perceived role and function of the OVA?

The analysis of Research Question No. 2 and No. 3 are herein combined to allow a continuity of thought and eliminate redundancy and

confusion that might arise from the explanation.

The second correspondence sheet contained 53 randomly listed and unnumbered statements which were to be rated by the participants on an 11-point continuum. As the responses to Correspondence Sheet No. 2 were received, a tabulation was accomplished for the statements that received a "Yes" mark and a rating on the 11-point continuum. Although the participants were asked to "rank" the statements on the 11-point continuum, the term rating was used to explain the process in tabulating the responses. From these tabulations the means for each statement were calculated for the total respondents' ratings as well as for each individual groups' ratings. The statements were then arranged in rank order, using the lowest mean of the total responses as indicating the most important statement. The top 15 statements in rank order constituted the third correspondence sheet. It should be pointed out that the 15 top ranked statements were found to be evenly dispersed throughout the original 53 randomly listed statements in Correspondence Sheet No. 2. This would imply that the respondents critically reviewed each of the 53 statements before arriving at a decision as to its level of importance. The statements in rank order by the total respondents' means, and indicating the individual groups' means, are shown in Table III. The respondents for each group are also indicated; however, it should be noted that for some groups the means for certain statements are "0.0". For these particular statements, this occurred as a result of all respondents in that particular group marking "No" to the question "Should OVA Consider Doing This?", or not responding in any way.

Inspection of the means by group, in Table III, allowed determination of the priority of statements that each group perceived as to the

TABLE III

STATEMENTS IN RANK ORDER BY MEANS  
AND MEANS OF INDIVIDUAL GROUPS

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Admin. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
1	Provide effective leadership. When action is needed, speak out!	3.219	2.313	1.857	5.053	1.500	4.600	2.250	2.667	1.500	2.000
2	Promote communications with school administrators for improvement of vocational education programs, facilities, and equipment.	3.309	2.111	2.375	4.650	11.000	3.600	3.250	3.333	1.333	3.000
3	Promote the improvement of the Oklahoma Teacher's Retirement System.	3.371	2.429	2.875	4.300	6.000	3.750	1.500	2.750	4.667	2.667
4	Promote condensing the mid-winter conference to a one-day session.	3.375	2.583	2.800	5.111	5.000	4.333	3.667	2.400	0.000	1.500
5	Develop Public Awareness programs on the benefits, opportunities, and availability of vocational education.	3.388	2.563	3.875	4.500	2.500	3.833	1.250	4.800	1.000	1.667

TABLE III (Continued)

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Admin. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
6	Promote the concept that administrators in Vo-tech schools have previous experience in the area(s) they administer.	3.483	2.737	3.750	4.263	6.000	5.000	1.667	3.800	2.500	3.000
7	Represent the membership and its needs, by an effective lobby, to improve vocational legislative action--state and national.	3.529	2.706	3.000	4.667	4.500	4.500	2.000	3.400	1.500	2.667
8	Encourage and insure that the best qualified teachers are hired and that the best qualified teachers are retained.	3.540	3.063	3.000	5.105	2.000	5.000	2.000	2.600	1.000	2.500
9	Promote up-dating teachers in their specialty areas and improving the quality of vocational education.	3.554	2.722	2.500	5.333	5.500	2.750	2.750	4.000	1.333	3.000
10	Provide assistance in curriculum development and in keeping the quality of the present curriculum at the highest level.	3.569	2.000	3.875	5.556	3.500	5.000	3.333	2.833	3.333	2.333



TABLE III (Continued)

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Adm. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
11	Develop programs to improve salaries and other monetary benefits to vocational teachers.	3.576	3.133	3.333	4.762	3.000	5.750	1.750	1.571	3.000	3.000
12	Represent the membership to the State Board of Education and the State Education Advisory Groups.	3.635	2.688	2.556	4.278	10.000	3.400	3.500	4.500	3.000	6.000
13	Promote school and industry interaction so training needs can be identified and programs developed for industry.	3.638	3.067	2.875	4.167	6.500	3.333	2.250	5.250	3.500	3.500
14	Develop better coordination among all vocational departments.	3.661	2.333	3.857	4.563	6.000	3.000	2.333	5.400	3.000	4.000
15	Develop and implement a convincing Public Relations program on vocational education through available media.	3.691	3.167	4.714	4.500	2.500	3.600	1.500	5.000	1.000	3.000

TABLE III (Continued)

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Adm. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
16	Promote the elimination of dual fees being paid to OEA-OVA and NEA-AVA.	3.695	3.250	2.875	4.938	5.500	2.750	1.750	4.667	0.000	2.333
17	Lobby for more substantial funding for adult vocational education.	3.750	3.615	2.000	5.158	4.000	3.500	2.250	2.800	2.000	6.000
18	Up-grade the trade area meetings and provide good vocational speakers and eliminate unnecessary leisure time.	3.782	3.333	2.400	5.111	3.000	3.500	2.750	2.500	6.000	3.333
19	Promote a re-evaluation of the present system for professional improvement and re-certification.	3.800	3.182	3.875	4.803	0.000	8.000	4.500	3.250	3.500	3.333
20	Promote the concept that state personnel hired have <u>degrees</u> and <u>adequate</u> experience and openings be made public.	3.800	2.471	3.250	6.231	6.000	5.500	4.500	2.667	1.500	2.000

TABLE III (Continued)

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Adm. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
21	Support legislators being accountable for their school budgeting--accountability in reverse--if teachers and their programs be held accountable.	3.825	2.313	2.250	5.125	6.500	5.000	5.000	3.667	3.000	6.667
22	Promote a study of certification requirements and the transferability of units for certification.	3.837	3.714	3.625	3.417	4.500	6.000	5.000	3.500	4.500	4.333
23	Develop awareness programs for school administrators and civic and community leaders on the purpose and needs of vocational programs in each community.	3.867	2.500	4.500	4.833	0.000	5.600	1.667	4.800	1.500	3.000
24	Develop association influence and representation at the same high level as the OEA.	3.965	2.750	3.167	4.706	4.000	4.200	3.667	3.500	7.000	7.500
25	Promote the placement of high school vocational graduates by compiling list of jobs available.	4.000	3.278	2.833	4.556	6.000	2.750	3.333	5.800	6.333	1.000

TABLE III (Continued)

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Adm. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
26	Promote articulation and coordination of vocational, technical and adult education between Area Vo-tech schools, local schools, and post-secondary schools.	4.000	3.429	3.857	4.611	8.000	2.750	2.000	5.200	3.000	3.667
27	Encourage and support the equalization of taxes.	4.035	3.385	3.143	4.882	1.000	6.750	3.333	3.857	5.000	2.000
28	Re-evaluate the <u>need</u> for the August conference since there is available college and university courses, drive-in conferences and professional days.	4.057	2.667	5.000	6.000	0.000	3.000	4.500	2.800	5.500	0.000
29	Work to clearly define post-secondary vocational education and what it included.	4.081	2.867	5.250	5.667	4.000	3.833	2.500	3.600	2.000	2.333
30	Promote implementation of a standardized state reporting system for all vocational education.	4.095	3.083	5.200	4.571	2.000	4.000	1.000	5.500	6.000	3.333

TABLE III (Continued)

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Adm. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
31	Promote shortening the August conference to a 2 or 3 day meeting.	4.151	3.800	3.286	5.133	6.000	6.000	1.667	4.143	0.000	2.500
32	Sponsor professional growth and development programs for all vocational and technical teachers.	4.153	3.800	3.000	5.200	7.000	2.667	3.250	5.667	1.667	4.000
33	Promote statewide counsellor awareness programs on career education, grades 7-9, and vocational education, grades 10-12.	4.175	4.000	3.857	4.571	8.000	5.000	2.750	4.600	4.333	2.000
34	Promote and participate in realistic evaluative activities.	4.196	3.143	3.714	6.917	0.000	2.000	3.500	4.667	1.000	4.000
35	Expand and improve communications between OVA office and the membership to develop interest and involvement.	4.220	3.714	3.625	5.526	4.000	2.500	2.500	4.333	2.000	9.667
36	Provide teacher liability insurance.	4.294	3.400	4.429	4.667	11.000	1.000	5.667	2.857	6.000	5.000

TABLE III (Continued)

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Adm. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
37	Promote and encourage more vocational programs be offered in all schools in the state.	4.308	3.643	4.000	4.533	4.000	4.500	3.000	6.000	6.500	3.667
38	Promote improving the delivery system for vocational meeting reimbursements.	4.479	3.385	3.000	5.438	5.000	8.000	8.000	4.400	3.000	5.667
39	Provide college scholarships for vocational education students with high <u>Academic</u> averages.	4.489	3.615	4.000	5.533	3.500	8.000	3.500	5.800	2.667	1.000
40	Encourage legislation to stop busing of students just for integration.	4.511	4.750	3.800	5.286	9.000	2.000	2.500	2.800	1.000	6.667
41	Actively promote youth leadership programs in all schools.	4.625	3.625	3.000	6.063	9.000	7.500	3.667	5.800	3.000	3.500
42	Promote Skills Center Training Programs separate representation, at the State and National level, to present Skills Centers needs and see these needs are met.	4.628	4.125	3.750	5.357	8.000	2.600	4.500	4.600	6.000	5.667

TABLE III (Continued)

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Adm. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
43	Promote changing the August conference to another location.	4.667	3.833	2.000	8.800	2.000	0.000	0.000	2.333	0.000	4.000
44	Make a study of fiscal soundness of Vo-tech schools--i.e., will the tax base support them?	4.685	4.313	5.333	5.625	0.000	4.667	4.000	4.000	1.500	4.500
45	Promote changing the date of the August conference to or near the last week of August.	4.700	1.000	4.000	6.222	0.000	5.000	1.000	2.000	0.000	11.000
46	Encourage implementing semi-annual meetings.	4.792	2.429	3.000	8.167	0.000	5.000	3.000	5.333	0.000	5.500
47	Provide special services (i.e., publications, lists of members, job opportunities, free admission to meetings upon presentation of membership card.)	4.983	3.813	4.857	6.111	7.000	5.000	6.250	2.500	6.333	3.000
48	Provide credit union services.	5.133	4.800	4.400	6.000	8.000	1.000	3.500	4.500	7.000	4.500

TABLE III (Continued)

Rank No.	Statements	Mean of Total Group n = 74	Home Economics n = 19	Agriculture n = 9	Trade and Industrial n = 21	Distributive Education n = 2	Manpower n = 6	Okla. Council of Local Adm. n = 4	Health Occupations n = 7	Teacher Educators n = 3	Business and Office n = 3
49	Provide group hospitalization insurance.	5.182	5.111	4.571	5.412	8.000	0.000	3.000	3.800	7.500	5.000
50	Conduct valid and reliable research and judiciously utilize the findings.	5.189	4.800	6.333	6.250	6.000	7.667	3.667	3.250	1.333	4.000
51	Promote the development of more Industrial Arts programs in 7th, 8th, and 9th grades.	5.372	5.273	5.250	4.600	8.000	5.000	4.500	9.500	5.000	7.667
52	Secure scholarships for Ag-Ed majors going into teaching.	5.429	5.000	4.200	8.000	0.000	0.000	4.000	5.500	1.000	3.000
53	Create consumer buying power for the membership (i.e., sizeable discounts from participating stores on appliances, tires, cameras, sporting goods, cars and furniture.)	5.708	4.667	6.333	5.267	9.000	8.000	7.667	5.250	0.000	6.000



role and function of the OVA. In addition, it allows determination of the priority of each statement, as perceived by the total group.

