

A DESCRIPTIVE STUDY OF THE SERVICEMEN
AND VETERANS ENROLLED IN OKLAHOMA'S
VOCATIONAL AND TECHNICAL TRAINING
PROGRAMS IN THE FALL OF 1968

By

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CHAPTER I

INTRODUCTION

Servicemen and veterans represent an important human resource.* Many servicemen and veterans have a desire to continue their education and thereby increase their potential contribution to society. Under Public Law #16, Public Law #346, Public Law #550, and Public Law #894, hereafter referred to as the GI Bill, some of these men enrolled in four-year college programs, while still others entered vocational and technical programs. Several studies have analyzed the educational characteristics of servicemen and veterans who entered a four-year college program, but little is known on the men who entered vocational or technical programs.

Statement of the Problem

The problem in this study was concerned with the lack of descriptive information relative to servicemen and veterans enrolled in Oklahoma's vocational and technical institutions in the Fall of 1968.

* The term "serviceman" refers to a person on active duty. The term "veteran" refers to a person who has served in the military and has been discharged.

Purpose of the Study

The purpose of the study was to describe the personal characteristics of servicemen and veterans in Oklahoma's vocational and technical training institutions and programs so that it could be used to (1) provide a reference point for counseling of servicemen and veterans and (2) provide a starting point in this field of research that has been neglected. Considered in this investigation were nine personal characteristics of servicemen and veterans and the distribution of these characteristics in Oklahoma's vocational and technical institutions and programs.

Need for the Study

Since 1965 the Armed Forces have increased the number of personnel in the different branches of the military in order to cope with the manpower needs of the Vietnam War. With the length of longevity ranging from two to four years (excluding career personnel), there will be an increasingly large number of military personnel returning to civilian life well into the 1970's. The Thorndike and Hagen study¹ shows that as many as 55 percent of returning military personnel have a desire to continue their formal education at one time or another in their lives. Recent data² show that college and university enrollment of veterans has dropped from one-half after World War II and the Korean conflict, to one-fifth of the discharged Vietnam veterans. The Vietnam veterans represent an actual and potential human resource reservoir.

There is a need for information to help these servicemen and veterans to continue their education. In order to cope with this need, up-to-date information on the educational characteristics of servicemen and veterans is essential for their counseling.

The files of the Employment Security Commission of Oklahoma located in Oklahoma City, Oklahoma, gave the following breakdown of discharged veterans returning to the state of Oklahoma for the 13 months June 1968 thru June 1969. Of the 9,375 discharged veterans who returned to Oklahoma, 2,325 or 25 percent had plans to terminate from active duty and pursue training in excess of three consecutive months. Follow-ups ranging from a period of two weeks to five months, varying with the time the dischargée sent in his forms, resulted in the following breakdown on 6,258 of the remaining 7,050 veterans:

TABLE I

DESCRIPTIONS OF THE ACTIVITIES OF VETERANS
WHO RETURNED TO OKLAHOMA

| | |
|------------------------------|-------|
| Employed | 4,232 |
| Self-Employed | 25 |
| Returned to old job | 31 |
| Planning to return to school | 143 |
| In school | 885 |
| In training (OJT) | 33 |
| Left area | 780 |
| Incomplete address, etc. | 129 |
| Total | 6,258 |

Some servicemen stationed at military installations in Oklahoma attend colleges, vocational schools, and technical schools. The number of servicemen enrolled varies from semester to semester and is difficult to determine in actual numbers. In this study the servicemen are included with the veterans. No effort was made to differentiate between them (see Assumption on page 5).

This study did not try to determine why these servicemen and veterans enrolled in vocational and technical schools in Oklahoma, but rather to describe the personal characteristics of the men in various vocational and technical training institutions and programs. To do this, the following research questions were put forth:

Research Question 1: What are the personal characteristics (age, education, marital status, physical handicap, race, job preparation, level of training, percentage who preferred to secure employment in Oklahoma, and persons who influenced them to enroll in a training program) of servicemen and veterans in the various types of vocational and technical training institutions?

Research Question 2: What are the personal characteristics (same as above) of servicemen and veterans in the different types of vocational and technical training programs?

Scope of the Study

This study collected data on 81 percent of a total population, with no bias check on non-respondents, of all servicemen and veterans

enrolled in the public vocational and technical training programs in Oklahoma, Fall 1968. For the first time, student characteristic data on servicemen and veterans were collected at 20 percent of the private vocational schools in Oklahoma. The data for this study were gathered by the Occupational Training Information System, OTIS Research Project, Oklahoma State University.³

The study dealt with these four types of vocational and technical institutions and their programs:

- a. All programs offered by the technical institutes operated by a state university.
- b. Programs at state-supported junior colleges which receive financial reimbursement from the Technical Education Division of the State Department of Vocational-Technical Education.
- c. Programs at vocational technical schools which receive financial reimbursement from the Technical Education Division of the State Department of Vocational-Technical Education.
- d. Programs at private schools which receive benefits under the GI Bill for the servicemen and veterans enrolled in their programs.

Assumption

This study has the major assumption that both servicemen and veterans enrolled in Oklahoma's vocational and technical training programs have similar personal characteristics. The reason that servicemen and veterans were combined into one group was due to questionnaire design. Question number eighteen on the questionnaire (see Appendix B)

states, "What were you doing before you first enrolled in this program?" The option chosen by both servicemen and veterans was "military." Since both groups chose "military," there was no way to distinguish between them. The only known connection between the two groups is their military background and their desire to enroll in a vocational or technical program.

Definitions of Terms

Junior College - An institution of higher education which usually offers the first two years of college instruction, frequently grants an associate degree, and does not grant a bachelors degree. It is either an independently organized institution which is a part of a public school system or an independently organized system of junior colleges. Offerings include college transfer courses and programs or general education programs at the post-secondary instructional level, and may also include continuing education for adults as well as other community services. ^{4(p.7)}

Office Programs - Those programs in which the body of subject matter, or combinations of courses and practical experience, is organized into programs of instruction to provide opportunities for pupils to prepare for and achieve career objectives in selected office occupations. In the instructional process, various aspects of subject matter frequently are drawn from other subject-matter areas. Learning experiences are designed to lead to employment and/or advancement of individuals in occupations in public or private enterprises or organizations related to the facilitating function of the office. "Facilitating function" as used

here refers to the expediting role played by office occupations as the connecting link between the production and distribution activities of an organization. Included is a variety of activities, such as recording and retrieval of data, supervision and coordination of office activities, internal and external communication, and the reporting of information.^{5(p.606)}

Private Vocational School - A school established and operated by an agency other than the state or its subdivisions, and supported by other than public funds, which has as its purpose the preparation of students for entrance into or progress in trades or other skilled occupations.^{6(p.188)}

Serviceman - A person who has served at least one day in the active service of the Armed Forces of the United States, but has not been discharged.

Technical Institute - A post-high school institution offering training for occupations in which emphasis is placed on the application of the functional aspects of mathematics and science, or an officially designated, separately organized technical institute division of a four-year institution. The primary purpose of the technical institute is training for an objective other than a bachelors degree.^{4(p.7)}

Technical Programs - These programs concerned with that body of knowledge organized in a planned sequence of classroom and laboratory experiences, usually at the post-secondary level, to prepare pupils for a cluster of job opportunities in a specialized field of technology. The program of instruction normally includes the study of the underlying sciences and supporting mathematics inherent in a technology, as well as methods, skills, materials, and processes commonly used and

services performed in the technology. A planned sequence of study and extensive knowledge in a field of specialization is required in technical education, including competency in the basic communication skills and related general education. Technical programs prepare the student in the occupational area between the skilled craftsman and the professional person such as the doctor, the engineer, and the scientist.^{5 (p.638)}

Trade and Industrial Programs - These programs are the branch of vocational education which is concerned with preparing persons for initial employment, or for upgrading or retraining workers in a wide range of trade and industrial occupations. Such occupations are skilled or semi-skilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product or commodity. Instruction is provided (1) in basic manipulative skills, safety judgment, and related occupational information in mathematics, drafting, and science required to perform successfully in the occupation, and (2) through a combination of shop or laboratory experiences simulating those found in industry and classroom learning. Included is instruction for apprentices in apprenticeship occupations or for journeymen already engaged in a trade or industrial occupation. Also included is training for service and certain semi-professional occupations considered to be trade and industrial in nature.^{5 (p.653)}

Veteran - A person who has served at least one day in the active service of Armed Forces of the United States from the time of the Spanish-American War, April 21, 1898, to the present Vietnam conflict and has

been discharged or released from active duty.

Vocational Technical School - An area school or high school which offers training programs at both the trade and technical level. This type of school has preparation for employment as its primary objective. While this type of institution serves post-high school students, it does not give college credit or award an associate degree.^{4 (p.7)}

CHAPTER II

REVIEW OF LITERATURE

This review of literature explores several articles and studies which are directly and indirectly related to vocational and technical education training of servicemen and veterans. Although none of these studies or articles shows usable information applicable for counseling servicemen and veterans, they do present background information on servicemen and veterans. The review of literature consists of two parts: (1) Training Under the GI Bill; and (2) Transferring From Military Service to Civilian Employment.

Training Under the GI Bill

In an article by Bradford Morse,⁷ entitled "The Veteran and His Education," Mr. Morse presents,^{7 (p.5)} in Table II, the different types of veteran training provided by the GI Bill (Public Law #16, Public Law #346, Public Law #550, and Public Law #894). Of particular interest to institutions of vocational education may be the fact that, while 43 percent of the World War II veterans entered vocational training institutions, only 36 percent of the Korean veterans took advantage of educational benefits in vocational education. Also noted was the fact that veteran enrollments in colleges and universities jumped from one-third after

World War II to over one-half after the Korean War. Mr. Morse did not state why the veterans decided to continue their education. But it should be remembered there are many factors that could influence veterans to continue or not to continue their education, e.g., age, education, marital status, possible job opportunities veterans could secure without further education or training, size of GI Bill payment, etc.