The analysis then allowed identification of differences in perceptions between groups.

The trade and industrial group had no mean less than 4.167 for the 53 statements except for the statement ranked 22, which was 3.417.

The statement in rank order 45, "Promote changing the date of the August conference to or near the last week of August," was rated most important by the home economics group with a mean of 1.000.

The agriculture group rated as most important with a mean of 1.857, the statement in rank order 1, "Provide effective leadership. When action is needed, speak out!"

The trade and industrial group rated the statement "Promote a study of certification requirements and the transferability of units for certification," which was in rank order 22, as most important, with a mean of 3.417.

The distributive education group rated the statement in rank order 27, "Encourage and support the equalization of taxes," as most important with a mean of 1.000.

The manpower group rated two statements as most important with a mean of 1.000. The statements "Provide teacher liability insurance" and "Provide credit union services," were in rank order 36 and 48.

The Oklahoma council of local administrators group rated two statements as most important with a mean of 1.000. The statement, in rank order 30 stated, "Promote implementation of a standardized state reporting system for all vocational education" and the statement in rank order 45 stated, "Promote changing the date of the August conference to

or near the last week of August." The home economics group also rated this statement as most important.

The statement in rank order 11, "Develop programs to improve salaries and other monetary benefits to vocational teachers" was rated as most important by the health occupations group with a mean of 1.570.

The teacher educator group rated six statements as most important with a mean of 1.000 for each. The statements were: "Develop Public Awareness programs on the benefits, opportunities, and availability of vocational education," in rank order 5; "Encourage and insure that the best qualified teachers are hired and that the best qualified teachers are retained," in rank order 8; "Develop and implement a convincing Public Relations program on vocational education through available media," in rank order 15; "Promote and participate in realistic evaluative activities," in rank order 34; "Encourage legislation to stop busing of students just for integration," in rank order 40; "Secure scholarships for Ag-Ed majors going into teaching," in rank order 52.

The business and office group rated two statements as most important with a mean of 1.000. The statements in rank order 25 and 39 were: "Promote the placement of high school vocational graduates by compiling lists of jobs available" and "Provide college scholarships for vocational education students with high Academic averages."

On the other side of the ledger, the home economics group rated the statement "Promote the development of more Industrial Arts programs in 7th, 8th, and 9th grades," which was in rank order 51, as least important with a mean of 5.273.

The agriculture group with a mean of 6.33, rated as least important, the statements, "Conduct valid and reliable research and judiciously

utilize the findings" and "Create consumer buying power for the membership (i.e., sizeable discounts from participating stores on appliances, tires, cameras, sporting goods, cars, and furniture)," which were in rank order 50 and 53.

The statement in rank order 43, "Promote changing the August conference to another location," was rated as least important by the trade and industrial group with a mean of 8.800.

The statements in rank order 2 and 36, "Promote communications with school administrators for improvement of vocational education programs, facilities, and equipment" and "Provide teacher liability insurance," were rated by the distributive education group as least important, with a mean of 11.000.

The manpower group rated four statements as least important with a mean of 8.000. The statements were: in rank order 19, "Promote a re-evaluation of the present system for professional improvement and recertification;" in rank order 38, "Promote improving the delivery system for vocational meeting reimbursements;" in rank order 39, "Provide college scholarships for vocational education students with high Academic averages;" and in rank order 53, "Create consumer buying power for the membership (i.e., sizeable discounts from participating stores on appliances, tires, cameras, sporting goods, cars, and furniture)."

The Oklahoma council of local administrators group, with a mean of 8.000, rated as least important, as did the manpower group, the statement in rank order 38, "Promote improving the delivery system for vocational meeting reimbursements."

The health occupations group, with a mean of 9.500, rated as

least important, as did the home economics group, the statement in rank order 51, which stated, "Promote the development of more Industrial Arts programs in 7th, 8th, and 9th grades."

The teacher educators group, with a mean of 7.500, rated as least important the statement in rank order 49, which said, "Provide group hospitalization insurance."

The statement in rank order 45, "Promote changing the date of the August conference to or near the last week of August," was rated by the business and office group as least important with a mean of 11.000.

The individual groups, in expressing their opinions of most important statements, ranged from rank order 1 to rank order 52, probably accounting for the relatively high mean of statement 1 (3.219). In terms of the least important statements, the individual groups, in most all cases, designated that category to the statements in rank order 36 to 53. This means, that in a sense, there is some agreement among the individual groups as to what statements can be considered least important.

In addition to calculating the groups' mean and determining the rank order in priority for each statement, the "Yes", "No", and "Incomplete Response" to the question, "Should OVA Consider Doing This?", were also tallied. The statements in rank order with group means, the "Yes", "No", and "Incomplete Response" by percent, are listed in Table IV.

Five statements had a combined "No" and "Incomplete Response" of over 50% when respondents answered the question, "Should OVA Consider Doing This?". These statements were in the lower one-half of the statements considered as least important by the respondents.

TABLE IV

STATEMENTS IN RANK ORDER BY TOTAL GROUP MEAN WITH YES,  
NO AND INCOMPLETE RESPONSES SHOWN IN  
PERCENT OF RESPONSES

Rank No.	Group Mean	Statements	Yes %	No %	Incl. Resp. %
1	3.219	Provide effective leadership. When action is needed, speak out!	90.5	2.7	6.8
2	3.309	Promote communications with school administrators for improvement of vocational education programs, facilities, and equipment.	94.6	2.7	2.7
3	3.371	Promote the improvement of the Oklahoma Teacher's Retirement System.	87.8	8.1	4.1
4	3.375	Promote condensing the mid-winter conference to a one-day session.	55.4	39.2	5.4
5	3.388	Develop Public Awareness programs on the benefits, opportunities, and availability of vocational education.	93.2	2.7	4.1
6	3.483	Promote the concept that administrators in Vo-tech schools have previous experience in the area(s) they administer.	82.4	10.8	6.8
7	3.529	Represent the membership and its needs, by an effective lobby, to improve vocational legislative action--state and national.	93.2	1.4	5.4
8	3.540	Encourage and insure that the best qualified teachers are hired and that the best qualified teachers are retained.	89.2	4.1	6.8
9	3.554	Promote up-dating teachers in their speciality areas and improving the quality of vocational education.	91.9	6.8	1.4

TABLE IV (Continued)

Rank No.	Group Mean	Statement	Yes %	No %	Incl. Resp. %
10	3.569	Provide assistance in curriculum development and in keeping the quality of the present curriculum at the highest level.	87.8	9.5	2.7
11	3.576	Develop programs to improve salaries and other monetary benefits to vocational teachers.	90.5	5.4	4.1
12	3.635	Represent the membership to the State Board of Education and the State Education Advisory Groups.	86.5	6.8	6.8
13	3.638	Promote school and industry interaction so training needs can be identified and programs developed for industry.	79.7	12.2	8.1
14	3.661	Develop better coordination among all vocational departments.	79.7	13.5	6.8
15	3.691	Develop and implement a convincing Public Relations program on vocational education through available media.	91.9	5.4	2.7
16	3.695	Promote the elimination of dual fees being paid to OEA-OVA and NEA-AVA.	81.1	14.9	4.1
17	3.750	Lobby for more substantial funding for adult vocational education.	82.4	10.8	6.8
18	3.782	Up-grade the trade area meetings and provide good vocational speakers and eliminate unnecessary leisure time.	75.7	17.6	6.8
19	3.800	Promote a re-evaluation of the present system for professional improvement and re-certification.	62.2	27.0	10.8

TABLE IV (Continued)

Rank No.	Group Mean	Statements	Yes %	No %	Incl. Resp. %
20	3.800	Promote the concept that state personnel hired have <u>degrees</u> and <u>adequate</u> experience and openings be made public.	73.0	20.3	6.8
21	3.825	Support legislators being accountable for their school budgeting-accountability in reverse--if teachers and their programs be held accountable.	79.7	12.2	8.1
22	3.837	Promote a study of certification requirements and the transferability of units for certification.	70.3	20.3	9.5
23	3.867	Develop awareness programs for school administrators and civic and community leaders on the purpose and needs of vocational programs in each community.	85.1	8.1	6.8
24	3.965	Develop association influence and representation at the same high level as the OEA.	78.4	10.8	10.8
25	4.000	Promote the placement of high school vocational graduates by compiling lists of jobs available.	82.4	13.5	4.1
26	4.000	Promote articulation and coordination of vocational, technical and adult education between Area Vo-tech schools, local schools, and post-secondary schools.	83.8	9.5	6.8
27	4.035	Encourage and support the equalization of taxes.	78.4	12.2	9.5

TABLE IV (Continued)

Rank No.	Group Mean	Statements	Yes %	No %	Incl. Resp. %
28	4.057	Re-evaluate the <u>need</u> for the August conference since there is available college and university courses, drive-in conferences, and professional days.	48.6	47.3	4.1
29	4.081	Work to clearly define post-secondary vocational education and what it included.	81.5	10.8	4.1
30	4.095	Promote implementation of a standardized state reporting system for all vocational education.	56.8	33.8	9.5
31	4.151	Promote shortening the August conference to a 2 or 3 day meeting.	74.3	20.3	5.4
32	4.153	Sponsor professional growth and development programs for all vocational and technical teachers.	82.4	14.9	2.7
33	4.175	Promote statewide counsellor awareness programs on career education, grades 7-9, and vocational education, grades 10-12.	86.5	9.5	4.1
34	4.196	Promote and participate in realistic evaluative activities.	70.3	23.0	6.8
35	4.220	Expand and improve communications between OVA office and the membership to develop interest and involvement.	82.4	12.2	5.4
36	4.294	Provide teacher liability insurance.	68.9	25.7	5.4
37	4.308	Promote and encourage more vocational programs be offered in all schools in the state.	71.6	20.3	8.1



TABLE IV (Continued)

Rank No.	Group Mean	Statements	Yes %	No %	Incl. Resp. %
38	4.479	Promote improving the delivery system for vocational meeting reimbursements.	66.2	21.6	12.2
39	4.489	Provide college scholarships for vocational education students with high <u>Academic</u> averages.	67.6	24.3	8.1
40	4.511	Encourage legislation to stop busing of students just for integration.	62.2	32.4	5.4
41	4.625	Actively promote youth leadership programs in all schools.	77.0	18.9	4.1
42	4.628	Promote Skills Center Training Programs separate representation, at the State and National level, to present Skills Centers needs and see these needs are met.	60.8	27.0	12.2
43	4.667	Promote changing the August conference to another location.	24.3	68.9	6.8
44	4.685	Make a study of fiscal soundness of Vo-tech schools--i.e., will the tax base support them?	75.7	14.9	9.5
45	4.700	Promote changing the date of the August conference to or near the last week of August.	27.0	67.6	5.4
46	4.792	Encourage implementing semi-annual meetings.	33.8	55.4	10.8
47	4.983	Provide special services (i.e., publications, lists of members, job opportunities, free admission to meetings upon presentation of membership card.)	79.7	13.5	6.8

TABLE IV (Continued)

Rank No.	Group Mean	Statements	Yes %	No %	Incl. Resp. %
48	5.133	Provide credit union services.	62.2	28.4	9.5
49	5.182	Provide group hospitalization insurance.	60.8	33.8	5.4
50	5.189	Conduct valid and reliable research and judiciously utilize the findings.	73.0	12.2	14.9
51	5.372	Promote the development of more Industrial Arts programs in 7th, 8th and 9th grades.	58.1	35.1	6.8
52	5.429	Secure scholarships for Ag-Ed majors going into teaching.	31.1	54.1	14.9
53	5.708	Create consumer buying power for the membership (i.e., sizeable discounts from participating stores on appliances, tires, cameras, sporting goods, cars and furniture.)	66.2	28.4	5.4

A combined "No" and "Incomplete Response" of 51.4% was indicated for the statement in rank order 28, which said, "Re-evaluate the need for the August conference since there is available college and university courses, drive-in conferences, and professional days."