TABLE II
TYPES OF TRAINING UNDER THE GI BILL LAWS
(In Thousands)

| Type of Training | Total* | Vocational Rehabilitation | | Education and Training | |
|---------------------------------|--------|------------------------------|-----------------|---------------------------|-----------------|
| | | PL 16 WW II | PL 894 Korea | PL 346 WW II | PL 550 Korea |
| Total | 10,455 | 614 | 62 | 7,800 | 2,302 |
| Institutions of higher learning | 3,435 | 153 | 22 | 2,200 | 1,166 |
| Schools below college level | 4,364 | 149 | 26 | 3,500 | 824 |
| Apprentice & other on-the-job | 1,810 | 236 | 11 | 1,400 | 219 |
| Institutional on-farm | 846 | 76 | 5 | 700 | 93 |

*Since veterans pursued courses under more than one law, the totals are less than the sum of figures for each program.

A study by Charles Nam⁸ found that the effects of the GI Bill on college enrollments was substantial. Almost half of the veterans of World War II and the Korean conflict used the GI Bill benefits for

education and training. Eighty-two percent of those veterans who had attended college before the war made use of the GI Bill benefits to continue their education. Nam⁸ (p.29) indicated that "a substantial minority of the veterans who attended college after the war (World War II and the Korean conflict) would not have attended if the GI Bills had not been available to assist them, and conversely, that a high proportion probably would have attended college after service even without the advantages of the GI Bill." Nam found that many veterans exhausted their benefits and finished their schooling without the benefits. Because of this fact, Nam estimates that the educational advancements of only one-fourth of the one million veterans who graduated from college after the war can be attributed to the effects of the GI Bill.

A previous study by Thorndike and Hagen¹ (p.43) on Air Force men showed some findings parallel to those of Nam.

During 1954-1955, approximately 55 percent reported they were attending some type of school. Thirty percent of the group were in college, and 25 percent were in various types of non-collegiate programs. A separate tabulation indicates that more than three-fourths of those who attended school did so on a full-time basis. The figures for education planned in 1955-56 show an even higher percentage planning to get some further schooling. The increase is entirely in the part-time group, and may include a number who do not actually follow through on their plans.

When asked to report on the education they had planned to get at the time they were separated from the Air Force, a somewhat higher number reported planning for further education. Plans for college education were reported by 40.2 percent of the group; plans for other types of education by 21.5 percent. Responses were unclear or missing for 4.6 percent, while only 3.8 percent reported that they had no educational plans or were undecided about their educational future.

... We may note in passing that approximately 90 percent of those who were continuing their education reported that they were doing so under the GI Bill.

Frederiksen and Schrader's study⁹ on 10,000 veterans and non-veteran students in sixteen American colleges dealt with the incentive the GI Bill gave to veterans to continue their education. Frederiksen and Schrader reported that about 20 percent of the veterans who were freshmen were apparently influenced by the GI Bill (or other veteran benefits) in their decision to enter college. They concluded that ten percent of the veterans definitely would not have entered college without the financial assistance provided by the GI Bill.

In 1953, a United States Veterans Administration bulletin¹⁰ estimated that: (1) 2-1/2 million, or one-third of the veterans who entered training under the Servicemen's Readjustment Act of 1944 had enrolled in craft, trade, or industrial courses; (2) another three-quarters of a million veterans had taken some type of farm training; and (3) a large number of veterans took specialized training courses of one type or another outside the regular school system.

On the Today Show,² Dennis Johnson, Director of the National Center for College Admission, stated that three-fourths of the Vietnam veterans have a high school diploma and that only one out of five Vietnam veterans make use of their GI Bill benefits. He gave three possible reasons why so few Vietnam veterans continue their education in college:

1. That the veterans are mostly those men who chose to go into the military instead of going to college. In short, these men are not interested in college.

2. That the GI Bill benefits are not large enough to finance a college education.
3. That while in the service, few servicemen know their benefits under the GI Bill.

Johnson presented several efforts that could or are being done to help Vietnam veterans continue their education.

1. Congress presently has a bill that will increase the GI Bill educational benefits by 27 percent.
2. That there should be a special educational loan for veterans.
3. That servicemen should be systematically informed about their GI Bill benefits before they are discharged from the service.

Transferring From Military Service to Civilian Employment

The National Manpower Policy Task Force¹¹ states that, today, one out of every four or five men in the armed services is assigned exclusively to combat missions. The others are engaged in logistical support where they need skills identical or closely related to skills used in the civilian economy.

The following three studies describe the types of training that servicemen and veterans needed or expected to need in order to transfer from the military service into civilian employment.

The Thorndike and Hagen study¹ revealed that 40 percent of the men tried to get civilian employment with their Air Force training and experience, but only 18 percent succeeded.

The Bureau of Social Science Research study^{12 (p. 18)} on retiring

servicemen showed that:

most men expected to be able to accomplish the transition to civilian jobs without extensive retraining . . . only 45 percent of the officers and 27 percent of the enlisted men had made any plans for further training, education, or retraining at the time they were about to retire. While about two-thirds of the officers and one-half of the enlisted men thought that they might need some additional training to qualify for civilian jobs they hoped to get, this was largely visualized as training that could be acquired on the job.

Richardson's study¹³ (p. 10) on discharged Air Force personnel had similar findings. He explained that "about one-fourth of each group (officers and enlisted men) did take some training --- the officers mainly in professional, technical, managerial, and sales fields and the enlisted men in machine trades, bench work, and structural work." The surprising finding here was the large number of both officers and enlisted men in the technically skilled groups who took training.

The review of literature shows three basic background characteristics of servicemen and veterans: (1) that three-fourths of the servicemen receive some limited vocational or technical training in the military service; (2) that the enrollments in post-service training by veterans have decreased since World War II to the present Vietnam conflict; and (3) that most servicemen and veterans feel that they need some form of additional training to qualify for civilian jobs.

CHAPTER III

PROCEDURE AND ANALYSIS

The procedure and analysis consist of three divisions: (1) Method Used to Collect Data; (2) Institutions and Programs in Which Servicemen and Veterans Were Enrolled; and (3) The Analysis of the Nine Personal Characteristics of Servicemen and Veterans.

Method Used to Collect Data

Between October 1, 1968, and December 15, 1968, the Occupational Training Information System (OTIS Research Project) at Oklahoma State University's School of Occupational and Adult Education, in cooperation with the Oklahoma State Department of Vocational and Technical Education and the Association of Oklahoma Private Schools, distributed a student questionnaire, OTIS II Form (see Appendix B), to sub-professional occupational programs at all the public vocational and technical programs in Oklahoma and at 20 percent of Oklahoma's private vocational schools.³ This study utilized information from the OTIS II Forms concerning Oklahoma's vocational and technical institutions and programs which had servicemen and veterans enrolled.

Institutions and Programs in Which Servicemen and Veterans Were Enrolled

In all of the vocational and technical schools covered by the OTIS Research Project, 822 servicemen and veterans at thirty-two schools were enrolled in these four types of institutions: nine private schools; twelve vocational technical schools; seven junior colleges; and four technical institutes. Table III shows the four types of vocational and technical institutions and the four types of program classifications in which servicemen and veterans were enrolled.

TABLE III

TYPES OF VOCATIONAL AND TECHNICAL INSTITUTIONS AND PROGRAMS IN WHICH SERVICEMEN AND VETERANS WERE ENROLLED

| TYPE OF PROGRAM | TYPE OF INSTITUTION | | | | Total |
|--------------------|---------------------------------------|--|-------------------------|-----------------------------------|-------|
| | Private Voca- tional Schools | Voca- tional Tech- nical Schools | Junior Col- leges | Tech- nical Insti- tutes | |
| Office | 32 | 5 | 96 | 27 | 160 |
| Technical | 3 | 6 | 43 | 85 | 137 |
| T & I | 313 | 26 | 9 | 158 | 506 |
| Other | 3 | 0 | 0 | 16 | 19 |
| Total | 351 | 37 | 148 | 286 | 822 |

Table III shows the following important characteristics of servicemen and veterans in Oklahoma's vocational and technical education institutions and programs:

The private vocational schools and the technical institutes accounted for 42.6 percent, or 351 of 822, and 34.7 percent, or 286 of 822, respectively, of all the servicemen and veterans in Oklahoma's vocational and technical education institutions.

These were the three important observations from the programs: (1) 61.6 percent, or 506 of 822, of the servicemen and veterans were in trade and industrial programs; (2) 60 percent, or 96 of 160, of the servicemen and veterans in office programs were enrolled in junior colleges; and (3) the technical programs have their highest concentration of servicemen and veterans enrolled at junior colleges and technical institutes.

The Analysis of the Nine Personal Characteristics of Servicemen and Veterans

Each of the nine personal characteristics of servicemen and veterans enrolled in Oklahoma's vocational and technical education, is analyzed in two parts. The first part deals with the distribution of each personal characteristic in the four types of vocational and technical institutions. The second part deals with the distribution of the same personal characteristics in the four types of program classifications. In both parts the data are the same, but are analyzed in two ways. The nine personal characteristics to be analyzed are: age; education; marital status; physical handicap; race; job preparation; level of training; percentage who preferred to secure employment in Oklahoma; and persons who influenced them to enroll in a training program.

Age (Institutions)

Table IV shows that over 87 percent of the servicemen and veterans in vocational and technical training in Oklahoma are less than 30 years of age.