A combined "No" and "Incomplete Response" of 75.7% was indicated for the statement in rank order 43, which said, "Promote changing the August conference to another location."

A combined "No" and "Incomplete Response" of 73.0% was indicated for the statement in rank order 45, which said, "Promote changing the date of the August conference to or near the last week of August."

A combined "No" and "Incomplete Response" of 66.2% was noted for the statement in rank order 46, which stated, "Encourage implementing semi-annual meetings."

A combined "No" and "Incomplete Response" of 69% was noted for the statement in rank order 52, which stated, "Secure scholarships for Ag-Ed majors going into teaching."

There were three other statements that had "Yes" responses of only 55.4%, 56.8%, and 58.1%; however, the remainder of the statements received "Yes" responses ranging from 60% to 95%.

The top 15 statements in rank order were then analyzed utilizing three by four frequency tables. The rating of the statements by the respondents on the 11-point continuum, in Correspondence Sheet No. 2, were combined such that the combined ratings of 1, 2, 3, and 4 (top row) indicate the statement as being most important. The combined ratings of 5, 6, and 7 (middle row) indicate a somewhat neutral position, and the combined ratings of 8, 9, 10, and 11 (bottom row) indicate the statement as being least important. The frequencies and

percentages are shown in Table V.

Attention is drawn to the fact that the total responses for each group are not consistent throughout the 15 top rank ordered statements. This is due to respondents at times not rating the statement (Incomplete response) on Correspondence Sheet No. 2, or marking "No" to the question, "Should OVA Consider Doing This?" The "Yes" responses with the 11-point continuum marked, were the only responses accepted in this analysis.

Due to small numbers of respondents in the groups of distributive education, manpower, Oklahoma council of local administrators, health occupations, teacher educators, and business and office, their responses were combined for analysis purposes into the group indicated as "other". Therefore, the groups compared were the home economics group, the agriculture group, the trade and industrial group, and the "other" group.

In seven of the 15 top rank ordered statements, the trade and industrial group (T&I) sharply disagreed in terms of importance with the three groups of home economics (HE), agriculture (AG), and "other".

Statement 1, "Provide effective leadership. When action is needed, speak out!" found only 42.1% for T&I agreeing on its being most important, while the other three groups averaged over 80% in agreement.

Statement 4, "Promote condensing the mid-winter conference to a one-day session" received 44.4% from T&I for being most important, while the other three groups averaged approximately 78% in agreement.

"Develop Public Awareness programs on the benefits, opportunities, and availability of vocational education," statement 5, indicated 50% from T&I for being most important, with AG at 62.5% and the other two groups averaging 82.9%.

"Encourage and insure that the best qualified teachers are hired

TABLE V

FREQUENCY AND PERCENTAGES FOR FIFTEEN TOP  
STATEMENTS IN RANK ORDER CALCULATED  
FROM CORRESPONDENCE SHEET NO. 2

Count Col Pct	Statement 1				Count Col Pct	Statement 2			
	HE	AG	T & I	Other		HE	AG	T & I	Other
Most Import. 1 - 4	14 87.5	6 85.7	8 42.1	17 77.3	Most Import. 1 - 4	16 88.9	7 87.5	12 60.0	15 68.2
Neutral 5 - 7	2 12.5	1 14.3	6 31.6	3 13.6	Neutral 5 - 7	1 5.6	0 0.0	2 10.0	6 27.3
Least Import. 8 - 11	0 0.0	0 0.0	5 26.3	2 9.1	Least Import. 8 - 11	1 5.6	1 12.5	6 30.0	1 4.5
Total	16	7	19	22	Total	18	8	20	22

Count Col Pct	Statement 3				Count Col Pct	Statement 4			
	HE	AG	T & I	Other		HE	AG	T & I	Other
Most Import. 1 - 4	12 85.7	6 75.0	12 60.0	15 75.0	Most Import. 1 - 4	10 83.3	4 80.0	4 44.4	10 71.4
Neutral 5 - 7	1 7.1	1 12.5	4 20.0	3 15.0	Neutral 5 - 7	1 8.3	1 20.0	3 33.3	3 21.4
Least Import. 8 - 11	1 7.1	1 12.5	4 20.0	2 10.0	Least Import. 8 - 11	1 8.3	0 0.0	2 22.2	1 7.1
Total	14	8	20	20	Total	12	5	9	14

TABLE V (Continued)

Count Col Pct	Statement 5				Count Col Pct	Statement 6			
	HE	AG	T & I	Other		HE	AG	T & I	Other
Most Import. 1 - 4	14 87.5	5 62.5	10 50.0	18 78.3	Most Import. 1 - 4	16 84.2	6 75.0	10 52.6	10 71.4
Neutral 5 - 7	2 12.5	2 25.0	6 30.0	3 13.0	Neutral 5 - 7	2 10.5	1 12.5	4 21.1	4 28.6
Least Import. 8 - 11	0 0.0	1 12.5	4 20.0	2 8.7	Least Import. 8 - 11	1 5.3	1 12.5	5 26.3	0 0.0
Total	16	8	20	23	Total	19	8	19	14

Count Col Pct	Statement 7				Count Col Pct	Statement 8			
	HE	AG	T & I	Other		HE	AG	T & I	Other
Most Import. 1 - 4	14 82.4	6 75.0	12 57.1	16 72.7	Most Import. 1 - 4	9 56.3	7 87.5	9 47.4	17 85.0
Neutral 5 - 7	2 11.8	1 12.5	3 14.3	5 22.7	Neutral 5 - 7	7 43.8	0 0.0	4 21.1	1 5.0
Least Import. 8 - 11	1 5.9	1 12.5	6 28.6	1 4.5	Least Import. 8 - 11	0 0.0	1 12.5	6 31.6	2 10.0
Total	17	8	21	22	Total	16	8	19	20

Count Col Pct	Statement 9				Count Col Pct	Statement 10			
	HE	AG	T & I	Other		HE	AG	T & I	Other
Most Import. 1 - 4	15 83.3	7 87.5	7 38.9	14 66.7	Most Import. 1 - 4	16 88.9	4 50.0	9 50.0	17 81.0
Neutral 5 - 7	2 11.1	1 12.5	5 27.8	6 28.6	Neutral 5 - 7	1 5.6	3 37.5	2 11.1	3 14.3
Least Import. 8 - 11	1 5.6	0 0.0	6 33.3	1 4.8	Least Import. 8 - 11	1 5.6	1 12.5	7 38.9	1 4.8
Total	18	8	18	21	Total	18	8	18	21

TABLE V (Continued)

Count Col Pct	Statement 11				Count Col Pct	Statement 12			
	HE	AG	T & I	Other		HE	AG	T & I	Other
Most Import. 1 - 4	10 66.7	7 77.8	11 52.4	18 85.7	Most Import. 1 - 4	13 81.3	7 77.8	10 55.6	11 55.0
Neutral 5 - 7	4 26.7	0 0.0	3 14.3	2 9.5	Neutral 5 - 7	3 18.8	2 22.2	5 27.8	7 35.0
Least Import. 8 - 11	1 6.7	2 22.2	7 33.3	1 4.8	Least Import. 8 - 11	0 0.0	0 0.0	3 16.7	2 10.0
Total	15	9	21	21	Total	16	9	18	20

Count Col Pct	Statement 13				Count Col Pct	Statement 14			
	HE	AG	T & I	Other		HE	AG	T & I	Other
Most Import. 1 - 4	12 80.0	7 87.5	11 61.1	11 64.7	Most Import. 1 - 4	14 93.3	4 57.1	9 56.3	14 77.8
Neutral 5 - 7	2 13.3	1 12.5	4 22.2	4 23.5	Neutral 5 - 7	1 6.7	2 28.6	3 18.8	1 5.6
Least Import. 8-11	1 6.7	0 0.0	3 16.7	2 11.8	Least Import. 8 - 11	0 0.0	1 14.3	4 25.0	3 16.7
Total	15	8	18	17	Total	15	7	16	18

Count Col Pct	Statement 15			
	HE	AG	T & I	Other
Most Import.	14 77.8	4 57.1	9 45.0	16 69.6
Neutral 5 - 7	3 16.7	2 28.6	7 35.0	7 30.4
Least Import. 8 - 11	1 5.6	1 14.3	4 20.0	0 0.0
Total	18	7	20	23

and that the best qualified teachers are retained," statement 8, indicated 47.4% for T&I as most important, with HE at 56.3%, while AG and "other" averaged 86.2%.

Statement 9, "Promote up-dating teachers in their specialty areas and improving the quality of vocational education" indicated only 38.9% for T&I as most important, with "other" at 66.7%, while HE and AG averaged 85.4%.

Statement 10, "Provide assistance in curriculum development and in keeping the quality of the present curriculum at the highest level" received 50% from T&I for most important along with AG, while HE and "other" averaged 85%. In addition, 38.9% of the T&I group judged it in the least important category.

"Develop better coordination among all vocational departments," statement 15, received 45% from T&I for most important, with AG at 57.1%, while HE and "other" averaged 77.7%.

In analyzing the T&I group, the percentage of responses indicating the statements as most important, were lower for 14 of the 15 statements when compared with the percent of responses for the groups of HE, AG, and "other".

The exception was the statement ranked 12, "Represent the membership to the State Board of Education and the State Advisory Groups," where it was rated most important by 55.6% of the T&I group and 55.0% by the "other" group.

The HE group judged all 15 statements above 80%, in the most important category, except for the statements in rank order 8, 11, and 15. However, 15 was relatively high with 77.8%. Statements ranked 8 and 11 were judged by the HE group, at 56.3% and 66.7%, respectively, in



the most important category.

The largest percent in agreement by the T&I group was 61.1%, in the most important category, for statement ranked 13; however, statements ranked 2 and 3 followed closely with 60% each. The greatest disagreement by the T&I group was noticed in statement ranked 9, with 61.1% judging the statement neutral or least important.

The HE group and the AG group were in fairly close agreement, in the category of most important by percent of responses, in 10 of the 15 statements. The exceptions were the statements in rank order 5, 8, 10, 14, and 15. There was a difference of 20 percentage points in the statement in rank order 15, the HE group with 77.8% to the AG group with 57.1%, and the largest difference being 39 percentage points in the statement in rank order 10, HE with 88.9% to AG with 50.0%. The statements in rank order 5, 10, 14, and 15 found the AG group with a lower percent of responses, than the HE group in the category of most important, while the statement in rank order 8, indicates the HE group with a lower percent of response.

Analyzing the data in the matrix revealed that statements in rank order 10 and 14 as being judged similarly, in percent of responses, by the AG group and the T&I group, which were low in the category of most important.

The top 15 statements in rank order, by the total respondents' means, were selected to be used for Correspondence Sheet No. 3, which asked the participants to agree with the rankings, or indicate their disagreement by noting any rank changes, and state their reason for the rank change.