TABLE IV
THE AGES OF SERVICEMEN AND VETERANS IN THE
FOUR TYPES OF OKLAHOMA'S VOCATIONAL
AND TECHNICAL INSTITUTIONS
(Percent)

| AGE | TYPES OF INSTITUTIONS | | | | TOTAL |
|--------|--|--|----------------------------------|----------------------------------|-------|
| | Private Voca- tional Schools n=351 | Voca- tional Technical Schools n= 37 | Junior Col- leges n=148 | Technical Institutes n=258 | |
| 18-24 | 69.9 | 73.0 | 51.6 | 68.0 | 65.9 |
| 25-29 | 23.9 | 13.5 | 19.8 | 20.6 | 21.6 |
| 30-34 | 1.7 | 2.7 | 12.4 | 2.0 | 3.8 |
| 35-39 | 1.4 | | 14.2 | 4.0 | 4.5 |
| 40+ | 3.1 | 10.8 | 2.0 | 5.4 | 4.1 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

The number of servicemen and veterans in the private vocational schools, vocational technical schools, and technical institutes tapered off in the middle age ranges and then rose slightly in the 40 and older group. This can probably be attributed to the length of military service that the veterans experienced. That is, the older age group served in the military until retirement, 20 years or longer, before entering vocational or technical training.

This trend was not present in the junior colleges. This may be attributed to the proximity of Ft. Sill to Cameron State College.

Servicemen of all ages stationed at Ft. Sill can attend classes at Cameron State College which claims 125 out of 148, or 84.5 percent, of the servicemen and veterans enrolled in junior colleges.

Age (Programs)

Table V shows that the programs have the same tapering off in the middle age ranges and the same slight rise in the 40 and older age group, as did the institutions, the only exception being the office programs. The office programs are mostly dominated by the junior colleges. Since Cameron State College claims 84.5 percent of the servicemen and veterans enrolled in junior colleges, the tapering off and the rise effects are not present.

Education (Institutions)

The average number of years of education completed by servicemen

and veterans in the four types of institutions is presented in Table VI.

TABLE V
THE AGES OF SERVICEMEN AND VETERANS IN THE
VARIOUS TYPES OF OKLAHOMA'S VOCATIONAL
AND TECHNICAL PROGRAMS
(Percent)

| AGE | TYPES OF PROGRAMS | | | | TOTAL |
|--------|----------------------------------|--|--|---------------------------------|-------|
| | Office Pro- grams n=160 | Tech- nical Pro- grams n=137 | Trade & Indus- trial Pro- grams n=506 | Other Pro- grams n= 19 | |
| 18-24 | 53.7 | 62.0 | 70.8 | 68.2 | 65.9 |
| 25-29 | 20.6 | 27.2 | 21.0 | 10.6 | 21.6 |
| 30-34 | 9.4 | 3.6 | 1.8 | 10.6 | 3.8 |
| 35-39 | 13.1 | 3.6 | 2.2 | | 4.5 |
| 40+ | 3.2 | 3.6 | 4.2 | 10.6 | 4.1 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

TABLE VI
THE AVERAGE YEARS OF EDUCATION
COMPLETED BY SERVICEMEN AND
VETERANS, BY INSTITUTIONS

| TYPES OF INSTITUTIONS | AVERAGE YEARS OF EDUCATION COMPLETED* |
|--------------------------------------|---|
| Private Vocational Schools (n=349) | 12.09 |
| Vocational Technical Schools (n=36) | 12.29 |
| Junior Colleges (n=148) | 13.40 |
| Technical Institutes (n=285) | 12.17 |
| Average of all types of institutions | 12.34 |

*Percentages are to the nearest tenth of a percent.

The average education for the four types of institutions was 12.34 years. Because the junior colleges had a high concentration of servicemen and veterans who had completed more than one year of college, the junior colleges had a higher average than did the other types of institutions.

Education (Programs)

The average number of years of education completed by servicemen and veterans in the four program classifications is shown in Table VII.

TABLE VII
THE AVERAGE YEARS OF EDUCATION
COMPLETED BY SERVICEMEN AND
VETERANS, BY PROGRAMS

| TYPES OF PROGRAMS | AVERAGE YEARS OF EDUCATION COMPLETED* |
|---------------------------------------|---|
| Office Programs (n=159) | 13.04 |
| Technical Programs (n=137) | 12.34 |
| Trade and Industrial Programs (n=501) | 12.00 |
| Other Programs (n=19) | 11.50 |
| Average of all types of programs | 12.34 |

*Percentages are to the nearest tenth of a percent.

Since most of the office programs are offered at the junior colleges, the average education level in the office programs was substantially higher than the other types of programs.

Marital Status (Institutions)

The data concerning the marital status of the servicemen and veterans in the four types of institutions is shown in Table VIII. It can be seen that the junior colleges enrolled a higher percentage of married servicemen and veterans than did the other three types of institutions.

TABLE VIII
THE MARITAL STATUS OF SERVICEMEN AND
VETERANS IN THE FOUR TYPES
OF INSTITUTIONS

| TYPES OF INSTITUTIONS | PERCENTAGE MARRIED* |
|---|------------------------|
| Private Vocational Schools (n=48) | 52.4 |
| Vocational Technical Schools (n=37) | 51.4 |
| Junior Colleges (n=146) | 67.5 |
| Technical Institutes (n=281) | 52.4 |
| Percentage married in all types of institutions | 55.1 |

*Percentages are to the nearest tenth of a percent

Marital Status (Programs)

The marital status of the servicemen and veterans enrolled in the four program classifications is shown in Table IX. Although approximately half of the servicemen and veterans were married, there was a higher percentage of married servicemen and veterans enrolled in office programs than in the other three program classifications.

Physically Handicapped (Institutions)

The distribution of the physically handicapped servicemen and veterans in the four types of institutions is shown in Table X. Of

importance is that the private vocational schools had a substantially lower percentage of physically handicapped servicemen and veterans than did the other three types of institutions.

TABLE IX
THE MARITAL STATUS OF SERVICEMEN AND
VETERANS IN THE FOUR TYPES
OF PROGRAMS

| TYPES OF PROGRAMS | PERCENTAGE MARRIED* |
|---|------------------------|
| Office Programs (n=157) | 67.9 |
| Technical Programs (n=135) | 56.6 |
| Trade and Industrial Programs (n=503) | 51.1 |
| Other Programs (n=17) | 42.3 |
| Percentage married in all types of programs | 55.1 |

*Percentages are to the nearest tenth of a percent

Physically Handicapped (Programs)

The distribution of the physically handicapped servicemen and veterans in the four program classifications is shown in Table XI. In actual number, the trade and industrial programs had the greatest number of physically handicapped servicemen and veterans. Although the "other"

programs had a higher percentage of physically handicapped servicemen and veterans, the actual number of physically handicapped was less than in the other three program classifications.

TABLE X
THE PERCENTAGE OF SERVICEMEN AND VETERANS
WHO ARE PHYSICALLY HANDICAPPED
BY INSTITUTIONS

| TYPES OF INSTITUTIONS | PERCENTAGE PHYSICALLY HANDICAPPED* |
|---|--|
| Private Vocational Schools (n=351) | 2.3 |
| Vocational Technical Schools (n=37) | 13.9 |
| Junior Colleges (n=148) | 16.1 |
| Technical Institutes (n=258) | 13.5 |
| Percentage of handicapped in all types of institutions | 6.4 |

*Percentages are to the nearest tenth of a percent

Race (Institutions)

Table XII provides the distribution of the various races of servicemen and veterans in the four types of institutions. The Table reveals two important observations: (1) 90.6 percent of the servicemen and

veterans in the four types of institutions were Caucasians; and (2) 21.6 percent of the servicemen and veterans enrolled in the vocational technical schools were Negro. Although this 21.6 percent is far greater than the percentages of Negro servicemen and veterans in the other types of institutions, the actual number of servicemen and veterans in the vocational technical schools was small in comparison to the other three types of institutions.

TABLE XI
THE PERCENTAGE OF SERVICEMEN AND VETERANS
WHO ARE PHYSICALLY HANDICAPPED
BY PROGRAMS

| TYPES OF PROGRAMS | PERCENTAGE PHYSICALLY HANDICAPPED* |
|---|--|
| Office Programs (n=160) | 4.4 |
| Technical Programs (n=137) | 3.7 |
| Trade and Industrial Programs (n=506) | 7.3 |
| Other Programs (n=19) | 15.8 |
| Percentage of handicapped in all types of programs | 6.4 |

*Percentages are to the nearest tenth of a percent.

TABLE XII
THE RACES OF SERVICEMEN AND VETERANS IN THE
FOUR TYPES OF OKLAHOMA'S VOCATIONAL
AND TECHNICAL INSTITUTIONS
(Percent)

| RACES | TYPES OF INSTITUTIONS | | | | TOTAL |
|---------------------|--|--|----------------------------------|----------------------------------|-------|
| | Private Voca- tional Schools n=347 | Voca- tional Technical Schools n= 37 | Junior Col- leges n=145 | Technical Institutes n=282 | |
| Indian | 1.2 | | | 5.0 | 2.2 |
| Negro | 2.5 | 21.6 | 5.5 | 5.0 | 4.9 |
| White | 94.3 | 75.7 | 90.4 | 88.3 | 90.6 |
| Mexican American | 1.2 | | 1.4 | | 0.7 |
| Oriental | 0.6 | | | 0.3 | 0.4 |
| Other | 0.2 | 2.7 | 2.7 | 1.4 | 1.2 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

Race (Programs)

Table XIII shows the distribution of the various races among the servicemen and veterans in the four program classifications. The office programs and the trade and industrial programs had a greater diversity

of the various races than did the technical and "other" programs.

TABLE XIII
THE RACES OF SERVICEMEN AND VETERANS IN THE
VARIOUS TYPES OF OKLAHOMA'S VOCATIONAL
AND TECHNICAL PROGRAMS
(Percent)

| RACES | TYPES OF PROGRAMS | | | | TOTAL |
|---------------------|----------------------------------|--|--|---------------------------------|-------|
| | Office Pro- grams n=157 | Tech- nical Pro- grams n=135 | Trade & Indus- trial Pro- grams n=500 | Other Pro- grams n= 19 | |
| Indian | 1.3 | 0.8 | 2.8 | 5.3 | 2.2 |
| Negro | 6.3 | 5.1 | 4.4 | 5.3 | 4.9 |
| White | 88.6 | 92.7 | 90.8 | 89.4 | 90.6 |
| Mexican American | 1.3 | | 0.8 | | 0.7 |
| Oriental | | | 0.6 | | 0.4 |
| Other | 2.5 | 1.4 | 0.6 | | 1.2 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

Job Preparation (Institutions)

The percentages of the servicemen and veterans who enrolled in one of the four types of institutions in order to prepare for a job are shown in Table XIV. Although the majority of the servicemen and veterans were enrolled in training to prepare for employment, the private vocational schools and the technical institutes had greater percentages than did the junior colleges and vocational technical schools.

TABLE XIV

THE PERCENTAGE OF SERVICEMEN AND VETERANS
WHO ENROLLED IN A VOCATIONAL OR
TECHNICAL INSTITUTION IN ORDER TO
PREPARE FOR A JOB

| TYPES OF INSTITUTIONS | TO PREPARE FOR A JOB* |
|---|--------------------------|
| Private Vocational Schools (n=348) | 90.0 |
| Vocational Technical Schools (n=36) | 75.0 |
| Junior Colleges (n=144) | 75.0 |
| Technical Institutes (n=281) | 92.0 |
| Percentage in all institutions combined | 87.0 |

*Percentages are to the nearest percent

Job Preparation (Programs)

Table XV provides the percentages of servicemen and veterans who were enrolled in one of the four program classifications in order to prepare for a job. Of importance is the fact that the trade and industrial programs enrolled a higher percentage of servicemen and veterans who were preparing for employment than did the other three types of programs.

TABLE XV
THE PERCENTAGE OF SERVICEMEN AND VETERANS
WHO ENROLLED IN A VOCATIONAL OR
TECHNICAL PROGRAM IN ORDER TO
PREPARE FOR A JOB

| TYPES OF PROGRAMS | TO PREPARE FOR A JOB* |
|--------------------------------------|--------------------------|
| Office Programs (n=157) | 78.0 |
| Technical Programs (n=133) | 79.0 |
| Trade and Industrial (n=501) | 90.0 |
| Other Programs (n=19) | 84.0 |
| Percentages in all programs combined | 87.0 |

*Percentages are to the nearest percent

Level of Training (Institutions)

Table XVI presents the level of training in which the servicemen and veterans were enrolled in the four types of institutions. The level of training in which servicemen and veterans were enrolled showed that 76.4 percent were in adult preparatory or adult supplementary training to acquire new skills or to upgrade their skills. The junior colleges and technical institutes had a higher percentage of students at the first and second year levels of post high school training than did the private vocational schools and the vocational technical schools. It is possible that the four categories overlap. That is, a student in his second year of a technology at a junior college could think that he was taking adult preparatory training to prepare for gainful employment.

Level of Training (Programs)

Table XVII presents the level of training of the servicemen and veterans enrolled in the four program classifications. The Table shows two important observations: (1) 52.4 percent of the servicemen and veterans in the office programs were engaged in adult supplementary training; and (2) 54.0 percent of the servicemen and veterans in the trade and industrial programs were engaged in adult preparatory training. Again, it should be remembered that the four categories can overlap.

Percentage who Preferred to Secure Employment in Oklahoma (Institutions)

Table XVIII shows the percentages of the servicemen and veterans,

in the four types of institutions, who preferred to secure employment in Oklahoma if job opportunities were equal. The findings in Table XVIII indicate that, if employment opportunities were equal in Oklahoma, one-third of the servicemen and veterans would remain in Oklahoma, one-third would leave the state, and one-third were undecided. The private vocational schools and the junior colleges had the highest out-of-state migration percentages while the vocational technical schools and the technical institutes had the highest percentages of those who planned to remain in Oklahoma.

TABLE XVI
THE LEVEL OF TRAINING AT WHICH SERVICEMEN AND
VETERANS WERE ENROLLED, BY INSTITUTIONS
(Percent)

| LEVEL OF TRAINING | TYPES OF INSTITUTIONS | | | | TOTAL |
|---------------------------------|--|--|----------------------------------|----------------------------------|-------|
| | Private Voca- tional Schools n=322 | Voca- tional Technical Schools n= 33 | Junior Col- leges n=142 | Technical Institutes n=274 | |
| Post High School First Year | 0.3 | 9.2 | 16.9 | 36.5 | 16.8 |
| Post High School Second Year | 0.6 | 3.0 | 7.7 | 14.5 | 6.8 |
| Adult Preparatory | 59.0 | 51.5 | 22.6 | 36.4 | 44.0 |
| Adult Supplementary | 40.1 | 36.3 | 52.8 | 12.6 | 32.4 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

TABLE XVII
THE LEVEL OF TRAINING AT WHICH SERVICEMEN AND
VETERANS WERE ENROLLED, BY PROGRAMS
(Percent)

| LEVEL OF TRAINING | TYPES OF PROGRAMS | | | | TOTAL |
|---------------------------------|----------------------------------|-------------------------------------|--|---------------------------------|-------|
| | Office Pro- grams n=155 | Technical Pro- grams n=128 | Trade & Indus- trial Pro- grams n=468 | Other Pro- grams n= 19 | |
| Post High School First Year | 14.2 | 28.2 | 13.7 | 36.8 | 16.8 |
| Post High School Second Year | 8.9 | 16.4 | 3.7 | 5.3 | 6.8 |
| Adult Preparatory | 24.5 | 31.2 | 54.0 | 36.8 | 44.0 |
| Adult Supplementary | 52.4 | 24.2 | 28.6 | 21.1 | 32.4 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

Percentage who Preferred to Secure Employment in Oklahoma (Programs)

The percentages of servicemen and veterans, enrolled in the four program classifications, who preferred to secure employment in Oklahoma if opportunities were equal is shown in Table XIX. A greater percentage of the servicemen and veterans in the technical and "other" programs

indicated that they would prefer to remain in Oklahoma if employment opportunities were equal.

TABLE XVIII

THE PERCENTAGE OF SERVICEMEN AND VETERANS WHO
WOULD PREFER TO STAY IN OKLAHOMA IF JOB
OPPORTUNITIES WERE EQUAL, BY INSTITUTIONS

| WILL YOU STAY IN OKLAHOMA? | TYPES OF INSTITUTIONS | | | | TOTAL |
|----------------------------------|--|--|----------------------------------|----------------------------------|-------|
| | Private Voca- tional Schools n=345 | Voca- tional Technical Schools n= 37 | Junior Col- leges n=145 | Technical Institutes n=285 | |
| Yes | 19.5 | 43.3 | 22.7 | 47.7 | 31.1 |
| No | 48.6 | 16.2 | 44.1 | 15.8 | 34.8 |
| Don't Know | 31.9 | 40.5 | 33.2 | 36.5 | 34.1 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

Persons Who Influenced Them to Enroll in a Training Program (Institutions)

Persons who influenced the servicemen and veterans to enroll in a vocational or technical program in one of the four types of institutions are shown in Table XX. Of importance here are these two observations:

TABLE XIX

THE PERCENTAGE OF SERVICEMEN AND VETERANS WHO
WOULD PREFER TO STAY IN OKLAHOMA IF JOB
OPPORTUNITIES WERE EQUAL, BY PROGRAMS

| WILL YOU STAY IN OKLAHOMA? | TYPES OF PROGRAMS | | | | TOTAL |
|----------------------------------|----------------------------------|-------------------------------------|--|---------------------------------|-------|
| | Office Pro- grams n=157 | Technical Pro- grams n=135 | Trade & Indus- trial Pro- grams n=501 | Other Pro- grams n= 19 | |
| Yes | 29.9 | 48.2 | 34.3 | 65.0 | 31.1 |
| No | 31.3 | 23.7 | 40.3 | | 34.8 |
| Don't Know | 38.8 | 28.1 | 25.4 | 35.0 | 34.1 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

(1) 48 percent of the servicemen and veterans entered the training program on their own initiative; and (2) an obvious 21.2 percent had still other persons who influenced them to engage in training. Omitted on the list of possible answers to this item were such agencies as veterans' affairs offices and employment agencies. Thus, much information in this area has yet to be collected.