The suggestions to changes in ranking of the statements were tallied

and calculations made to determine any change in ranking of the statements as submitted in Correspondence No. 3. The suggestions in rank change found 20% of the respondents favored a change in the statement ranked fourth, 12% favored a change in the statements ranked eleventh and fifteenth, 11% favored a change in the statement ranked seventh, and 10% favored a change in the statement ranked third. Other suggested changes decreased to lower percentages.

One respondent marked six rank numbers on the reaction sheet and simply listed reasons for the statement being in its particular order. The return was very confusing and, therefore, was not included in the computation for rank changes.

The calculations established a change in the rank order of six statements such that, the statement ranked fourth was changed to fifth, and the statement ranked fifth was changed to fourth. In addition, the statement ranked sixth was changed to seventh and the statement ranked seventh was changed to sixth. Lastly, the statement ranked fourteenth was changed to fifteenth and the statement ranked fifteenth was changed to fourteenth.

The top 15 statements in their final rank order are listed in Table VI. The respondent's reasons for changing the rank order and the tabulation of the changes are shown in Appendix E.

The final list of the top 15 ranked statements were submitted to the Oklahoma Vocational Association for use as they deemed necessary.

TABLE VI  
FINAL RANKING OF FIFTEEN TOP  
STATEMENTS

Rank No.	STATEMENT
1st	Provide effective leadership. When action is needed, speak out!
2nd	Promote communications with school administrators for improvement of vocational education programs, facilities, and equipment.
3rd	Promote the improvement of the Oklahoma Teacher's Retirement System.
4th	Develop Public Awareness programs on the benefits, opportunities, and availability of vocational education.
5th	Promote condensing the mid-winter conference to a one-day session.
6th	Represent the membership and its needs, by an effective lobby, to improve vocational legislative action-state and national.
7th	Promote the concept that administrators in Vo-tech schools have previous experience in the area(s) they administer.
8th	Encourage and insure that the best qualified teachers are hired and that the best qualified teachers are retained.
9th	Promote up-dating teachers in their specialty areas and improving the quality of vocational education.
10th	Provide assistance in curriculum development and in keeping the quality of the present curriculum at the highest level.
11th	Develop programs to improve salaries and other monetary benefits to vocational teachers.
12th	Represent the membership to the State Board of Education and the State Education Advisory Groups.
13th	Promote school and industry interaction so training needs can be identified and programs developed for industry.
14th	Develop and implement a convincing Public Relations program on vocational education through available media.
15th	Develop better coordination among all vocational departments.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

This study was concerned with ascertaining the future role and function of the Oklahoma Vocational Association as perceived by its members. A correspondence sheet was used in gathering the member's statements and after synthesizing and combining these statements a compiled list of statements was returned to the participants as Correspondence No. 2. Correspondence No. 2 was used to obtain the perceptions of the members as to the appropriateness and importance of each particular item. Correspondence No. 3 listed the top 15 statements of importance in rank order and the participants were asked to agree with the ranking or indicate any change and state the reason for the change. Specifically, the study was an attempt to answer the following research questions:

1. What are the statements of the perceived role and function of the Oklahoma Vocational Association generated by the membership?
2. What are the ratings of the statements generated as to the perceived role and function of the Oklahoma Vocational Association?
3. What are the various divisions of the Oklahoma Vocational Association ratings of the statements generated as to the

perceived role and function of the Oklahoma Vocational Association?

Answers to these questions were sought through the use of a modified Delphi correspondence technique. The participants chosen were vocational educators in Oklahoma and members of the Oklahoma Vocational Association. The participants were randomly selected from eight of the divisions of the Oklahoma Vocational Association and one division was developed for the study, which was the teacher educators. The industrial arts division was not included in the study due to the very low number of members. The groups used in the study were: (1) home economics education, (2) agricultural education, (3) trade and industrial education, (4) distributive education, (5) manpower, (6) Oklahoma council of local administrators, (7) health education, (8) teacher education, (9) business and office education. Of the 118 participants who were asked to respond to the three mailings, 55.1% responded to the first mailing, 66.7% responded to the second mailing and 78.6% responded to the third mailing.

In analyzing the data, mean response scores of the respondents were used through Correspondence Sheet No. 2 to determine the importance of the role and function statements. The statements were listed in rank order using the lowest mean to indicate the most important item with the ranks increasing with the increase of the mean scores.

In addition a tally was made for each statement of the "Yes", "No" and the "Incomplete Response" to the question, "Should OVA Consider Doing This?" Five statements had a combined "No" and "Incomplete Response" of over 50%. The statements were in rank order 28, 43, 45, 46, and 52.

The top 15 statements in rank order were analyzed using three by four frequency tables. Due to small numbers of respondents in the group of distributive education, manpower, Oklahoma council of local administrators, health occupations, teacher educators, and business and office, their responses were combined for analysis purposes into the group indicated as "other". Therefore, the groups compared were the home economics group, the agriculture group, the trade and industrial group and the "other" group. In 7 of the 15 statements, the trade and industrial group disagreed markedly, in terms of importance, with the three groups of home economics, agriculture, and "other".

For all 15 statements except one, the trade and industrial group registered a lower percentage, in terms of perceived importance, than the three groups of home economics, agriculture, and "other". The home economics group judged 12 of the 15 statements above 80% in the most important category.

The highest agreement by trade and industrial was 61.1% in the most important category for the statement ranked 13, while they judged statement 9, least important by 61.1%. Home economics and agriculture were in fairly close agreement in the category of most important in 10 of the top ranked statements.

The 15 top ranked statements were used as a basis for developing Correspondence Sheet No. 3. The responses to Correspondence Sheet No. 3 were tabulated. Of the 90 responses included from the third mailing to calculate a change in rank, 38, or 42.2%, suggested changes in rank order of the items and some indicated justification for their change. The resulting calculation produced a rank order change in six of the statements. This final ranking of the top 15 priority statements will

be submitted to the Oklahoma Vocational Association for whatever use they deem necessary.

If the membership for the most part, agrees on the role and function of the OVA, then the likelihood of obtaining their cooperation to achieve objectives that are derived from the functions are great. Any measure of organizational success without the cooperation of its members will likely be shallow.

### Conclusions

The following broad conclusions are based on the history of the Oklahoma Vocational Association and analysis of the modified Delphi study relative to how the respondents view the role and function of the Oklahoma Vocational Association (OVA).

1. The search of the literature on the history of the OVA revealed no involvement by the overall members in determining the role and function of the association.
2. From the involvement of members in the early history and formative years of the OVA, there was evidenced gains in membership and gains in divisional representation. It can be concluded, the future history of the OVA should be determined by the involvement of the members.
3. The members, selected through the random process, indicated a willingness to assist in determining the association's role and function for the future, by submitting statements which they perceived, the Oklahoma Vocational Association should be doing. Further, they indicated the importance of these statements by rank order.

4. The respondents in most of the nine groups were somewhat in agreement regarding those statements they perceived as being least important, since their statements were in the range of the lower one-third of the statements indicated as least important.
5. The total number of respondents do have like perceptions indicated by their agreement on five statements that should not be considered by the OVA.
6. The total number of respondents are looking for strong, clear, leadership in the organization's future endeavors as evidenced by their agreement on the statement in rank order 1, "Provide effective leadership. When action is needed, speak out!"
7. There are some marked differences between the perceptions of the trade and industrial group and the home economics, agriculture, and "other" groups regarding the importance of the top 15 statements for future planning.
8. Although there were some suggested rank changes in the responses received from the third mailing, the changes in rank order were minimal and, thus, the consensus of the total group on the rank order remained primarily the same.

#### Recommendations

On the basis of the information obtained from the study the following recommendations are made:

1. The findings and conclusions of this study should be



distributed to the membership of the Oklahoma Vocational Association.

2. The Oklahoma Vocational Association should make a concentrated effort under the new organizational structure to bring its membership together and inform them of the future plans and solicit their involvement and expertise in planning for the future.
3. If the OVA should decide to utilize additional statements for planning, above the top 15 in rank priority submitted, the OVA should not consider those statements that received more than 50% "No's" and "Incomplete Response" to the question, "Should the OVA Consider Doing This?"
4. Implement the statements submitted by the members that define the role and function of the Oklahoma Vocational Association (OVA).
5. Keep the members constantly informed in the future, on the progress of the Oklahoma Vocational Association in its role and function as developed by the members.
6. To reduce perceptual diversity between the various divisions of the OVA, the leadership should implement continuous communications and inservice programs. The objective being to assist all members in developing a similar philosophy so that cooperation for the attainment of common purposes can be achieved.
7. In light of the increased participation rates, it is recommended that similar research in the future utilize the modified Delphi method, with complete anonymity and

employ the collection procedures described in this study.

#### Subjective Recommendation

In view of the responses and conclusions that were drawn from reading the original statements, it appears that some of the members might be under the misconception that the Oklahoma Vocational Association and the State Department of Vocational and Technical Education are one and the same. The Executive Director, the Executive Council, and Advisory Council should develop a program that would quickly and clearly define the relationship of the association and the State Department of Vocational and Technical Education so as to clarify both the linkages and the differences between the two agencies.

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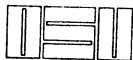
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APPENDIX A

TRANSMITTAL LETTER, DELPHI CORRESPONDENCE

SHEET NUMBER ONE AND FOLLOW-UP



*Oklahoma State University*

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA, 74074  
CLASSROOM BUILDING 406  
(405) 372-6211, EXT. 6287

January 22, 1976

Dear Oklahoma Vocational Association Member:

The purpose of this letter is to ask you to participate in a study to determine what the membership thinks the Oklahoma Vocational Association should be doing.

Your participation would involve responding to three (3) separate instruments. All responses will be kept anonymous. It will require approximately 15 minutes of your time to respond to each instrument as follows:

- Correspondence No. 1 Request you list items that you think the Oklahoma Vocational Association should be doing.
- Correspondence No. 2 A list of items will be compiled from the response to Correspondence No. 1 and mailed back to you. You will then be asked to rank the importance of each item.
- Correspondence No. 3 The ranking of each item will be compiled from the response to Correspondence No. 2. You will then be asked to agree with the order as listed or revise your opinion of the order, and list the reasons for making any changes.

From the responses obtained in step 3, a summary of the final items in order of priority will be made available to the OVA for their use.

We hope you will agree to participate with us in this effort. If you are willing to assist us, please complete the attached instrument, and return it in the enclosed self-addressed stamped envelope now.

Sincerely,

This study is sanctioned by and in cooperation with the Oklahoma Vocational Association

John V. Russo  
Researcher  
Encl.

Bill Harrison  
Executive Director

## CORRESPONDENCE SHEET NO. 1

(To Be Enclosed in Return Mail)

Please list items that you feel best describe what the Oklahoma Vocational Association should be doing.

List your statements below. (No particular order of importance is required to your statements.)

No. 1



## Postal Card Follow-up

Dear OVA Member:

Three weeks ago we sent a letter asking your participation in telling us what you think the OVA should be doing.

For those of you that have responded, thank you! Those of you who have not responded, PLEASE DO SO. It is urgent that we have your valuable input if we are going to have a reliable study for use in planning OVA future activities.

Sincerely,

John V. Russo  
Researcher

APPENDIX B

STATEMENTS SUBMITTED BY RESPONDENTS

ORIGINAL STATEMENTS FROM  
CORRESPONDENCE NO. 1

Conducting valid and reliable research and judiciously utilizing the findings.