TABLE XX
THE PERSONS WHO INFLUENCED SERVICEMEN AND
VETERANS TO ENROLL IN A VOCATIONAL AND
TECHNICAL TRAINING PROGRAM, BY
INSTITUTIONS
(Percent)

| PERSONS IN- FLUENCING THEIR ENROLLMENT IN A PROGRAM | TYPE OF INSTITUTIONS | | | | TOTAL |
|--|--|--|----------------------------------|----------------------------------|-------|
| | Private Voca- tional Schools n=350 | Voca- tional Technical Schools n= 37 | Junior Col- leges n=148 | Technical Institutes n=285 | |
| Relatives | 4.2 | 8.1 | 4.7 | 18.7 | 9.5 |
| H.S. Principal | 0.3 | 2.7 | | 0.4 | 0.4 |
| H.S. Counselor | 0.3 | 5.4 | | 2.4 | 1.2 |
| Friends | 15.7 | 18.9 | 8.8 | 14.0 | 14.0 |
| H.S. Academic Teacher | | 2.7 | | 1.1 | 0.5 |
| Other | 22.3 | 8.1 | 16.9 | 23.8 | 21.4 |
| Employer | 1.9 | 10.8 | 6.7 | 2.8 | 3.5 |
| Vocational Teacher | 0.3 | 8.1 | 0.7 | 2.8 | 1.7 |
| Nobody | 55.0 | 35.2 | 62.2 | 34.0 | 48.0 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

TABLE XXI
THE PERSONS WHO INFLUENCED SERVICEMEN AND
VETERANS TO ENROLL IN A VOCATIONAL AND
TECHNICAL TRAINING PROGRAM, BY
PROGRAMS
(Percent)

| PERSONS IN- FLUENCING THEIR ENROLLMENT IN A PROGRAM | TYPES OF PROGRAMS | | | | TOTAL |
|--|----------------------------------|-------------------------------------|--|---------------------------------|-------|
| | Office Pro- grams n=160 | Technical Pro- grams n=137 | Trade & Indus- trial Pro- grams n=504 | Other Pro- grams n= 19 | |
| Relatives | 6.9 | 7.3 | 10.1 | 31.6 | 9.5 |
| H.S. Principal | | 0.8 | 0.4 | | 0.4 |
| H.S. Counselor | 1.2 | | 1.4 | 5.3 | 1.2 |
| Friends | 8.8 | 11.7 | 16.5 | 10.5 | 14.0 |
| H.S. Academic Teacher | | 0.8 | 0.6 | | 0.5 |
| Other | 21.9 | 24.1 | 20.0 | 26.3 | 21.4 |
| Employer | 6.2 | 5.8 | 2.2 | | 3.5 |
| Vocational Teacher | 0.6 | 2.9 | 1.6 | | 1.7 |
| Nobody | 54.4 | 46.6 | 47.2 | 26.3 | 48.0 |
| Total* | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |

*All totals have been rounded off to total 100.0

Persons Who Influenced Them to Enroll in a Training Program (Programs)

Table XXI lists the persons who influenced the servicemen and veterans to enroll in one of the four program classifications. The findings are very similar to those concerning the institutions in regard to the percentages of servicemen and veterans influenced by "Nobody" and "Others."

This concludes the analysis of the nine personal characteristics of service men and veterans in Oklahoma's vocational and technical education institutions. For further detailed information on the servicemen and veterans, consult Appendix A which contains the types of institutions, names of the schools, locations of the schools, types of programs, and number of servicemen and veterans enrolled in the programs of the institutions.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the study was to describe the personal characteristics of servicemen and veterans in Oklahoma's vocational and technical training institutions and programs so that it could be used to: (1) provide a reference point for counseling of servicemen and veterans; and (2) provide a starting point in this field of research that has been neglected.

This study collected data on 81 percent of a total population, with no bias check on non-respondents, of all servicemen and veterans enrolled in the public vocational and technical training programs in Oklahoma, Fall 1968. For the first time, student characteristic data on servicemen and veterans was collected at 20 percent of the private schools in Oklahoma. The data for this study was gathered by the Occupational Training Information System, OTIS Research Project, Oklahoma State University.³ In all of the vocational and technical schools covered by the OTIS Research Project, 822 servicemen and veterans were enrolled in thirty-two of Oklahoma's vocational and technical training institutions. Information on these servicemen and veterans was

collected on a student questionnaire (OTIS II Form, see Appendix B) in the thirty-two vocational and technical education institutions.

The descriptive analysis of the 822 servicemen and veterans took into consideration these nine personal characteristics: age, education, marital status, physical handicap, race, job preparation, level of training, percentage who preferred to secure employment in Oklahoma, and persons who influenced them to enroll in a training program. These nine personal characteristics were used to analyze the servicemen and veterans in the various types of vocational and technical training institutions and programs. Below are the major findings of this study.

1. The private vocational schools and the technical institutes accounted for 42.6 percent, or 351 out of 822, and 34.7 percent, or 285 out of 822, respectively, of all servicemen and veterans in Oklahoma's vocational and technical education institutions.

2. The trade and industrial programs are the major types of program training in which servicemen and veterans were enrolled. This program had enrolled within it 61.6 percent of all servicemen and veterans in the study.

3. The ages of the servicemen and veterans enrolled in Oklahoma's vocational and technical training showed that 87.5 percent were under 30 years of age. A further breakdown showed that 65.9 percent were under 25 years of age.

4. Of the servicemen and veterans in the study, 86.5 percent were enrolled in a vocational or technical program to prepare for a job.

5. The percentage of married servicemen and veterans was 55 percent.
6. The physically handicapped servicemen and veterans in Oklahoma's vocational and technical institutions numbered 52, or 6.4 percent.
7. The data show that the servicemen and veterans represented a wide variety of races. The race distribution was 90.6 percent white, 4.9 percent Negro, and 4.5 percent other races.
8. A major portion of the servicemen and veterans, 48 percent, enrolled in vocational and technical education on their own initiative.
9. Over 76 percent of the servicemen and veterans were enrolled in adult preparatory training or adult supplementary training.
10. The percentage of servicemen and veterans who preferred to stay in Oklahoma after completion of training showed that one-third planned to stay in Oklahoma if employment opportunities were equal, one-third planned to leave the state, and one-third were undecided.
11. The technical institutes had the largest variety of programs in which servicemen and veterans were enrolled.

Conclusions

The conclusions of this descriptive study on servicemen and veterans enrolled in Oklahoma's vocational and technical education are as follows:

1. Since a certain type of institution dominates a particular

type of program, many of the personal characteristics of servicemen and veterans in the institutions are similar to the personal characteristics of servicemen and veterans in certain programs. This type of institutional influence was found in the similarities in personal characteristics of servicemen and veterans between junior colleges and the office occupations and private vocational schools and technical institutes and the trade and industrial programs.

2. Over 76 percent of the servicemen and veterans were enrolled in vocational and technical programs which trained them for gainful employment or upgraded their skills. Thus, many of these servicemen and veterans enrolled in adult preparatory training and adult supplementary training to prepare for employment in the labor market.

3. The private vocational schools had 42.6 percent of all the servicemen and veterans enrolled in Oklahoma's vocational and technical institutions. Because the private vocational schools are isolated from direct contact with formal public education, little is known concerning their programs and enrollments. The nine private vocational schools in this study are estimated to represent 20 percent of all the Oklahoma private vocational school enrollments. Thus, the private vocational schools probably train over half of the servicemen and veterans in Oklahoma's vocational and technical training.

Recommendations

This descriptive study on servicemen and veterans in Oklahoma's

vocational and technical training institutions puts forth these three short but important recommendations:

1. That more educational research in the field of servicemen and veterans' vocational and technical training be done to prepare a pathway by which these men can lead more productive lives after leaving the military service.

2. That Oklahoma's economic development strategy include the human resources of servicemen and veterans in Oklahoma's future manpower planning.

3. That OTIS II (see Appendix B for questionnaire form) questions number fifteen, sixteen, nineteen, twenty-one, and twenty-six be evaluated for reliability on the question replies in the category called "other".

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APPENDIX A

LOCATIONS OF THE SCHOOLS AND THE TYPES
OF PROGRAMS IN WHICH SERVICEMEN
AND VETERANS WERE ENROLLED

PRIVATE VOCATIONAL SCHOOLS

| Number Enrolled in Program | Name of School and Type of Program |
|----------------------------------|--|
| 4 | American Flyers Incorporated, Ardmore, Oklahoma Trade and Industrial, Aircraft Operations |
| 3 | Hills Business University, Oklahoma City, Okla. Office Occupations, Administrative Assistance |
| 2 | Oklahoma School of Banking & Business, Oklahoma City |
| 16 | Office Occupations, Accountants Oklahoma Office Occupations, Programmers |
| 2 | Oklahoma's School of Business, Tulsa, Oklahoma |
| 1 | Distributive Education, Finance and Credit |
| 10 | Distributive Education, Food Service |
| 1 | Office Occupations, Accountants |
| 1 | Office Occupations, Programmers |
| 1 | Office Occupations, Administrative Assistants |
| 2 | Spartan's School of Aeronautics, Tulsa, Oklahoma Technical, Instrumentation |
| 285 | Trade and Industrial, Aircraft Maintenance |
| 9 | Spartan's School of Flight, Tulsa, Oklahoma |
| 2 | Trade and Industrial, Aircraft Maintenance |
| | Trade and Industrial, Aircraft Operations |
| 6 | Southwest Automotive School, Oklahoma City, Oklahoma |
| | Trade and Industrial, Mechanics |
| 6 | Southwest Machinist School, Oklahoma City, Oklahoma |
| | Trade and Industrial, Machine Shop |
| 1 | Tulsa School of Aviation, Tulsa, Oklahoma Trade and Industrial, Aircraft Operations |
| 351 TOTAL | |

VOCATIONAL TECHNICAL SCHOOLS

| Number Enrolled in Program | Name of School and Type of Program |
|----------------------------------|--|
| | Area Vocational Technical School, Ardmore, Oklahoma |
| 1 | Trade and Industrial, Air Conditioning |
| | Area Vocational Technical School, Duncan, Oklahoma |
| 2 | Office Occupations, Programmers |
| 1 | Technical Education, Computer Programmer |
| 1 | Technical Education, Engineer Related |
| 1 | Trade and Industrial, Body and Fender |
| | Area Vocational Technical School, Enid, Oklahoma |
| 1 | Technical Education, Electronics |
| 1 | Office Occupations, Programmers |
| | Area Vocational Technical School, Oklahoma City, Oklahoma |
| 1 | Trade and Industrial, Air Conditioning |
| 1 | Technical Education, Electronics |
| | Area Vocational Technical School, Tulsa, Oklahoma |
| 1 | Technical Education, Computer Programmer |
| 2 | Trade and Industrial, Drafting |
| 1 | Trade and Industrial, Welding and Cutting |
| | B.T. Washington High School, Tulsa, Oklahoma |
| 1 | Office Occupations, Computer and Console Operators |
| 2 | Trade and Industrial, Drafting |
| 4 | Trade and Industrial, Industrial Electrician |
| | Buffalo Valley High School, Buffalo Valley, Oklahoma |
| 1 | Office Occupations, Business Data Processing Systems Occupations, Other |