Create consumer buying power for the membership (i.e., sizeable discount from participating stores on appliances, tires, TV, radio, furniture, cameras, sporting goods, etc.).

More places to purchase from with a good discount-possibly with cars and furniture.

Developing and implementing a convincing Public Relations program to the effect that vocational and academic education are needed for a well-integrated personality and constructive, productive citizenship. (Counteract the idea that "vocational programs weaken our test scores, since vocational or work-study pupils do not have to read" as quoted from a superintendent in the January 9, 1976 papers).

Clearly define post-secondary and what it includes.

Many associations offer special offers - discounts - publications, lists of members - job opportunities - free entrance to meetings upon presentation of membership card.

Encourage activities for members of divisions to get to know each other better.

Keep the teachers more informed about what they can do about new bills coming up concerning the teacher profession.

Articulating and coordinating vocational and technical education between secondary, post-secondary and adult.

The association should make sure each department is run properly and that each department supervise their teachers more closely and help make them better teachers.

Place more emphasis on instructors updating themselves in their trade areas and placing less emphasis on college degrees.

Strive to improve the quality of vocational education.

Participate in any evaluative activity, as much as possible especially information of criteria, to help see that such evaluation is realistic.

Have the association audited, mainly to justify salaries and positions now being held and to justify proper spending of the state money, which would help tax payers in the long run and the total state.

Help our schools get rid of bad teachers.

Stop busing of students just for integration.

OVA needs to have the same representation as the OEA.

Promote in the public eye programs that are innovative. Don't attempt to carry the entire system, (mediocre and outstanding programs). -- Highlight the schools that are not satisfied with "the way we have always done it" philosophy.

More Industrial Arts programs in the 7th, 8th and 9th grades.

Have instructors with Vo-ag backgrounds to administer programs for Vo-ag courses and have instructors with T & I backgrounds to administer programs for T & I courses, etc., etc.

Provide more materials for high schools to explore the offerings in school, and job opportunities after school.

State requirements be the same for all vocational departments, such as state reports, etc.- (adult work).

OVA should become active in securing federal monies for carrying out youth leadership programs.

Request school administrators make time available during school hours for AM and PM classes to meet at least once each month for club meetings etc.

Make recommendations to school administrators concerning improvements to classroom and shop areas.

Request school administrators to provide more funds available to vocational teachers for expenses to professional meetings such as AVA conventions, similar to what is provided for principals and department chairmen in most schools.

Aid teachers in their teaching problems.

Teacher protection.

Continue along with the things they are now doing.

Re-evaluation of the need for August Conference now that we have drive-in conferences, professional days, (on a neighborhood basis) and now that college and university courses are so available.

Working for the membership to eliminate the need for dual fees being paid for OEA-OVA, NEA-AVA.

Up-grade the trade area meetings and cut out so much leisure.

Establish programs of good vocational speakers for vocational meetings.

Provide people to visit industries to cooperate with vocational programs in local schools to provide training programs for such.

Working with business to improve teaching aids.

Develop methods of helping the Vocational Home Economics teacher sell her program to the Counsellor and Superintendent so that they support the program more effectively.

Work closely with the Oklahoma Guidance Association. Get us on their programs and get them on ours.

Assist classroom teachers in becoming more aware concerning concepts of career education.

They need to be getting into Junior and Senior High Schools and presenting programs to students that would let them know what is available to them.

Provide effective leadership--officers of OVA should understand and be willing to speak out and take risks when circumstances demand it. When action is needed, speak out!

Secure scholarships for Ag-Ed majors going into teaching.

Scholarship programs need to be provided for students with high academic averages, as well. Excellence in sports should not be the only criteria.

Make available some type of newsletter to teachers who hold or wish to earn vocational certification, but who are not currently involved in vocational assignments.

Study made on fiscal soundness of Vo-tech schools (Are some schools being approved for new courses, buildings, etc. to the extent tax base will not support them)?

OVA should have semi-annual meetings.

The mid-winter conference be condensed back to a one day session. This would be a tremendous savings to the tax payers.

Lobby to provide more money such as matching funds for new equipment and machines.

Develop more effective lobbying for more funds to replace old and worn-out equipment and machinery for Area Vocational-Technical Schools.

Be a resource information officer for anyone who needs information on vocational education.

Provide some adjustments in the supply purchasing system.

Support equalization of taxes.

Perhaps push for legislation which would allow the vocational educators more of a voice within their local district - without reprisal. Example 1) representation on the education board, 2) evaluation of administrators, etc.

I feel a need for training for those who can't learn in group situation but could learn in very small (3-5) classes or on a one-to-one basis. What are we supposed to do with those?

Work with OSU toward accepting college credit hours from other colleges and universities that can be applied to the "16 hour block" for T & I certification.

Divide time between different divisions in vocational education, when needed, on a per capital enrollment.

Delivery system should be improved for reimbursements for vocational meetings.

Support instructors with Vo-Ag backgrounds administering programs for Vo-Ag courses, and instructors with T & I backgrounds administering programs for T & I courses, etc.

Make legislators more accountable for their school budgeting, like the demands for us as teachers and programs be accountable to them-- accountability in reverse-not just one way.

Impress our representative with figures regarding money in our state, which is there for use, because our trainees have been permanently employed and are not on welfare.

Support up-grading requirements for vocational teachers to promote improvement of programs.

Promote Skills Center Training Programs separate representation at the State and National level to present our needs and see that these needs are met.

Expand vocational education offerings.

The OVA should help to insure that the best qualified teachers are hired and that the best qualified teachers are retained.

OVA should be making it possible for teachers to get credit hours available, in their own field of interest, in week or 2 day seminars. These should be grant funded, and covered with good quality field instructors.

Study made of certification requirements.

OVA should re-evaluate our present system for professional improvement and re-certification. The state supervisors have too much control over our minds in saying where we should study, under whom and what we should study. Furthermore, the regulations for professional improvement and re-certification should be published and made uniform for all.

Constantly keeping faculty members informed and educated in their own special field.

OVA should become involved in seeing that state personnel being hired have degrees and adequate experience and that openings be made public.

OVA needs to encourage Vo-tech administrators to stay in close contact with their local legislators.

Use what influence they can bring to bear on legislators for more and substantial funding for adult vocational education.

Keep abreast of legislation which would affect vocational education in Oklahoma.

Develop better coordination among all vocational departments.

Keep members informed on what other states and the national association are doing.

Be people oriented.

Inform the general public about teaching problems with their students.

Circulate lists of materials no longer needed - that another center may use.

Would like to see some special programs go around to the schools - job interview, legal right.

Working to better even the facilities and reputation we already have.

The association should do whatever is needed to help make voc. educ. what it should be.

Training its student in workable skills which will enable them to obtain employment after graduation.

Prepare students to fill places of responsibility in society, government, occupations, and life by preparing teachers.

Doing what we can to better vocational education, state and nationally  
- - monetary and educationally.

Statements Compiled From Correspondence

No. 1. The Original Statements Appear

in the Accompanying Subtopics

Provide group hospitalization insurance.

- a. Hospitalization - OVA members
- b. Overhaul medical insurance system
- c. Would like to see a Health Insurance Program for vocational members

Encourage the State Department of Vocational Education to provide a full time consultant to work on curriculum material for Health Occupations Division.

- a. Encourage the State Department of Vocational Education to provide a full time consultant to work on curriculum material for Health Occupations Division
- b. OVA should be "constantly" working on benefits and solutions to help teachers who have no written curriculum in their field of interest
- c. OVA being more available to assist teachers in keeping the quality of their present curriculum at the highest level possible without spending the many unnecessary hours that they do now, on unrelated courses of study

Developing and implementing a convincing Public Relations program through all known media. The vocational story needs to be told to the public.

- a. Do more work in Public Relations area to let the people of our state, know what vocational education means to them and our state
- b. Publicize the positive benefits and practicality of vocational education-secure radio, TV, and other media time to tell our story! Certainly, this would boost the morale of students and all others concerned
- c. Acquainting more people with the mission of vocational education
- d. Informing the public as to what Vo-tech education is
- e. It needs to emphasize that vocational training should be for all types of students
- f. Inform the public the need for good vocational training
- g. Public Relations - general public - secondary and post secondary school administration - classroom teachers, especially secondary
- h. OVA publicity--OVA publicity now practically Zero. The vocational story needs to be told to the public
- i. More education directed toward public awareness of what Vo-tech education is all about, what it is doing and where it is going
- j. Create, or motivate "pride" in vocational education
- k. More exposure to general public about vocational education



Improve the image of vocational education.

- a. Improve image of vocational education
- b. Help change the image of vocational-technical education

Shorten the August conference to a 2 or 3 day meeting.

- a. August conference be shortened to 3 days with meetings held at night as well as day. The other 2 days could be spent in our own schools utilizing the time to a better advantage
- b. Change from a 1-week meeting to a 2 or 3 day meeting

Assist with placement of vocational education graduates compiling a list of vocational jobs available for high school graduates.

- a. Compiling a list of vocational jobs available for high school graduates
- b. OVA clearing house for student jobs. Should be working closely with industry, state, and federal government to place all graduates of vo-tech schools
- c. Assisting with placement of its graduates
- d. A person who helps compile job listings of jobs available and in what area for the students at the end of the school year

Provide continuing education opportunities concerning new materials and trends from industry for improved teaching.

- a. The OVA should be helping to make sure that instructors are kept up to date on the latest curriculum development throughout the nation and world in all areas of vocational education
- b. Provide more trade information for all instructors. Make information on current trends in industry available for instructors
- c. Provide continuing education concerning the up-dating of relevant materials, such as--use of Pharmaceutical companies--testing and evaluation,--legal aspects concerning vocational education

Develop "Awareness Programs" for High School Counsellors so that students of ALL abilities will be counselled into vocational subjects.

- a. All of these can be summed up by saying "Program Awareness"
- b. Get convincingly involved with directors of high school counselling services to the end that they will counsel students of ALL abilities into vocational subjects rather than those "who can't read or go to college"
- c. Work to help the vocational instructor have more choice in the students that are enrolled in his class, or educate the counsellors to what type of students are suited for vocational education
- d. Better counselling of students relative to the "World of Work"

Change date of August conference to or near the last week of August.

- a. Summer workshop for mid or late August instead of first week

- b. Change date of August conference to or near the last week of August. (There are many professional meetings held the first of August that vocational teachers will not ever be able to attend without missing the August conference.)

Change August conference to another location.

- a. Change August conference to another location--Okla. City-Tulsa or State Lodge, etc.
- b. Possible summer conference meeting site changed to Tulsa, Enid, Ardmore, or State Lodge.

Expand and improve communications between OVA office and the membership.

- a. There needs to be better communications between OVA office and the membership, allowing the members to be informed of priorities set by OVA
- b. Expanding and improving channels of communication
- c. Would like to know exactly what we as members might be able to do or help to do to improve OVA and help vocational education as a whole
- d. Let Bill Harrison be more available to talk with vocational groups about progress of Oklahoma's vocational programs and their officers
- e. First I feel strongly that more information should be made available to new members--For example a listing of services available. I am at a loss as to the philosophy of your organization etc.
- f. Let new members know (before August conference if possible) what the association is doing and how their money is used
- g. Let members know more about the officers and their duties
- h. Have more publicity for all members to read on what vocational association in Oklahoma is doing

Encourage articulation and coordination of vocational education and adult education between Area Vo-tech schools and local school systems.