1 Crooked Oak High School, Crooked Oak, Oklahoma
Trade and Industrial, Machine Shop

4 Grant High School, Oklahoma City, Oklahoma
Trade and Industrial, Sheet Metal
1 Trade and Industrial, Drafting

1 Lawton High School, Lawton, Oklahoma
Trade and Industrial

2 Shields Height School, Oklahoma City, Oklahoma
Trade and Industrial, Mechanics
3 Trade and Industrial, Welding and Cutting
1 Trade and Industrial, Sheet Metal

1 Tahlequah High School, Tahlequah, Oklahoma
Trade and Industrial, Carpentry

37 TOTAL

JUNIOR COLLEGES

| Number Enrolled in Program | Name of School and Type of Program |
|----------------------------------|---|
| 3 | Altus Junior College, Altus, Oklahoma Technical Education, Office Related Technology |
| 6 | Cameron State College, Lawton, Oklahoma (in the process of becoming a four-year institution) Trade and Industrial, Drafting |
| 61 | Office Occupations, Business Data Processing Systems Occupations |
| 35 | Office Occupations, Accounting and Computing Occupations |
| 24 | Technical Education, Electronic Technology |
| 1 | Connors State College, Warner, Oklahoma Trade and Industrial, Drafting |
| 1 | Eastern Oklahoma State College, Wilburton, Oklahoma Trade and Industrial, Drafting |
| 3 | Northeastern Oklahoma State College, Miami, Oklahoma Technical Education, Electronic Technology |
| 2 | Trade and Industrial, Drafting |
| 4 | Technical Education, Computer Programmer |
| 4 | Northern State College, Tonkawa, Oklahoma Technical Education, Electronic Technology |
| 4 | Sayre Junior College, Sayre, Oklahoma Technical Education, Electronic Technology |
| 148 TOTAL | |

TECHNICAL INSTITUTES

| Number Enrolled in Program | Name of School and Type of Program |
|----------------------------------|---|
| 1 | Langston University, Langston, Oklahoma Technical Education, Electronic Technology |
| 2 | Oklahoma State Tech., Okmulgee, Oklahoma Agriculture, Agricultural Mechanics |
| 6 | Art, Commercial Design |
| 3 | Business, General Business |
| 5 | Industrial Arts, Drafting |
| 1 | Office Occupations, Accounting and Computing Occupations |
| 5 | Office Occupations, Business Data Processing Systems Occupations |
| 2 | Office Occupations, Accountants |
| 1 | Office Occupations, Bookkeepers |
| 15 | Office Occupations, Computer & Console Operators |
| 3 | Office Occupations, General Office Clerks |
| 2 | Technical Education, Civil Technology |
| 17 | Technical Education, Electronic Technology |
| 29 | Trade and Industrial, Air Conditioning |
| 1 | Trade and Industrial, Appliance Repair |
| 4 | Trade and Industrial, Body and Fender |
| 12 | Trade and Industrial, Mechanics |
| 1 | Trade and Industrial, Specialization, Other |
| 9 | Trade and Industrial, Commercial Art Occu- pations |
| 4 | Trade and Industrial, Construction & Mainte- nance Trades |
| 1 | Trade and Industrial, Plumbing and Pipe Fitting |
| 30 | Trade and Industrial, Diesel Mechanic |
| 10 | Trade and Industrial, Drafting |
| 1 | Trade and Industrial, Industrial Electrician |
| 8 | Trade and Industrial, Industrial Electronics |
| 1 | Trade and Industrial, Upholstering |
| 4 | Trade and Industrial, Electronics Occupations, Other |
| 5 | Trade and Industrial, Printing Press Occupations |
| 7 | Trade and Industrial, Lithographic, Photographic, and Platemaking |

| | |
|----|--|
| | Oklahoma State Tech., Okmulgee, Oklahoma (cont'd) |
| 3 | Trade and Industrial, Instruments Maintenance and Repair |
| 4 | Trade and Industrial, Watchmaking and Repair |
| 3 | Trade and Industrial, Machine Shop |
| 5 | Trade and Industrial, Baker |
| 1 | Trade and Industrial, Cook/Chef |
| 11 | Trade and Industrial, Refrigeration |
| 3 | Trade and Industrial, Small Engine Repair, Internal Combustion |
| 1 | Trade and Industrial, Leather Working |
| | Oklahoma State Technical Institute, Stillwater, Oklahoma |
| 4 | Technical Education, Agricultural Related Technology |
| 1 | Technical Education, Nuclear Technology |
| 2 | Technical Education, Petroleum Technology |
| 2 | Technical Education, Teacher's Assistant at the Pre-Primary Level |
| 2 | Technical Education, Civil Technology |
| 1 | Technical Education, Mechanical Technology |
| 7 | Technical Education, Electronic Technology |
| 6 | Technical Education, Aeronautical Technology |
| | Oklahoma State University Technical Institute, Oklahoma City, Oklahoma |
| 12 | Technical Education |
| 15 | Technical Education, Computer Programmer |
| 11 | Technical Education, Electronic Technology |
| 1 | Technical Education, Civil Technology |
| 1 | Technical Education, Instrumentation Technology |

286 TOTAL

APPENDIX B
OTIS II QUESTIONNAIRE

OCCUPATIONAL TRAINING INFORMATION SYSTEM

| | | | | | |
|---|--|--|--|--|----------|
| 1. NAME _____ | | 2. AGE _____ | | 3. SEX (CHECK ONE) <input type="checkbox"/> M <input type="checkbox"/> F | |
| LAST FIRST MIDDLE | | | | | |
| 4. ARE YOU MARRIED (CHECK ONE) <input type="checkbox"/> YES <input type="checkbox"/> NO | | 5. SOCIAL SECURITY NUMBER (IF ANY) _____ | | | |
| 6. PERMANENT ADDRESS (WHERE YOU CAN BE REACHED AFTER GRADUATION OR COMPLETION; PARENT'S HOME, ETC.) _____ | | | | | |
| NUMBER AND STREET | | CITY, TOWN, COMMUNITY | | STATE | ZIP CODE |
| 7. ARE YOU THE HEAD OF A HOUSEHOLD? <input type="checkbox"/> YES <input type="checkbox"/> NO | | 8. ARE YOU PHYSICALLY HANDICAPPED? <input type="checkbox"/> YES <input type="checkbox"/> NO | | | |
| 9. WHAT IS THE NAME OF THE HIGH SCHOOL YOU ARE NOW ATTENDING OR LAST ATTENDED? (IF ANY) _____ | | | | | |
| 10. LOCATION OF HIGH SCHOOL LAST ATTENDED _____ | | | | | |
| CITY, TOWN, OR COMMUNITY | | STATE | | | |
| 11. WHAT PROGRAM ARE YOU NOW TAKING (EXAMPLE: VOCATIONAL CARPENTRY) _____ | | | | | |
| 12. NAME OF SCHOOL OR INSTITUTION OFFERING THIS PROGRAM _____ | | | | | |
| 13. EXPECTED DATE OF GRADUATION OR COMPLETION FROM THIS PROGRAM _____ | | | | | |
| | | MONTH | | YEAR | |
| 14. IN THIS PROGRAM, I AM NOW IN THE (CHECK ONE) | | <input type="checkbox"/> FIRST YEAR <input type="checkbox"/> SECOND YEAR <input type="checkbox"/> THIRD YEAR <input type="checkbox"/> FOURTH YEAR | | | |
| 15. WHO MOST INFLUENCED YOU TO ENROLL IN THIS PROGRAM? (CHECK ONE) | | <input type="checkbox"/> RELATIVES <input type="checkbox"/> HIGH SCHOOL PRINCIPAL <input type="checkbox"/> HIGH SCHOOL COUNSELOR <input type="checkbox"/> FRIENDS <input type="checkbox"/> HIGH SCHOOL ACADEMIC TEACHER <input type="checkbox"/> OTHER <input type="checkbox"/> EMPLOYER <input type="checkbox"/> VOCATIONAL TEACHER <input type="checkbox"/> NOBODY | | | |
| 16. WHY DID YOU ENROLL IN THIS PROGRAM? (CHECK ONE) | | <input type="checkbox"/> TO PREPARE FOR A JOB <input type="checkbox"/> OTHER (SPECIFY) _____ | | | |
| 17. HOW MANY YEARS OF SCHOOL DID YOU COMPLETE BEFORE ENTERING THIS PROGRAM? | | ELEMENTARY OR HIGH SCHOOL <input type="checkbox"/> 4 OR LESS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 COLLEGE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> MORE THAN 4 | | | |
| 18. WHAT WERE YOU DOING BEFORE YOU FIRST ENROLLED IN THIS PROGRAM? (CHECK ONE) | | <input type="checkbox"/> EMPLOYED FULL TIME (EXCEPT SUMMER EM-PLOYMENT) <input type="checkbox"/> GOING TO SCHOOL <input type="checkbox"/> UNEMPLOYED (LOOKING FOR WORK) <input type="checkbox"/> MILITARY <input type="checkbox"/> OTHER | | | |
| 19. IF YOUR ANSWER TO QUESTION 18 WAS "EMPLOYED FULL TIME", WHAT WAS YOUR JOB CATEGORY? (CHECK ONE) (LEAVE BLANK OTHERWISE) | | <input type="checkbox"/> PROFESSIONAL OR KINDRED WORKERS (INCLUDES ACCOUNTANTS, ENGINEERS, PERSONNEL WORKERS, ETC.) <input type="checkbox"/> TECHNICIANS (DRAFTSMAN, ELECTRICAL TECHNICIAN, ETC.) <input type="checkbox"/> MANAGERS, OFFICIALS, PROPRIETORS, FARM OWNERS, FARM MANAGERS <input type="checkbox"/> CLERICAL WORKERS (INCLUDES BOOKKEEPERS, CASHIERS, STOREKEEPERS, ETC.) <input type="checkbox"/> SALES WORKERS <input type="checkbox"/> CRAFTSMAN, FOREMAN, AND KINDRED WORKERS (INCLUDES CARPENTERS, ELECTRICIANS, MACHINISTS, ETC.) <input type="checkbox"/> OPERATIVES AND KINDRED WORKERS (INCLUDES APPRENTICES ASSEMBLERS, TRUCK DRIVERS, DELIVERY MEN, WELDERS, ETC.) <input type="checkbox"/> SERVICE WORKERS (INCLUDING PRIVATE HOUSEHOLD, JANITORS, GUARDS, ETC.) <input type="checkbox"/> LABORER, (INCLUDING FARM) <input type="checkbox"/> OTHER (SPECIFY) _____ | | | |
| 20. IF EMPLOYMENT OPPORTUNITIES ARE EQUAL, DO YOU PLAN TO WORK IN OKLAHOMA WHEN YOU FINISH THIS PROGRAM? | | <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW | | | |

| | | | | | | | | | | | |
|---|--|---|--|---|---|---|--|--|--|--|---|
| <p>21. I AM PRESENTLY (CHECK ONE)</p> <p><input type="checkbox"/> ADULT-PREPARATORY MEANS PROGRAMS FOR ADULTS TO PREPARE THEM FOR GAINFUL EMPLOYMENT.</p> <p><input type="checkbox"/> ADULT-SUPPLEMENTARY MEANS PROGRAMS FOR ADULTS TO IMPROVE SKILLS OR TO ACQUIRE EXTRA SKILLS.</p> | <table border="0"> <tr> <td><input type="checkbox"/> A HIGH SCHOOL FRESHMAN</td> <td><input type="checkbox"/> IN POST HIGH SCHOOL FIRST YEAR</td> </tr> <tr> <td><input type="checkbox"/> A HIGH SCHOOL SOPHOMORE</td> <td><input type="checkbox"/> IN POST HIGH SCHOOL SECOND YEAR</td> </tr> <tr> <td><input type="checkbox"/> A HIGH SCHOOL JUNIOR</td> <td><input type="checkbox"/> IN ADULT-PREPARATORY TRAINING*</td> </tr> <tr> <td><input type="checkbox"/> A HIGH SCHOOL SENIOR</td> <td><input type="checkbox"/> IN ADULT-SUPPLEMENTARY TRAINING*</td> </tr> </table> | <input type="checkbox"/> A HIGH SCHOOL FRESHMAN | <input type="checkbox"/> IN POST HIGH SCHOOL FIRST YEAR | <input type="checkbox"/> A HIGH SCHOOL SOPHOMORE | <input type="checkbox"/> IN POST HIGH SCHOOL SECOND YEAR | <input type="checkbox"/> A HIGH SCHOOL JUNIOR | <input type="checkbox"/> IN ADULT-PREPARATORY TRAINING* | <input type="checkbox"/> A HIGH SCHOOL SENIOR | <input type="checkbox"/> IN ADULT-SUPPLEMENTARY TRAINING* | | |
| <input type="checkbox"/> A HIGH SCHOOL FRESHMAN | <input type="checkbox"/> IN POST HIGH SCHOOL FIRST YEAR | | | | | | | | | | |
| <input type="checkbox"/> A HIGH SCHOOL SOPHOMORE | <input type="checkbox"/> IN POST HIGH SCHOOL SECOND YEAR | | | | | | | | | | |
| <input type="checkbox"/> A HIGH SCHOOL JUNIOR | <input type="checkbox"/> IN ADULT-PREPARATORY TRAINING* | | | | | | | | | | |
| <input type="checkbox"/> A HIGH SCHOOL SENIOR | <input type="checkbox"/> IN ADULT-SUPPLEMENTARY TRAINING* | | | | | | | | | | |
| <p>22. WHICH DESCRIBES YOU? (CHECK ONE)</p> | <table border="0"> <tr> <td><input type="checkbox"/> INDIAN</td> <td><input type="checkbox"/> NEGRO</td> <td><input type="checkbox"/> WHITE</td> <td><input type="checkbox"/> MEXICAN AMERICAN</td> </tr> <tr> <td><input type="checkbox"/> ORIENTAL</td> <td><input type="checkbox"/> OTHER</td> <td></td> <td></td> </tr> </table> | <input type="checkbox"/> INDIAN | <input type="checkbox"/> NEGRO | <input type="checkbox"/> WHITE | <input type="checkbox"/> MEXICAN AMERICAN | <input type="checkbox"/> ORIENTAL | <input type="checkbox"/> OTHER | | | | |
| <input type="checkbox"/> INDIAN | <input type="checkbox"/> NEGRO | <input type="checkbox"/> WHITE | <input type="checkbox"/> MEXICAN AMERICAN | | | | | | | | |
| <input type="checkbox"/> ORIENTAL | <input type="checkbox"/> OTHER | | | | | | | | | | |
| <p>23. IN WHAT SIZE COMMUNITY DID YOU LIVE MOST OF YOUR LIFE BEFORE AGE 14? (CHECK ONE) (IF YOU DON'T REMEMBER, MAKE AN APPROXIMATION)</p> | <table border="0"> <tr> <td><input type="checkbox"/> LESS THAN 2,500 POPULATION</td> <td><input type="checkbox"/> 2,501 TO 10,000 POPULATION</td> </tr> <tr> <td><input type="checkbox"/> 10,001 TO 25,000 POPULATION</td> <td><input type="checkbox"/> 25,001 TO 50,000 POPULATION</td> </tr> <tr> <td><input type="checkbox"/> OVER 50,000 POPULATION</td> <td></td> </tr> </table> | <input type="checkbox"/> LESS THAN 2,500 POPULATION | <input type="checkbox"/> 2,501 TO 10,000 POPULATION | <input type="checkbox"/> 10,001 TO 25,000 POPULATION | <input type="checkbox"/> 25,001 TO 50,000 POPULATION | <input type="checkbox"/> OVER 50,000 POPULATION | | | | | |
| <input type="checkbox"/> LESS THAN 2,500 POPULATION | <input type="checkbox"/> 2,501 TO 10,000 POPULATION | | | | | | | | | | |
| <input type="checkbox"/> 10,001 TO 25,000 POPULATION | <input type="checkbox"/> 25,001 TO 50,000 POPULATION | | | | | | | | | | |
| <input type="checkbox"/> OVER 50,000 POPULATION | | | | | | | | | | | |
| <p>24. WHAT WAS YOUR FAMILY'S PRIMARY SOURCE OF INCOME MOST OF YOUR LIFE BEFORE YOU WERE 14? (CHECK ONE)</p> | <table border="0"> <tr> <td><input type="checkbox"/> FARMING</td> <td><input type="checkbox"/> SELF EMPLOYED (NON AGRICULTURAL)</td> </tr> <tr> <td><input type="checkbox"/> WAGES OR SALARY</td> <td><input type="checkbox"/> WELFARE</td> </tr> <tr> <td><input type="checkbox"/> OTHER</td> <td><input type="checkbox"/> SAVINGS</td> </tr> </table> | <input type="checkbox"/> FARMING | <input type="checkbox"/> SELF EMPLOYED (NON AGRICULTURAL) | <input type="checkbox"/> WAGES OR SALARY | <input type="checkbox"/> WELFARE | <input type="checkbox"/> OTHER | <input type="checkbox"/> SAVINGS | | | | |
| <input type="checkbox"/> FARMING | <input type="checkbox"/> SELF EMPLOYED (NON AGRICULTURAL) | | | | | | | | | | |
| <input type="checkbox"/> WAGES OR SALARY | <input type="checkbox"/> WELFARE | | | | | | | | | | |
| <input type="checkbox"/> OTHER | <input type="checkbox"/> SAVINGS | | | | | | | | | | |
| <p>25. EDUCATION OF FATHER OR HEAD OF HOUSEHOLD WHEN YOU WERE GROWING UP. (CHECK HIGHEST LEVEL ATTAINED)</p> | <table border="0"> <tr> <td><input type="checkbox"/> 4TH GRADE OR LESS</td> <td><input type="checkbox"/> GRADUATED FROM HIGH SCHOOL</td> </tr> <tr> <td><input type="checkbox"/> 5TH OR 6TH GRADE</td> <td><input type="checkbox"/> SOME COLLEGE BUT NO DEGREE</td> </tr> <tr> <td><input type="checkbox"/> 7TH OR 8TH GRADE</td> <td><input type="checkbox"/> ASSOCIATE DEGREE</td> </tr> <tr> <td><input type="checkbox"/> 9TH OR 10TH GRADE</td> <td><input type="checkbox"/> BACCALAUREATE DEGREE</td> </tr> <tr> <td><input type="checkbox"/> 11TH OR 12TH GRADE (NON-GRADUATE)</td> <td><input type="checkbox"/> GRADUATE WORK OR PROFESSIONAL DEGREE</td> </tr> </table> | <input type="checkbox"/> 4TH GRADE OR LESS | <input type="checkbox"/> GRADUATED FROM HIGH SCHOOL | <input type="checkbox"/> 5TH OR 6TH GRADE | <input type="checkbox"/> SOME COLLEGE BUT NO DEGREE | <input type="checkbox"/> 7TH OR 8TH GRADE | <input type="checkbox"/> ASSOCIATE DEGREE | <input type="checkbox"/> 9TH OR 10TH GRADE | <input type="checkbox"/> BACCALAUREATE DEGREE | <input type="checkbox"/> 11TH OR 12TH GRADE (NON-GRADUATE) | <input type="checkbox"/> GRADUATE WORK OR PROFESSIONAL DEGREE |
| <input type="checkbox"/> 4TH GRADE OR LESS | <input type="checkbox"/> GRADUATED FROM HIGH SCHOOL | | | | | | | | | | |
| <input type="checkbox"/> 5TH OR 6TH GRADE | <input type="checkbox"/> SOME COLLEGE BUT NO DEGREE | | | | | | | | | | |
| <input type="checkbox"/> 7TH OR 8TH GRADE | <input type="checkbox"/> ASSOCIATE DEGREE | | | | | | | | | | |
| <input type="checkbox"/> 9TH OR 10TH GRADE | <input type="checkbox"/> BACCALAUREATE DEGREE | | | | | | | | | | |
| <input type="checkbox"/> 11TH OR 12TH GRADE (NON-GRADUATE) | <input type="checkbox"/> GRADUATE WORK OR PROFESSIONAL DEGREE | | | | | | | | | | |
| <p>26. OCCUPATION OF FATHER OR HEAD OF HOUSEHOLD WHEN YOU WERE GROWING UP? (CHECK ONE)</p> | <table border="0"> <tr> <td><input type="checkbox"/> PROFESSIONAL OR KINDRED WORKERS (INCLUDES ACCOUNTANTS, ENGINEERS, PERSONNEL WORKERS, ETC.)</td> </tr> <tr> <td><input type="checkbox"/> TECHNICIANS (DRAFTSMEN, ELECTRICAL TECHNICIANS, ETC.)</td> </tr> <tr> <td><input type="checkbox"/> MANAGERS, OFFICIALS, PROPRIETORS, FARM OWNERS, FARM MANAGERS</td> </tr> <tr> <td><input type="checkbox"/> CLERICAL OR KINDRED WORKERS (INCLUDES BOOKKEEPERS, CASHIERS, STOREKEEPERS, ETC.)</td> </tr> <tr> <td><input type="checkbox"/> SALES WORKERS</td> </tr> <tr> <td><input type="checkbox"/> CRAFTSMEN, FOREMEN, AND KINDRED WORKERS (INCLUDES CARPENTERS, ELECTRICIANS, MACHINISTS, ETC.)</td> </tr> <tr> <td><input type="checkbox"/> OPERATIVES AND KINDRED WORKERS (INCLUDES APPRENTICES, ASSEMBLERS, TRUCK DRIVERS, DELIVERY MEN, WELDERS, ETC.)</td> </tr> <tr> <td><input type="checkbox"/> SERVICE WORKERS (INCLUDING PRIVATE HOUSEHOLD WORKERS, JANITORS, GUARDS, ETC.)</td> </tr> <tr> <td><input type="checkbox"/> LABORERS (INCLUDING FARM)</td> </tr> <tr> <td><input type="checkbox"/> OTHER (SPECIFY) _____</td> </tr> </table> | <input type="checkbox"/> PROFESSIONAL OR KINDRED WORKERS (INCLUDES ACCOUNTANTS, ENGINEERS, PERSONNEL WORKERS, ETC.) | <input type="checkbox"/> TECHNICIANS (DRAFTSMEN, ELECTRICAL TECHNICIANS, ETC.) | <input type="checkbox"/> MANAGERS, OFFICIALS, PROPRIETORS, FARM OWNERS, FARM MANAGERS | <input type="checkbox"/> CLERICAL OR KINDRED WORKERS (INCLUDES BOOKKEEPERS, CASHIERS, STOREKEEPERS, ETC.) | <input type="checkbox"/> SALES WORKERS | <input type="checkbox"/> CRAFTSMEN, FOREMEN, AND KINDRED WORKERS (INCLUDES CARPENTERS, ELECTRICIANS, MACHINISTS, ETC.) | <input type="checkbox"/> OPERATIVES AND KINDRED WORKERS (INCLUDES APPRENTICES, ASSEMBLERS, TRUCK DRIVERS, DELIVERY MEN, WELDERS, ETC.) | <input type="checkbox"/> SERVICE WORKERS (INCLUDING PRIVATE HOUSEHOLD WORKERS, JANITORS, GUARDS, ETC.) | <input type="checkbox"/> LABORERS (INCLUDING FARM) | <input type="checkbox"/> OTHER (SPECIFY) _____ |
| <input type="checkbox"/> PROFESSIONAL OR KINDRED WORKERS (INCLUDES ACCOUNTANTS, ENGINEERS, PERSONNEL WORKERS, ETC.) | | | | | | | | | | | |
| <input type="checkbox"/> TECHNICIANS (DRAFTSMEN, ELECTRICAL TECHNICIANS, ETC.) | | | | | | | | | | | |
| <input type="checkbox"/> MANAGERS, OFFICIALS, PROPRIETORS, FARM OWNERS, FARM MANAGERS | | | | | | | | | | | |
| <input type="checkbox"/> CLERICAL OR KINDRED WORKERS (INCLUDES BOOKKEEPERS, CASHIERS, STOREKEEPERS, ETC.) | | | | | | | | | | | |
| <input type="checkbox"/> SALES WORKERS | | | | | | | | | | | |
| <input type="checkbox"/> CRAFTSMEN, FOREMEN, AND KINDRED WORKERS (INCLUDES CARPENTERS, ELECTRICIANS, MACHINISTS, ETC.) | | | | | | | | | | | |
| <input type="checkbox"/> OPERATIVES AND KINDRED WORKERS (INCLUDES APPRENTICES, ASSEMBLERS, TRUCK DRIVERS, DELIVERY MEN, WELDERS, ETC.) | | | | | | | | | | | |
| <input type="checkbox"/> SERVICE WORKERS (INCLUDING PRIVATE HOUSEHOLD WORKERS, JANITORS, GUARDS, ETC.) | | | | | | | | | | | |
| <input type="checkbox"/> LABORERS (INCLUDING FARM) | | | | | | | | | | | |
| <input type="checkbox"/> OTHER (SPECIFY) _____ | | | | | | | | | | | |
| <p>27. WHAT WAS THE APPROXIMATE ANNUAL INCOME OF THE HOUSEHOLD IN WHICH YOU LIVED LAST YEAR? (CHECK ONE)</p> | <table border="0"> <tr> <td><input type="checkbox"/> UNDER \$3000.00</td> <td><input type="checkbox"/> \$ 9000.00 TO \$11999.00</td> </tr> <tr> <td><input type="checkbox"/> \$3000.00 TO \$4999.00</td> <td><input type="checkbox"/> \$12000.00 TO \$15000.00</td> </tr> <tr> <td><input type="checkbox"/> \$5000.00 TO \$6999.00</td> <td><input type="checkbox"/> OVER \$15000.00</td> </tr> <tr> <td><input type="checkbox"/> \$7000.00 TO \$8999.00</td> <td></td> </tr> </table> | <input type="checkbox"/> UNDER \$3000.00 | <input type="checkbox"/> \$ 9000.00 TO \$11999.00 | <input type="checkbox"/> \$3000.00 TO \$4999.00 | <input type="checkbox"/> \$12000.00 TO \$15000.00 | <input type="checkbox"/> \$5000.00 TO \$6999.00 | <input type="checkbox"/> OVER \$15000.00 | <input type="checkbox"/> \$7000.00 TO \$8999.00 | | | |
| <input type="checkbox"/> UNDER \$3000.00 | <input type="checkbox"/> \$ 9000.00 TO \$11999.00 | | | | | | | | | | |
| <input type="checkbox"/> \$3000.00 TO \$4999.00 | <input type="checkbox"/> \$12000.00 TO \$15000.00 | | | | | | | | | | |
| <input type="checkbox"/> \$5000.00 TO \$6999.00 | <input type="checkbox"/> OVER \$15000.00 | | | | | | | | | | |
| <input type="checkbox"/> \$7000.00 TO \$8999.00 | | | | | | | | | | | |
| <p>28. HOW MANY PEOPLE LIVED IN THE HOUSEHOLD REFERRED TO IN QUESTION NUMBER 27 ABOVE?</p> | <p>_____ (NUMBER)</p> | | | | | | | | | | |