- a. The vocational schools (area) need to have a better communication with the vocational teachers that are in the local school system. It would help in not repeating in courses, especially in the area of adult education
- b. Better school year scheduling for Area Vo-tech schools and participating high schools
- c. Programs need to be readjusted so that one area does not have all of just one type of vocational training

Sponsor professional development programs for all vocational teachers.

- a. OVA sponsor for teacher professional development. Association should sponsor professional development programs for all vocational teachers. These programs should be highly publicized
- b. Increase professionalism in vocational teachers
- c. Professional improvement of vocational and technical education instructors
- d. Provide activities to encourage professional growth of its members

Represent its members to the State Board of Education and other groups.

- a. Represent its members to State Boards of Education
- b. Be an information officer for the State Board of Education
- c. Represent its members to State Education Advisory groups

Strive to improve Oklahoma Teacher's retirement system.

- a. OVA should become active in helping to improve Oklahoma's retirement program (e.g., retirement after 30 years of service)
- b. Work on better retirement benefits
- c. Improve teacher retirement
- d. Promote policies that would make payment of interest on retirement savings mandatory
- e. Since all members of OVA must pay retirement and some do not retire under the system, thus withdrawing retirement savings, why is interest not paid on the savings? Find out why no interest is paid and who benefits from this interest?

Develop programs to improve salaries and other monetary benefits to vocational teachers.

- a. Trying to improve the salary of vocational teachers in Oklahoma. As you know the national reimbursement has been \$1500 vocational agriculture and \$1200 for vocational home economics since the dark ages. The FFA is 10 times as active now as it was in the past, but for sponsoring it we still receive \$1500. This is approx. 15% of the teacher's salary when in 1970 it would have been approx. 20% of the teachers salary
- b. Need for good salaries to attract good teachers, justification for vocational costs
- c. Reimbursements of \$1250 should be changed to meet inflation
- d. More for teachers salary
- e. Lobbying for more money for salaries, such as raise the \$1250 per yr. to at least the amount voc. ag. people are being paid. Vocational teachers must work in the summer months to keep up with new trade trends
- f. The assoc. should look out for the welfare of its programs-- example, teachers salaries
- g. Help get salaries to national average
- h. An increase in the amount of reimbursement
- i. I feel the #1 priority should be to increase the amount of extra pay the vocational teacher gets as incentive. Instead of so many dollars it should be figured as a % of the base pay. Go back 4 yrs. Figure the % as it was then, use this as a %, and as base pay increases so will our extra incentive pay
- j. OVA has not given an increase in reimbursement for several years and the cost of living has risen every year. This would not increase an expense for a meeting but a salary increase
- k. Work for increase in salaries and other benefits for vocational teachers

- l. Increase \$1250 reimbursement - has been this amount too long
- m. Extra months pay for extra months work, or work the 9 month schedule instead of 10 months
- n. Extra pay for extra work done!
- o. The OVA should be involved in lobbying efforts to get better benefits for teachers
- p. Instructor pay raise
- q. Contracts for vocational teachers changed to 9 month period

Represent its members in vocational legislative action.

- a. Represent its members in legislative action
- b. Voice the opinions of OVA members to the legislature and its committees on the needs of vocational education students and teachers
- c. Actively promoting positive vocational state legislation
- d. Working with legislature to keep vocational educational education growing

Work with legislators on teacher-pupil load and other working conditions.

- a. Working with legislators on teacher-pupil load and other working conditions
- b. Try to reduce the student to instructor ratio

Develop better feed-back communications to members relative to legislative activity on behalf of vocational education.

- a. Better communications relative to what's happening with legislation
- b. Legislative activity on behalf of Voc-ed. Primarily state, but congress also. Feed-back legislative information to members
- c. Inform vocational teachers and administrators of federal legislation affecting vocational programs
- d. Let members know what vocational legislation is pending and how we as members can help to get it passed
- e. Legislative liaison

Keep Congress informed on needs of vocational education and supporting vocational legislation on the national level.

- a. Keep Congress informed on needs of vocational education
- b. Support and work for legislation for all vocational areas (state & national level)
- c. Increase in federal spending for vocational education
- d. Have or take an active interest in state and federal government proceedings
- e. Keep abreast of legislative activities- state and national

Keep members informed on political actions involving vocational teachers.

- a. Keep members informed on political actions involving vocational teachers
- b. Information on legislation
- c. Inform teachers and administrators in vocational schools of state legislation affecting them

- d. Provide more legislative information as to people who support our program

Identify needs for new training programs.

- a. Drawing on the resources of all Oklahomans in establishing priorities
- b. Involving more vocational educators in the tasks of assessing needs
- c. Take active part in information of "now" programs
- d. Find the needs of the various trainable people that are employed or underemployed to determine if new skills needed can be added
- e. Survey to find other kinds of training needed to meet the demands of all employers
- f. Find the needs of industry in order that we might prepare people according to the need

Develop awareness programs for people of Oklahoma on availability of vocational programs to high school students and adults.

- a. Help make the people of Oklahoma more aware of vocational education programs available to high school students and adults
- b. Assist in making people more knowledgeable of future needs and opportunities in various career fields
- c. Work with lay people who are members in the communicating needs of vocational education to all persons

Develop interaction between educators and the business community for support of vocational education.

- a. Try to develop interaction between educators and the business community
- b. Working as a public relations source with business and industry personnel who can contribute information and support to the vocational program

Keep members constantly informed as to what association is doing.

- a. OVA should be keeping members constantly informed about the benefits we are receiving as a result of the 1975 increase in dues--if that is brought out often, I don't think members will feel they were infringed upon by the increase
- b. Pride in the association needs assistance - so the member does not feel resentment at being required to join an association with little reciprocation
- c. Publicize work involved in so all members are familiar with what OVA is doing--thus increase interest in being a member
- d. Keep the membership informed
- e. Honestly, as a 5 yr. member of OVA I am extremely limited in knowing exactly what OVA does for its members! So, first, the members need to be better informed concerning the association

Promote and encourage more vocational programs in all schools in the state.

- a. Encourage more vocational programs in all schools - emphasis is for vocational training in local schools
- b. Promoting vocational education throughout the state to all schools for further vocational programs
- c. Provide funding from the state level to provide good vocational teachers and supplies for schools that don't have these programs

Educate Superintendents and other administrators, civic and community leaders, on the purpose and needs of vocational programs in each community.

- a. More education of superintendents and other leaders, civic and other community leaders, on the purpose and needs of vocational programs in each community
- b. Helping improve working conditions and relations with administration

Educate the public to the truth that vocational and occupational education cannot be accomplished in Vocational-Technical Centers alone.

- a. They cannot hold all the students
- b. The majority of students do not, or cannot leave their home high schools for vocation programs
- c. To remove all vocational or occupational, or "doing" subjects from home high schools would sharply increase dropout numbers
- d. There is a rightful place and rationale for integrating vocational education into all of education, with Vocational-Technical Centers meeting specific needs and interest of those students choosing that route

Lobbying for vocational education in Oklahoma.

- a. Lobbying for vocational education in Oklahoma
- b. Be a lobby for vocational education during the state legislative session
- c. Lobbying for vocational appropriation
- d. Lobbying for funds
- e. Lobby for vocational education monies in State Capitol
- f. Pushing for an increase in vocational money
- g. Work to increase budgeting requirements for vocational subject
- h. Strive to improve vocational funds
- i. The association should look out for the welfare of its programs--Money to fund the programs
- j. Why vocational education is not getting their fair share of the money for education

More reimbursement for schools that have vocational programs--both state and federal.

- a. More reimbursement for schools that have vocational programs. Both state and federal
- b. More funds for vocational education matching funds

Help to establish state and federal laws to improve vocational department facilities.

- a. Help to establish state and federal laws to improve vocational department facilities
- b. Work to improve the appropriation of funds for the school districts to improve the vocational facilities. This money should be ear-marked to keep some unscrupulous superintendents from spending it on other programs

Provide credit union services.

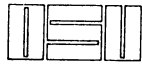
- a. Credit union
- b. Investigate possibility of credit union

APPENDIX C

TRANSMITTAL LETTER AND CORRESPONDENCE

SHEET NUMBER TWO AND FOLLOW-UP





*Oklahoma State University*

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA, 74074  
CLASSROOM BUILDING 406  
(405) 372-6211, EXT. 6287

March 11, 1976

Dear Oklahoma Vocational Association Member:

I wish to thank all of you for participation in this study. I hope you will continue to render your assistance by completing Correspondence Sheet No. 2. Those of you that did not complete the first correspondence are asked to please help us by completing the enclosed opinionnaire. Everyones input is extremely important to the final results of the study.

We were very pleased to reach a 55% return rate by our projected deadline.

Correspondence Sheet No. 2 contains the major statements submitted by you and others indicating what the Oklahoma Vocational Association should be doing. In order to determine the most important items we are asking your opinion on whether or not (Yes or No) the OVA should be doing that particular statement listed, and then to rank the statements on an 11-point basis ranging from most important to least important.

The highest ranked statements chosen by you and others will be investigated and analyzed. Consider carefully those statements that you feel are most important.

Please complete the attached opinionnaire and enclose it in the self-addressed, postage-paid, return envelope. Again, let me thank you for giving us your time and attention. A quick response will be very much appreciated.

Sincerely,

John V. Russo  
Researcher

Encl.

CORRESPONDENCE SHEET No. 2

(To Be Enclosed in Return Mail)

Below are the combined statements by you and others indicating, in your opinion, what the OVA should be doing. In order to establish a priority on the most essential statements, we ask that on each statement you first note whether or not (Yes or No) the OVA should be doing this, and then rank each statement on an 11-point basis ranging from (1), which is most important, to (11), which is least important.

Please give serious thought in selecting those statements you consider as most important!