VITA

Kenneth Lane Ritter

Candidate for the Degree of

Master of Science

Thesis: A DESCRIPTIVE STUDY OF SERVICEMEN AND VETERANS
ENROLLED IN OKLAHOMA'S VOCATIONAL AND TECHNICAL
TRAINING PROGRAMS IN THE FALL OF 1968

Major Field: Technical Education

Biographical:

Personal Data: Born in Vallejo, California, June 1, 1947

Education: Graduated from Limestone High School, Limestone, Maine, in June, 1965; attended Cameron State College from 1965 to 1967 and received an Associate of Arts degree in 1967 with a major in Electronics Technology; attended Oklahoma State University from 1967 to 1970 and received the Bachelor of Science degree in 1969 with a major in Technical Education; completed requirements for the Master of Science degree in May, 1970, as a Manpower Fellow; received Lew Wentz Service Scholarship in 1968 and a United States Department of Labor Manpower Fellowship from 1969 to 1970.

Professional Experience: Lab Assistant, Cameron State College, Lawton, Oklahoma, from November, 1965 to May, 1966; Blue Line Operator, National Cash Register Company, Los Angeles, California, from May, 1966 to August, 1966; Engineering Technician, Texas Instruments, Dallas, Texas, from May, 1967 to August, 1967; Manpower Research Intern, Oklahoma State University, from September, 1968 to January, 1970.