Example:	should OVA consider doing this?	if yes, check level of importance most important                      least important
Help determine the hours in a school day for teaching.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11
Conduct valid and reliable research and judiciously utilize the findings.	<input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11
Create consumer buying power for the membership (i.e. sizeable discounts from participating stores on appliances, tires, cameras, sporting goods, cars and furniture.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11
Provide credit union services.	<input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11
Provide group hospitalization insurance.	<input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11
Provide special services (i.e. publications, lists of members, job opportunities, free admission to meetings upon presentation of membership card.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11
Provide assistance in curriculum development and in keeping the quality of the present curriculum at the highest level.	<input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11
Work to clearly define post-secondary vocational education and what it includes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11

should OVA consider doing this? if yes, check level of importance most important least important

Develop and implement a convincing Public Relations program on vocational education through available media.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Promote the development of more Industrial Arts programs in 7th, 8th and 9th grades.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Promote the concept that administrators in Vo-tech schools have previous experience in the area(s) they administer.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Promote statewide counsellor awareness programs on career education, grades 7-9, and vocational education, grades 10-12.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Promote implementation of a standardized state reporting system for all vocational education.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Actively promote youth leadership programs in all schools.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Promote communications with school administrators for improvement of vocational education programs, facilities, and equipment.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Provide teacher liability insurance.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Promote changing the date of the August conference to or near the last week of August.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Promote changing the August conference to another location.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Re-evaluate the need for the August conference since there is available college and university courses, drive-in conferences, and professional days.
Yes No
1 2 3 4 5 6 7 8 9 10 11

Promote shortening the August conference to a 2 or 3 day meeting.
Yes No
1 2 3 4 5 6 7 8 9 10 11

should OVA consider doing this?	if yes, check level of importance most important                      least important	
Encourage implementing semi-annual meetings. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Promote condensing the mid-winter conference to a one day session. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Up-grade the trade area meetings and provide good vocational speakers and eliminate unnecessary leisure time. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Promote the placement of high school vocational graduates by compiling lists of jobs available. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Promote the elimination of dual fees being paid to OEA-OVA and NEA-AVA. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Promote school and industry interaction so training needs can be identified and programs developed for industry. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Expand and improve communications between OVA office and the membership to develop interest and involvement. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Promote articulation and coordination of vocational, technical and adult education between Area Vo-tech schools, local schools and post-secondary schools. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Sponsor professional growth and development programs for all vocational and technical teachers. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Promote up-dating teachers in their speciality areas and improving the quality of vocational education. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Promote and participate in realistic evaluative activities. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Encourage legislation to stop busing of students just for integration. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	
Develop association influence and representation at the same high level as the OEA. <input type="checkbox"/> Yes <input type="checkbox"/> No	/ / / / / / / / / / / / / / / / 1 2 3 4 5 6 7 8 9 10 11	

- |  | should OVA consider<br>doing this?                       | if yes, check level of importance<br>most important                      least important |
|--|--|--|
| Represent the membership to the State Board of Education and the State Education Advisory Groups.  | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Promote the improvement of the Oklahoma Teacher's Retirement System.   | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Develop programs to improve salaries and other monetary benefits to vocational teachers.   | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Lobby for more substantial funding for adult vocational education.   | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Represent the membership and its needs, by an effective lobby, to improve vocational legislative action--state and national.                                   | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Develop Public Awareness programs on the benefits, opportunities, and availability of vocational education.  | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Promote a re-evaluation of the present system for professional improvement and re-certification.   | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Promote a study of certification requirements and the transferability of units for certification.  | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Promote the concept that state personnel hired have <u>degrees</u> and <u>adequate</u> experience and openings be made public.                                 | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Promote improving the delivery system for vocational meeting reimbursements.   | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Support legislators being accountable for their school budgeting--accountability in reverse--if teachers and their programs be held accountable.               | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |
| Promote Skills Center Training Programs separate representation, at the State and National level, to present Skills Centers needs and see these needs are met. | <input type="checkbox"/> Yes <input type="checkbox"/> No | / / / / / / / / / / / / / / / /<br>1 2 3 4 5 6 7 8 9 10 11                               |

should OVA consider doing this?	if yes, check level of importance most important                      least important																									
Promote and encourage more vocational programs be offered in all schools in the state.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<table border="0"> <tr> <td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> </tr> </table>	/	/	/	/	/	/	/	/	/	/	/	/	1	2	3	4	5	6	7	8	9	10	11
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Develop better coordination among all vocational departments.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<table border="0"> <tr> <td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> </tr> </table>	/	/	/	/	/	/	/	/	/	/	/	/	1	2	3	4	5	6	7	8	9	10	11
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Develop awareness programs for school administrators and civic and community leaders on the purpose and needs of vocational programs in each community.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<table border="0"> <tr> <td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> </tr> </table>	/	/	/	/	/	/	/	/	/	/	/	/	1	2	3	4	5	6	7	8	9	10	11
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Provide effective leadership. When action is needed, speak out!	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<table border="0"> <tr> <td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> </tr> </table>	/	/	/	/	/	/	/	/	/	/	/	/	1	2	3	4	5	6	7	8	9	10	11
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Secure scholarships for Ag-Ed majors going into teaching.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<table border="0"> <tr> <td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> </tr> </table>	/	/	/	/	/	/	/	/	/	/	/	/	1	2	3	4	5	6	7	8	9	10	11
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Provide college scholarships for vocational education students with high Academic averages.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<table border="0"> <tr> <td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> </tr> </table>	/	/	/	/	/	/	/	/	/	/	/	/	1	2	3	4	5	6	7	8	9	10	11
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Make a study of fiscal soundness of Vo-tech schools--i.e. will the tax base support them?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<table border="0"> <tr> <td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> </tr> </table>	/	/	/	/	/	/	/	/	/	/	/	/	1	2	3	4	5	6	7	8	9	10	11
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Encourage and insure that the best qualified teachers are hired and that the best qualified teachers are retained.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<table border="0"> <tr> <td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> </tr> </table>	/	/	/	/	/	/	/	/	/	/	/	/	1	2	3	4	5	6	7	8	9	10	11
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Encourage and support the equalization of taxes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<table border="0"> <tr> <td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td><td>/</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td> </tr> </table>	/	/	/	/	/	/	/	/	/	/	/	/	1	2	3	4	5	6	7	8	9	10	11
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## Postal Card Follow-up

JUST A REMINDER!

Dear OVA Member:

Two (2) weeks ago you should have received Correspondence Sheet No. 2 with the compiled list of statements. If you have not completed the opinionnaire, please take time to do so.

Your participation is EXTREMELY IMPORTANT to the successful completion of the study. Your input is needed badly by April 1, in order to help OVA plan for the future.

Thank you very much for your time.

Sincerely,

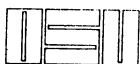
John V. Russo  
Researcher

APPENDIX D

TRANSMITTAL LETTER AND CORRESPONDENCE

SHEET NUMBER THREE AND FOLLOW-UP





*Oklahoma State University*

SCHOOL OF OCCUPATIONAL AND ADULT EDUCATION

STILLWATER, OKLAHOMA, 74074  
CLASSROOM BUILDING 406  
(405) 372-6211, EXT. 6287

April 11, 1976

Dear Oklahoma Vocational Association member:

I would like to express my gratitude for assisting us in the selection of the statements to analyze in planning what the OVA ought to be doing. This study has been successful and your cooperation has been instrumental in the success.

We are enclosing the final opinionnaire of the study and we would like for you to review the results that have been obtained thus far. Correspondence Sheet No. 3 shows the opinion of the group and each statement is in rank order according to its importance as determined by the total group.

You are asked to review the rank order of the 15 priorities that were gained by the Delphi Technique in which you have participated.

If you disagree with the ranking of priorities that is indicated, then re-rank any statement according to your priority and whenever possible, state a reason for the change in rank. Please use the Reaction Sheet provided.

If you agree with the ranking of priorities, simply check after agree, and return.

Please return the opinionnaire by April 26, 1976. The self-addressed, stamped envelope is for your convenience.

Sincerely,

John V. Russo  
Researcher

## CORRESPONDENCE SHEET No. 3

(To Be Enclosed in Return Mail)

Agree \_\_\_\_\_

Rank No.	STATEMENT
1st	Provide effective leadership. When action is needed, speak out!
(2nd	Promote communications with school administrators for improvement of vocational education programs, facilities, and equipment.
3rd	Promote the improvement of the Oklahoma Teacher's Retirement System.
4th	Promote condensing the mid-winter conference to a one day session.
(5th	Develop Public Awareness programs on the benefits, opportunities, and availability of vocational education.
6th	Promote the concept that administrators in Vo-tech schools have previous experience in the area(s) they administer.
7th	Represent the membership and its needs, by an effective lobby, to improve vocational legislative action--state and national.
8th	Encourage and insure that the best qualified teachers are hired and that the best qualified teachers are retained.
(9th	Promote up-dating teachers in their speciality areas and improving the quality of vocational education.
(10th	Provide assistance in curriculum development and in keeping the quality of the present curriculum at the highest level.
11th	Develop programs to improve salaries and other monetary benefits to vocational teachers.
12th	Represent the membership to the State Board of Education and the State Education Advisory Groups.
(13th	Promote school and industry interaction so training needs can be identified and programs developed for industry.
14th	Develop better coordination among all vocational departments.
(15th	Develop and implement a convincing Public Relations program on vocational education through available media.

## REACTION SHEET

Write the listed rank number, the new rank number and the reason for the change. (Use back of reaction sheet for extra space.)

Rank No. \_\_\_\_\_

Change to Rank No. \_\_\_\_\_

Reason for Rank Change:

Rank No. \_\_\_\_\_

Change to Rank No. \_\_\_\_\_

Reason for Rank Change:

Rank No. \_\_\_\_\_

Change to Rank No. \_\_\_\_\_

Reason for Rank Change:

JUST A REMINDER

Two (2) weeks ago you should have received Correspondence Sheet No. 3, listing the top 15 statements in priority as indicated by you and others.

This is the last step in the study and your input is EXTREMELY IMPORTANT to completing the research.

If you have not already returned Correspondence Sheet No. 3, please answer the enclosed copy and return immediately.

We need your response by Thursday, April 29, to include it in the final results.

If you disagree with the ranking of priorities that is indicated, then rerank any statement according to your priority and whenever possible, state a reason for the change in rank. Use the Reaction Sheet provided. If you agree with the ranking of priorities, simply check after agree, and return.

Sincere Thanks for Your Time,

John V. Russo  
Researcher

APPENDIX E

REASONS FOR CHANGING STATEMENT'S RANKINGS  
AND TABULATION SHEET OF CHANGES

PARTICIPANTS REASONS FOR  
RANK CHANGE IN THIRD  
DELPHI MAILING

Rank Change	STATEMENT AND REASONS
1 to 4	<p>"Provide effective leadership. When action is needed, speak out!"</p> <p>1. This was the reason we created the job of Executive Director for OVA in the first place.</p>
2 to 3	<p>"Promote communications with school administrators for improvement of vocational education programs, facilities, and equipment."</p> <p>1. Rank #8 should be moved up in importance.</p>
3 to 1	<p>"Promote the improvement of the Oklahoma Teacher's Retirement System."</p> <p>1. This is a long overdue item and it should be given top priority. Teacher retirement should be given a lot of attention by our organization.</p>
3 to 8	<p>2. A retirement plan is good but quality in education comes first.</p>
3 to 11	<p>3. This will probably be taken care of through other priorities.</p>
3 to 11	<p>4. There aren't going to be many Voc. teachers retiring if salaries aren't brought up to industry levels.</p>
3 to 14	<p>5. Everything on the list is more important than these two items.</p>
4 to 7	<p>"Promote condensing the mid-winter conference to a one day session."</p> <p>1. To me 4 and 7 are a kind of suggestion that go hand and glove. One of the most effective ways of convincing politician views is to do it through public awareness.</p>
4 to 9	<p>2. Interacting in a day time is trivial to the need to up-date and improve education.</p>
4 to 10	<p>3. I don't think this is one of the priority problems we face-and with the increment pay, I don't think that many people mind a two day conference.</p>
4 to 11	<p>4. Not that important in comparison to the other items listed. Minor inconvenience as compared to items basic to future of program.</p>
4 to 11	<p>5. Promote incentive.</p>
4 to 14	<p>6. This may be important but all it takes is a simple change. It would not require any effort after the change has taken place.</p>
4 to 15	<p>7. Everything on the list is more important than these two items.</p>

Rank Change	STATEMENT AND REASONS
4 to 15	8. I don't feel this is of the utmost importance to Vo-Tech. education. True, a lot of trivia is used to fill 5 days but a change in this area does not out rank the other <u>15</u> areas in importance.
4 to 15	9. Don't believe it is more important than the following statements.
4 to 15	10. Our comfort should come after vocational needs.
4 to 15	11. I believe other statements have greater impact for total improvement of vocational education in the state.
4 to 15	12. I feel we now have a meaningful conference, to cram all that is needed into one day with-would be impossible.
4 to 16	13. Takes 2 days any way for teachers who live away from OKC.
5 to 3	<p>"Develop Public Awareness programs on the benefits, opportunities, and availability of vocational education."</p> <p>1. If the public understands, the rest will fall in place. Why did the governor of Oklahoma make prison reform the <u>1st priority</u>-answer, because of a lack of understanding of Vocational Education. <u>I have watched this for twenty years.</u></p>
5 to 10	2. Anyone who believes in himself can develop awareness and availability. We need more standardized curriculum in many fields.
6 to 2	<p>"Promote the concept that administrators in Vo-tech schools have previous experience in the area(s) they administer."</p> <p>1. Sick and tired of having Administrators making decisions and plans and scheduling for jobs in areas they know nothing about.</p>
6 to 3	2. The backbone of an effective industry is experience. So T & I should move experienced persons in industry to top administrative positions.
6 to 4	3. I've stated the reason for #4. I feel #6 is definitely more important to an overall program than #4.
6 to 9	4. Promote incentive.
6 to 13	5. It would be very unusual to find an administrator who had experience in all the different areas for which they are responsible. Maybe I'm misinterpreting the intent of the statement.
6 to 15	6. The average person responding to the questionnaire probably doesn't even know what the qualifications are for a Vocational-technical School administrator. An administrator that does not have the minimum qualifications for the position cannot receive any state funds for the position. This also interferes with local atonomy and State Board policy.
6 to 15	7. The reason I feel 15 should be 6 is because without good PR you're school won't make it. I'm in that situation now-the administration here feels the counselors should

Rank Change	STATEMENT AND REASONS
	<p>contact them-it makes me sick! We desperately need a student affairs coor. &amp; or a person who can really do a bang up job in PR work. It's very hard to rank these in priority. As a first year Vo-Tech teacher I felt Mid-winter conference was a waste of time. I also feel we really need to take a long and thorough look at teacher's retirement-we need to better prepare for the future-this is also where more work towards legislation may come in. I also feel we need more training programs offered throughout the state.</p>
	<p>"Represent the membership and its needs, by an effective lobby, to improve vocational legislative action--state and national."</p>
7 to 1	1. Because you can forget all the rest of this if you do not have adequate funding for programs.
7 to 1	2. This was the reason for the \$20 dues increase.
7 to 2	3. This item is part of the same "package" as items 1 & 2, and it must be accomplished before the 14 other items have any relevancy.
7 to 2	4. No organization is effective in legislation without an effective lobby.
7 to 3	5. This should be a high priority in order for vocational and technical education to be able to get the resources that will be required to improve quality and allow vocational education to grow.
7 to 3	6. Legislative and congressional members need the input from education in order to make relevant decisions in legislative controls.
7 to 3	7. Where do we receive our money if legislative action isn't taken?
7 to 4	8. Personally I believe this one item should be considered higher than its ranking, because it encompasses the three above it as well as several ranked below it helps all vocational ed. in our state.
	<p>"Encourage and insure that the best qualified teachers are hired and that the best qualified teachers are retained."</p>
8 to 2	1. Best teachers required for best possible courses.
8 to 5	2. This should be one of our utmost concerns in keeping our organization at its highest level <u>professionally</u> .
8 to 14	3. I don't believe that the OVA would have accurate knowledge of individual situations so therefore it would be presumptuous and invalid to become involved in school hiring practices. That responsibility belongs to the school administration and the School Board of Education.
8 to 15	4. This item theoretically highly desirable-but practically difficult-could easily lead to "buddy" system in organization.



Rank Change	STATEMENT AND REASONS
9 to 3  9 to 6	<p>"Promote up-dating teachers in their speciality areas and improving the quality of vocational education."</p> <ol style="list-style-type: none"> <li data-bbox="448 401 1390 527">1. It is, to me, far more important to upgrade the teacher in her knowledge of subject, matter, therefore quality of vocational education than to spend energy (top priorities) on teacher retirement.</li> <li data-bbox="448 527 797 558">2. Promote incentive.</li> </ol>
10 to 3  10 to 4  10 to 4  10 to 4	<p>"Provide assistance in curriculum development and in keeping the quality of the present curriculum at the highest level."</p> <ol style="list-style-type: none"> <li data-bbox="448 653 1373 716">1. Curriculum implementation is vital to the other facets relating to vocational education.</li> <li data-bbox="448 716 1390 842">2. Developing quality curriculum, such as is being used now, will give the teachers more time to develop on curriculum rather than developing her own. And <u>time is very precious</u>.</li> <li data-bbox="448 842 1276 905">3. Curriculum needs more emphasis-new items and new teaching.</li> <li data-bbox="448 905 1373 968">4. I feel the curriculum development and improvement is a higher priority than #10.</li> </ol>
11 to 3  11 to 4  11 to 4 11 to 4  11 to 5  11 to 8  11 to 15	<p>"Develop programs to improve salaries and other monetary benefits to vocational teachers."</p> <ol style="list-style-type: none"> <li data-bbox="448 1073 1390 1199">1. The salaries in Vocational Education haven't been raised (reimbursement) for the last 12 years. They are going to have to be increased or the instructors will go back into industry in order to make a living.</li> <li data-bbox="448 1230 1390 1293">2. It seems with higher salary a more professional teacher would be obtained.</li> <li data-bbox="448 1293 789 1325">3. Promote incentive.</li> <li data-bbox="448 1325 1390 1482">4. It takes a longer period of time and more money for a vocational teacher to become qualified. Once he is qualified industry will pay him a better salary, therefore, there is a greater turnover in replacement with less qualified instructors.</li> <li data-bbox="448 1482 1373 1545">5. We are going to lose many qualified instructors to the world of business if salaries are not improved!</li> <li data-bbox="448 1545 1406 1734">6. I feel to be able to keep our best teachers, salaries and other benefits are going to have to get better to compete with other industries and opportunities. Even a dedicated teacher must take jobs that are best for his family. I feel we have some of our best teachers leave the field in the last few years.</li> <li data-bbox="448 1734 1065 1766">7. This will probably get a lot worse.</li> </ol>
13 to 1	<p>"Promote school and industry interaction so training needs can be identified and programs developed for industry."</p> <ol style="list-style-type: none"> <li data-bbox="448 1871 1187 1902">1. Without this, there is no reason for being.</li> </ol>

Rank Change	STATEMENT AND REASONS
13 to 2	2. We are training for industry needs and their needs to be better coordination between education and industry.
13 to 3	3. Too important and to relevant to basic success of programs to be rated this low.
13 to 4	4. Training needs of our students are more important than our conference schedules.
13 to 5	5. Many industries do not know what is being taught in our Vocational Programs. They should be made aware and evaluate our programs so they will meet the needs of industry. And our students should be given credit for previous training.
14 to 6	<p>"Develop better coordination among all vocational departments."</p> 1. One department degrading another lowers the esteem of the vocational education.
14 to 7	2. The need to promote a stronger cooperative front.
14 to 10	3. This will enhance vocational education.
15 to 2	<p>"Develop and implement a convincing Public Relations program on vocational education through available media."</p> 1. Vocational schools have a poor reputation in the trade (Machine shop).
15 to 2	2. We must convince the public that vocational education is needed. 15 & 5 may be the same statement. 80% use vocational knowledge to make a living in every day life.
15 to 3	3. If we have a convincing public relations program, the OVA leadership will not need to be involved in monetary problems of teacher salaries and retirement.
15 to 3	4. I feel the greatest problem we face in education is the fact the public doesn't know or doesn't care what we are doing.
15 to 4	5. The public needs to be informed to provide support needed by vocational education.
15 to 4	6. Poor public understanding of the needs and purposes of vocational education.
15 to 5	7. Seem to be saying the same thing.
15 to 5	8. There should be an all-out drive to sell Voc-Education to the people of Oklahoma.
15 to 6	9. This goes along with the other statements relating to this area. Public Relations programs to inform people about vocational education is a must if we are to gain the status and resources necessary for growth. This is just too far away from other statements such as the 5th ranked priority. (Maybe you can combine these statements)
15 to 6	10. I feel #6 is important <u>but</u> you can have a good administration without that person or person being experienced in that particular area. I think this is where more <u>teacher</u> say so comes in-after all they are the <u>expert</u> in that area.

TABLE VII

TABULATION OF SUGGESTED CHANGES  
IN RANK ORDER OF TOP  
FIFTEEN STATEMENTS

Rank No.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	52			1											
2		52	2			2									
3	1		52	1			1	2			2			2	
4				52	1		1	2	1	1	3			1	8
5			1		52				2	2					
6		1	1	1		52			1			1	1		2
7	3	2	3	1	1		52								
8		3			1			52		2				1	1
9						1	1		52						
10		1	3				1			52	1	1		1	
11			2	4	1	1		2			52				1
12	1						1		1			52	1		
13	1	1	1	1	1				1	1			52		
14						1	1			1	1		1	52	
15		2	2	2	1	2					1	1			52

VITA

John V. Russo

Candidate for the Degree of

Doctor of Education

Thesis: THE ROLE AND FUNCTION OF THE OKLAHOMA VOCATIONAL ASSOCIATION AS PERCEIVED BY ITS MEMBERS

Major Field: Vocational-Technical and Career Education

Biographical:

Personal Data: Born in Boston, Massachusetts, December 6, 1922, the son of Peter and Josephine Russo.

Education: Graduated from Downey Union High School, Downey, California, in June, 1940; received the Associate of Arts degree from Compton Jr. College, Compton, California, in June, 1947, with a major in Pre-engineering; received the Bachelor of Engineering in Mechanical Engineering degree from the University of Southern California, Los Angeles, California, in January, 1950, with an Aeronautical Engineering sequence; completed requirements for the Master of Science degree in Education at the University of Southern California, in January, 1962; completed requirements for the Doctor of Education degree at Oklahoma State University, in July, 1976.

Professional Organizations: California Industrial Education Association, American Association of Community and Junior Colleges, American Vocational Association, Pi Tau Sigma, Phi Delta Kappa, Alpha Eta Rho, Iota Lambda Sigma.

Professional Experience: Teacher of Mathematics, Industrial Arts and Science for the Los Angeles City School District, Los Angeles, California, from September, 1954 to June, 1955. Teacher of Mathematics for Downey Unified School District, Downey, California, from September, 1961 to June, 1962. Instructor of Mathematics, Physics, and Drafting at Santa Ana College, Santa Ana, California, from September 1962 to June, 1964. Instructor of Drafting and Design Technology at Santa Ana College, Santa Ana, California, from September, 1964 to June, 1968. Dean of Technical Arts at Santa Ana College, Santa Ana, California, from July, 1968 to June, 1973. Dean of Science and Technology at Santa Ana College, Santa Ana,

California, from July, 1973 to June, 1975.

Other Professional Experience: Draftsman for Boeing Aircraft Company, Wichita, Kansas, from February, 1942 to October, 1942. Draftsman for Vultee Aircraft Company, Downey, California, from November, 1942 to July, 1943. Design Engineer for Emsco Manufacturing Company, Los Angeles, California, from March, 1952 to February, 1954. Test Engineer for North American Aircraft Company, Downey, California, from February, 1954 to August, 1954. Design Engineer for Associated Refrigeration Engineers, Vernon, California, from November, 1955 to August, 1957. Customer Service Representative for Douglas Aircraft Company, Santa Monica, California, from November, 1957 to August, 1961.